

Jefferson County Public Schools  
WESTERN MIDDLE  
School Leadership Assessment Report



03/28/2010 - 04/02/2010



# School Leadership Assessment Executive Summary

## WESTERN MIDDLE

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Beth Johnson, Principal

### Introduction

The Kentucky Department of Education conducted a school leadership assessment of WESTERN MIDDLE during the period of 3/28/2010 - 4/2/2010. 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 has not established a school culture that creates and continually develops positive relationships with all stakeholders and promotes collaborative decision-making to enhance student achievement.
Next Steps	The principal should personally reflect on her professional management style to eliminate any behaviors that create barriers to teacher effectiveness. The principal should foster a sense of collegiality to create and sustain an environment of teamwork. The principal should use diplomacy to promote and contribute to an environment of mutual respect. The principal should show respect to all stakeholders and appreciate their role in improving student achievement.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The principal has not provided a learning environment that is conducive to effective instruction and student learning.

Next Steps	The principal should fully implement an effective schoolwide behavior management program that will create a positive, orderly learning environment. The principal should establish a framework to train all staff in implementing a uniform discipline and classroom management plan. The principal should monitor and provide immediate and specific feedback to ensure effective implementation. The concept of high expectations should be defined for all role groups, and specific role group behaviors that reflect those high expectations should be modeled. Behavior expectations should be clearly communicated to all students. The principal should ensure that interventions are provided to maintain an environment that is conducive to improving student learning.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The principal has not ensured that the comprehensive school improvement plan is implemented as written or modified to reflect changes in student performance.
Next Steps	The principal should develop a systematic process to ensure school improvement strategies are seamlessly incorporated into daily classroom practices. The processes should include monitoring instruments to measure successful implementation and effectiveness of strategies. The principal should ensure that timely modifications of the comprehensive school improvement plan are defined and reflect recent changes in student achievement.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The school principal does not ensure that the unique learning needs of all students are addressed with effective classroom practices.

Next Steps	The principal should ensure teachers receive professional development to increase their repertoire of research-based instructional strategies (e.g., cooperative learning, higher level questioning, student-centered learning, inquiry). The principal should monitor classrooms to ensure these strategies are implemented by all teachers. Timely and meaningful feedback should be provided. The principal should afford teachers the opportunity to receive job-embedded professional development (e.g., coaching, modeling, visiting other schools with similar demographics). The principal should ensure that curriculum, assessment and instructional strategies are rigorous, relevant and varied in order to meet the unique learning needs of all students. The principal should ensure technology becomes an integral part of instruction in all content areas, and accessibility of technology should be ensured for all students. The principal should monitor to ensure teachers effectively integrate student use of technology.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>5. Deficiency</b>	<b>The principal has not ensured instructional strategies and assessment tasks demand academic rigor.</b>
Next Steps	The principal should immediately begin to ensure students are engaged in a culturally relevant curriculum that demands academic rigor, higher order thinking and problem solving. The principal should ensure all administrators, teachers and staff communicate the message that all students will succeed academically based on genuine respect for students and belief in student capability. The principal should ensure all learning activities impact student learning. Assessment tasks should be clearly defined at a high depth of knowledge to reflect high academic expectations for all students and be designed to measure student progress.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>6. Deficiency</b>	<b>The principal has not ensured that students who are not meeting academic and behavior expectations are provided a tiered level of interventions.</b>

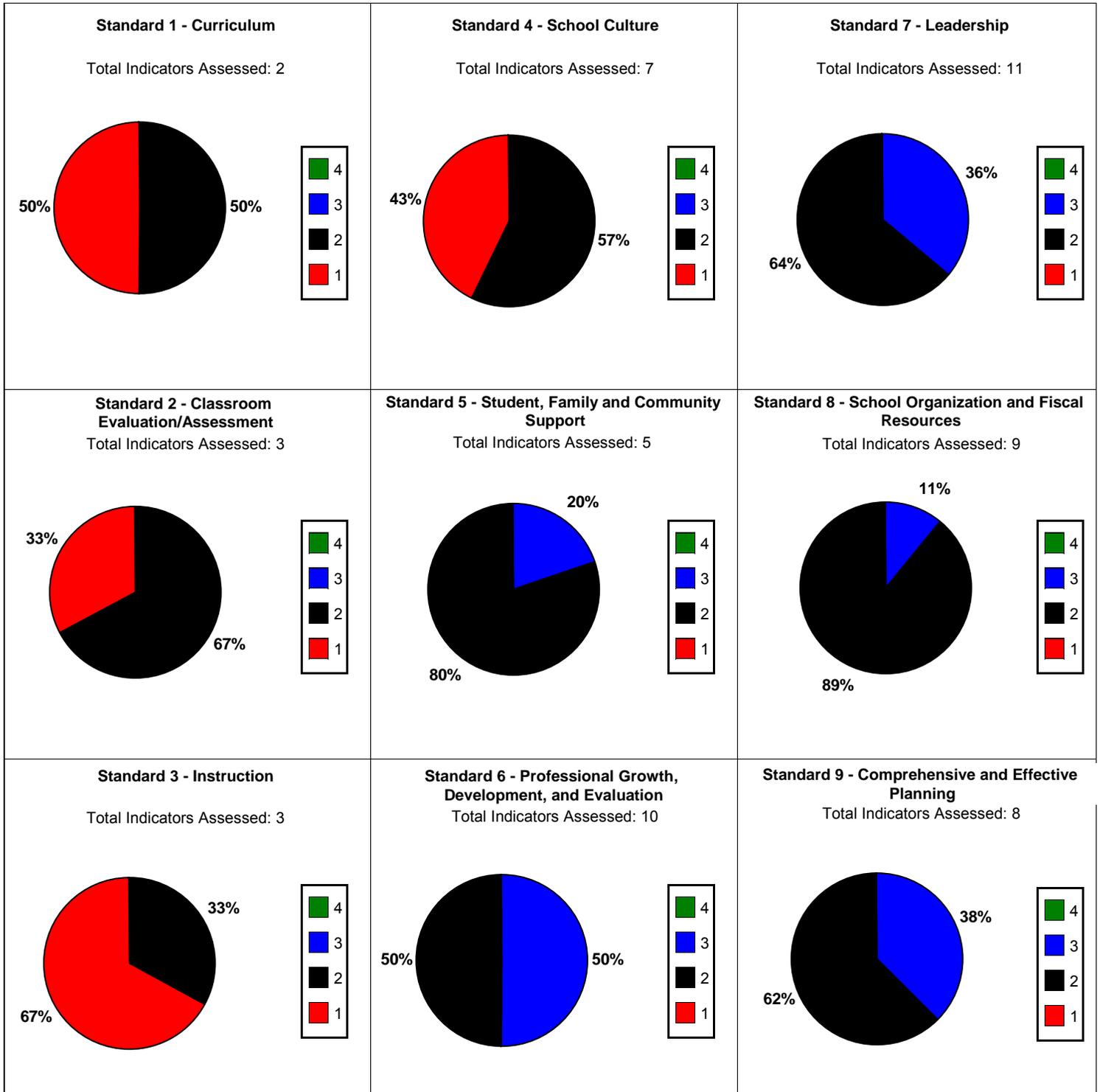
Next Steps	The principal should ensure that a framework for providing systematic comprehensive services to address academic and behavior needs for all students is fully understood and implemented in classrooms (i.e., The Kentucky System of Intervention). The principal should ensure classroom teachers use flexible grouping, ongoing assessments and target specific skills that are not mastered.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

# WESTERN MIDDLE

## KDE 2010 School Leadership Assessment Report At-a-Glance

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

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



**9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Jefferson County Public Schools - WESTERN MIDDLE**

<p><b>Standard - 1 - Academic Performance</b> <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><b>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</b></p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to a common academic core</p>	<p><b>Standard - 4 - Learning Environment</b> <u>School Culture</u></p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p><b>4.1b Leadership creates experiences that all children can learn</b></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><b>4.1f School assigns staff...opportunities for ALL students</b></p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p><b>4.1i Multiple communication strategies...to all stakeholders</b></p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p><b>Standard - 7 - Efficiency</b> <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><b>Standard - 2 - Academic Performance</b> <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><b>2.1f Performance standards communicated, evident in classrooms, observable in student work</b></p> <p>2.1g Assessment and Accountability Program is coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p><b>Standard - 5 - Learning Environment</b> <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><b>5.1d Students are provided opportunities to receive additional assistance</b></p> <p>5.1e School maintains an accurate student record system</p>	<p><b>Standard - 8 - Efficiency - School Organization and Fiscal Resources</b> <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><b>8.2a Clearly defined process (in accordance with the school council allocation formula)</b></p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c Councils, school boards analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p><b>Standard - 3 - Academic Performance</b> <u>Instruction</u></p> <p><b>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</b></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><b>3.1e Evidence teachers incorporate the use of technology</b></p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p>	<p><b>Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation</b> <u>Professional Development</u></p> <p>6.1a Support for the long-term professional growth of the individual staff members</p> <p><b>6.1b The school has an intentional plan for building instructional capacity</b></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><b>6.1e Professional development is on-going and job-embedded</b></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><b>6.2b Leadership provides the fiscal resources for the appropriate professional growth</b></p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p><b>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</b></p> <p>6.2e The school/district improvement plan identifies specific instructional leadership needs</p> <p>6.2f Evaluation process to provide teachers...change behavior and instructional practice</p>	<p><b>Standard - 9 - Efficiency - Comprehensive and Effective Planning</b> <u>Defining the School Vision, Mission, Beliefs</u></p> <p><b>9.1a Collaborative process used to develop the vision, beliefs, mission</b></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><b>9.4a Strengths and limitations are identified</b></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><b>9.5c Evaluating the effectiveness of improvement plan</b></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 align="center"><b>Legend</b></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 MIDDLE**

**Jefferson County Public Schools School District**

3/28/2010 - 4/2/2010

**Introduction**

The Kentucky Department of Education conducted a school leadership assessment of Western Middle School during the period of 3/28/2010 - 4/2/2010.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (44) and formal interviews and informal discussions with teachers (35), students (95), parents (14), community members (8), Family Resource/Youth Services Center staff members (3), central office personnel (4), support staff members (24), assistant principals (2), the counselor (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 Wayne Puckett - District Administrator. The other team members were Julia Rawlings - Highly Skilled Educator, Dee Ann Newton - Teacher, Sheila Underwood - Teacher, Billie Travis - Highly Skilled Educator, Barbara W. Miller - Building Administrator, Larry G. Frank - District Administrator, Margaret Cleveland - Parent, Dianna Carr - Teacher, Ruth Gail Butler - 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.

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Academic Performance**

**Standard 1**                    **Curriculum**

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

Review of classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, cumulative folders system/student working folders/portfolios, curriculum documents, curriculum maps, eWalk data, faculty meeting agenda, lesson plans/units of study, master school schedule, rubrics, samples of classroom assessments, samples of student work products, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school Web pages, Interim Performance Report and Instructional Leadership Team minutes and agendas

Interviews with assistant principal, classified staff, community members, counselor, parents, principal, students, teachers, Instructional Coach and District Resource Teachers

Observations of classrooms, computer lab, hallways and media center

**Performance Rating    2**

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

School council authority has been transferred to the superintendent. The principal has a systematic process in place to routinely review curriculum issues within the school. The Instructional Leadership Team, in collaboration with department chairmen and team leads, reviews curriculum and assessment data (e.g., Mad Scientist in Science, Biggest Gainer in Math, Step N Up in Language Arts, Dominant Nation in Social Studies) to identify gaps in the curriculum. The principal ensures that an aligned curriculum is available within each content area; however, the principal does not ensure all students are challenged with higher-level learning.

