

Jefferson County Public Schools  
WESTERN HIGH SCHOOL  
School Leadership Assessment Report



03/04/2012 - 03/09/2012



# School Leadership Assessment Executive Summary

## WESTERN HIGH SCHOOL

Jefferson County Public Schools School District

3/4/2012 - 3/9/2012

David Mike, Principal

### Introduction

The Kentucky Department of Education conducted a school leadership assessment of WESTERN HIGH SCHOOL during the period of 3/4/2012 - 3/9/2012. Here are the most relevant facts and next step recommendations from the school leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

### School Deficiencies and Next Steps

1. Deficiency	The principal has not evaluated the use of available resources or assured the equitable distribution of resources to maximize their impact on student learning.
Next Steps	The principal, in collaboration with staff, parent and community stakeholders, should develop a plan to evaluate the impact of fiscal, physical and human resources on student achievement. The principal should solicit input from staff and other stakeholders to prepare a budget that equitably distributes resources for maximum effectiveness. The principal should continuously monitor and adjust the use of budgeted resources based on emerging challenges and opportunities.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	Low attendance rates and high levels of trancies and suspensions continue to present barriers to improved achievement for a significant number of students.

Next Steps	The principal should engage the Administrative Team in performing a thorough analysis of the issues contributing to low attendance rates and high rates of truancies and suspensions. The principal and Administrative Team should conduct a critical analysis of current strategies in the comprehensive school improvement plan addressing these issues. The Administrative Team should investigate strategies used in schools with similar demographics that have been successful in improving student attendance and review research related to student attendance and reduction of suspensions. They should use the results of this analysis and review to develop and implement a strategic and intensive plan of more highly effective approaches to eliminating these barriers to student learning. The plan should include methods to engage parents in supporting the school's efforts to remove these barriers.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>3. Deficiency</b>	<b>The principal does not engage all stakeholders as partners in the school.</b>
Next Steps	The principal should develop and implement strategies to produce a school environment welcoming to all stakeholders. The principal should fully implement the current communication plan and expand efforts to recruit parents and community members to be actively involved in school activities. The principal should develop and implement initiatives to involve all school community stakeholders (i.e., families, community and business members) in the educational process. These stakeholders should be continually recruited as volunteers, tutors or mentors in the school to enhance student learning. All stakeholder groups should be involved in school planning and decision-making. Interactive communication between school staff and families should be a main focus of the school's effort in improving student achievement.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>4. Deficiency</b>	<b>The principal does not ensure rigorous academic expectations for all students.</b>

