

Jefferson County Public Schools
WESTERN HIGH SCHOOL
School Leadership Assessment Report



03/14/2010 - 03/19/2010



School Leadership Assessment Executive Summary

WESTERN HIGH SCHOOL

Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Mr. David Mike, Principal

Introduction

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

School Deficiencies and Next Steps

1. Deficiency	The principal does not monitor to ensure that effective and varied instructional strategies are used in all classrooms.
Next Steps	The principal should monitor classroom instruction to ensure that teachers use a variety of instructional strategies to meet the needs of a diverse student population. These strategies should include research-based best practice strategies (inquiry-based learning, multiple intelligences, learning styles, higher-order thinking, problem-solving, differentiated tasks, technology assisted) delivered in a student-centered, engaging environment. The principal should ensure that specific, meaningful feedback is provided for teachers to identify deficiencies in instruction and to serve as a catalyst for modifying instructional practices and meeting unique learning needs of all students.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The principal does not use a systematic process for collecting, graphing and analyzing classroom formative and summative assessment data.

Next Steps	The principal should revise the current walkthrough process to include comprehensive procedures for monitoring formative and summative classroom assessments. Each teacher should compile all assessments in evidence binders. The principal should regularly collect binders to examine the quality of formative and summative assessments and to monitor the format for congruency to state assessments. Assessments should also be monitored to ensure students are given opportunities to demonstrate inquiry, problem solving and higher-order critical thinking skills. Data collected from the assessment review should be analyzed and the results of the analysis should be used to identify curricular and instructional gaps. The principal should require teachers to collaboratively design authentic assessments and performance standards and descriptors that students can use to reach proficiency.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The process in place to monitor and document the implementation and impact of the various school improvement plans is limited in scope.
Next Steps	The principal should collaborate with staff, the district achievement gap coordinator, instructional coach, priority manager and other appropriate staff members to develop and implement systems to monitor and document the implementation and impact of the school restructuring plan, comprehensive school improvement plan and the ASSIST work plan. The principal and all stakeholders should ensure that the activities and strategies of each plan are linked to the others to allow the collection of adequate and appropriate data to support accountability and the effective operation of all school instructional initiatives.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The school council does not have an intentional focus on improving student achievement.
Next Steps	The school council should receive intensive training regarding areas of responsibility and legal obligations. This training should include policy writing and monitoring, effective use of committees, budget decisions and data analysis.
School Action Steps to Overcoming Obstacles	

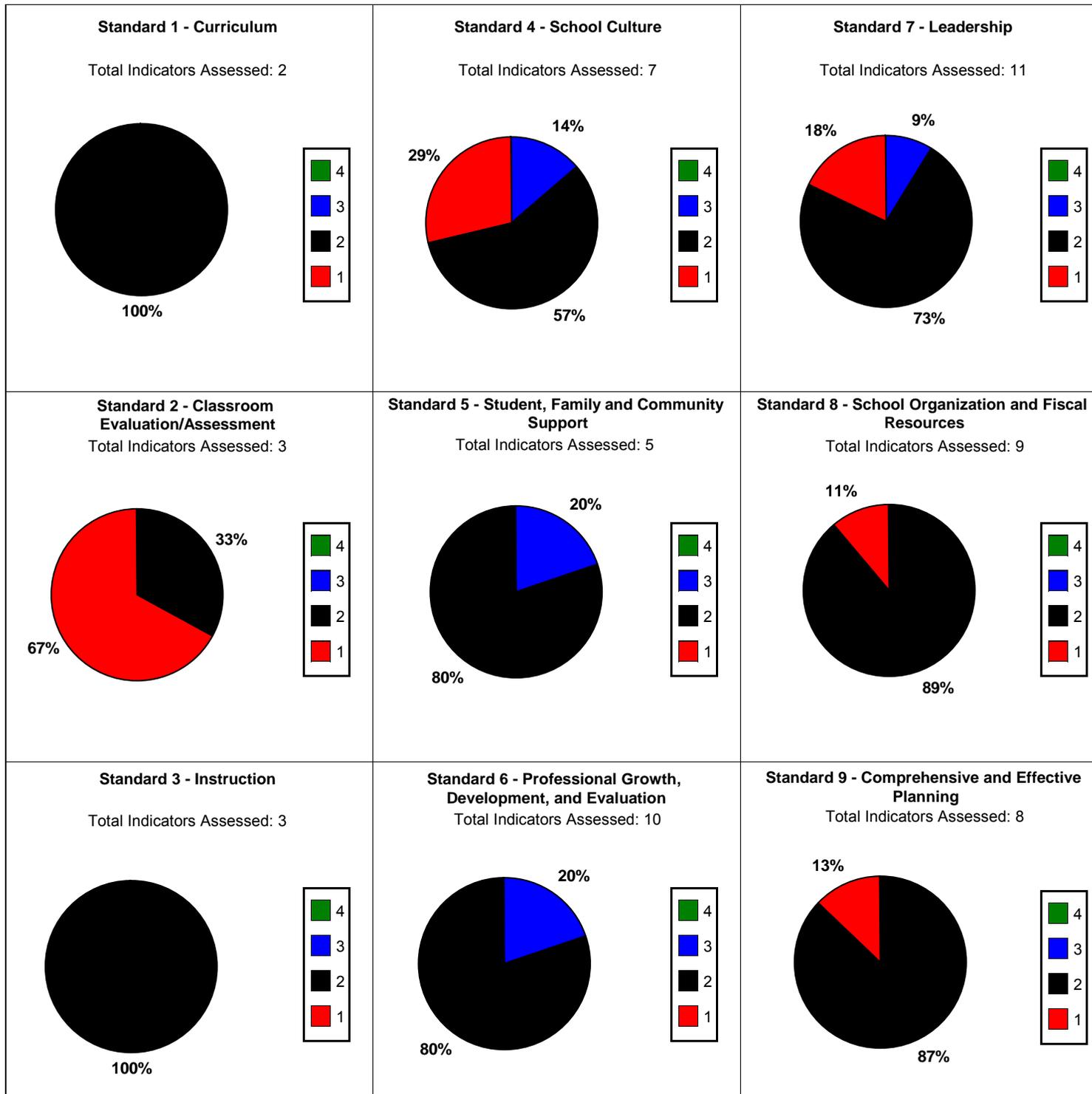
Timeline/Person Responsible	
5. Deficiency	The principal has not developed and implemented a comprehensive communications plan.
Next Steps	The principal should develop and implement a comprehensive communications plan. The plan should ensure all staff uses various forms of communication with students, families, business leaders and community members.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	Classroom management procedures have been developed and communicated to all staff, but the principal has not monitored to ensure these practices are implemented effectively in all classrooms.
Next Steps	The principal should collect classroom instructional data concerning instructional and behavioral issues that impede learning for students (profane language, sleeping in class, minor discipline problems that interrupt instruction, not teaching bell-to-bell, absenteeism, truancy, tardies, students unprepared for class). The principal should intentionally review classroom instructional and behavioral data to ensure expectations are consistently reinforced by all teachers. The principal should regularly provide constructive feedback to teachers with appropriate follow up to ensure feedback is impacting instructional practice and maximizing learning for students.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

WESTERN HIGH SCHOOL

KDE 2010 School Leadership Assessment Report At-a-Glance

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

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



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

Focus on Student Academic Performance

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

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

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

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

Kentucky Department of Education
School Leadership Assessment Summary Report
WESTERN HIGH SCHOOL
Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Introduction

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

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (106) and formal interviews and informal discussions with teachers (54), students (54), parents (7), Family Resource/Youth Services Center staff members (1), central office personnel (10), support staff members (42), assistant principals (3), counselors (4), community member (1), MST coordinator (1), School Based Decision Making members (4), School Resource Officer (1), security personnel (7), media specialist (1) and the principal.

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

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

The chairperson of the team was Betty E. Fox - District Administrator. The other team members were Greg Napier - Highly Skilled Educator, Carol J. Wheat - Higher Education Representative, Cindy Price - Parent, Gayla B. Jenkins - Building Administrator, Jill L. Crowe - Teacher, Rhonda C. Marshbanks - Teacher.

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 comprehensive school improvement plan, course syllabi, 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, perception survey results, professional development records, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, School Report Card data, student work and Classroom Instructional Framework Learning Walk Instrument

Interviews with central office staff, classified staff, principal, school council members, students, teachers and instructional coach

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

Performance Rating 2

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

The principal does not initiate or facilitate discussions within and among schools to identify key curriculum transition points and to eliminate gaps and overlaps in the curriculum. The school council has not developed and adopted policy to assist students transitioning from middle school to high school. Within Western High School, instructional leadership team teachers meet occasionally with content-area teachers to discuss transition points between courses (Algebra I and II, Biology I and II) to ensure proper sequencing. District leadership has aligned the curriculum with Kentucky's Combined Curriculum Documents and provides curriculum pacing guides for most content areas. These pacing guides identify time frames for teaching various concepts, units and skills in each trimester. Teachers use these pacing guides to plan lessons and units of study, but most teachers do not identify core content and Program of Studies in lesson plans. Instructional leadership team teachers meet occasionally with content-area teachers to discuss curricular issues and develop plans to address them.

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

The school council has adopted a curriculum policy requiring teachers to follow the trimester pacing guides developed by the Jefferson County Board of Education. According to the instructional practices policy adopted by the

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 2

school council, all teachers will follow the classroom instructional framework developed by the Jefferson County Board of Education as the method and technique used in the delivery of the curriculum. School council policy requires the instructional leadership team to address curricular issues that arise within their content areas and be responsible to make recommendations to the council. Instructional leadership teams monitor the implementation of pacing guides through informal discussions and observations of teachers, but the principal has not established formal protocols to determine the impact of this process on instruction. Administrative team members conduct walkthroughs as needed, but "as needed" has not been clearly defined, using the classroom instructional framework learning walk instrument. The principal provides limited feedback to teachers regarding curriculum. The principal does not lead teachers in the modification of the curriculum to address students' unique learning needs. The school master schedule ensures that all students have access to a common academic core. Exceptional child education teachers use the same district-provided pacing guides as other content-area teachers, but most students are taught in pull-out programs rather than collaborative settings. Occasionally, exceptional child education teachers informally collaborate and discuss pacing guide unit completion and assessments with regular education content-area teachers. These discussions do not always lead to curriculum refinement.

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Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

The principal, in collaboration with district leadership, middle school administrators and instructional leadership teams from each school, should develop a systematic process for identifying key curriculum transition points. This process should be ongoing and promote vertical alignment across all content areas and grade configurations (middle and high school) to assist students in transitioning from school to school.

The school council should review and modify the curriculum policy to include measures for monitoring, evaluating, reviewing and modifying the curriculum to meet the ever-changing needs of all students.

The principal should develop procedures and protocol to monitor and evaluate the implementation of the curriculum to ensure that all students are presented with a challenging learning environment.

Resources:

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.