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Academic Performance**

**Standard 1**                    **Curriculum**

**Performance Rating**    **1**

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

The principal does not initiate or conduct systematic or intentional discussions between schools to address key curriculum transition points. Although the district curriculum is aligned, the principal does not facilitate ongoing communication to ensure curricular gaps and overlaps are addressed between schools for successful transition planning for all students.

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

**WESTERN MIDDLE**

**Jefferson County Public Schools School District**

3/28/2010 - 4/2/2010

Summary of recommendations in: **Academic Performance**

**Standard 1**      **Curriculum**

The principal should collaborate with the design team to discuss key curriculum transition points between schools (elementary to middle and middle to high) to ensure the entry and exit expectations of the newly formed Western Middle Magnet School for Visual and Performing Arts are communicated to all students.

Resources:

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

Taylor, R. (1999). Missing Pieces: Aligned Curriculum, Instruction and Assessment. Schools in the Middle, 9(4), 14-16, National Association of Secondary School Principals.

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Academic Performance**

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

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

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, curriculum maps, eWalk data, Implementation and Impact Checks, individual professional growth plans, job descriptions, Kentucky's Core Content for Assessment, lesson plans/units of study, perception survey results, rubrics, samples of student work products, school mission, belief and vision statements, school profile, school Web pages, Student Performance Level Descriptors, student work and Interim Performance Report data

Interviews with classified staff, media specialist, parents, principal, students, teachers, volunteers and Instructional coach

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

**Performance Rating    2**

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

All district-created common Core Content Assessments (CCA) are aligned with Kentucky's core content for assessment. Scholastic Reading Inventory, Success Maker and Fast ForWord are examples of assessment tools used by the school. Classroom assessments occur frequently with focus on student progress (Biggest Gainer, Mad Scientist, Step N Up, Dominant Nation). The principal does not ensure that teacher-designed assessments are rigorous and authentic; these assessments seldom result in the production of proficient student work. Some teacher-designed assessments are aligned to the Program of Studies and core content for assessment; however, some classroom assessments are program and workbook-generated and are not designed to produce proficient student work.

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

School council authority has been transferred to the superintendent. The principal and staff review data (e.g., Interim Performance Report; data analysis from each department; Jefferson County School District Middle School Core Content Assessments; No Child Left Behind; Analysis of on-demand writing scrimmages) to determine curriculum alignment and identify gaps. Departments and grade level teams routinely analyze various student assessments to identify and address curriculum gaps. The principal does not monitor to ensure all teachers use formative assessments (e.g., flashbacks,

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

**WESTERN MIDDLE**

**Jefferson County Public Schools School District**

3/28/2010 - 4/2/2010

Summary Findings in: **Academic Performance**

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

**Performance Rating    2**

exit slips) to determine if the curriculum is being taught by staff and mastered by students.

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Academic Performance**

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

**Performance Rating**    **1**

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

Student Performance Level Descriptors and models of proficient work are communicated to students in few classrooms prior to assignments and assessments by teachers. The principal does not ensure that most assignments and assessments are rigorous and match appropriate Depth of Knowledge for core content for assessment. The principal does not formally monitor classrooms to ensure that teachers are using Student Performance Level Descriptors and models of proficient student work. The principal does not ensure that all teachers display performance standards for student work or rubrics. Most classrooms have learning targets posted but these targets are not always communicated effectively to guide instruction and student learning. Evidence of teacher-designed assessments to demonstrate mastery as described in performance standards is limited.

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary of recommendations in: **Academic Performance**

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

The principal should ensure that classroom assignments and assessments are rigorous and aligned to Kentucky's curriculum documents. Rubrics should be developed and shared with students prior to assessment to help in understanding expectation for proficient work. Teachers should implement the use of formative assessments to monitor student progress and modify curriculum, assessment and instruction.

Resources:

Combined Curriculum Documents. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm>

Core Content for Assessment, 4.1. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Core+Content+for+Assessment/Core+Content+for+Assessment+4.0/default.htm>

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.

SISI Toolkit Standard 2. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). [http://www.education.ky.gov/SISI\\_Toolkit/Standard%202/Standard%202%20By%20Standards.htm](http://www.education.ky.gov/SISI_Toolkit/Standard%202/Standard%202%20By%20Standards.htm)

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Academic Performance**

**Standard 3**                      **Instruction**

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

Review of bulletin boards, exhibits and displays, classroom assessments, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, district technology plan, employee handbooks, eWalk data, Implementation and Impact Checks, job descriptions, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, media materials and inventory, perception survey results, professional development records, samples of classroom assessments, samples of student work products, school mission, belief and vision statements, School Report Card data, school Web pages, student work and Interim Performance Report data

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

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

**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.

Teachers are provided the Jefferson County School District Curriculum document, and some teacher binders contain samples of instructional strategies and learning activities that are aligned with state, district and school learning goals. The principal does not consistently monitor the teachers' design of instruction and assessment to ensure alignment of learning goals and expectations for all students. The Classroom Instructional Framework is used to design lesson plans for activities and assessments, but the principal does not monitor to ensure teachers are implementing classroom learning activities and assessments that are rigorous enough to move all students to a higher level of performance. Selection of instructional strategies and assessment expectations are frequently based on teacher preference and are textbook driven. Although teachers have received professional development on the purpose and design of formative assessments (e.g., flashbacks, exit slips), the principal does not ensure that all lesson plans and classroom instruction reflect the inclusion of this assessment to inform instructional practices. Some student assessment samples such as the Fab Four open-response strategy provide evidence of learning activities requiring students to complete tasks similar to those on the state assessments. Continuous job-embedded professional development on the Making Meaning program is

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

**WESTERN MIDDLE**

**Jefferson County Public Schools School District**

3/28/2010 - 4/2/2010

Summary Findings in: **Academic Performance**

**Standard 3**                    **Instruction**

**Performance Rating    2**

linked to the goals cited in the comprehensive school improvement plan. The principal does not monitor the implementation of this research-based reading program to ensure all learning activities are rigorous and authentic (e.g., real world, age and grade-appropriate) and connect to state assessment.

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Academic Performance**

**Standard 3**                    **Instruction**

**Performance Rating**    **1**

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

School council authority has been transferred to the superintendent. The principal does not ensure monitoring of classroom practices to determine the use of effective and varied instructional strategies in all classrooms. Teacher-directed activities such as lecture and whole group instruction from textbooks and worksheets are the most common methods used to instruct students. Many lesson plans lack rigorous, challenging activities that require higher order thinking or problem solving skills. Teachers have received training on the use of Circle of Power and Respect (CPR) from CARE for Kids, and each school day begins with teacher and student interactive activities but program is not monitored for effectiveness by the principal. The Making Meaning program to teach comprehensive research-based strategies through read-aloud, collaborative structures and reflective partner work is implemented daily by all teachers, but program delivery is not monitored by the principal to determine the effectiveness in all classrooms. The principal does not ensure that all teachers challenge their students through active student-centered, culturally responsive instructional strategies to address the type and range of diversity (e.g., gender, learning styles, socio-economic status, gifted and talented, ethnicity), and many students are disengaged. Specific research-based instructional strategies such as cooperative learning, inquiry, oral presentations and hands-on activities are not implemented in all classrooms.

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

Few teachers use interactive white boards, graphing calculators and computers to enhance and improve student learning. Access to technology resources for student integration in most classrooms is limited. School council authority has been transferred to the superintendent, and the principal has neither ensured implementation of effective use of technology in instruction nor ensured equitable accessibility of technology to all students. Computers in the lab setting are scheduled for daily use during related arts classes for remediation programs such as Fast ForWord and SuccessMaker, but all students do not participate in these programs. The lab setting is used during the administering of Scholastic Reading Inventory and Jefferson County Public Schools Middle School Core Content Assessment. Carts of laptop computers are available, but some of the hardware is old and in need of repair and replacement. The mobile labs are used in the development of Individual Learning Plans and computer assessments and are not always

Kentucky Department of Education  
School Leadership Assessment Summary Report

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Academic Performance**

**Standard 3**            **Instruction**

**Performance Rating**    **1**

available to all content areas when needed for classroom research and student projects. The principal does not ensure opportunities are provided for teachers to integrate student use of technology to extend student learning with engagement in challenging technology activities.

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary of recommendations in: **Academic Performance**

**Standard 3**      **Instruction**

The principal should immediately develop a protocol for consistent monitoring to ensure the use of varied instructional strategies in all classrooms. Schoolwide understanding of the curricular focus and instructional practices should be a priority. The principal should ensure that teachers use best practice and research-based strategies in daily classroom instruction. Culturally relevant and responsive instructional practices should be implemented to address the diverse learning styles and multiple intelligences of the student population. All instruction should be rigorous and student-centered with high expectations for all students. Best practice and research-based instruction should replace the teacher-directed, textbook driven and worksheet practices. The principal as the instructional leader should hold all teachers accountable for delivering instruction that will result in continuous improvement in student performance.

The principal should ensure technology becomes an integral part of instruction in all content areas. Accessibility of technology should be ensured for all students. The principal should intentionally monitor the integration of technology into instruction to assess its effectiveness in instruction and its impact on student learning.

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Learning Environment**

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

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

Review of bulletin boards, exhibits and displays, classroom assessments, classroom displays, comprehensive school improvement plan, curriculum documents, curriculum maps, documentation of parent contacts, employee handbooks, examples of school to home communications, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, newspaper clippings/press releases, professional development records, school mission, belief and vision statements, student handbook, student work, student/parent/staff handbooks, trophy cases and Interim Performance Report data

Interviews with assistant principal, assistant superintendent(s), classified staff, counselor, curriculum resource specialist, district leadership, principal, students, superintendent, teachers, volunteers, District Resource Teachers, Instructional Coach and School Leadership

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

**Performance Rating    2**

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

The school has a safety plan that outlines procedures to create and maintain a safe and orderly environment and includes safety procedures for fire, tornado and earthquake drills which are posted in classrooms and throughout the building. The principal has delegated the process to assistant principals and school resource officers. There are seventeen outside entrances that are monitored hourly by one assistant principal to ensure locked status; however, some doors were ajar. The principal does not ensure compliance with outlined procedures is consistent with all staff members. There is a district Code of Acceptable Behavior and Discipline and the Student Bill of Rights booklet that each student must sign indicating that they have read the rules and procedures. Within this booklet is a matrix that includes violations and ranges of consequences. Each student receives a pupil disciplinary referral form when an infraction occurs. Most teachers use Conversation, Help, Activity, Movement, Participation system (CHAMPs) as their classroom behavior management system but it is not always effective in eliminating behavior issues because of partial and inconsistent implementation. The principal does not ensure that the discipline consequences and classroom behavior management system (e.g., CHAMPs/ Foundations, CARE for Kids) are consistently enforced with all students including zero tolerance for some offenses. The principal does not communicate the analysis of learning environment data with all stakeholders and does not use the data in planning

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Learning Environment**

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

**Performance Rating 2**

and decision-making to improve the learning environment.

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

The principal and assistant principals are identified as the component managers in the Comprehensive School Improvement Plan. Through the work of the Instructional Leadership Team, each component has a group of teachers that work with the designated component manager. Non-certified staff has limited input on decisions made in the building and few serve on committees that affect the teaching and learning environment.