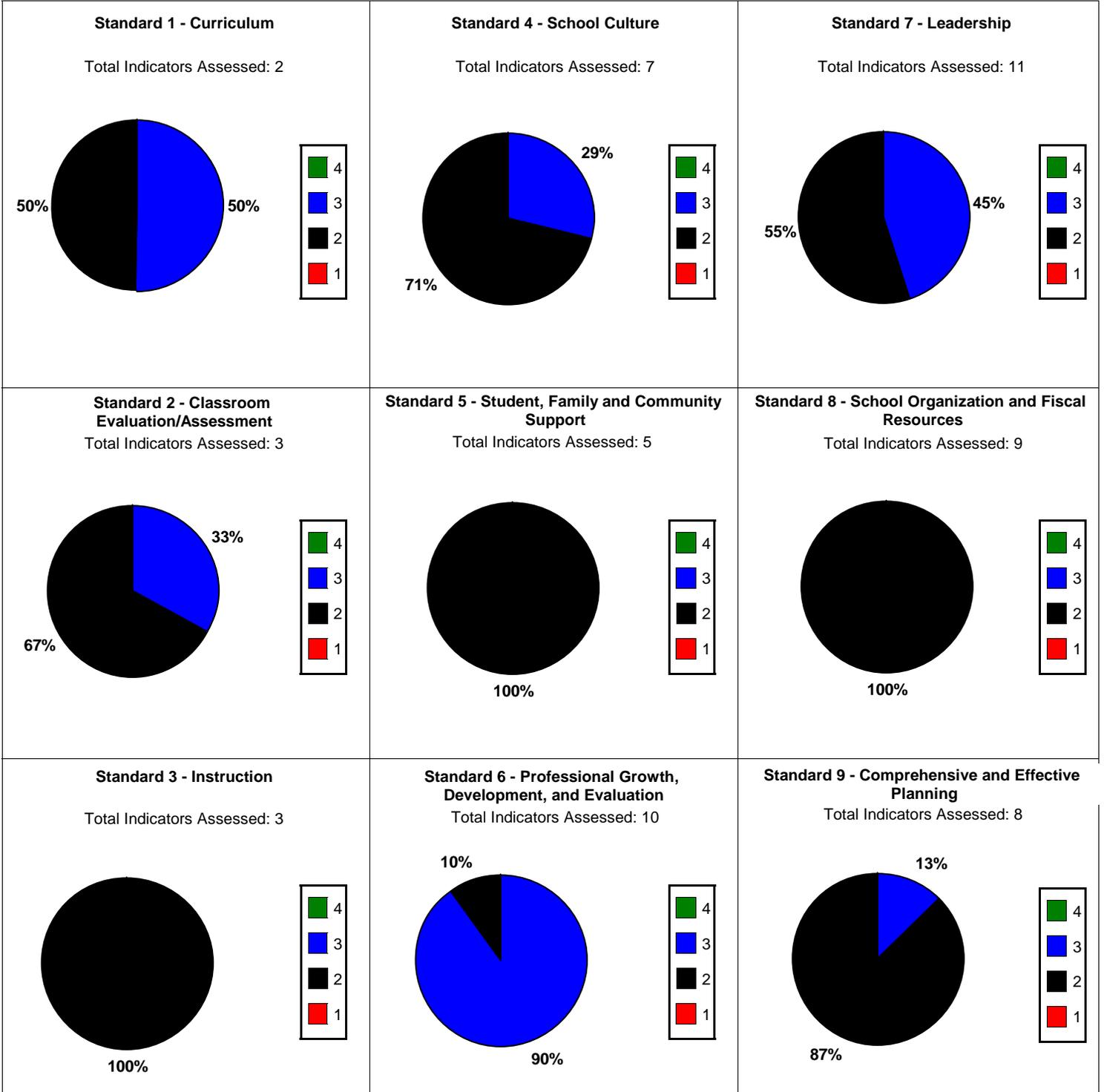
Next Steps	The principal should ensure teachers implement rigorous and engaging instructional and assessment strategies to effectively deliver an aligned curriculum. The principal should review and analyze lesson plans and classroom assessments to ensure they are authentic, rigorous and relevant and move all students to proficiency. The principal should monitor the delivery of the curriculum in all classrooms to provide timely and meaningful feedback to teachers that will assist them in maximizing instructional time bell-to-bell.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

# WESTERN HIGH SCHOOL

## KDE 2012 School Leadership Assessment Report At-a-Glance

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

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



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

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

**Legend**

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

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

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

## **Focus on Student Academic Performance**

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

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

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

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

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

**WESTERN HIGH SCHOOL**

Jefferson County Public Schools School District

3/4/2012 - 3/9/2012

**Introduction**

The Kentucky Department of Education conducted a school leadership assessment of WESTERN HIGH SCHOOL during the period of 3/4/2012 - 3/9/2012.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (70) and formal interviews and informal discussions with teachers (65), students (52), parents (7), Youth Services Center staff members (2), central office personnel (5), support staff members (43), assistant principals (4), counselors (3) and the principal.

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

The co-team leaders of the team were Joy Stinnett Waldrop - District Administrator and Sandy Swann - Building Administrators. The other team members were Sheila K. Underwood - Teacher, Mike Hurt - Building Administrator, Gayle S. Musgrave - Teacher, Cynthia H. Williams, PhD - Higher Education Representative, Dee Ann Newton - Teacher, Ruth Ann Webb - Parent, Larry Stinson - KDE Representative, Linda Hall - Educational Recovery Specialist.