Colton, Kathleen (2000). *The Schooling Practices That Matter Most*.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom assignments, classroom displays, eWalk data, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, perception survey results, rubrics, samples of classroom assessments, samples of student work products, Student Performance Level Descriptors and student work

Interviews with district leadership, principal, students and teachers

Observations of classrooms, common areas and hallways

Performance Rating 2

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

The principal does not monitor how teachers use performance level standards and descriptors as a guide for students to produce proficient work. However, some teachers collaborate within their content department teams to design rubrics to assist students in reaching proficiency. Students are not given regular classroom assessment opportunities to practice using performance descriptors for completing open response questions. Some students can articulate the purpose of a rubric on some assessments (open-response questions, CASCADE, classroom projects). Samples of proficient student work are rarely displayed in classrooms and common areas.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating **1**

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

The school council adopted policies (Authentic and Classroom Assessment, Open Response Questions) and listed procedures (open response calendar, open response analysis) that address authentic classroom and open response assessments. The school council does not monitor the principal's implementation of authentic or classroom assessments as defined in policy. The principal does not formally collect, graph or analyze classroom assessment data. He uses the classroom instructional framework (CIF) learning walk instrument to conduct classroom walkthroughs, but the form does not include a component for monitoring frequent, rigorous or authentic assessments. The frequency of assessing student achievement varies among teachers. Some teachers collaborate in the design of or administer formative and summative assessments that require students to demonstrate learning at all levels of depth of knowledge. Some teachers provide assessments that are not always aligned to state standards or assessments (word finds, matching, textbook-generated chapter tests, fill-in blank) for students to demonstrate learning. Few assessments require students to use inquiry, problem-solving or higher-order thinking skills. Most teachers evaluate student achievement every six weeks by administering the district-generated Classroom Assessment System and Community Access Dashboard for Education (CASCADE) assessment. The principal expects teachers to score CASCADE open response questions, but he does not monitor the process for quality control. The principal meets with the instructional leadership team to provide direction for content area department heads to lead their teachers in an analysis of CASCADE achievement data. Teachers are to complete the Learning from Student Work document for informing instructional strategies. The quality of this process (identification of multiple strategies to no identification) varies among teachers and content areas. The principal does not formally monitor this process.

2.1d Test scores are used to identify curriculum gaps.

The principal does not involve the school council and all certified staff in disaggregating state assessment data (Interim Performance Report, No Child Left Behind, American College Testing, PLAN). The principal and the instructional coach disaggregate achievement data and the principal shares the results with instructional staff at a faculty meeting. Teachers analyze the results of CASCADE achievement data, and some departments identify instructional strategies to increase student achievement. The principal does

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating **1**

not lead an intentional focus on using disaggregated data from multiple sources to identify curriculum gaps or alignment to state learning objectives.

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Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

The principal should revise classroom walkthrough procedures to include a systematic process for collecting, graphing and analyzing classroom learning walk data. Feedback concerning assessment issues should be used to identify curricular and instructional gaps. The school council should amend assessment policies to require the principal to report his analysis of classroom assessment data and actions taken to address student learning needs.

The principal should require teachers to include frequent, authentic and rigorous assessments in their evidence binders. The principal should regularly collect the binders to examine the quality of formative and summative assessments and to monitor the format for congruency to state assessments. Assessments should also be monitored to ensure students are expected to demonstrate inquiry, problem solving and higher-order critical thinking skills at a proficient level and make real-life connections.

Resources:

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

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

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

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of comprehensive school improvement plan, course syllabi, 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, perception survey results, professional development records, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, School Report Card data, school Web pages, student work, Restructuring Plan Implementation and Impact Check, classroom instructional framework learning walk instrument, district Web page and exceptional child education red folders.

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

Observations of classrooms, common areas, computer lab, hallways 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 requiring all teachers to follow the classroom instructional framework as developed by the Jefferson County Board of Education as the method and technique used in the delivery of curriculum. The policy states that the instructional leadership team is responsible for recommending guidelines regarding instructional practices (instructional strategies, resources available, teacher collaboration, integration of students with special needs, homework policies, technology in the classroom, alignment with core content) to the council. The principal does not ensure the policy is implemented as written and that the instructional leadership team follows procedures as directed by school council policy. Few regular education classes include the integration of students with special needs. All staff members are certified to teach in their assigned areas, but few teachers implement research-based strategies. Many teachers regularly use lecture as their mode of delivering the curriculum. Students are provided limited opportunities to use higher-order thinking and problem-solving skills. The principal does not ensure that all teachers differentiate tasks to meet diverse learning needs of all students. The school council has adopted policy that requires every teacher to assign and collect "legitimate homework on a weekly basis". Many teachers regularly assign homework, but assignments are often textbook tasks providing more practice of skills rather than presenting students with authentic extensions of learning.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating **2**

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

The principal and administrative team monitor instructional practices through walkthroughs but provide limited specific feedback to assist teachers in informing instructional practices. Walkthroughs are conducted on an as needed basis, but "as needed" has not been clearly defined. The principal does not follow up walkthroughs to ensure that the feedback has led to changes in professional practice. Instructional leadership team members sometimes guide teachers in the identification of effective instructional practices and provide professional development (Writing Across the Curriculum, Building Rigor into Every Lesson in Every Class, book study of "Revisiting Professional Learning Communities at Work"). The implementation of acquired skills into professional practice varies among staff members with some regularly incorporating learned skills (exit slips, journaling) while others implement them sporadically. Teachers use Classroom Assessment System and Community Access Dashboard for Education (CASCADE) to gauge student learning in some content areas. The principal meets with the assistant superintendent of high schools and shares how some teachers use CASCADE data to identify instructional strategies that address the needs of low performing students. Teachers share some successful instructional strategies with content-area teachers within the school and with other high school teachers in Jefferson County by posting examples of effective practices on the district Web page, Learning from Student Work. The mathematics department is implementing College Preparatory Mathematics to provide opportunities for students to participate in inquiry-based learning activities; additionally, teachers are implementing Ramp-Up math for all 9th grade novice math students. Some reading concerns are being addressed through the 25 Book campaign and Ramp-Up for struggling readers.

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

The school council has adopted technology policy that states teachers should incorporate the use of technology into each course during classroom instruction, but the policy does not address how technology use will be monitored. The principal does not monitor the use of technology in instruction. The use of technology in instruction is not a component of the classroom instructional framework learning walk instrument. Most teachers have laptops

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Standard 3 **Instruction**

Performance Rating 2

and projectors and sufficient resources (textbooks, hands-on materials, History Alive, trade books, science laboratory materials) to support instruction and learning needs, but technology is primarily used to present information rather than for enhancing student learning. Students sometimes use technology to conduct research, to make presentations and to complete projects.

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Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

The school council and principal should ensure that the instructional practices policy is fully implemented as developed. The school council and principal should charge the instructional leadership team with the responsibility for recommending guidelines and modifications to the instructional program. The principal and designees should monitor classroom instruction for collection and analysis of data to determine the implementation of best instructional practices and their impact on student achievement. The principal should direct the instructional leadership team to continue working with their respective departments to ensure that all students are presented with challenging, effective instructional strategies (multiple intelligences, higher-order thinking, inquiry-based) in all classrooms.

The school council should modify the technology policy to include methods to monitor the use of technological resources to engage students in classroom instruction and improve student achievement. The principal, administrative team and instructional leadership team should ensure that students are provided multiple opportunities to use technology in innovative ways for creating products, presenting information and expanding their learning experiences beyond the school setting.

The principal should actively engage in activities that have the potential to enhance his instructional leadership skills and understanding of best instructional practices.

Resources:

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

Marzano, R. J., Pickering, D. J., Norford, J. S., Paynter, D. E. & Gaddy, B. B. (2001). *A Handbook for Classroom Instruction that Works*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*. Alexandria, VA: Association for Supervision & Curriculum Development. ISBN: 0871205122

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WESTERN HIGH SCHOOL

Jefferson County Public Schools School District

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom displays, comprehensive school improvement plan, cumulative folders system/student working folders/portfolios, employee handbooks, eWalk data, Family Resource Youth Services Center documentation, Family Resource Youth Services Center grant proposal, Individual Learning Plans, Kentucky Performance Report disaggregated data, list of co-curricular offerings, master school schedule, newspaper clippings/press releases, perception survey results, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, school visitors register, school Web pages, student discipline reports, student handbook, student/parent/staff handbooks, transcripts, trophy cases and Infinite Campus

Interviews with assistant principal, classified staff, counselor, Extended School Services director/staff, Family Resource/Youth Services Center personnel, parents, principal, school council members, school resource officer, students, teachers and volunteers

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

Performance Rating **3**

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

The principal has implemented many safety and security measures to improve physical structures and behavioral standards of the school. Campus safety and security is monitored by a full time school resource officer, provided by the Jefferson County sheriff's office, along with seven school security personnel and three assistant principals. One exterior door leading to the gym and band areas is unlocked during school hours to facilitate the movement of student traffic between classroom areas. This area is intentionally monitored by security. Security cameras are positioned throughout the building and monitored by school leadership. A crisis response plan has been created to serve as a guide in most emergencies and crisis situations. Emergency procedures are posted in most classrooms and safety drills (tornado, fire, lock down) are regularly practiced. The district code of acceptable behavior and discipline regarding student conduct communicates behavior expectations for students along with consequences for offenses. The principal uses school assemblies, staff retreats and meetings, written correspondence, school intercom and the school Web page to clearly communicate the code of conduct and behavioral expectations to students, families and all certified and classified personnel. The principal has

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Standard 4 **School Culture**

Performance Rating **3**

implemented organizational procedures to minimize disruptions to instruction (hall monitors, tardy policies, announcements only at beginning and end of school day, in school suspension classroom, no student check outs after 2 p.m.). The principal does not always analyze behavioral referrals or other data to inform or revise decisions regarding the learning environment.

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Standard 4 **School Culture**

Performance Rating 2

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

The principal articulates high behavioral expectations but does not sustain a commitment to the belief that all students can learn at high levels. Exceptional child education students are placed in resource rooms with little or no integration into regular education classes. Emotional behavioral disability students are housed in a separate building on campus allowing little access to a high level learning environment. Students tardy for class are assigned to tardy detention and stand in small squares for the duration of the 70-minute class period, and students tardy to school in the morning are housed in the cafeteria for the duration of first period. During the principal's short tenure, he has introduced change in the traditional schedule through the addition of advanced placement classes for high achieving students. The principal is facilitating an initiative (Early College Initiative) to offer dual credit college courses at the high school through a cooperative agreement with Jefferson Community and Technical College (JCTC). The principal has made limited effort to foster the belief that all children can learn among all stakeholder groups. The principal has developed some lines of communication and defined some areas of responsibility for addressing the academic program through administrative, instructional leadership and content specific department teams. The principal shares information with these groups and seeks some input on school issues. The principal provides teachers the opportunity to share best practice strategies by posting on a page (Learning from Student Work) from the district Web site, but he does not monitor to ensure effective use of this Web site and its contents.

- 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 policy and developed procedures for the assignment of all instructional and non-instructional staff time. The principal and administrative team follows a well-defined process to assign students to class based primarily on meeting the requirements for high school graduation. The trimester scheduling model allows opportunities to group and re-group students according to individual learning needs, but the trimester model is used primarily to address a student's pass/fail status. Some intentional matching of teacher strengths occur based on federal guidelines (Individual Disabilities Education Act, Title I Ramp-Up), but the principal does not have a formal process for matching all students' learning needs to the instructional

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Standard 4 **School Culture**

Performance Rating 2

strengths of staff. Changes in student schedules are occasionally based upon student, parent or teacher request.

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

The school council has adopted policy (Enhancing Student Achievement) for recognizing outstanding student achievement (college admission/scholarship receipt, student of the week/month, honor roll, perfect attendance, outstanding athletic and academic performance, good citizenship), but the principal has not fully implemented this policy. The 25 Book campaign is used to motivate and celebrate students reading in volume. Pictures of students who have excelled in this activity are displayed in hallways and the media center. Throughout the building are banners with names of students who scored proficient or distinguished on recent state assessments. The principal does not intentionally share student successes with community and parents.