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

The principal does not have a communication plan to share student achievement information to all stakeholders. There is little evidence that student achievement is regularly and equitably celebrated in all content areas and grade levels. Some teams had pictures of student who had excelled in the current content programs (Biggest Gainer, Step N Up, Dominant Nation, Mad Scientist). Prominent displays of athletic and academic achievements do not reflect accomplishments of the current student body. Some grade levels have posted student pictures of success on the assessment challenge. Some classrooms have student work posted. Some school activities and accomplishments are published in the local Portland Anchor newspaper.

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

The principal and staff have made some effort to implement programs designed to build relationships (e.g., Circle of Power and Respect, Community Partners). The principal does not monitor job-embedded professional development on culturally responsive instructional practices to ensure implementation and its effectiveness in the classroom. Additional flexible professional development on implementing culturally responsive strategies will be provided by the district in summer 2010. The principal demonstrates an intentional focus on securing and retaining a highly qualified staff and works in compliance with the district hiring process in the recruitment of a diverse staff but staff diversity is not reflective of the school community.

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Learning Environment**

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

**Performance Rating**    **1**

- 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 does not demonstrate the commitment that all students can learn at high levels. While the current comprehensive school improvement plan reflects the collaborative development of new vision and mission statements fostering the belief that all students can learn at high levels, the principal does not ensure that classroom environment and instruction support the new vision and mission statements. Classrooms are interrupted (e.g., phone calls, Tab-In/Tab-Out, knocks on doors, student misbehavior) and instruction is not rigorous or challenging for students. There is currently no student in the school identified for gifted services; however, there is one group of seventh graders who are targeted for enrichment to promote high level of mathematics to prepare this group for Algebra 1 during their eighth grade year. Most classroom instruction is teacher directed with little differentiation to meet individual student needs. Academic rigor and appropriate behavioral expectations are not clearly defined, communicated or evident in lesson plans or classrooms. Opportunities exist for faculty to observe effective classrooms and to receive training in successful strategies to increase student achievement; however, the principal does not monitor the results of these activities. Activities are not shared with other staff nor implemented in the classroom.

- 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 authority has been transferred to the superintendent. The master schedule allows for flexible scheduling of students; however, the principal does not ensure that the scheduling consideration for individual student needs is consistently occurring based on student performance. Each child is assigned to one grade level with limited opportunity for flexible regrouping between and among grade levels. Teachers have limited involvement in the assignment of students to classes. The master schedule has special time in the morning for common small group instruction for Circle of Power and Respect (CPR) and Making Meaning. Little or no consideration is given to matching teacher strength with individual student learning needs.

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

Kentucky Department of Education  
School Leadership Assessment Summary Report

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Learning Environment**

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

**Performance Rating**    **1**

The principal does not have a written formal communication plan to provide information to all stakeholders (e.g., parents, staff, students, community members).

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary of recommendations in: **Learning Environment**

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

The principal should ensure the development of a written communication plan that addresses how continuous information will be presented to all stakeholders (parents, students, staff and community).

The principal should ensure that the staff receives ongoing training in culturally responsive teaching and learning strategies and monitor the implementation and impact on classroom practice.

The principal should ensure the development and effective implementation of a well-defined tiered system of interventions (Kentucky Systems of Intervention) to meet the individual and unique learning needs of all students in all classrooms. The principal should monitor to ensure that there is a very fluid movement of students into and out of this tiered system of interventions.

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

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

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

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Learning Environment**

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

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

Review of attendance records, brochures, pamphlets, categorical program financial reports, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive school improvement plan, documentation of parent contacts, documentation of referrals to health and social services, employee handbooks, Extended School Services assessment data, Extended School Services entrance and exit reports, Extended School Services program overview and data, Extended School Services Schedule, faculty meeting agenda, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center documentation, Family Resource Youth Services Center grant proposal, job descriptions, list of co-curricular offerings, master school schedule, newspaper clippings/press releases, newspapers, policies and procedures on access to student records, report cards/progress reports, samples of written correspondence to staff/stakeholders, schedule for co-curricular offerings, school budget and allocations, school calendar with motivational and celebratory events, school event calendar, school guidance plan, school newsletter, school procedures manual, school Web pages, Software Technology, Incorporated reports, student/parent/staff handbooks and Title 1 program plan

Interviews with assistant superintendent(s), classified staff, community members, counselor, Extended School Services director/staff, Family Resource/Youth Services Center personnel, parents, principal, school resource officer, students and teachers

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

**Performance Rating    3**

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

The principal provides a number of opportunities for students to receive support beyond the classroom such as The College Prep Scholars program and student mentors from the University of Louisville. In addition to these, the principal has implemented the Student Recovery Program that provides teacher mentors for students with identified behavioral needs. The Credit Recovery Program allows students who are failing classes to make-up missed assignments after school. Community School includes two programs The Clasp Program and 21st Century which provide opportunities for remediation and counseling. Students who return from alternative school are monitored by a liaison from district leadership. The principal has created partnerships within the community such as Portland Now Prevention Partnership, Neighborhood House and the University of Louisville. The school has some co-curricular

Kentucky Department of Education  
School Leadership Assessment Summary Report

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Learning Environment**

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

**Performance Rating**    **3**

[offerings.](#)

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

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

School council authority has been transferred to the superintendent. The principal has formed several school committees that are comprised of administrators and teachers. Students receive progress reports every three weeks and report cards every six weeks. Midyear and end of the year status reports are generated by the guidance department and mailed home to parents. Some teachers call home to inform parents about academic and behavioral problems in the classroom. Parents are invited to attend parent teacher conferences twice per year, as well as other events [e.g. open house, The College Prep (TCP) Scholars Night, Literacy Night]. Parents are informed of these activities with phone calls, fliers and articles in the local newspaper, The Portland Anchor; however, few parents attend events. A Parent Teacher Student Association was formed this year, but has few members. Even though attempts have been made to engage parents, some parents expressed their concern about not feeling welcome in the school. Formal procedures for resolving concerns, filing complaints and making suggestions are listed in the district Code of Acceptable Behavior and Discipline and the Student Bill of Rights. The Youth Services Center staff has programs (e.g. Girl Power, Men of Quality, Open House) to ensure student readiness for school. A psychologist from Seven Counties Mental Health Services provides assistance three days per week to students in need. The principal has procedures in place to monitor student attendance; however, concerns about poor attendance were expressed (e.g., 65% of students have three unexcused absences).

- 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).

Student intervention programs, such as The Extended School Service Program, Fast ForWord and SuccessMaker, are conducted during the school day and focus on math and reading remediation. Entrance and exit criteria to these services are defined. In addition, some teachers work with students who need additional assistance before and after school. The Youth Services Center provides several support services and activities to remove barriers to learning. Title I funds are used for reducing class size and professional development. A Guidance Action Plan lists many services (e.g. Individual Learning Plans Completion Grade 6-8, 7th Grade Career Exploration) to be

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

implemented to assist students. The guidance counselor, because of administrative duties and reduction in counseling staff, provides limited counseling services to individual students. No formal process is used by teachers to refer students to the guidance counselor or to the Youth Services Center.

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

The principal does not ensure that all staff members are trained in identifying and referring students with special learning needs and behavioral problems. No formal process is in place to refer students to the school counselor. Most referrals to the Seven Counties Mental Health Services offered three days per week at the school are made through the Youth Services Center. Since there is no school nurse, students report to the office for minor medical aid that is provided by the school secretary and office clerk who receive appropriate training. Students transferring into the school are enrolled into appropriate classes by the guidance counselor and teachers monitor their progress and acclimation to school. The Youth Services Center provides support to students by providing supplies to students in need and creating student programs (e.g. College Week, Men of Quality, Girl Power). The principal implemented the Student Recovery Program which places identified students with teacher mentors who provide assistance to positively impact students' learning and behavior. Student mentors from the University of Louisville work with The College Prep Scholars one day per week. The Community School provides instructional and counseling services to some students through 21st Century and The Clasp Program.

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 educational files are current and maintained in locked file cabinets. Infinite Campus is used for record keeping. Individual Learning Plans and other relevant information are included in the student records. The principal has not ensured that special education records are always locked and secure.

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

**WESTERN MIDDLE**

**Jefferson County Public Schools School District**

3/28/2010 - 4/2/2010

Summary of recommendations in: **Learning Environment**

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

The principal should ensure that the Cultural Competency Committee collaborates with representatives from all stakeholder groups in the development and implementation of strategies to ensure a welcoming school environment. The principal should continue and expand efforts to recruit parents and community members to be actively involved in school committees and activities. Parents and community members should be continuously encouraged to be active partners in the school.

The principal should involve representation of all stakeholders in the development of strategies that will be embedded in the Comprehensive School Improvement Plan to improve student attendance.

Resources:

Christenson, S.L. & Sheridan, S.M. (2001). *Schools and Families: Creating Essential Connections for Learning*. New York, NY: The Guilford Press.

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

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

National PTA. (2004). *National Standards for Parent/Community Involvement Programs*. Chicago, IL:Author.

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

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Learning Environment**

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

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

Review of categorical program financial reports, certified personnel evaluation plan and process, classroom assessments, committee meeting minutes and agenda, comprehensive school improvement plan, district budget and allocations, district personnel evaluation system and documentation of implementation, employee handbooks, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, job descriptions, master school schedule, needs assessment data and staff development agenda

Interviews with assistant principal, classified staff, district leadership, parents, principal, teachers, Instructional Coach and District Resource teachers

**Performance Rating    3**

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

The principal collaborates with the administrative team and the instructional leadership team to establish professional development priorities for the school. Professional development is planned on an annual basis and does not always scaffold on training experiences from prior years to create a seamless professional development program that builds competence in the instructional staff. However, this school year, a strong emphasis has been placed on providing job-embedded professional development for the staff. Two thirty-minute weekly sessions of job-embedded professional development have become a routine part of common planning time for all core content teams. These sessions are facilitated by the instructional coach, district resource personnel and the highly skilled educator assigned to the school. These training opportunities are designed to meet the needs of individual teams and bring a sense of continuity, follow-up and depth to professional training experiences for teachers.

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

Professional development for the 2009-2010 school year has a strong emphasis on job-embedded professional development opportunities. The principal has initiated a plan where all teams incorporate thirty minutes of job-embedded professional development activities into team common planning time on Monday and Tuesday of each week. These activities, facilitated by the instructional coach, highly skilled educator or district resource personnel, center around topics such as analysis of learning targets, formative assessments, student engagement, analysis of student work, developing

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Learning Environment**

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

**Performance Rating**    **3**

critical conversation skills, closure activities, analyzing core content assessments, process monitoring and follow-up sessions for Making Meaning and cultural competence. Other job-embedded venues include faculty meeting presentations, modeling experiences, mentoring activities, books studies ("What Great Teachers Do Differently"), collaborative planning between teams and departments and observations of Master teachers.

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

The principal ensures all certified staff members have access to pertinent district evaluation documents and understand the evaluation process. During opening day activities on August 12, 2009, the principal made a PowerPoint presentation to the staff relevant to job expectations, evaluation criteria, forms and procedures. Additionally, evaluation forms are made available to certified staff in the teacher handbook and online at the school website.