## **Academic Performance**

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

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

## **Learning Environment**

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

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

## Efficiency

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

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

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

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

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Summary Findings in: **Academic Performance**

**Standard 1**                    **Curriculum**

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

Review of classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, curriculum maps, faculty meeting agenda, individual professional growth plans, lesson plans/units of study, samples of classroom assessments, samples of student work products, Student Performance Level Descriptors, student work and teacher portfolios

Interviews with central office staff, classified staff, curriculum resource specialist, district leadership, principal, school leadership, students and teachers

Observations of classrooms, computer lab and media center

**Performance Rating    3**

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

The Western High School council authority has been transferred to the superintendent. The Instructional Leadership Team has a process for regularly reviewing the curriculum. The principal and assistant principals meet with professional learning communities to monitor and review the curriculum to make necessary changes. The changes are the result of using data from several sources such as Classroom Assessment System and Community Access Dashboard for Education, Project Proficiency, weekly tests, and diagnostic tests.

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Summary Findings in: **Academic Performance**

**Standard 1**            **Curriculum**

**Performance Rating    2**

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

The principal supports teachers attending district professional development activities that address curriculum issues. These sessions do not intentionally deal with key curriculum transition points. A systematic process for teachers to annually review articulation of the curriculum between middle and high schools has not been developed and implemented.

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Summary Findings in: **Academic Performance**

**Standard 1**            **Curriculum**

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Summary of recommendations in: **Academic Performance**

**Standard 1**      **Curriculum**

District and school leadership should initiate a systematic process for reviewing the curriculum between middle and high schools to facilitate students' successful transition to high school.

Resources:

Individual Learning Plans. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). [www.education.ky.gov](http://www.education.ky.gov) (type ILP in the search box)

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

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

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

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Summary Findings in: **Academic Performance**

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

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

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, comprehensive school improvement plan, course syllabi, cumulative folders system/student working folders/portfolios, curriculum documents, curriculum maps, lesson plans/units of study, master school schedule, professional development records, professional resource materials, rubrics and teacher portfolios

Interviews with assistant principal, curriculum resource specialist, principal, school leadership, students and teachers

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

**Performance Rating    3**

2.1d    Test scores are used to identify curriculum gaps.

The Instructional Leadership Team and teachers use a variety of assessment data (e.g., Project Proficiency, formative and summative data, Kentucky Core Content Test, PLAN, ACT) to make informed decisions on curricular and instructional modifications. Members of the professional learning communities meet weekly to analyze results and to identify potential gaps and student needs for reengagement with the curriculum. These data are used to identify achievement gaps in student learning rather than to identify gaps in the curriculum.

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Summary Findings in: **Academic Performance**

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

**Performance Rating    2**

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

The district's Project Proficiency initiative is implemented at Western High School. These common diagnostic and proficiency assessments on specific standards are administered on an alternating three-week cycle. The assessments are models of Quality Core assessments and reflect Kentucky Core Academic Standards. Teachers use the Classroom Assessment System and Community Access Dashboard for Education (CASCADE) data collection system to track student success and identify learning gaps in student performance. This process is not established for all grade levels in all content areas. Some teachers create and use assessments (e.g., quizzes, exit and entry formatives, classroom response system, XL assessment) and give students tasks that are similar to those assessments used for accountability purposes (e.g., ACT, PLAN, End of Course, constructed response, Project Proficiency). Some teacher-designed assessments lack rigor and do not always require students to apply higher-order thinking and problem solving skills at a proficient level.

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

The principal does not ensure that performance standards, rubrics and examples of proficient student work are displayed in all classrooms and common areas of the school. Some teachers use student level performance descriptors as a tool to evaluate student performance, and these expectations are sometimes communicated to students in order to evaluate their present performance and quality of work. Some teachers establish criteria and set performance expectations through the use of proficient models, rubrics and teacher-developed examples prior to assigning tasks or assessments. Most teacher-created assessments do not have adequate rigor to allow students to demonstrate mastery at the proficient level.

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

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Summary of recommendations in: **Academic Performance**

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

The principal should provide in-depth training for all teachers in developing clearly articulated rubrics that enable students and teachers to know and communicate the expectations for learning to the level of proficiency. Samples of student work and teacher models should be benchmarked to provide models of proficiency. The ultimate goal should be for all students to be college and/or career ready in all content areas. A process for analyzing student assessment data for proper interventions should take place at all grade levels with an intentional emphasis placed on PLAN and ACT assessments.

Resources:

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.