- 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 council has adopted a policy regarding educational equity and appreciation of diversity. School counselors, Youth Services Center, career planner, exceptional children education and English as a second language personnel provide services to students in order to reduce barriers to learning. The principal does not formally monitor lesson plans to ensure teachers are incorporating diversity and cultural awareness into their curriculum. The principal does not have an intentional plan for recruiting and hiring teachers who reflect diversity of physical, cultural and socio-economic backgrounds.

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Standard 4 **School Culture**

Performance Rating **1**

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. School council policy lists three subcommittees (instructional leadership team, school/parent/community involvement, school climate and safety). The instructional leadership team meets monthly, but the other subcommittees have yet to be established. Teaching and non-teaching staff seldom attend council meetings. Non-teaching staff are seldom included in the decision making process regarding teaching and learning.

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 ensures the dissemination of information (school events, success stories, school decisions) or interactive communication with all stakeholders.

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Standard 4 **School Culture**

The principal should articulate and sustain a commitment to the belief all students can learn at high levels and communicate this belief to all stakeholders. The principal should monitor all classes intentionally focusing on identified gap students (African-American males, students with disabilities, free and reduced lunch students) to ensure all students are enrolled in student-centered, high level, engaging classes.

The principal should ensure the school council includes representatives from all stakeholder groups in program planning and decision making. The school council should develop policies and procedures for effectively implementing standing committees to include certified and classified staff, parents and students. The principal should implement these policies and procedures. Activities initiated to encourage and promote parent and community involvement should be designed to build and sustain a strong and effective school, home and community partnership.

The principal should develop and the school council should adopt a comprehensive communication plan and monitor the implementation of the plan. This plan should include procedures for providing written, face-to-face and electronic information to all stakeholders and presenting a positive image of the school, students and staff to the community. This plan should ensure that all staff members use various forms of communication with students, families, business leaders and community members. Communications should include regular recognition of student successes and announcements of school events and teacher and classroom accomplishments. The communication should be ongoing and provide families with information that will encourage frequent and meaningful interactions among school, home and community.

Resources:

Beaudoin, M.& Taylor, M. E. (2004). *Creating a Positive School Culture: How Principals and Teachers Can Solve Problems Together*. Thousand Oaks, CA: Corwin Press. ISBN: 1-4129-0492-7

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., Whitaker, B. & Lumpa, D. (2000). *Motivating & Inspiring Teachers: The Educational Leader's Guide for Building Staff Morale*. Larchmont, NY: Eye on Education. ISBN: 1-883001-99-4.

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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 Infinite Campus

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

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

Performance Rating 3

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

Student cumulative folders are well organized and contain a variety of physical, academic and educational information. Security for and access to the records is supervised by a full-time records clerk. Infinite Campus is used by teachers and staff in the management of student data. Individual learning plans are integrated into the computer applications course content at the ninth grade level. School counselors assist in the development of individual learning plans of all students and closely monitor the timelines and benchmarks according to criteria set at each grade level.

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Summary Findings in: **Learning Environment**

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

Performance Rating 2

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

The school council has adopted a committee policy, but the principal does not implement the policy as written. Public engagement and parent/community involvement committees were established by the school council, but the committees have not met. Some students have been paired with a mentor (Everyone Reads, 100 Black Men) by the career planner. The Youth Services Center collaborates with community agencies (Shivley Ministries, Project Hope, Legal Aide, Family and Children's Agency, 7 Counties) to support student needs. Parent/teacher conferences are held twice each year, but parent participation is limited. Other programs to build relationships between school staff and families have not been developed. A Parent Teacher Student Association (PTSA) was formed at the beginning of the 2009-10 school year, and they are currently developing by-laws and collecting dues. The principal has not established formal procedures to resolve complaints or concerns of parents. School attendance and student movement is maintained through Infinite Campus and is monitored by the district.

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

The principal has not established formal procedures to guide the implementation of support programs within the school. After school tutoring is offered by some teachers on a voluntary basis, but a set schedule has not been established. Extended school services are offered in summer school as a three week credit recovery program. The Youth Services Center works with families to match students with outside tutoring sources (Huntington Learning Center, Louisville Urban League, Sylvan Learning Center). Students are assigned the assistance of a school counselor by grade level. Counselors assist students in personal growth issues, educational needs and guidance in life and career choices. Title I services are provided through the Ramp-Up programs in reading and math.

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

The principal provides training in school safety (August 5, 2010) and behavior management (August 6, 2010), but all staff members do not attend these

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

Performance Rating 2

trainings. Sign-in sheets were not available for review. Some staff members (exceptional children education certified and classified staff, security personnel) have been trained to identify students with special learning needs or behavioral issues. An informal process is used by school counselors to identify students entering school in need of assistance (academic, physical, psychological) and partner with the Youth Services Center to address these needs. The principal has not developed formal procedures and does not initiate collaboration between school-based (counselors, Youth Services Center, career planner) and community student support services (Project Hope, Shivley Ministries, 7 Counties) to intentionally maximize these resources for greater impact on student achievement and well-being. The Youth Services Center director, school guidance counselors and career planner informally collaborate to meet student needs, but the principal has not established procedures to gauge their impact on student achievement.

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

Several co-curricular programs (Student Technology Leadership Program, Future Business Leaders of America, Drama, Enrichment Through Helping Individuals and Community Succeed Society) are provided for students. The principal has not established a systematic process for re-engaging students (drop-outs, homebound, suspensions) who have been absent from the school setting for long periods of time. The career planner and school guidance counselors assist some drop-out students with enrollment at Jefferson County or Liberty High School. Some teachers volunteer to stay after school to assist students needing additional help in some content areas and the Youth Services Center facilitates student enrollment in outside tutoring services (Sylvan, Ivy League Tutoring, Huntington Learning Center). The principal has not established procedures to ensure all student needs are met. Some students work for United Parcel Service and attend college classes during their assigned work time.

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

The principal should develop clearly defined procedures and ensure the implementation of programs to involve families, business leaders and community members in the education process. All stakeholders should be continually recruited to serve on committees, participate in school improvement planning and hold volunteer positions in the school to promote programs that support student achievement and reduce barriers to learning.

The principal should develop a formal plan to coordinate interventions and support programs (academic, behavioral, physical, psychological) and collaborate with program coordinators to ensure the needs of all students are met. The principal should monitor these programs to gauge their impact on student achievement.

Resources:

Hiatt-Michael, D.B. (2001). Promising Practices for Family Involvement in Schools. Greenwich, CT: Information Age Publishing.

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

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Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of certified personnel evaluation plan and process, comprehensive school improvement plan, individual professional growth plans, perception survey results, professional development records, school council meeting agenda and minutes and classroom instructional framework learning walk information

Performance Rating 3

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

The principal shares the district personnel evaluation process with all certified staff during opening day meeting. Staff members are also supplied a teacher handbook that contains a copy of this evaluation plan. An extra copy was also distributed to each teacher.

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

The principal and assistant principals follow the district personnel evaluation process that meets the requirements of state statute and regulations and district personnel policies. Each teacher is evaluated according to the requirements of tenure and non-tenure status.

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Summary Findings in: **Learning Environment**

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

Performance Rating 2

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

The school council has not developed policy to guide the professional development process. Instructional leadership team members determine professional development needs using information collected from several sources (comprehensive school improvement plan, individual professional growth plans, informal discussions with content-area teachers, classroom instructional framework learning walk data). Teachers are provided professional development (Understanding How Students Learn, book study of “Revisiting Professional Learning Communities at Work”, Previewing and Evaluating Student Trade Books, The Louisville Science Museum Educational Session) during summer sessions, after school hours and within the school day to update their content knowledge and enhance professional practice. Instructional leadership team members are given opportunities to enhance their leadership skills through providing professional development (Building Rigor into Every Lesson in Every Class, Writing Across the Curriculum) for certified staff members. Content-area teachers, other than department heads, are given few opportunities to develop their leadership qualities. Most classified staff members (instructional assistants, security personnel) are provided appropriate professional development (health-related issues, de-escalating behavior) to mesh with their positions or placements.

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

The school council and principal have not developed a systematic process for identifying long-term professional development needs of the instructional staff. Instructional leadership team members determine professional development needs through information they have collected from discussions with teachers in their respective content-area teams, comprehensive school improvement plan goals, individual professional growth plan goals and classroom instructional framework learning walk information. Professional development activities are often singleton events (Writing Across the Curriculum, book study of “Revisiting Professional Learning Communities at Work”) and do not always build on previous professional development or training experiences.

- 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.

The principal expects instructional leadership team members to identify professional development needs. Instructional leadership team members have discussions with respective content-area teachers to help determine their professional development needs. Professional development priorities are not intentionally aligned with school learning goals identified in the comprehensive school improvement plan, certified personnel evaluations or individual professional growth plans of staff.

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

The school council has not developed policy to guide the professional development process. Embedded in the Committees/Bylaws policy, the school council has placed the responsibility for professional development on the instructional leadership team. Professional development opportunities provided by the school and district are available throughout the year. Although these opportunities can provide an avenue for continuous growth in content knowledge and professional practice of the certified staff, the principal does not direct teachers to match professional development with specific individual needs.

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

The instructional leadership team uses student achievement data from Classroom Assessment System and Community Access Dashboard for Education (CASCADE) and the classroom instructional framework learning walk instrument to identify some professional development needs. The principal sometimes schedules walkthroughs after teachers inform him that they are implementing skills and strategies acquired from professional development. The principal does not regularly analyze CASCADE, classroom assessment data and classroom instructional framework learning walk information to determine the impact professional development has on student learning. The school council has not developed policy that requires the principal or designees to research the effectiveness of proposed professional development on student achievement before allocating resources.

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

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Summary Findings in: **Learning Environment**

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

Performance Rating 2

The principal has allocated funds to meet identified professional development needs in the comprehensive school improvement plan, but he does not monitor the effect of these expenditures on instructional practices and their impact on student achievement. Title I funds provide certified substitutes for teachers to attend professional development and collaborate with other teachers. This strategy meets the Title I requirement of the Tier 5 Restructuring Plan.

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

The principal requires all teachers to develop their individual professional growth plans at the beginning of the school year. Certified staff members complete their individual professional growth plan with little input from their primary evaluator. Upon completion of the plans, the principal meets with teachers to discuss priority areas of growth and provide feedback about activities that may enhance their professional skills. The principal collaborates with his administrative staff to develop their individual professional growth plans. The principal collaborates with the assistant superintendent of high schools to develop his individual professional growth plan and is required to complete an ongoing reflection of progress as growth activities are implemented. He does not model the same process with his certified staff.

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

The principal requires teachers to develop individual professional growth plans as a part of the personnel evaluation process. After the initial meeting to discuss teachers' professional growth needs, the principal does not routinely monitor the implementation of the plan or provide meaningful feedback about individual professional growth.

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Summary of recommendations in: **Learning Environment**

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

The school council should develop policy to guide the professional development process. This policy should include guidelines for determining professional development needs of instructional and non-instructional staff, the collection of data from multiple sources to determine professional development needs, measures to evaluate the effect professional development has on professional practice and content knowledge of teachers and methods to evaluate the impact the activity has on student achievement.