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

Fiscal resources for the professional growth of certified staff are provided through Title I funds, state allocated categorical funds and Section 6 flexible funds earmarked for the professional growth needs of administrators. The principal expends these funds on professional growth activities directed by the comprehensive school improvement plan. The principal submits all proposed school-based professional development activities that require submission to the district via pdCentral for approval. This proposal includes documentation showing a clear connection between the proposed professional development activity and student goals specified in the comprehensive school improvement plan.

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

Certified personnel at Western Middle School are fairly and consistently evaluated using procedures outlined by the Jefferson County School District Evaluation Plan. The plan was adopted by the local board of education on May 6, 2002, and approved by the Kentucky Department of Education on August 9, 2002.

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

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

The principal verbalizes that professional development is a critical component to increasing student achievement. The principal ensures that all certified staff members earn a minimum of twenty-four hours of annual professional development as stipulated in KRS 158.070. Most teachers earned their 2009-2010 professional development credit through attending flexible school-based sessions focused on cultural competency, academic rigor, Making Meaning reading initiative and a non-flexible day centered around school procedures (e.g., safety, handbook, securing substitutes); however, because this professional development is flexible in nature, not all teachers receive professional development that updates their content knowledge and professional practices. Most teachers attended literacy training in preparation for teaching reading skills in the Making Meaning program. Some teachers participate in flexible professional development that updates their content knowledge (e.g., Connected Math). Not all teachers are afforded opportunities to build leadership skills through membership on the instructional leadership team and committee work. Team leads, department chairpersons and teacher mentors are additional avenues for building leadership capacity in the school. Instructional assistants must participate in twenty-four hours of annual professional development. Some classified staff members (e.g. bus drivers, cooks, bookkeepers) have job-specific professional development requirements.

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

Schoolwide professional development priorities that focused on cultural competency, academic rigor and the Making Meaning reading initiative make clear connections to the goals for student learning as outlined in the academic performance and culture components of the comprehensive school improvement plan. However, the principal does not always ensure intentional connections are made between professional development priorities and the individual growth needs of teachers identified through self-reflection or the evaluation process.

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

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

The principal, in collaboration with the instructional leadership team, analyzes various forms of student achievement data to make professional development decisions. These data sources include walkthroughs, classroom assessments, classroom instructional framework plans, Interim Performance Report, Jefferson County Public Schools Middle School Core Content Assessment results and comprehensive school survey feedback. The principal tracks data only on the 154 students in The College Prep (TCP) Scholar program as a measure of the impact of professional development in general; however, she has no formal procedure in place to analyze the impact of specific professional development activities on student achievement for use as a springboard for planning or allocating resources for future professional development experiences.

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

The principal complies with paperwork procedures outlined in the district evaluation plan; however, timelines for the process are not always strictly followed. The individual professional growth plans for teachers are not always collaboratively developed with an evaluator, and some growth plans for the 2009-2010 school year were not developed until spring 2010; one professional growth plan is still not complete. Most growth plans show some connectivity to evaluation feedback data and are reflective of school goals set for the increased academic performance of students as outlined in the comprehensive school improvement plan. Some professional growth targets on the plans lack depth and are reflective of routine expectations of all teachers (e.g. attend embedded professional development, greet co-workers, attend department meetings). Growth plans are often viewed by staff as a compliance procedure rather than an active change agent designed to improve the proficiency of the school 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 provides timely feedback to the certified staff following each formative observation and summative evaluation. Narratives relevant to individual teacher standards guide the discussions for each post-observation conference. Support structures to strengthen identified targeted areas for growth are available through a myriad of resources (e.g., instructional coach, district resource personnel, highly skilled educator, teacher mentors, department chairs, team leads, professional development consultants).

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

**WESTERN MIDDLE**

**Jefferson County Public Schools School District**

3/28/2010 - 4/2/2010

Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

However, the principal does not follow up or monitor to ensure teachers make desired changes in behavior and instructional practice identified through the evaluation process.

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary of recommendations in: **Learning Environment**

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

The principal should capitalize on the use of professional development and the entire evaluation process to improve staff proficiency. The principal should collaborate with individual certified staff members in a timely manner in the development of an individual professional growth plan that is tightly tied to evaluation feedback data, student performance goals and individual self-reflection. Teacher growth targets should move beyond the routine expectations for all teachers and focus on a depth of appropriate professional growth that will lead to increased student performance. The principal should implement a formal monitoring system to ensure items targeted for growth on the individual professional growth plans of teachers lead to actual changes in teacher behavior and instructional practices. The principal should ensure all professional development experiences reach the implementation stage in the classroom and manifest themselves in increased achievement for all students.

Resources:

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

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

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

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

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

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

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

Review of certified personnel evaluation plan and process, classroom displays, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive school improvement plan, curriculum documents, employee handbooks, eWalk data, facility inspection reports, Implementation and Impact Checks, individual professional growth plans, master school schedule, needs assessment data, perception survey results, roster of teaching assignments, samples of classroom assessments, samples of student work products, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, student discipline reports, student handbook, teacher portfolios, Interim Performance Report data, No Child Left Behind report and JCPS Middle School Core Content Assessments data

Interviews with assistant principal, assistant superintendent(s), classified staff, community members, Family Resource/Youth Services Center personnel, parents, principal, students, teachers, Instructional Coach and Priority Manager

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

**Performance Rating    3**

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

Directed by district leadership, the school principal and Priority Manager established a design team for the purpose of developing the plans for transition of Western Middle School to a Visual and Performing Arts Magnet Middle School. This team consists of a wide representation of the school's stakeholder groups (e.g., Louisville Orchestra, Stage One, Blue Apple Players, Louisville Ballet, University of Louisville Dance Academy, Kentucky Center for the Arts, district leadership, school leadership, teachers, parents, students). As part of this process, the school principal in collaboration with the design team reviewed the current school's vision and mission in developing a draft vision and mission to reflect the new direction and purpose of the Western Middle Magnet School for Visual and Performing Arts. These statements were submitted to the entire staff and students for review and comment with final approval in January 2010. The vision for the new school is "Western Middle Magnet School for Visual and Performing Arts strives to become a high performing school that fosters the student's creativity and imagination and enhances the student's desire to excel in both academics and visual and performing arts." The mission statement, "Provide students opportunities to create, perform and interact with the arts while ensuring that students receive a rigorous education in a safe learning environment," states

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

**WESTERN MIDDLE**

**Jefferson County Public Schools School District**

3/28/2010 - 4/2/2010

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

**Performance Rating**    **3**

the purpose of the new venture. These statements are widely publicized in the school and community. The vision and mission is driving the decision-making in the planning and implementation of a highly achieving visual and performing arts middle school for the youth of Jefferson County.

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

The school principal collaborates with the instructional leadership team (including the district priority coach) to regularly review, disaggregate and analyze student performance data (e.g., Kentucky Interim Performance report, No Child Left Behind, Jefferson County Public Schools Middle School Core Content Assessment results, student performance data from researched-based programs). The instructional team uses this analysis to establish student learning goals and to inform programmatic decisions and the strategies of the comprehensive school improvement plan. Student performance data from these sources are also used to establish baselines, benchmarks and performance goals for school improvement.

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

The school principal ensures that all building certified administrators have individual professional growth plans on file that are collaboratively developed. These individual professional growth plans identify the standards that are to be addressed and the specific leadership skills targeted for growth. Activities and professional development needs are identified and planned for each school year. The school principal ensures that these are linked to the comprehensive school improvement plan and are reviewed as part of the personnel evaluation process.

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

The board of education has adopted policies to ensure the effective and efficient use of instructional time. District leadership communicates these policies to school principals. The district priority coach collaborates with the principal to ensure through plans, agendas and minutes that allocated time for staff meetings is focused on curriculum and instructional issues. The principal ensures common planning time for core content teachers and individual planning time for related arts and Exceptional Children Education teachers.

Kentucky Department of Education  
School Leadership Assessment Summary Report

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Efficiency**

**Standard 7**            **Leadership**

**Performance Rating**    **3**

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

**Performance Rating    2**

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

The principal in collaboration with the instructional leadership team disaggregates student performance data (e.g., Interim Performance report, No Child Left Behind, Jefferson County Public Schools Middle School Core Content Assessment results, Comprehensive Surveys) to identify achievement gaps within the student population. This data is analyzed and shared with team leads, committee chairman and teachers. Feedback is provided to the school leadership team and is used to determine if strategies identified in the comprehensive school improvement plan are having the expected impact on eliminating achievement gaps. If expected benchmarks are not met, the principal does not ensure that modifications to the improvement plan and classroom practices are developed or implemented in a timely manner.

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

The principal ensures that certified staff has access to state, district and school curriculum documents and related materials. The instructional leadership team provides department chairman and team leads with data resources (e.g., Interim Performance Report, No Child Left Behind report, Jefferson County Public Schools Middle School Core Content Assessment) related to state, district and school learning goals. Teachers are trained in the use of these documents, and most teachers align classroom instruction to the district curriculum; however, the principal does not ensure classroom instruction is rigorous and at the appropriate depth of knowledge. This lack of rigor and the low depth of knowledge communicate a message that Western Middle School has low expectations for student learning.

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

The principal provides the organizational structure and acquires the human and fiscal resources to effectively address the unique learning needs of all students. These assets are incorporated in the comprehensive school

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

**Performance Rating    2**

improvement plan with identified goals and strategies. However, the principal does not ensure that the strategies for school improvement are properly implemented and measured for impact on student achievement. Timely modifications are not made when expected impact does not meet the expectation for sustained and continuous improvement in student achievement.

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

District leadership in collaboration with the instructional leadership team provides procedures for a safe environment conducive to student learning. The principal ensures the school is in compliance with the board of education policies in responding to emergency crisis and conducting practice drills. The principal ensures staff and students are familiar with emergency response procedures as communicated in the student and staff handbooks. However, inconsistencies exist in management of student behavior, security of facilities (outside doors propped open), emergency response procedures, and response to mental and physical health emergencies.

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

School council authority has been transferred to the superintendent. The superintendent designee serves as a member of the school's instructional leadership team to ensure Western Middle School operation is in compliance with the board of education policies. The principal does not ensure procedures are consistently implemented to sustain continuous improvement in moving all students to proficiency.

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

School council authority has been transferred to the superintendent. District leadership ensures the school's instructional and organizational structure is intentionally focused on improving student academic performance. This focus is communicated with clear direction to the principal. District leadership provides the resources, but the principal does not ensure the comprehensive school improvement plan is monitored for effective implementation or modified to address deficiencies in expected impact on student improvement.

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

**WESTERN MIDDLE**

**Jefferson County Public Schools School District**

3/28/2010 - 4/2/2010

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

**Performance Rating    2**

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

The principal has articulated high academic expectations for all students; however, substantial achievement gaps continue to exist within the student population at Western Middle School. The principal's management style and staff relations have created a barrier of intimidation and a lack of trust and respect among the collegial community. This barrier is having a negative impact on student achievement. The principal does not actively solicit representation from all stakeholder groups as shared decision-makers for school improvement. The principal through the establishment of the cultural competency committee has not had significant impact on improving the school culture.

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

**WESTERN MIDDLE**

**Jefferson County Public Schools School District**

3/28/2010 - 4/2/2010

Summary of recommendations in: **Efficiency**

**Standard 7**      **Leadership**

The principal should develop a process to evaluate and monitor the uniform implementation of academic programs and procedures to ensure their impact on student achievement. The principal should use the data to revise current practices to ensure all students show significant gains in reaching proficiency.