McTighe, J. & Thomas, R. S. (2002). Applying Understanding by Design to School Improvement Planning. (Audio tape). Alexandria, VA: Association for Supervision and Curriculum Development.

Standards in Practice. The Education Trust.  
<http://www2.edtrust.org/EdTrust/SIP+professional+development>

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

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

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Summary Findings in: **Academic Performance**

**Standard 3**                    **Instruction**

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

Review of classroom assessments, classroom assignments, classroom displays, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, district technology plan, faculty meeting agenda, individual professional growth plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, professional development records, roster of teaching assignments, samples of classroom assessments, samples of student work products, student homework with teacher feedback, Student Performance Level Descriptors, student work, teacher portfolios and The Missing Piece of the Proficiency Puzzle

Interviews with central office staff, classified staff, curriculum resource specialist, district leadership, principal, school leadership, students and teachers

Observations of classrooms and hallways

**Performance Rating    2**

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

The Western High School council authority has been transferred to the superintendent. The Instructional Leadership Team expects teachers to use varied instructional strategies. However, not all teachers are effectively using these strategies. The principal and assistant principals do walkthroughs on a regular basis. Little evidence exists that this monitoring has had an intentional impact on instructional practices in all classrooms to meet the needs of all students. Some teachers use research-based instructional practices (e.g., formative assessments, goal setting, learning targets, reflections, graphic organizers and classroom response systems) that require higher-order thinking skills. However, instructional practices in some classrooms lack sufficient rigor to support all students in reaching proficiency.

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

The Instructional Leadership Team expects teachers to use strategies and activities that are aligned with state standards. Through professional learning communities, teachers review instructional strategies that engage students in activities (e.g., Project Proficiency, open response questions, Quality Core constructed response, timed practice on constructed response) similar to state assessment and the ACT. In some classrooms students produce

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Summary Findings in: **Academic Performance**

**Standard 3**                    **Instruction**

**Performance Rating    2**

products that extend learning beyond the knowledge level.

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

Most teachers indicate they have sufficient materials to incorporate technology in their classrooms; however, not all teachers have the technology needed to enhance student learning in their classrooms. Document cameras are used mainly as overhead projectors, but students sometimes use these cameras to demonstrate their learning. Some teachers use Edmodo (on-line interactive communication) to extend teaching and learning beyond the classroom. Two additional computer labs were purchased to accommodate the needs of the staff and students. Some teachers use SMART Boards, video clips, classroom response systems, document cameras or laptops, but not all teachers are proficient using these items in their classrooms.

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**Standard 3**            **Instruction**

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Summary of recommendations in: **Academic Performance**

**Standard 3**      **Instruction**

The principal should establish a process to ensure equitable distribution of 21st Century technology resources. The principal should hold all teachers accountable to design instruction that effectively integrates technology into classroom practices. Technology resources should be made more accessible for students to enhance their learning experience. The principal should ensure that all teachers set high expectations for all students. As teachers and administrators meet to collaborate in the area of curriculum, assessment and instruction, they should focus on raising the level of rigor in assessment and instruction.

Resources:

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

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

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

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

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

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Summary Findings in: **Learning Environment**

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

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

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom assessments, classroom displays, community involvement programs, comprehensive school improvement plan, course syllabi, employee handbooks, examples of school to home communications, Extended School Services program overview and data, facility inspection reports, Family Resource Youth Services Center documentation, lesson plans/units of study, master school schedule, newspaper clippings/press releases, newspapers, professional development records, report cards/progress reports, rubrics, safe schools data reports, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school communications plan, school mission, belief and vision statements, school newsletter, school Web pages, school/district safety plan, student work, student/parent/staff handbooks, teacher portfolios, trophy cases and videos of student performances

Interviews with classified staff, principal, school leadership, school resource officer, students and teachers