The principal, in collaboration with staff members, should develop and implement a comprehensive, multi-year professional development plan that builds on previous training experiences, enhances staff leadership capacity and addresses both instructional and professional growth needs of all staff in an effort to motivate students to high levels of learning.

The principal should collaborate with teachers to develop individual professional growth plans based on areas of growth identified during the summative conference of the evaluation process. The principal should meet routinely with teachers to monitor progress of the goals in the plan and provide meaningful feedback about professional growth.

Resources:

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

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 comprehensive school improvement plan, individual professional growth plans, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, school Web pages, school/district safety plan and lime green evidence binder

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

Observations of classrooms

Performance Rating 3

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 Selection and Implementation of Discipline and Classroom Management Techniques policy. This policy states the council will adhere to the code of acceptable behavior and discipline approved by the Jefferson County Board of Education. In July 2008, the principal was selected by the school council because of his background in promoting a safe and secure school environment. The principal conducted informal interviews with prior staff members to determine what was needed to move Western MST Magnet High School forward. According to staff responses, the key to school improvement was getting student behavior under control and incorporating respect between and among staff and students. At Western MST Magnet High School, student and staff safety was in jeopardy and classroom instruction was unproductive. Ipod and cell phone usage, classroom disruptions and interruptions and tardies and absenteeism by both students and staff made learning impossible for most students. During the summer retreat in July 2008, the principal detailed procedures to be implemented by all staff. These procedures specified time for staff to report to work, professionalism by staff in actions and dress, expectations for beginning and ending class, consequences for tardy students, elimination of disruptions by the office, classroom discipline intervention procedures and referral procedures to the In School Alternative Program (ISAP). The discipline procedures he outlined were proven to be successful with students during his tenure as principal of an alternative school. To address safety concerns, he secured additional security personnel so that campus safety is monitored by a full time school resource officer, provided by the Jefferson County sheriff's office, and seven school security personnel. Strategic placement of security personnel and consistently applied safety procedures has changed the behavioral culture at Western MST Magnet High School. Although the front

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Standard 7 **Leadership**

Performance Rating **3**

door and one exterior door leading to the gym and band areas are unlocked during school hours, these areas are intentionally monitored by security personnel. Visitors may be escorted by security personnel to their destination. Security cameras are positioned throughout the building and monitored by office and security personnel. A crisis response plan has been designed to serve as a guide in most emergencies and crisis situations. Emergency procedures are posted in most classrooms and one assistant principal has been designated as responsible for conducting and recording safety drills (tornado, fire, lock down). The principal has implemented organizational procedures to minimize disruptions to instruction (hall monitors, tardy policies, announcements only at beginning and end of school day, in school suspension classroom, no student check outs after 2 p.m.). However, the principal does not formally analyze behavior referrals and use the data to inform decisions regarding the learning environment or to formally monitor classroom management procedures to ensure the district code of acceptable behavior and discipline are enforced consistently in all classrooms.

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

7.1a Leadership has developed and sustained a shared vision.

Western MST Magnet High School's mission and vision statements were originally developed in December 2005 and revisited in November 2008. Both statements were revised by the principal and instructional leadership team with little to no input from stakeholder groups beyond school staff. The mission statement is posted in classrooms, but is not always included on communications that go home with students or posted on the school Web page. During the principal's short tenure, his open door policy encouraged teachers to express the desire to include advanced placement classes in the master schedule. He is currently working with the Jefferson County Board of Education on an initiative (Early College Initiative) that would offer dual credit and college courses to some students through a cooperative agreement with Jefferson Community and Technical College (JCTC).

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

The principal and instructional coach analyze state assessment data (Interim Performance Report, No Child Left Behind report) and share this analysis with teachers. The principal sets the expectation that all departmental teams analyze the district required Classroom Assessment System and Community Access Dashboard for Education (CASCADE) assessment data, but the principal does not formally monitor this expectation. The principal does not lead this process but meets with the instructional leadership team to discuss steps (follow the assessment, put in the results, learning from student work, submit on-line worksheets) to take after the district six-week assessment is given. The principal does not assist teachers in using disaggregated data in identifying curricular, assessment and instructional gaps to increase student performance. The school council is not involved in the data disaggregation process, but the principal presents the results of disaggregation at school council meetings. Other student assessment data (American College Testing results, No Child Left Behind), the Scholastic Audit Report, classroom/department meetings and classroom instructional framework learning walk reports are used by the Assistance and Support School Improvement Success Team (ASSIST) members to determine monthly activities.

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

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Standard 7 **Leadership**

Performance Rating 2

All administrators have developed individual professional growth plans. The principal collaborates with the assistant superintendent in charge of high schools to develop his individual professional growth plan. Interstate School Leaders Licensure Consortium standards and 4 core practices (building a community of learners, tracking proficiency, learning from student work, improving teaching) are primarily used to develop the principal's growth plan. The principal is required to take notes at each district led principal meeting and write a reflection based on his identified competencies. This reflection must document what he has learned, what he needs to do next and identification of key elements to bring back to his school. The assistant superintendent periodically checks on the principal's personal growth throughout the year. The principal's growth plan is updated and revised yearly. The principal requires each assistant principal and counselor to develop their own individual professional growth plan. The principal provides a list of examples of professional and personal skills and skill dimensions to give administrators ideas on what they may want to address. Once the individual professional growth plan is completed, each administrator meets with the principal for additions, modifications and approval. The professional growth plan is not always reviewed periodically throughout the school year but is discussed at the summative evaluation.

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

The principal and the instructional coach analyze data from state assessments (Interim Performance Report, No Child Left Behind report) and identify differences in academic performance of gap groups. These data are reported to the school council and at faculty meetings. Some content area departments may further analyze data from state assessment, but the principal has not delineated clear expectations for this practice. State assessment data is not commonly used to make decisions on what students need to know in order to reach proficiency. Departmental teams analyze data from district created CASCADE assessments, but these analyses have little focus on identification of differences in academic performance of gap groups. The school council and principal are aware of gap groups (African American males, students with disabilities, free and reduced lunch students) but have not developed specific strategies to address these student populations. Strategies (additional math teacher for 11th grade, using 70 minute periods effectively) for increasing proficiency and reducing novice have been

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implemented by content-area teachers. Some strategies (Ramp-Up, FastForward, pacing guide modification for exceptional child education students) are attempts at addressing needs of struggling students, but strategies and intervention procedures have not intentionally been developed to target students in No Child Left Behind identified gap populations. The principal has provided training to all certified staff on how to teach to a 70 minute period and procedures have been outlined for removal of disruptive students and clearing the halls prior to class time; however, he is not collecting classroom instructional data concerning instructional and behavioral issues (profane language, sleeping in class, minor discipline problems that interrupt instruction, not teaching bell-to-bell, absenteeism, truancy, tardies, students unprepared for class) that impede learning for students. The principal does not intentionally review classroom instructional and behavioral data to ensure that his expectations are consistently reinforced by all teachers. Most disaggregated data are incorporated in the comprehensive school improvement plan and Assistance and Support School Improvement Success Team (ASSIST) work plan, but the comprehensive school improvement plan is not revised to reflect the changing needs of 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 requires teachers to include a copy of combined curriculum documents 4.1 and district pacing guides in their evidence binders, but this binder has not been monitored to ensure all teachers have the required items. Most binders include only Core Content for Assessment 4.1 and district pacing guides. Training in the use of these documents has not been provided by the principal. The principal and instructional coach analyze state assessment data (Interim Performance Report, No Child Left Behind report) and share this analysis with teachers. The principal, assistant principals, instructional coach and district achievement gap coordinator use the classroom instructional framework learning walk instrument to collect qualitative data on classroom instruction, student engagement and classroom culture. Some written feedback is provided to teachers. Follow up activities to ensure learning walk data are impacting classroom instruction and student performance are minimal. Teachers look at CASCADE data but do not always use the results of analysis to impact classroom instruction and student achievement. Other data resources (attendance records, discipline referrals) that have impact on instruction are available on Infinite Campus, but the principal does not intentionally provide this information to his instructional staff.

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

The principal has established procedures that promoted the use of staff time to keep a focus on curricular and instructional issues. Departmental meetings are held after school once every six weeks to examine CASCADE data. The principal has embedded professional development in his "Lunch to Learn" program, but attendance is voluntary and only a few of his teachers choose to attend. Team meetings do not require attendees to sign in or keep minutes even though some teams do keep them on a voluntary basis. The master schedule does not provide time for teachers to plan across content areas or grade levels. The schedule does not permit common planning time for exceptional child education and regular education teachers to collaborate. The principal has verbally communicated to staff plans to incorporate common planning time for departmental teams into next year's schedule in an attempt to move in the direction of a professional learning community.

7.1g Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.

The school council has adopted policies (Assignment of all Instructional and Non-Instructional Staff Time, Develop and Administer a School Budget, Allocation of Department Monies, Determination of the Use of School Space During the School Day) to allocate human, fiscal and physical resources. Although the school council has developed policies, a well-defined process to analyze the effectiveness of human, fiscal and physical resources on student performance have not been developed.

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

The school based decision making district liaison reviews school council policies each year and creates a report showing deficient areas as required by Kentucky Revised Statutes. The 2008 and 2009 district generated reports show Western MST Magnet High School's council not in compliance with the school council policy requirement. Sample policies were provided along with these reports. The school council has reviewed and adopted school by-laws and policies to include those required by statute and identified as best practices for high schools during the 2008-09 and 2009-10 school years. A

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district mentor provided some assistance with reviewing, revising and developing by-laws and policies; however, many policies created and approved by the school council are general in nature and do not contain procedures for effective implementation. The principal does not implement or monitor most school council policies.

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

The school council does not have an intentional focus on improving student academic performance. Meetings have focused on approval of policies, hiring and management and organizational issues (dress code, student sign out, plan for graduation). Information is gathered and the principal shares assessment data with the school council, but this practice is not reflected in the council meeting minutes. A mentor was assigned by the board of education to work with school council for empowerment to implement effective governance. Minutes of school council meetings show this mentor has only attended three meetings since this assignment was made. The Jefferson County Board of Education does not require school councils to make regular reports concerning plans and goals for school improvement, but the comprehensive school improvement plan is submitted to the assistant superintendent for review and suggestions prior to approval.

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

The principal's focus over the past two years has been on establishing and monitoring behavioral expectations of students. The principal seldom engages staff at Western MST High School in discussions regarding what it takes for all students to reach proficiency or higher in all content areas. He makes himself visible and available, for it is common to see him walking the halls and visiting classrooms asking "how is it going?" and "do you need anything?" Visitors familiar with "how it was" express wonder at the difference in student behavior since the arrival of the principal; however, few visitors indicate the principal has engaged them in conversation about how all students can reach proficiency or higher. The principal has succeeded in creating a school culture where behavioral standards are established, but high academic expectations are for some students but not for all. A state assigned district achievement gap coordinator is available to assist in building the principal's capacity in instructional leadership, his identified area for growth. The principal does not always take advantage of available resources.

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The school council should receive intensive training regarding areas of responsibility and legal obligations. Training should also include effective school governance. The school council and principal should review newly adopted policies to ensure policies are comprehensive in nature and contain procedures for effective implementation. The principal should implement these policies as written and the school council should monitor for impact on student achievement. The school council should establish committees that include all stakeholders (certified and classified staff, students, families, business leaders and community members). Formal charges of responsibilities and expected dates for reporting to the council should be written and disseminated to the committees. The council should develop a timeline for standing agenda items to ensure all student data is reviewed in a timely manner and decisions are made as required by law. The school council chairperson should develop every regular meeting agenda with student achievement as the focus.