The principal should foster a sense of collegiality to create and sustain an environment of teamwork. The principal should temper honesty with diplomacy to promote and contribute to an environment of mutual respect. As the instructional leader of the school, the principal should accept the responsibility for her work and the work of all colleagues. The principal should show respect to all staff and treat them with the respect and the responsibility their position warrants.

Resources:

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

Stone, R. & Cuper, P. (2006). *Best Practices for Teacher Leadership*. Thousand Oaks, CA: Corwin Press.

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

Instructional Rounds, Dr. Holliday's book?

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Efficiency**

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

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

Review of certified personnel evaluation plan and process, comprehensive school improvement plan, district budget and allocations, district personnel evaluation system and documentation of implementation, employee handbooks, Local Educator Assignment Data Report (LEAD), master school schedule, perception survey results, school budget and allocations, school financial reports, school mission, belief and vision statements, state statute and regulation and Interim Performance Report data

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

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

**Performance Rating    3**

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

The instructional leadership team is responsible for budget development. The school district provides clear and concise procedures and offers informational training sessions to appropriate school staff to assist schools in the development of budgets and understanding of school allocations. The school uses budget format procedures provided by the district finance and budgeting office. The principal allows input from any concerned stakeholder in the development of the school budget during an instructional leadership team meeting. Teachers submit instructional needs to department heads and team leads. The principal allocates section 6 funds to departments and teams equally with funds from the office of the principal code reserved to address identified needs that require funding above basic allocation. The principal attempts to provide funds for justified needs identified by staff that would require funding above the basic allocation. The school bookkeeper provides training on procurement procedures for staff that includes steps required by board policy to make a purchase, collect monies, sell tickets or raise funds for school activities. Although the principal communicates the budget to staff through departmental meetings, some staff members are still unclear on how the budget and procurement process works.

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Efficiency**

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

**Performance Rating**    **2**

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

The school council was dissolved as a result of the 2008 scholastic audit with governance transferred to the superintendent. The school is now subject to board policies instead of school council policies. An instructional leadership team has been formed to assist the principal with operational and instructional governance of the school. The principal, in conjunction with the school Priority Manager and instructional leadership team, determines allocation of human, fiscal and physical resources. The Priority Manager and district assistant superintendent in charge of middle schools monitor the implementation of all school activities with an emphasis upon improving student achievement. The principal uses implementation and impact checks to measure the effectiveness of these resources to meet the objectives of the school improvement plan. Department chairs and adhoc committees (e.g., Cultural Competency, CARE for Kids, Technology, Rigor and Relevance, Instructional Focus of the Month) provide input into and support of the leadership decisions of the school. Budget development meetings are open to all stakeholders. The principal communicates the budget to staff through the instructional leadership team and department head meetings. District approved accounting procedures are in place at the school. Requisition forms are used to initiate and track school expenditures; however, appropriate procedures (e.g., requisition forms with appropriate signatures submitted in compliance with red book procedures) are not always followed by staff. The principal has actively sought and encouraged staff to seek and secure funding from outside sources for school or classroom initiatives (e.g., Wal-Mart Grant for Athletics, PNC Bank Grant for the arts). Although there has been improvement, the principal has not been successful in sustaining and communicating effective and efficient operations designed for continuous improvement in staff and student performance.

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

The school is allocated certified and classified staff in accordance with the district staffing policy. All teachers are certified to teach in their assigned areas. The principal follows district policy and employee contractual agreements on assigning staff within the school. The principal assigns instructional staff based on certification with little consideration to match the unique learning needs of students with staff talent. Priority preference in scheduling classes is afforded to students with disabilities to ensure that

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Efficiency**

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

**Performance Rating    2**

special needs identified in individual educational plans are being addressed. Collaborative special needs staff members are assigned to provide instructional assistance in classrooms containing students with disabilities as per individual education plans. The district has also provided additional staff (full time instructional coach and district behavior coaches, content area specialists and special education resource teacher) in support of identified needs at the school. Instructional assistants are provided to assist in meeting the learning needs for special education students.

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

The school principal has implemented procedures that are intended to limit classroom interruptions and maximize classroom instructional time. The principal has implemented CHAMPs/Foundations and CARE for Kids as classroom and schoolwide behavioral management models, but these programs are not consistently applied or monitored for effectiveness. Transitions from classrooms to other parts of the building are usually prompt and orderly. Assigned teachers and administrators assume hall duty between classes to monitor transitions and encourage students to be in class on time. Sponge (warm up) entry activities and bell-to-bell instruction are encouraged but not required by the principal. The implementation of these strategies is not the norm for all classes. Learning targets are posted by most teachers in an attempt to focus students on the lesson goals. The failure of the principal to ensure teachers implement appropriate classroom management and organizational practices results in the loss of valuable instructional time. Several classrooms lack the structure conducive to an appropriate learning environment. The principal requires that assembly programs occurring during instructional time and field trips relate to general learning goals of the school. Announcements are limited to early morning, at the conclusion of the school day and for operational necessities and emergencies. The master schedule is designed to allow for adjustments in schedules to address instructional needs; however, the principal does not ensure that the flexibility of the schedule is maximized to meet the individual needs of students.

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).

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Efficiency**

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

**Performance Rating    2**

The school master schedule includes common planning time for content area instructional staff members to focus on specific strategies that support the goals, objectives and activities in the comprehensive school improvement plan. The master schedule provides flexibility for opportunities for collaboration, mentoring, and sharing among staff. Teachers have seventy minutes of daily planning time. Two thirty minute periods of the seventy minute daily common team planning time are used for professional development. Department meetings are scheduled twice monthly to facilitate communication and provide opportunities for planning. The principal does not monitor the planning time to ensure it is used effectively and has the intended positive impact on classroom practices and student achievement. There has been limited collaborative vertical planning to address curricular overlaps and gaps between Western Middle and feeder and receiving schools. Western is one of three middle schools in a district collaborative cohort that provides opportunities for special needs and regular classroom teachers to collaboratively plan, model instruction and develop conferencing skills to better prepare and serve the identified needs of students assigned to collaborative regular classrooms.

- 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 Priority Manager designed the flexible master schedule (seventy minute periods) for the school. The principal and instructional leadership team determined the course alignment with input from faculty. This master schedule provides opportunities for students to receive quality instruction appropriate for grade level and content area. Sufficient course offerings are provided within the master schedule for all students to address Kentucky Curriculum Standards; however, those students in need of remediation services are pulled from related arts classes for individualized instruction which denies them equal access to a common core curriculum (Senate Bill 1). The master schedule has flexibility and provides opportunities for modification to address specific developmental and instructional needs of students. Student schedules were changed for a group of students to provide a higher level seventh grade math class to prepare these students for entry into Algebra 1 next year. Self contained, collaborative and resource room models are used to deliver instruction to meet the educational needs of exceptional students. Collaborative special needs staff members are assigned by the principal to supplement instruction and make accommodations for unique

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Efficiency**

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

**Performance Rating    2**

student learning needs. Regular and collaborative classroom teachers have received training in team teaching strategies. There are no gifted and talented students identified or served in the school.

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 district has a formal process for schools to request additional funds for unmet or unique needs. This process requires that any request for additional funds include a needs assessment and documentation that the request is tied to the school improvement plan and linked to student academic improvement. The principal has not completed a formal needs assessment or submitted formal requests for additional discretionary funding for the current school year. A formal request to add three additional staff positions to support the new performing arts curriculum has been submitted to the district for the upcoming school year. Some additional Section 7 funds have been allocated to the school for the current year based on at-risk and student recovery data (e.g., free/reduced population, No Child Left Behind status and potential dropouts).

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.

Most funding requests are aligned with the action components and tied to priority needs within the comprehensive school improvement plan. The school improvement plan indicates funding for various component activities; however, the principal does not always ensure that the expenditure of fiscal resources has the intended impact on student performance.

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 are allocated to schools to support identified student needs and according to specific program guidelines. Title I funds are being used to provide four teachers to reduce class size in math and language arts. The principal does not intentionally integrate categorical program funds (state and federal) in an effort to address identified student needs. Professional

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Efficiency**

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

**Performance Rating    2**

development and extended school service funding is embedded within the school improvement plan. Family Resource Youth Services Center staff work with state and federal programs to decrease barriers to student learning. Exceptional Children Education funds are allocated to assist school staff in the improvement of student achievement. Safe school funds are allocated to assist in the reduction of student suspensions. The principal does not ensure that program strategies are monitored or analyzed for effectiveness for their impact on student achievement.

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

**WESTERN MIDDLE**

**Jefferson County Public Schools School District**

3/28/2010 - 4/2/2010

Summary of recommendations in: **Efficiency**

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

The principal should implement procedures ensuring that teachers effectively use instructional time and that the administrative team supports that effort. The principal should implement procedures ensuring that instructional staff are prepared for each class (lesson plans), immediately engage students (sponge entry activities), teach from bell-to-bell with appropriate depth of knowledge (rigor), manage student behavior (CHAMPs/Foundations/CARE for Kids), and provide closure at the conclusion of the lesson (exit slips). Additional professional development in behavioral management should be provided for those teachers experiencing management issues within their classroom. Appropriate behavior should be clearly communicated to students and modeled by staff. The principal should ensure that administrative staff monitor classroom management and provide support and interventions as needed to help maintain a positive classroom environment.

Resources:

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

SISI Toolkit Standard 8. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). [http://www.education.ky.gov/SISI\\_Toolkit/Standard%208/Standard%208%20By%20Standards.htm](http://www.education.ky.gov/SISI_Toolkit/Standard%208/Standard%208%20By%20Standards.htm)

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Efficiency**

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

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

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive school improvement plan, employee handbooks, eWalk data, Implementation and Impact Checks, individual professional growth plans, lesson plans/units of study, master school schedule, needs assessment data, newspaper clippings/press releases, perception survey results, professional development records, samples of classroom assessments, samples of student work products, schedule for co-curricular offerings, school mission, belief and vision statements, school Web pages, student handbook, student work, trophy cases and Interim Performance Report data

Interviews with assistant principal, community members, counselor, curriculum resource specialist, district leadership, Family Resource/Youth Services Center personnel, parents, principal, school leadership, students, teachers, District Resource Teachers and Instructional Coach

Observations of cafeteria, classrooms, common areas and hallways

**Performance Rating**    **3**

- 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 school has a design team responsible for the reconfiguration of Western Middle School into a Visual and Performing Arts Magnet Middle School. The current mission statement reflects the school's new design that will be phased in beginning in the fall of 2010. Development of the new mission and vision statements began in August. The design team (e.g., faculty, community representatives, Jefferson County Public Schools representatives) initiates draft proposals and submits them to the entire faculty for review and revisions. Students are given opportunity for input. The new vision and mission statements were finalized in January 2010.

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

The principal assigns four committees (Reading, Math, School Culture and Academic Performance) the task of determining existing strengths and limitations of the instructional and organizational effectiveness of the school. Input from stakeholders (staff, students, and parents) is sought as a source of data (e.g., surveys from school staff, students and parents, Priority Manager's

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Efficiency**

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

**Performance Rating**    **3**

reports) for use in identifying instructional and organizational strengths and limitations. A variety of analysis (e.g., Jefferson County Public Schools Middle School Core Content Assessments results, analysis of suspension/attendance data, 2009 Interim Performance Report) is used by department chairs, team leaders and administrators in the identification process and submitted to the committees.

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

The principal works with the four component committees to assign benchmarks for each goal based on data generated from the proficiency calculator. Benchmarks are defined in measurable terms using data from Jefferson County Public Schools Middle School Core Content Assessments for academic components, Comprehensive School Survey results for culture components and suspension data for the SRP (Student Recovery Program) component.