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

**Performance Rating    3**

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

The Western High School council authority has been transferred to the superintendent. The principal follows procedures outlined in the Jefferson County Safety and Emergency Procedures Manual and the Jefferson County Public Schools Code of Acceptable Behavior and Discipline and the Student Bill of Rights. Parents and students receive a copy at the beginning of the school year and are expected to sign and return the Code of Acceptable Behavior and Discipline signature page to school officials. The principal and staff members consistently implement most behavioral standards and expectations. Several proactive safety measures (e.g., buzzer at front entrance, 45 surveillance cameras, school security officers, school resource officer) assist school leadership to provide a safe school environment. Visitors must be buzzed in, report directly to the office, sign a visitor register and receive a visitor's badge before entering the main part of the building. One exterior door leading to the gym and band area is unlocked during school hours to facilitate the movement of students between classroom areas. This area is monitored by a security officer, and cameras are used for surveillance. The principal minimizes classroom disruptions by making announcements at the beginning of first period and at the end of the school day. Phone calls to

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**Performance Rating**    **3**

classrooms and other disruptions are kept to a minimum. Teachers and security officers monitor the hallways between classes, resulting in safe and orderly transitions. The freshman academy organizational structure generally separates ninth grade students from upperclassmen. School leadership follows procedure to file facility work orders to report needed repairs. The principal has ensured the building is safe and clean for students and staff. Administrators use two-way radio communication when security assistance is needed, providing for timely assistance to teachers. The principal ensures emergency drills (e.g., fire, severe weather) are routinely conducted, and emergency procedures are posted in classrooms. School leadership reviews available data (e.g., Teaching, Empowering, Leading and Learning survey, Comprehensive School Climate Inventory, discipline, attendance) when developing school improvement plans.

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

The principal strives to recognize and celebrate outstanding student achievement. Students are recognized for college admission and scholarship receipt, A/B honor roll, perfect attendance, good behavior (Student of the Week), outstanding athletic (Athlete of the Week) and artistic performance, reaching proficient and distinguished on the core content test and for participation in various activities (e.g., band, athletics, etc.). Students are also recognized in formal events (e.g., Senior Award Night, Junior Ring ceremony) where parents are invited to attend. Students receive parties (e.g., pizza and ice cream), candy, food coupons, lanyards and dress down days as incentives for high academic achievement, good behavior and attendance. Names of students and "Did you know" banners are displayed in hallways celebrating proficient and distinguished performance on state assessments. Student of the Week and Athlete of the Week photos are posted in common areas to celebrate student successes. Student accomplishments are highlighted in the WHS Campus Courier newsletter, which is posted via the school Web site and shared electronically with some community partners (e.g., mayor's office, Junior Achievement representative).

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- 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 has developed a culture of high expectations for some students. He has facilitated an Early College program, which offers dual credit college courses through an initiative with Jefferson Community and Technical College (JCTC). He has developed vision and mission statements and integrated objectives into the comprehensive school improvement plan to support the goals of the college readiness program. The principal has additionally forged community partnerships (e.g., Mayor Greg Fischer's office, Riverport Business Association, Junior Achievement, Woodrow Wilson Foundation, James Graham Brown Foundation, CE&S Foundation) as support systems to encourage students at Western High School to prepare for and attend college. The principal has implemented an advisory program to help some students develop character skills (e.g., conflict resolution, self-management, decision making) and understand college culture. Many students do not have the content knowledge or academic support to participate in the Early College program, which recruits and accepts students who meet Compass benchmarks. The principal has not ensured high expectations for all students (e.g., identified special learning needs, gifted education students). Parents are not always intentionally recruited to partner or support student learning. The principal provides opportunities (e.g., common planning, professional learning communities) for teachers to share instructional resources, analyze data (e.g., Compass, KCCT, Project Proficiency, XL test), review content standards and develop learning targets in support of student learning. District personnel, Educational Recovery members, and more experienced teachers share instructional resources, model, and provide embedded professional development to build capacity among staff.

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

The principal involves certified and non-certified instructional staff members in some decision-making opportunities. Both certified and non-certified instructional staff members participate in staff meetings to discuss issues related to student success. The principal has also established a channel of communication to share or retrieve information from certified staff. For example, administrative decisions move from Administrative Team meetings, to Instructional Leadership Team meetings, and then to teachers during professional learning community meetings. The principal has established this

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**Performance Rating 2**

communication process to seek input from certified staff on teaching and learning issues.