The principal should lead the process of moving the school to the next level (from behavioral to instructional). He should collaborate with all available resources (state, district, school) to develop a common direction and common goal focused on student achievement.

The school council and principal should develop a systematic process for collecting data from multiple sources (student work, teacher designed assessments, non-cognitive data, learning walks, state assessments) to monitor continuous student progress. The principal should lead all certified staff members in the disaggregation and analysis of these data. Trend data from these analyses should be used to identify curricular and instructional gaps and target students needing interventions and additional support.

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Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of categorical program financial reports, comprehensive school improvement plan, curriculum documents, curriculum maps, district budget and allocations, eWalk data, Local Educator Assignment Data Report (LEAD), master school schedule, needs assessment data, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school Web pages and student discipline reports

Interviews with assistant superintendent(s), central office staff, classified staff, counselor, principal, school council members and teachers

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 school council has adopted policies (Assignment of all Instructional and Non-Instructional Staff Time, Develop and Administer a School Budget, Allocation of Department Monies, Determination of the Use of School Space During the School Day) to allocate human, fiscal and physical resources. Although the school council has developed policies, a well-defined process to analyze the effectiveness of human, fiscal and physical resources on student performance have not been developed. The principal has developed some lines of communication and defined areas of responsibility (administrative team, instructional leadership team, content department teams, security). The principal does not schedule regular administrative team meetings, but attempts to meet bi-weekly, and the instructional leadership team meets every six weeks. The principal seeks some input from these groups for opinions and advice on school issues. Families and other stakeholder groups have little input into the decision-making process. The principal relies on the instructional leadership team to conduct two-way communications between team members and the principal. The instructional leadership team is responsible for determining professional development needs and is sometimes responsible for the delivery of in-house professional development (Writing Across the Curriculum). The principal directs content department teams to meet at least one time each six weeks to examine some student data including Classroom Assessment System and Community Access Dashboard for Education (CASCADE) and journaling to determine gaps in instruction and to identify lesson strategies that work. The principal communicates expectations to security personnel for responding to behavioral issues that disrupt the classroom and school environment. The school council has listed three sub-committees (instructional leadership team,

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school/parent/community involvement, school climate and safety) and their jurisdictions are stated in the adopted Committees/By-Laws policy. Most of these committees are not meeting regularly or not meeting at all. Some community resources (mayor of Shively, Granny's Pizza, Yum Brands, Sullivan University, Shively Ministries, Family and Children Agency, School-to-Work, Dunkin' Donuts) are used to support the instructional program and reduce barriers to learning. Plans are in progress to collaborate with Jefferson Community Technical College to offer college courses for high school students. The principal is receiving extensive training on how to implement this program at Western High School.

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

The school council has adopted policy and developed procedures for the assignment of all instructional and non-instructional staff time. This policy includes creating a scheduling committee for reviewing teaching assignments, developing a plan to match individuals with program needs during instructional time and developing a plan for non-instructional time to include bus duty, mentoring, extracurricular activities and parental involvement activities; however, the principal has not developed procedures for implementing and monitoring this policy. Student needs and an analysis of student performance data are not included as part of this policy, but the principal uses some state and district (Interim Performance Report, CASCADE) data when assigning staff to assessed areas. The principal sometimes assigns strong teachers in strategic positions (state assessed grade specific content areas) to benefit students and additional staff (math teacher hired for additional 11th grade class) may be employed to address specific learning needs. The unique talents of staff members are not always intentionally matched with the learning needs of students. Most teachers are placed according to certification and personal preference. All teachers are certified to teach in their assigned areas. Instructional assistants are assigned to meet learning needs of exceptional children and English as second language students.

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

The school council has adopted policies (Protection of Instructional Time, Selection and Implementation of Discipline and Classroom Management Techniques) to ensure the effective use of instructional time. The principal

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has put in place many procedures for teachers to maximize the use of instructional time. The principal has provided certified staff with professional development on the effective use of a 70-minute class period. The principal does not monitor lesson plans to ensure quality instruction has been planned. The principal verbally directs teachers to teach bell-to-bell by beginning class with a bell ringer activity, presenting multiple segments, checking for understanding and ending with an exit activity (Classroom Instructional Framework). The principal and administrative team occasionally monitor classroom time on task using the classroom instructional framework learning walk instrument. Feedback provided to teachers is often vague, and follow-up activities to improve instructional practices are minimal. The principal has outlined procedures to eliminate classroom disruptions (schoolwide announcements limited to the beginning and end of the instructional day, no phone calls to or between classrooms during class time, no student check outs after 2 p.m.). As students transition between classes, halls and common areas are monitored by teachers and security personnel while the principal or his designee provides time warnings to ensure students are in class on time. A sweep is completed by security personnel after the tardy bell has sounded to locate students late for class. These students are taken to tardy hall for that period. Students are only permitted in the halls during instructional time if they have a pass. The principal does not intentionally review classroom instructional and behavioral data to ensure that his expectations are consistently reinforced by all teachers.

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 principal and teams (instructional leadership, departmental) do not have an intentional focus on the goals and strategies of the comprehensive school improvement plan. The principal uses organized faculty meetings as outlined in the Jefferson County teacher contract to provide time for instructional leadership and departmental team meetings, but he does not monitor to ensure this time is used to address the goals of the comprehensive school improvement plan. The instructional leadership team consists of the principal and department heads who discuss items (supply money, CASCADE goals, Student Work and Core Practice Summary, master schedule) to be relayed to the departmental teams. The time provided to departments is then used to discuss and implement these items as well as determine needs for the

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department. The master schedule does not provide time for teachers to plan across content areas. The principal plans to incorporate common planning time for departmental teams into next year's schedule.

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

The principal creates a master schedule that contains five 70 minute class periods. These extended periods provide opportunity for quality instruction appropriate for age and grade level. Few teachers effectively use this time to implement a variety of differentiated instructional strategies that meet learning needs of all students. Self contained and resource rooms are used to deliver instruction to meet the educational needs of exceptional children. The trimester schedule provides additional instructional time for students who have not mastered content within the timeframe allotted for a class credit. The master schedule does not have the flexibility to provide additional time to classes if needed. A connection between the schedule and the school's mission to reach proficiency for all students through high expectations in an engaging learning environment is not clear.

- 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 receives the annual Support Education Excellence in Kentucky (SEEK) funds as required by Kentucky Revised Statutes. Sections 4 and 5 allocations are based on a 28-1 student-teacher ratio. The school council receives additional Section 7 at-risk funds based on the percentage of free and reduced lunch students. The school council also receives Section 6 operational funds. The school council has adopted policies (Develop and Administer a School Budget, Allocation of Department Monies) defining allocation of the school budget. These policies assign the principal the responsibility for drafting a budget and relieve the school council of their budgeting duties. The principal works very closely with district finance personnel in determining how best to allocate fiscal and human resources. The principal presents the budget to the school council and explains the reasoning and needs behind the allocation of resources. After some discussion, the school council approves the budget as presented. Although the district is available to provide information and training to school council

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members on how to understand and monitor a school budget, neither the school council nor the principal has requested this assistance. Teachers are allocated \$300 each year to purchase classroom instructional materials and supplies. All purchase orders are approved by the principal. A formal process to request additional funding is not defined, but teachers can make requests directly to the principal for approval. The district requires the school council to sign a budget approval form verifying that resources are being used for the academic success of all students. The principal has not developed a process for ensuring that instructional funds are congruent to the comprehensive school improvement plan's goals, objectives and activities or equitably distributed based on needs. The principal is responsible for presenting quarterly updates to the school council on expenditures of funds, but financial reports are not always reported in the required timeframe.

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 adopted several policies (Develop and Administer a School Budget, Allocation of Department Monies) addressing distribution of school-allocated funds. School council allocations are funded primarily through categorical and SEEK funds. The principal does not conduct a needs assessment to determine distribution of discretionary funds (general fund, professional development, extended school services, Section 6 instructional funds). The principal develops a draft budget and presents the budget to the school council for approval. He has developed informal procedures with classified office staff as to procedures for completing purchase orders and requesting additional needed funds. Some additional discretionary funds (trimester schedule, at-risk funds, activity supplement, office supplies) are awarded by the district to meet specific needs. The principal does not ensure allocations of all discretionary funds under the purview of the school council are listed in the comprehensive school improvement 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.

Categorical funds (Title I, Individuals with Disabilities Education Act) are allocated according to state and federal guidelines. The principal collaborates annually with district Title I personnel in completing a plan on how best to use

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allocated Title I funds. Additional Title I funds may be allocated if needs can be verified. Title I funds are first used to address needs of students in the areas of reading and mathematics and then may be used to address gap students. Title I funds at Western MST Magnet High School are primarily used to fund additional instructional personnel, especially classroom teachers. The principal has some input in monitoring Title I expenditures, particularly with the 10 percent professional development set aside and parent involvement monies. District personnel use a rubric and discussions with the principal to evaluate the impact of Title I programs on student learning. The principal does not initiate collaboration between state and federal resources (Title I, professional development, extended school services, Youth Services Center) to intentionally maximize these resources for greater impact on student achievement. Several programs (Title I, professional development) are integrated into fund activities in the comprehensive school improvement plan.

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

The school council has adopted several policies (Develop and Administer a School Budget, Allocation of Department Monies) addressing distribution of school allocated funds, but the policy does not include formal procedures for ordering materials and supplies, completing purchase orders and requesting additional monies to purchase needed classroom items. The principal has not developed a systematic process to ensure that purchases are tied to the priority needs, goals or objectives of the comprehensive school improvement plan. There is no process to evaluate the impact of expenditures on student learning.

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The principal should collaborate with district and school personnel (Title I, Individual Disabilities Education Act personnel, school counselors, Youth Services Center personnel, extended school services) to eliminate duplication of services in order to provide optimal support for students in need of assistance.

The principal should develop a systematic process to ensure that purchases are tied to the priority needs, goals or objectives of the comprehensive school improvement plan and develop a process to monitor and evaluate the impact of expenditures on student learning.

The school council should establish standing committees (curriculum, budget, assessment, instruction, school culture to include communication and parental involvement, scheduling, attendance, discipline) to guide the council and principal in making decisions. The school council and principal should ensure these committees are comprised of a variety of stakeholder groups (family, student, community members, certified and classified staff). Meetings should be regularly scheduled and communicated to all stakeholders. Agenda items should be collaboratively developed by the council, principal and committee chairs. Meeting minutes should be recorded and shared with all stakeholders. The school council should develop a schedule for receiving oral committee reports.

The principal should collect classroom instructional data concerning instructional and behavioral issues that impede learning for students (profane language, sleeping in class, minor discipline problems that interrupt instruction, not teaching bell-to-bell, low quality lessons, absenteeism, truancy, tardies, students not prepared for class). The principal should intentionally review classroom instructional and behavioral data to ensure that his expectations are consistently reinforced by all teachers. Constructive feedback should be regularly provided to teachers with follow up provided to ensure feedback is improving instruction and maximizing learning for students.

The principal should develop a process for ensuring that instructional funds are congruent to the comprehensive school improvement plan's goals, objectives and activities or equitably distributed based on needs. Student achievement data and student learning needs should be the basis for all resource allocations. The school council should monitor budget expenditures to ensure resources are impacting student achievement. Resource allocations should be revised when data reveals that student learning needs are changing. The principal should present, at a minimum, quarterly updates to the school council on expenditures of funds.