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Efficiency**

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

**Performance Rating    2**

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

The Instructional Leadership Team makes use of the district's protocol for collecting, managing, analyzing and reporting of student data (e.g., Interim Performance Report, No Child Left Behind report, research-based program data). This student performance data is disaggregated and guides the development of the comprehensive school improvement planning process. Data from teacher designed assessments and student work is not collected or analyzed as part of the school planning process.

9.6a    The plan is implemented as developed.

The principal delegates responsibility for monitoring (e.g., observations of classrooms, team meetings, job-embedded professional development) the implementation of the school improvement plan among administrators, team leads, department chairs, instructional team leaders and the instructional coach. The principal has not developed a systematic process to ensure the results of the monitoring improve classroom practices. December and February implementation and impact checks have been completed online as evidenced by the additions in the impact column of the document. Implementation and impact checks are reviewed and monitored by the superintendent's office. The school improvement plan drives professional development, focuses on classroom practices and includes some monitoring strategies (e.g., walkthroughs, analysis of student work, assessments). Staff members are aware of the five components and the strategies included in the school improvement plan.

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

The principal in collaboration with the instructional leadership team collects, disaggregates and analyzes data (e.g., walkthrough data, Jefferson County Public Middle School Core Content Assessment data) to determine implementation and effectiveness of the action steps (strategies/activities) in the comprehensive school improvement plan. The comprehensive school improvement plan identifies benchmarks for comparing progress over time. The actual performance data for progress toward meeting the goals is below the performance benchmark expectation. Some recent actual data in the plan reflect a decrease in student performance (e.g., Science 40.88 October 2009 to 33.77 March 2010; Social Studies 13.75 May 2009 to 5.9 October 2009).

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

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

Summary Findings in: **Efficiency**

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

**Performance Rating    2**

Strategies (e.g., Biggest Gainers, Mad Scientist) have been developed to address deficiencies revealed through core content assessment data. The principal does not monitor the strategies identified in the comprehensive school improvement plan to ensure modifications occur to reflect recent changes in student performance.

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 in collaboration with the instructional leadership team monitors classroom practices through walkthroughs, student performance data and comprehensive school surveys to determine effectiveness of the school improvement plan, but the principal does not ensure that this data is used to inform and improve the effectiveness of classroom practices.

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

The principal in collaboration with the instructional leadership team monitors classroom practices with walkthroughs, student performance data and comprehensive school surveys to determine effectiveness of the school improvement plan, but the principal does not ensure that this data is used to inform and improve the effectiveness of classroom practices.

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

**WESTERN MIDDLE**

**Jefferson County Public Schools School District**

3/28/2010 - 4/2/2010

Summary of recommendations in: **Efficiency**

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

The principal should develop systematic processes to ensure school improvement strategies are seamlessly incorporated into daily classroom practices. The processes should include monitoring instruments to measure successful implementation and effectiveness of strategies. The principal should ensure that timely modifications of the comprehensive school improvement plan are defined and reflect recent changes in student achievement. This process should ensure that communication tools are included for assurance that all training and implementation information is effectively disseminated to all staff.

Communication should be extended to school community stakeholders to develop ownership by all for the success of each student and the achievement of the school's identified goals.

Resources:

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

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

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

**WESTERN MIDDLE**

**Jefferson County Public Schools School District**

3/28/2010 - 4/2/2010

**Summary of Next Steps:**

The principal should personally reflect on her professional management style to eliminate any behaviors that create barriers to teacher effectiveness. The principal should foster a sense of collegiality to create and sustain an environment of teamwork. The principal should use diplomacy to promote and contribute to an environment of mutual respect. The principal should show respect to all stakeholders and appreciate their role in improving student achievement.

The principal should fully implement an effective schoolwide behavior management program that will create a positive, orderly learning environment. The principal should establish a framework to train all staff in implementing a uniform discipline and classroom management plan. The principal should monitor and provide immediate and specific feedback to ensure effective implementation. The concept of high expectations should be defined for all role groups, and specific role group behaviors that reflect those high expectations should be modeled. Behavior expectations should be clearly communicated to all students. The principal should ensure that interventions are provided to maintain an environment that is conducive to improving student learning.

The principal should develop a systematic process to ensure school improvement strategies are seamlessly incorporated into daily classroom practices. The processes should include monitoring instruments to measure successful implementation and effectiveness of strategies. The principal should ensure that timely modifications of the comprehensive school improvement plan are defined and reflect recent changes in student achievement.

The principal should ensure teachers receive professional development to increase their repertoire of research-based instructional strategies (e.g., cooperative learning, higher level questioning, student-centered learning, inquiry). The principal should monitor classrooms to ensure these strategies are implemented by all teachers. Timely and meaningful feedback should be provided. The principal should afford teachers the opportunity to receive job-embedded professional development (e.g., coaching, modeling, visiting other schools with similar demographics). The principal should ensure that curriculum, assessment and instructional strategies are rigorous, relevant and varied in order to meet the unique learning needs of all students. The principal should ensure technology becomes an integral part of instruction in all content areas, and accessibility of technology should be ensured for all students. The principal should monitor to ensure teachers effectively integrate student use of technology.

The principal should immediately begin to ensure students are engaged in a culturally relevant curriculum that demands academic rigor, higher order thinking and problem solving. The principal should ensure all administrators, teachers and staff communicate the message that all students will succeed academically based on genuine respect for students and belief in student capability. The principal should ensure all learning activities impact student learning. Assessment tasks should be clearly defined at a high depth of knowledge to reflect high academic expectations for all students and be designed to measure student progress.

The principal should ensure that a framework for providing systematic comprehensive services to address academic and behavior needs for all students is fully understood and implemented in classrooms (i.e., The Kentucky System of Intervention). The principal should ensure classroom teachers use flexible grouping, ongoing assessments and target specific skills that are not mastered.

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

**WESTERN MIDDLE**

**Jefferson County Public Schools School District**

3/28/2010 - 4/2/2010

**In Conclusion:**

The leadership assessment team wishes to express our sincere appreciation to the Western Middle School community for the hospitality extended to us during our visit. We appreciate the kindness with which we were received at the school and the willingness of the faculty and staff to answer our inquiries candidly. It is our hope that the findings and recommendations contained in this report will be received by the school as opportunities to further refine the educational services provided by the school. In order for the report to positively impact student achievement at Western Middle School, we further recommend that the report be shared with representation from all stakeholder groups. The stakeholders should come together with a sense of urgency to consider the implementation of the report's recommendations.

**Council Authority:**

The council authority was removed and transferred to the Superintendent as a result of the November, 2008 scholastic audit.

**Principal Authority:**

The school leadership assessment team has determined that the principal does not have the capability and capacity to continue the roles and responsibilities established in KRS 160.345. The transfer of council authority to the superintendent as recommended by the scholastic audit team November, 2008 and approved by Commissioner of Education gives the superintendent of Jefferson County Public Schools the authority to hire a principal for Western Middle School.

**Recommended Intervention Option:**

Transformation Option

Commissioner, Kentucky Department of Education: \_\_\_\_\_

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

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

- The district must submit an application to receive SIG 1003g funds.
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Principal, Western Middle School: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent, Jefferson County Public Schools: \_\_\_\_\_ Date: \_\_\_\_\_

Kentucky Department of Education  
School Leadership Assessment Summary Report

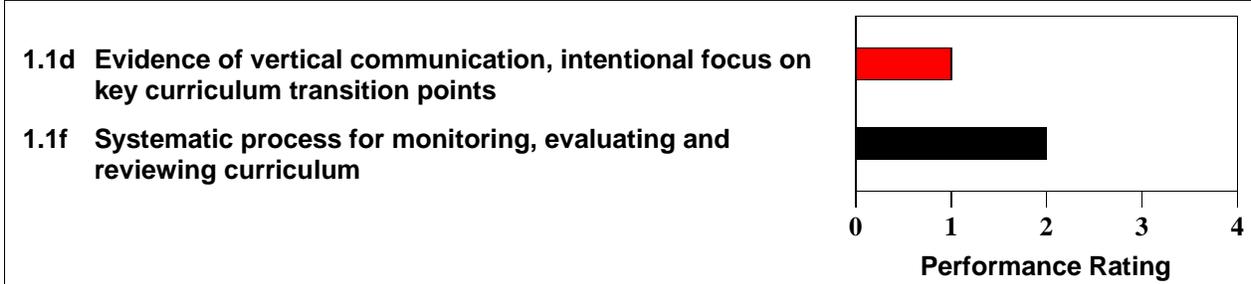
**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

**1.1 Curriculum**

**Academic Performance**



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

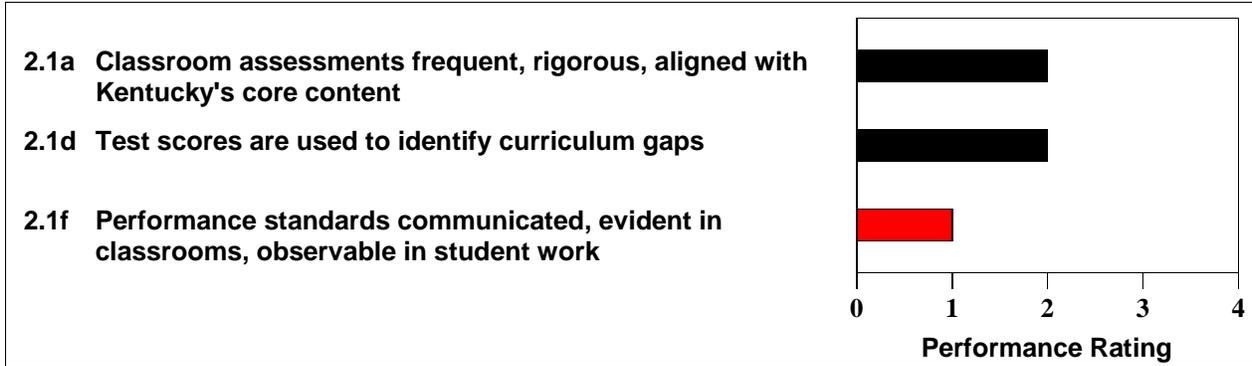
**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

**2.1 Classroom Evaluation/Assessment**

**Academic Performance**



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School Leadership Assessment Summary Report

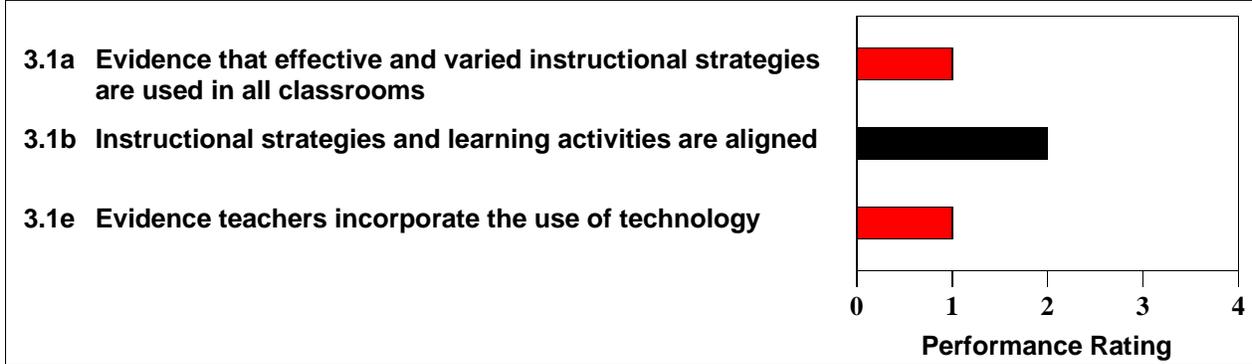
**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

**3.1 Instruction**

**Academic Performance**



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

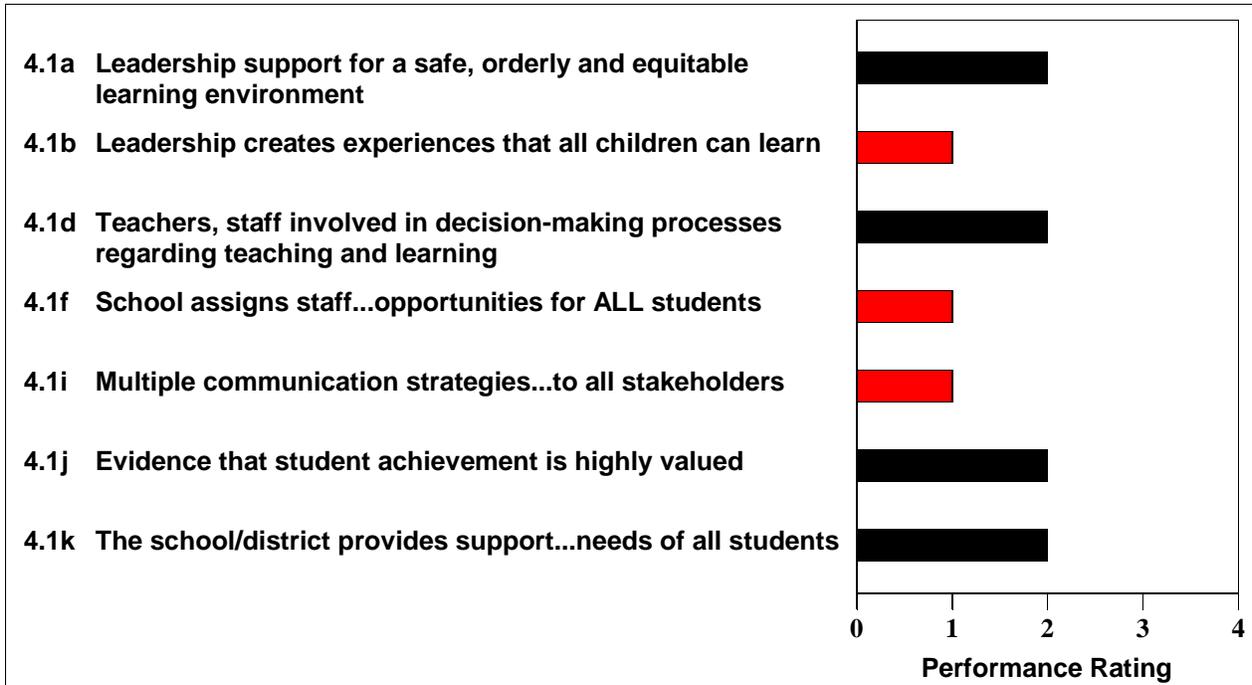
**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

**4.1 School Culture**

**Learning Environment**



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

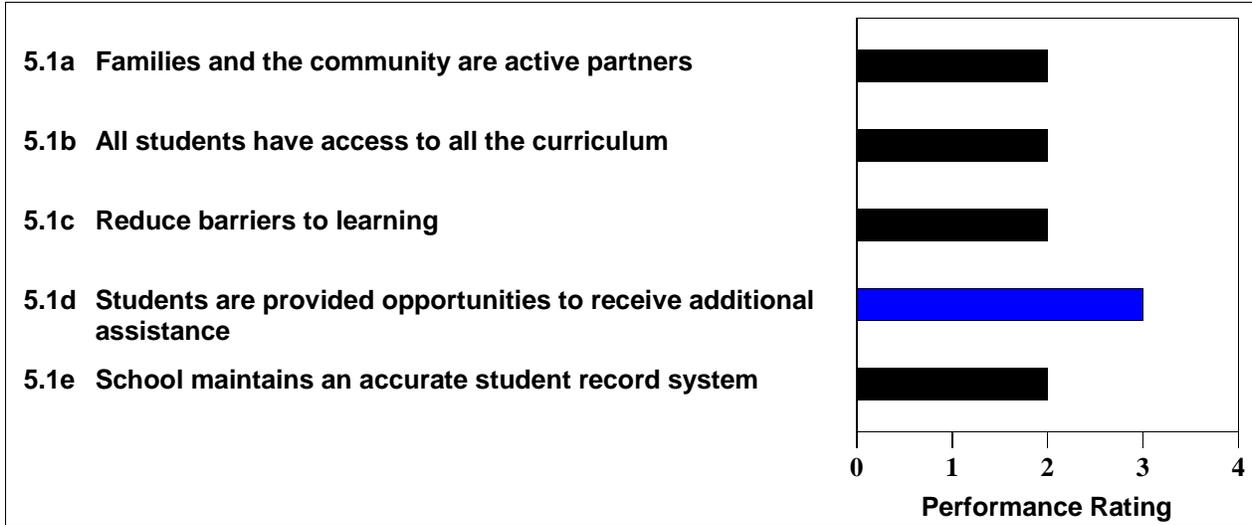
**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

**5.1 Student, Family and Community Support**

**Learning Environment**



Kentucky Department of Education  
School Leadership Assessment Summary Report

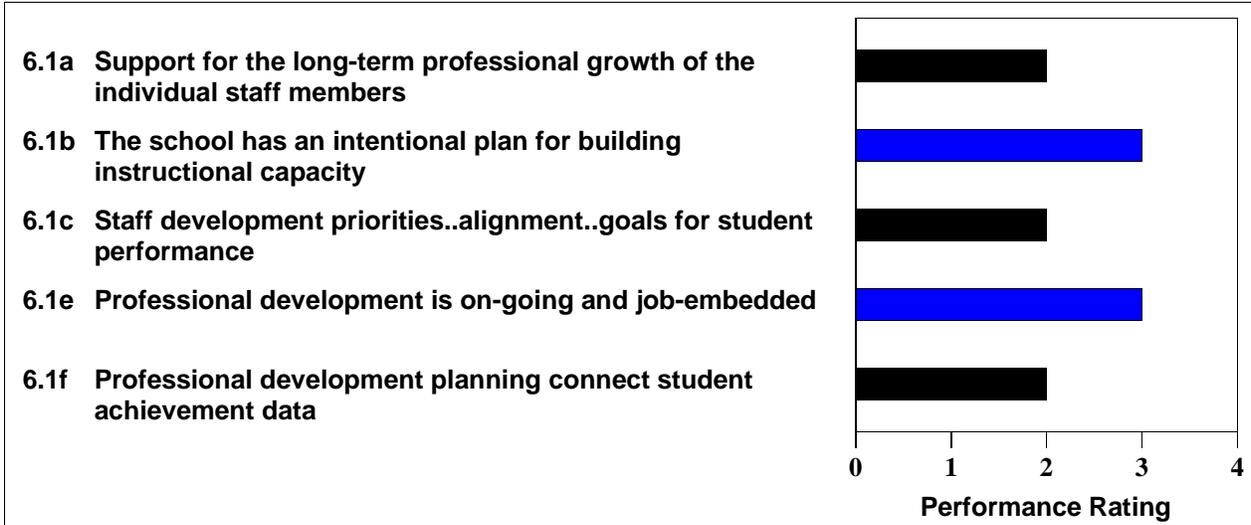
**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

**6.1 Professional Development**

**Learning Environment**



Kentucky Department of Education  
School Leadership Assessment Summary Report

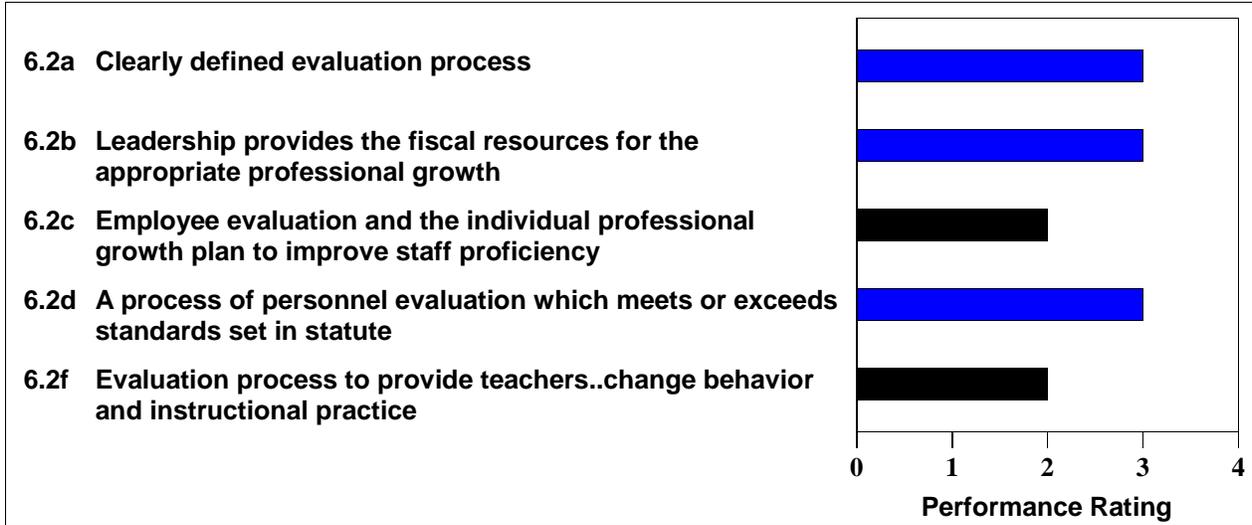
**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