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Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of comprehensive school improvement plan, eWalk data, needs assessment data, perception survey results, school mission, belief and vision statements, teacher portfolios, Restructuring Plan Implementation and Impact Check and ASSIST Work Plan Report

Interviews with assistant principal, classified staff, district leadership, media specialist, principal, students and teachers

Observations of classrooms

Performance Rating 2

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

The vision and mission statements in the executive summary of the comprehensive school improvement plan were reviewed and revised by the principal and instructional leadership team in the fall of 2008. The principal shared the revised statements via e-mail for input from staff members. The principal presented the vision and mission statements to the school council for adoption in November 2008. Vision and mission statements are posted in various locations throughout the school building. Beliefs are not included in the school improvement plan. The principal has not facilitated conversation regarding beliefs with all certified and classified staff members or external stakeholders. The school Web page has been updated to reflect current school information, but the site does not display the newly adopted vision and mission statements. These statements are not always used as an impetus for decision making.

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

The comprehensive school improvement plan states that individual departments conducted a red flag analysis of data from the 2009 Interim Performance Report, but the principal stated he and the instructional coach analyzed Kentucky's Interim Performance Report and No Child Left Behind data and reported findings to staff. The instructional leadership team continued the analysis of the Interim Performance Report to pinpoint priority needs within the core content. Other non-cognitive data on attendance, suspension and dropout rates were reviewed by the principal and instructional leadership team. The principal and the administrative team presented the

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findings of the red flag analysis to the school council and to parents in attendance at the fall Parent Teacher Student Association open house. Data from classroom assessments and student work samples are not included in the executive summary.

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

After the principal and instructional coach analyzed the Interim Performance Report and non-cognitive data, the principal and instructional leadership team members reviewed the analysis and identified perceived strengths and limitations related to the instructional and organizational effectiveness of the school. Collaboration between the principal and other stakeholder groups during data analysis activities is limited. Through the analysis of these data, some limitations in instructional effectiveness were found in math, reading and technology. The math, reading and technology component goals are specific, measurable, attainable, realistic and time bound (SMART). These component goals focus on content index scores, percentage of students reaching proficiency, novice reduction and closing the achievement gap. Some activities (geometry sketchpad, Ramp-Up, collaboration, implementing technology, 25 Book campaign) related to the math, reading and technology components are directly linked to achieving these goals and are based on the collection and review of data. Other limitations (parental involvement, Tier 5 status) were identified, but SMART goals were not established.

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

The principal has not established formal procedures for completing implementation and impact checks to monitor and evaluate the effectiveness of the comprehensive school improvement plan. School council policy states that three checks (Oct., Feb. and May) should be conducted throughout the school year. The district priority manager assigned to Western MST Magnet High School completed an implementation and impact check of the No Child Left Behind School Restructuring Plan in January 2010, but a check was not completed for the comprehensive school improvement plan. The evaluation of the comprehensive school improvement plan is limited to the administration of Classroom Assessment System and Community Access Dashboard for Education (CASCADE) each six weeks, administrative walkthroughs and review of "Learning from Student Work and Core Practice Summary" sheets. The principal, administrative staff and instructional leadership team members

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conduct classroom walkthroughs and review summary sheet data, but do not formally monitor the implementation and effectiveness of strategies identified in the 2009-10 comprehensive school improvement plan. Some benchmarks addressed in the plan do not apply to all strategies and activities in their respective component.

9.6a The plan is implemented as developed.

The comprehensive school improvement plan is not fully implemented. Some school council and certified staff members are not aware of the specific goals, strategies or activities of the 2009-10 comprehensive school improvement plan. Some staff members have implemented a few strategies and activities to address the component goals, and some teachers use the plan to guide decisions regarding instructional practice. The principal can identify the specific goals and activities of the comprehensive school improvement plan, he but provides limited guidance in the plan's implementation.

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

The principal and instructional leadership team members collect and analyze benchmark data related to some of the targeted goals in the 2009-10 comprehensive school improvement plan. Some of these goals are reflected in Assistance and Support School Improvement Success Team (ASSIST) work plan. District common assessment (CASCADE) data are collected at six week intervals, but other instructional and classroom assessment data are collected less frequently. Written documentation of the degree to which the goals are met is limited. This data collection and analysis is not intentionally connected to the targeted goals established in the comprehensive school improvement plan, and the data are not always used to compare student performance levels at various intervals.

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, administrative team and instructional leadership team members analyze student assessment data related to the districtwide common assessment at six week intervals and conduct walkthroughs. The principal uses informal observations to further measure the plan's effectiveness. The principal and instructional leadership team members do not intentionally link the findings from data analysis and walkthroughs to the specific strategies

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identified in the comprehensive school improvement plan.

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

The principal does not maintain an intentional focus on continuous improvement of student learning. The principal consistently communicates high behavioral expectations to all students and staff, but does not always challenge teachers and staff to change current instructional practice. Clearly defined shared beliefs are not in place to ensure a continuous focus on monitoring and accountability of all stakeholder groups.

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Summary of recommendations in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Each component of the comprehensive school improvement plan should be developed through a shared decision making process that builds capacity for instructional improvement. The plan should have goals that are specific, measurable, attainable, realistic and time bound. The activities should connect to current research-based instructional best practices and standards.

The principal should develop a consistent process that evaluates the implementation of each component strategy and activity. Component managers for the comprehensive school improvement plan should present evidence to all stakeholders describing the implementation of each strategy and activity and the plan's impact on the school's instructional program and student achievement.

The comprehensive school improvement plan should link to the goals of the 2009-10 School Restructuring Plan implemented by district staff and be reflected in the Assistance and Support School Improvement Success Team (ASSIST) work plan to further enhance student achievement.

The principal should maintain an intentional focus on continuous improvement of student learning. The principal should communicate high behavioral expectations to all students and staff, and challenge teachers and staff to change current instructional practice. The principal should establish written procedures, monitor the procedures, and hold all stakeholder groups accountable.

Resources:

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

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

Kentucky Department of Education
School Leadership Assessment Summary Report

WESTERN HIGH SCHOOL

Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

Summary of Next Steps:

The principal should monitor classroom instruction to ensure that teachers use a variety of instructional strategies to meet the needs of a diverse student population. These strategies should include research-based best practice strategies (inquiry-based learning, multiple intelligences, learning styles, higher-order thinking, problem-solving, differentiated tasks, technology assisted) delivered in a student-centered, engaging environment. The principal should ensure that specific, meaningful feedback is provided for teachers to identify deficiencies in instruction and to serve as a catalyst for modifying instructional practices and meeting unique learning needs of all students.

The principal should revise the current walkthrough process to include comprehensive procedures for monitoring formative and summative classroom assessments. Each teacher should compile all assessments in evidence binders. The principal should regularly collect binders to examine the quality of formative and summative assessments and to monitor the format for congruency to state assessments. Assessments should also be monitored to ensure students are given opportunities to demonstrate inquiry, problem solving and higher-order critical thinking skills. Data collected from the assessment review should be analyzed and the results of the analysis should be used to identify curricular and instructional gaps. The principal should require teachers to collaboratively design authentic assessments and performance standards and descriptors that students can use to reach proficiency.

The principal should collaborate with staff, the district achievement gap coordinator, instructional coach, priority manager and other appropriate staff members to develop and implement systems to monitor and document the implementation and impact of the school restructuring plan, comprehensive school improvement plan and the ASSIST work plan. The principal and all stakeholders should ensure that the activities and strategies of each plan are linked to the others to allow the collection of adequate and appropriate data to support accountability and the effective operation of all school instructional initiatives.

The school council should receive intensive training regarding areas of responsibility and legal obligations. This training should include policy writing and monitoring, effective use of committees, budget decisions and data analysis.

The principal should develop and implement a comprehensive communications plan. The plan should ensure all staff uses various forms of communication with students, families, business leaders and community members.

The principal should collect classroom instructional data concerning instructional and behavioral issues that impede learning for students (profane language, sleeping in class, minor discipline problems that interrupt instruction, not teaching bell-to-bell, absenteeism, truancy, tardies, students unprepared for class). The principal should intentionally review classroom instructional and behavioral data to ensure expectations are consistently reinforced by all teachers. The principal should regularly provide constructive feedback to teachers with appropriate follow up to ensure feedback is impacting instructional practice and maximizing learning for students.

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WESTERN HIGH SCHOOL

Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

In Conclusion:

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

School Council Authority:

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

Principal Authority:

The school leadership assessment team has determined that the principal does have the capability and capacity to continue the roles and responsibilities established in KRS 160.345.

Recommended Intervention Option:

Re-staffing Option

Commissioner, Kentucky Department of Education: _____

Date: _____

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

- Pending approval from the US Department of Education, the principal of Western High School may remain in this position for the 2010-11 school year.
 - However, after one year of implementing the intervention plan, if Western High School has not made sufficient progress toward the annual goals and implementation of the intervention plan, the principal shall be removed.
- The district must submit an application to receive SIG 1003g funds.
 - The application will outline the district's plan and annual goals for improving student achievement in the identified school and must be approved by the Kentucky Department of Education (KDE).
 - The annual goals will be based on student achievement on the State's assessments in both reading/language arts and mathematics.
 - Progress toward those goals will be reported to KDE on a quarterly basis. The district must monitor the quarterly goals by using a valid, reliable, fair and strong predictive assessment tool that correlates with KDE's summative measures of student achievement

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

Principal, Western MST Magnet High School: _____ Date: _____

Superintendent, Jefferson County Schools: _____ Date: _____

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School Leadership Assessment Summary Report

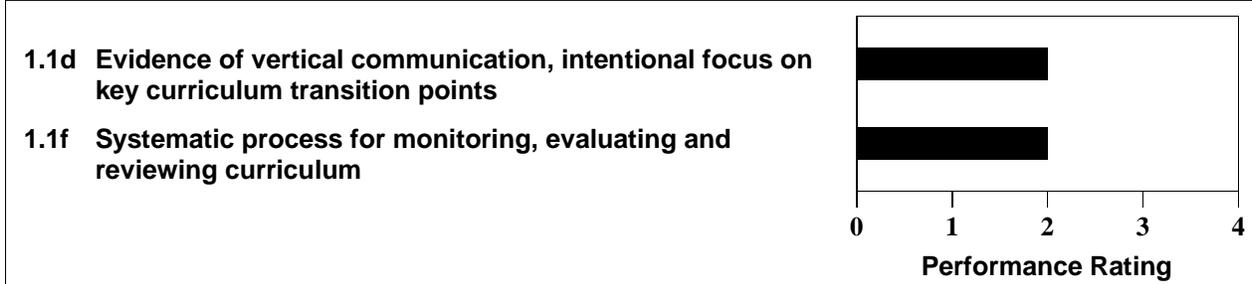
WESTERN HIGH SCHOOL

Jefferson County Public Schools School District

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1.1 Curriculum

Academic Performance



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School Leadership Assessment Summary Report