**6.2 Professional Growth and Evaluation**

**Learning Environment**



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

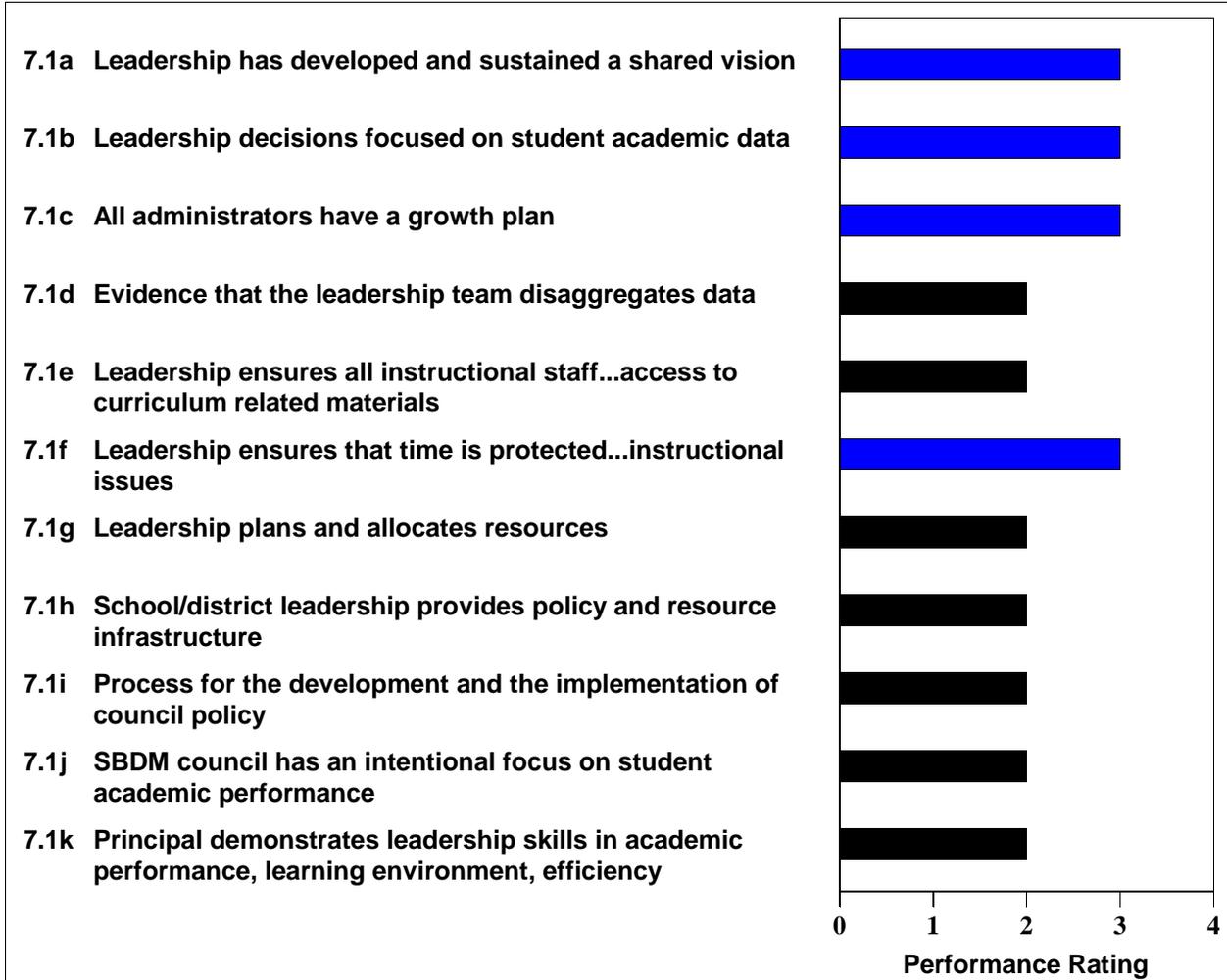
**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

**7.1 Leadership**

**Efficiency**



Kentucky Department of Education  
School Leadership Assessment Summary Report

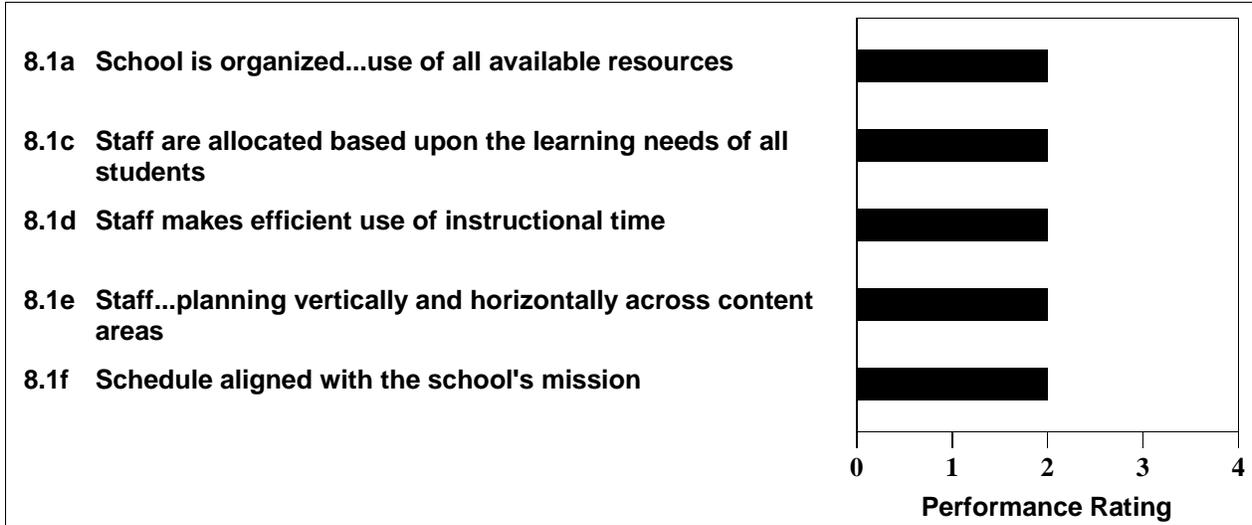
**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

**8.1 Organization of the School**

**Efficiency**



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

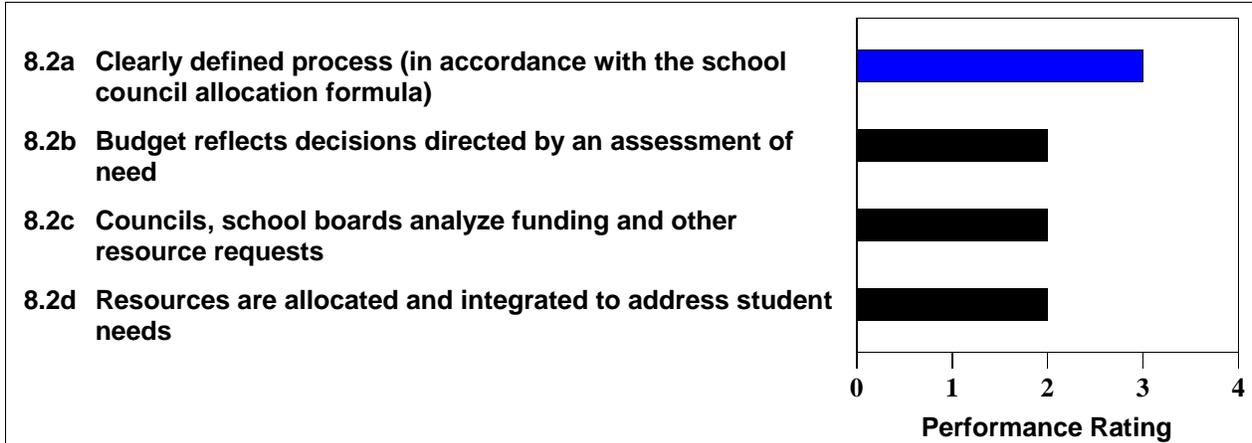
**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

**8.2 Resource Allocation and Integration**

**Efficiency**



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School Leadership Assessment Summary Report

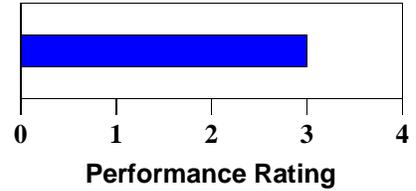
**WESTERN MIDDLE**  
Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

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

**Efficiency**

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



Kentucky Department of Education  
School Leadership Assessment Summary Report

**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

**9.2 Development of the Profile**

**Efficiency**

**9.2a Planning process involves collecting, managing and analyzing data**



Kentucky Department of Education  
School Leadership Assessment Summary Report

**WESTERN MIDDLE**

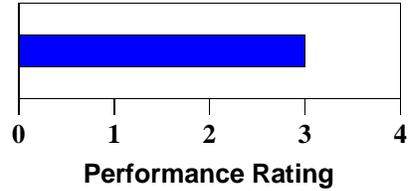
Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

**9.4 Analyzing Instructional and Organizational Effectiveness**

**Efficiency**

**9.4a Strengths and limitations are identified**



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School Leadership Assessment Summary Report

**WESTERN MIDDLE**

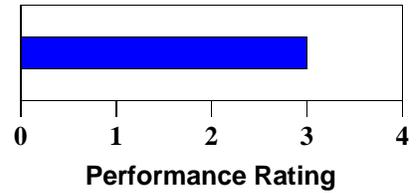
Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

**9.5 Development of the Improvement Plan**

**Efficiency**

**9.5c Evaluating the effectiveness of improvement plan**



Kentucky Department of Education  
School Leadership Assessment Summary Report

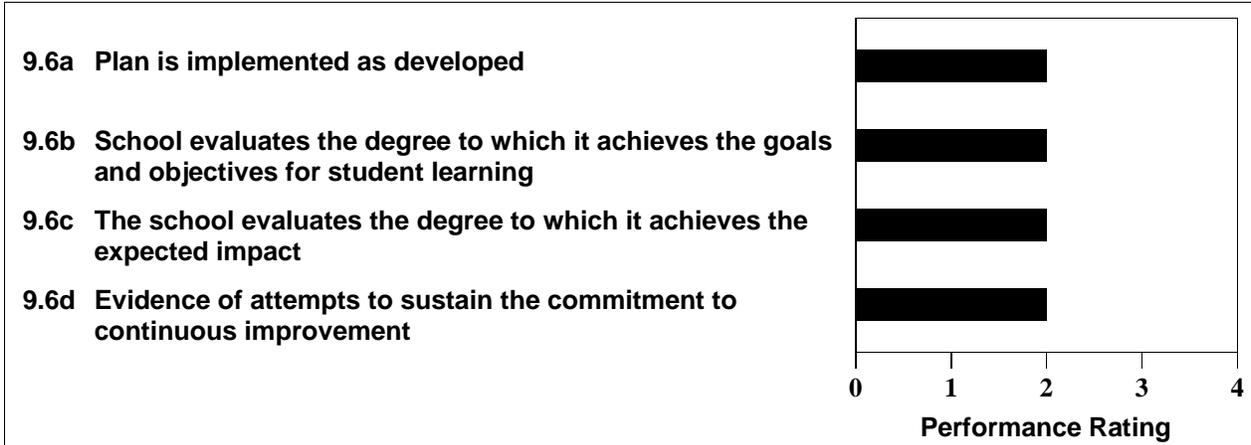
**WESTERN MIDDLE**

Jefferson County Public Schools School District

3/28/2010 - 4/2/2010

**9.6 Implementation and Documentation**

**Efficiency**



**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**  
**WESTERN MIDDLE**  
**Jefferson County Public Schools School District**

3/28/2010 - 4/2/2010

**In Conclusion:**

The leadership assessment team wishes to express our sincere appreciation to the Western Middle School community for the hospitality extended to us during our visit. We appreciate the kindness with which we were received at the school and the willingness of the faculty and staff to answer our inquiries candidly. It is our hope that the findings and recommendations contained in this report will be received by the school as opportunities to further refine the educational services provided by the school. In order for the report to positively impact student achievement at Western Middle School, we further recommend that the report be shared with representation from all stakeholder groups. The stakeholders should come together with a sense of urgency to consider the implementation of the report's recommendations.

**Council Authority:**

The council authority was removed and transferred to the Superintendent as a result of the November, 2008 scholastic audit.

**Principal Authority:**

The school leadership assessment team has determined that the principal does not have the capability and capacity to continue the roles and responsibilities established in KRS 160.345. The transfer of council authority to the superintendent as recommended by the scholastic audit team November, 2008 and approved by Commissioner of Education gives the superintendent of Jefferson County Public Schools the authority to hire a principal for Western Middle School.

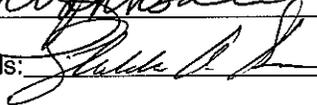
**Recommended Intervention Option:**  
Transformation Option

Commissioner, Kentucky Department of Education:   
Date: 5/3/10

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