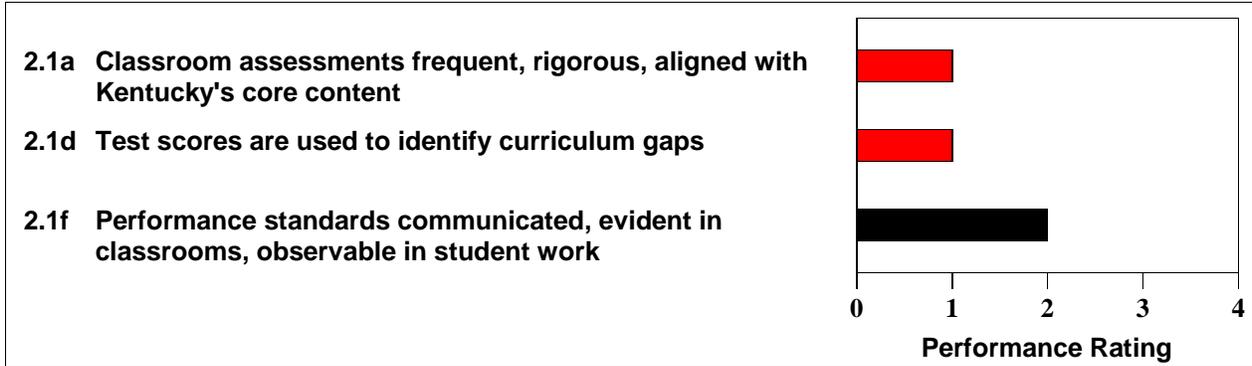
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2.1 Classroom Evaluation/Assessment

Academic Performance



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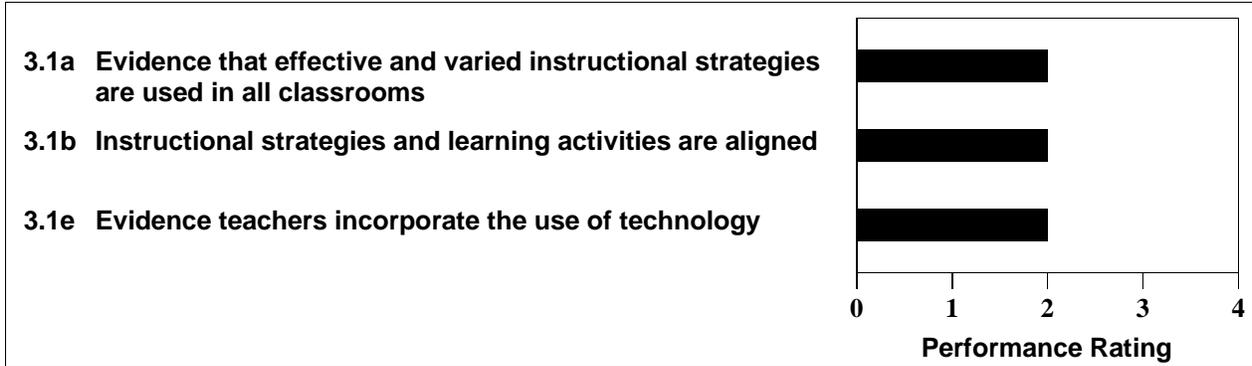
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3.1 Instruction

Academic Performance



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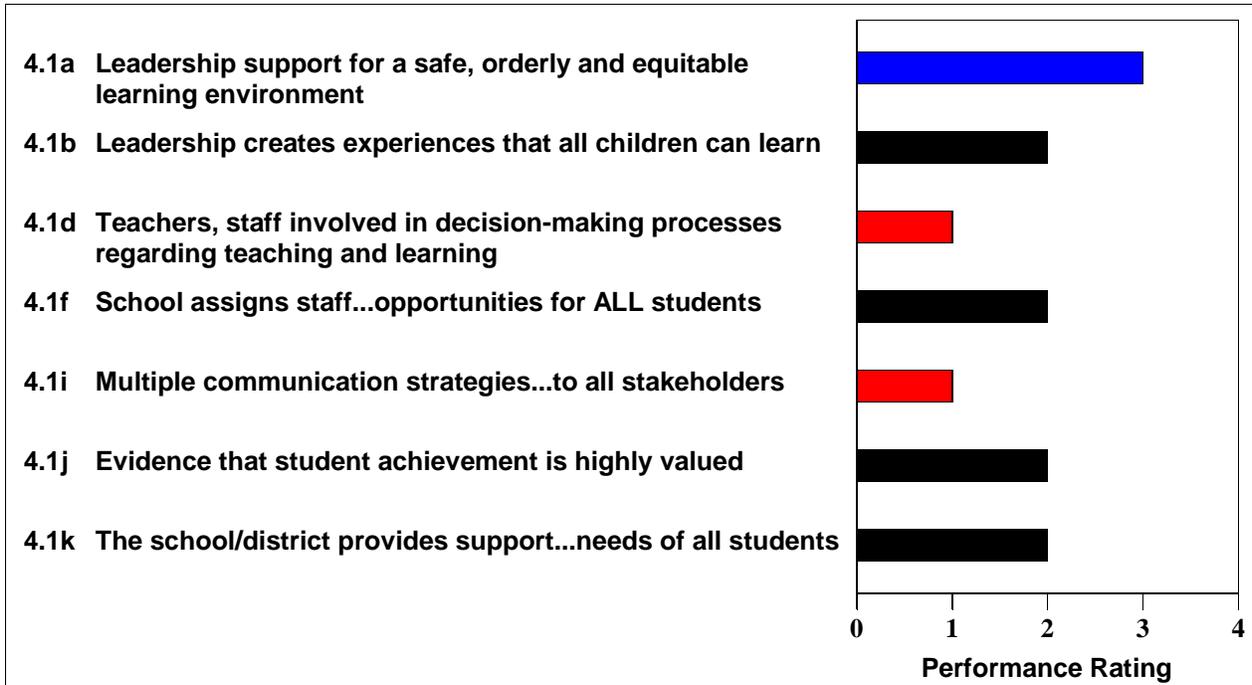
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4.1 School Culture

Learning Environment



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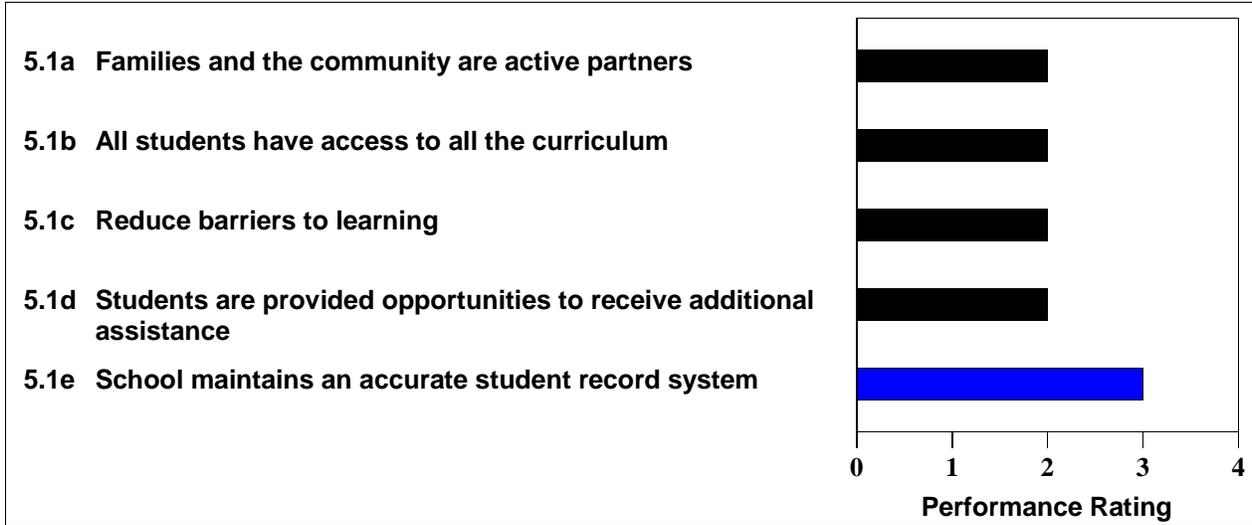
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5.1 Student, Family and Community Support

Learning Environment



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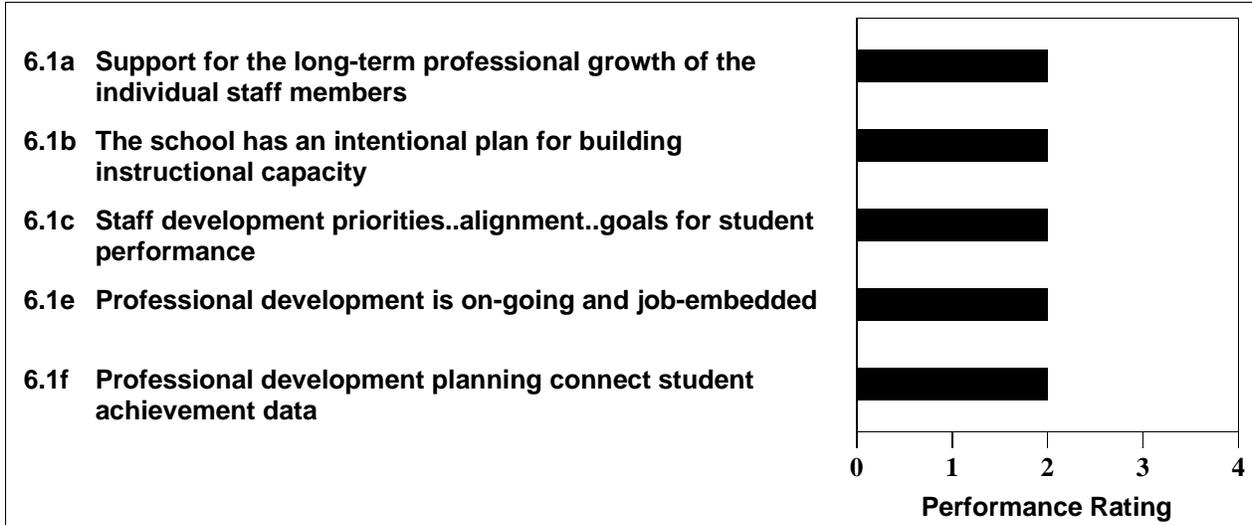
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6.1 Professional Development

Learning Environment



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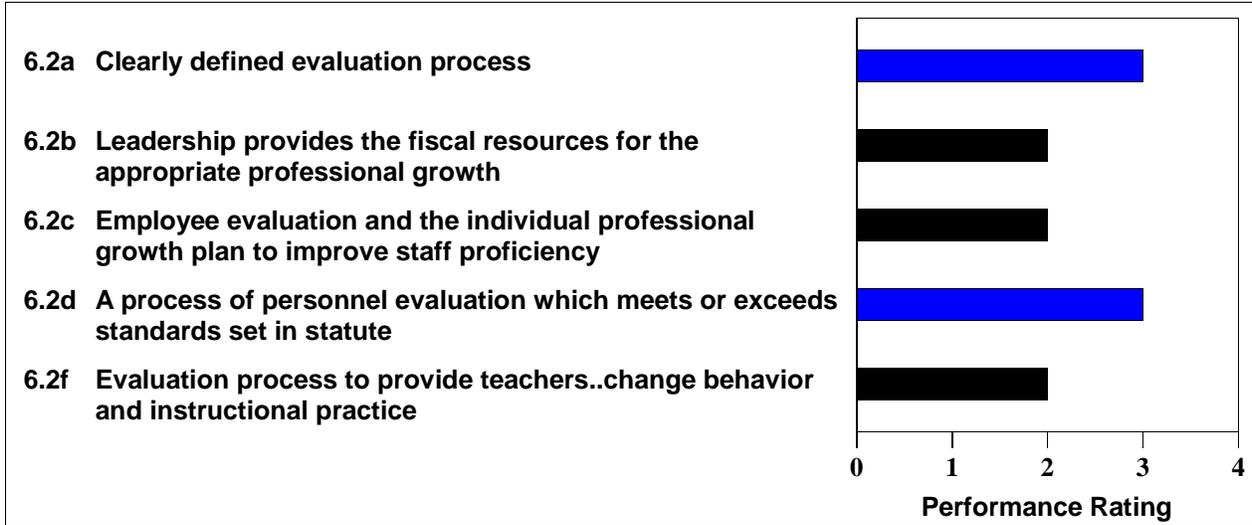
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6.2 Professional Growth and Evaluation

Learning Environment



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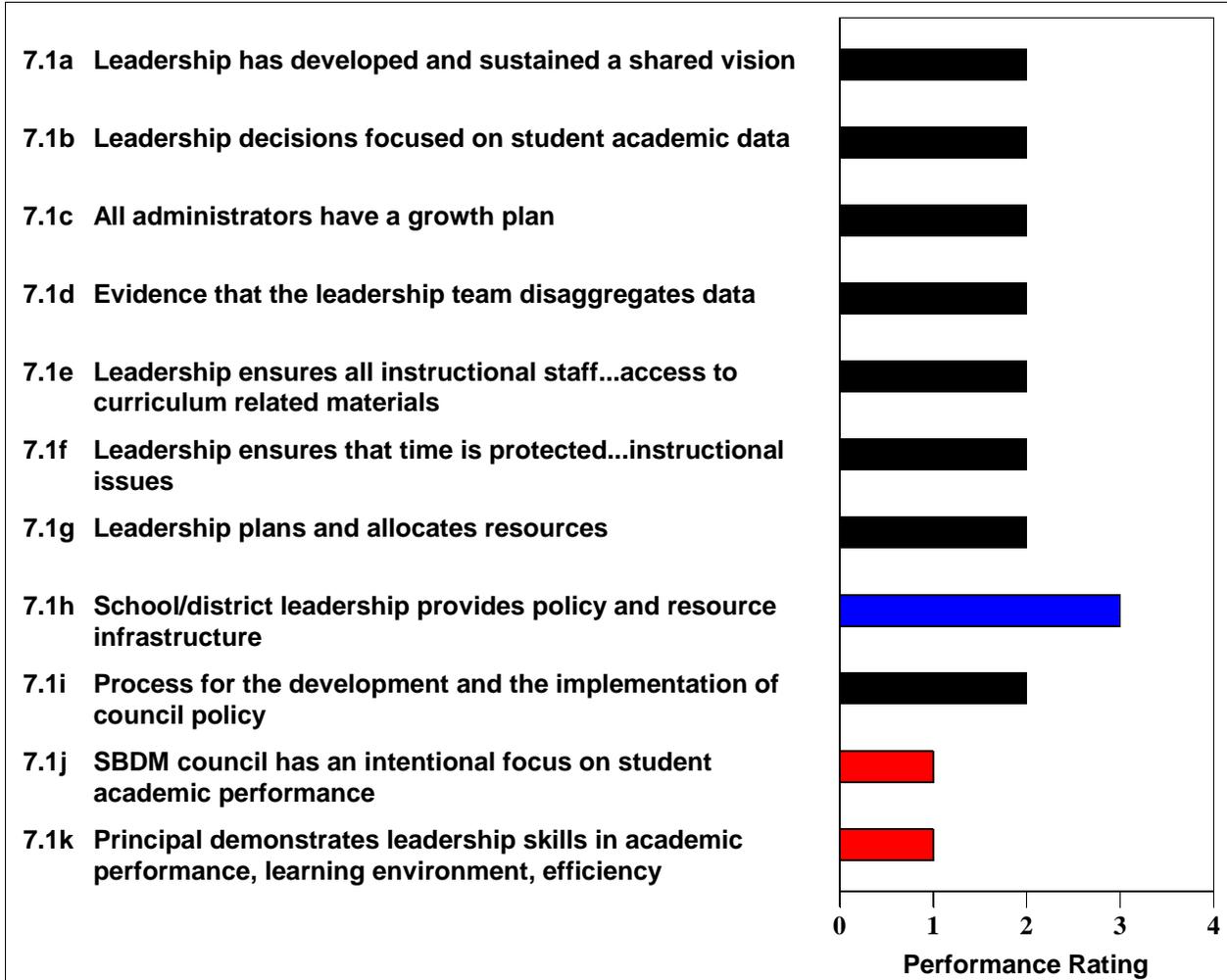
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Jefferson County Public Schools School District

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7.1 Leadership

Efficiency



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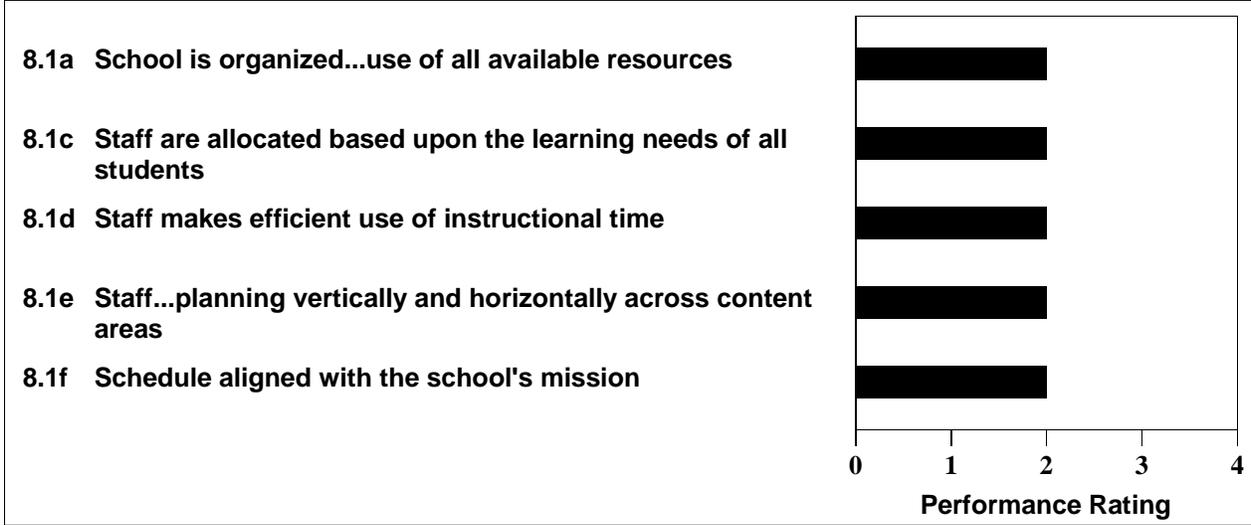
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Jefferson County Public Schools School District

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8.1 Organization of the School

Efficiency



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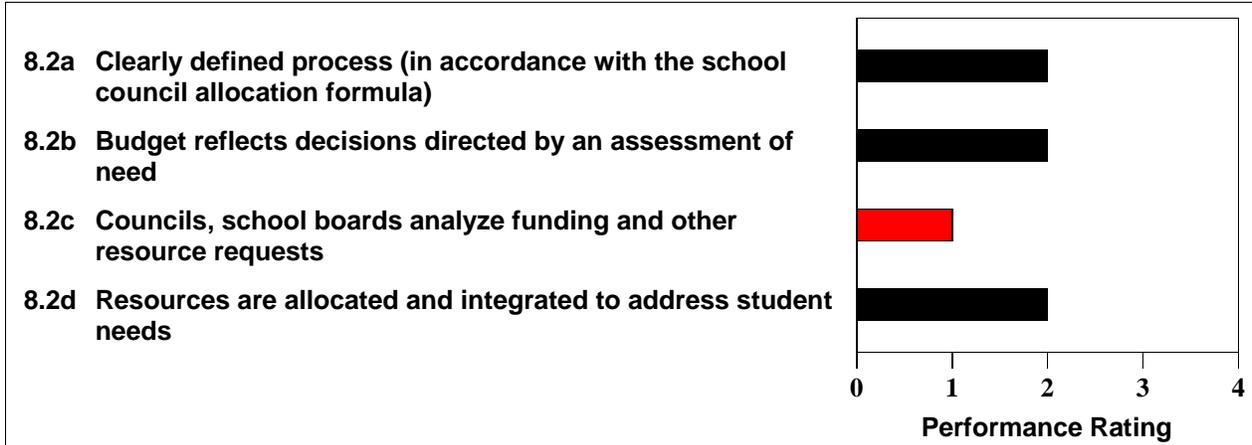
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8.2 Resource Allocation and Integration

Efficiency



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9.1 Defining the School Vision, Mission, Beliefs

Efficiency

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



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9.2 Development of the Profile

Efficiency

9.2a Planning process involves collecting, managing and analyzing data



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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency

9.4a Strengths and limitations are identified



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9.5 Development of the Improvement Plan

Efficiency

9.5c Evaluating the effectiveness of improvement plan



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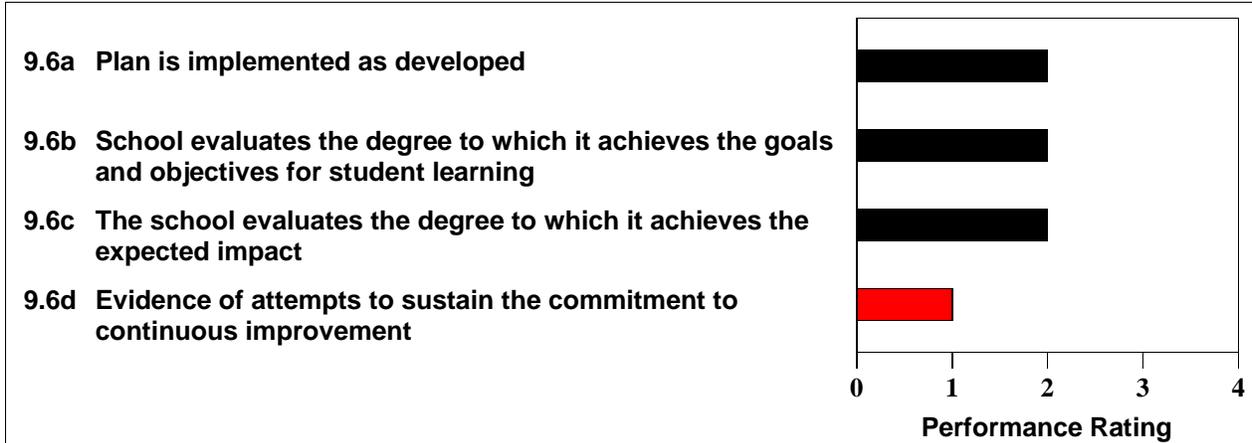
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Jefferson County Public Schools School District

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9.6 Implementation and Documentation

Efficiency



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Jefferson County Public Schools School District

3/14/2010 - 3/19/2010

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Recommended Intervention Option:

Re-staffing Option

Commissioner, Kentucky Department of Education:

Tey Holliday

Date:

5/3/10

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Principal, Western MST Magnet High School:

D. Mike

Date: *5/4/10*

Superintendent, Jefferson County Schools:

James R. ...

Date: *5/4/10*