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

The Western High School council authority has been transferred to the superintendent. When assigning students to classes, the principal and administrative team use a well-defined process designed primarily to meet high school graduation requirements. The principal also uses student assessment data to assign incoming freshman to specific classes (e.g., Ramp Up Algebra, English, Honors Algebra, Math Lab). School leadership provides a variety of programs (e.g., math and reading interventions, Exceptional Child Education, Extended School Services summer school, after school tutoring) to support students who need additional assistance. School leadership provides some accelerated programs (e.g., Advanced Placement courses, Early College, dual credit with Jefferson Community and Technical College) to meet the needs of students. The principal has not established a formal process to match teacher strengths with the learning needs of all students. Changes in student schedules occasionally occur as a result of student, parent or teacher requests.

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

The principal has made efforts to address several communication issues with students, families and community members. School information and events are communicated through several sources, including teacher syllabi, email, parent and teacher conferences, telephone calls (e.g., disruptive and positive behavior calls), letters, brochures (e.g., Early College at Western High School, Early College), posters, forms (Notice of Significant Changes), marquee, school Web site, Edmodo, Facebook, monthly school newsletter (WHS Campus Courier) and Infinite Campus Parent Portal. Some staff members attempt to reach parents through home visits. Student progress is reported every six weeks through Infinite Campus Parent Portal. Freshman Academy teachers communicate with parents via weekly progress reports, which require parent signatures. Newsletters are available via the school Web site and shared electronically with some community members (e.g., mayor's office, Junior Achievement representative). The principal developed a written, publicized communication plan without participation from all stakeholder groups (e.g., students, parents, community members).

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- 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 does not consistently ensure that instructional strategies are culturally responsive or promote an appreciation of diversity. The principal has not developed or implemented a comprehensive Response to Intervention plan that meets the needs of all students. Some measures (e.g., Youth Services Center, Freshman Academy, guidance program, advisor-advisee classes, Exceptional Children Education services, English as a second language program) reduce barriers to student learning. The Youth Services Center provides a number of services (e.g., school supplies, food, clothing) that reduce physical, cultural and socio-economic barriers to student learning. Most staff members establish positive relationships with students. Although the principal has not established an intentional plan for recruiting and hiring a diverse staff, he works with district leadership to recruit and retain highly qualified individuals within the Jefferson County School District guidelines.

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

The principal should evaluate all human and program resources to search for ideas in developing a comprehensive plan to address low-performing students in a timely manner. The plan should include progress monitoring criteria for supplemental interventions and intensive interventions. The principal should regularly evaluate the effectiveness of interventions in meeting the needs of all students and moving them to grade level competency and beyond. As required by state regulation, the intervention plan should include interventions for all senior students who fail to meet ACT benchmark scores.

The principal should establish a school community that supports authentic learning experiences for all students (e.g., special needs, gifted or students who may require additional support to successfully participate in college readiness courses). The principal should ensure all stakeholders (e.g., students, parents, teachers, and community members) are intentionally recruited to partner and support student learning.

The principal should ensure all stakeholder representatives (e.g., students, teachers, parents, community members) participate in the expansion of a formal, systematic, two-way communication plan to include student learning. The plan should be published and distributed through several venues.

The principal should expand the instructional program of the school to include cultural responsiveness. He should ensure that all instructional staff receives professional development on research-based instructional strategies that focus on the cultural needs (e.g., physical, social, cultural, socio-economic, gender) of all students. He should also monitor to ensure that culturally responsive instructional strategies are effectively used to impact student achievement.

Resources:

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

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

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

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Summary Findings in: **Learning Environment**

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

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

Review of attendance records, brochures, pamphlets, civic group programs/agenda, comprehensive school improvement plan, documentation of parent contacts, examples of school to home communications, Extended School Services program overview and data, Extended School Services Schedule, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center documentation, Family Resource Youth Services Center grant proposal, Individual Education Plan/504 Plan, Individual Learning Plans, newspaper clippings/press releases, record of home visits, report cards/progress reports, samples of written correspondence to staff/stakeholders, school communications plan, school event calendar, school guidance plan, school newsletter, school visitors register, school Web pages and student handbook

Interviews with classified staff, counselor, Family Resource/Youth Services Center personnel, principal, school leadership, students, teachers and career coach

Observations of classrooms, common areas and hallways

**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 governance has been transferred to the superintendent. Students receive progress reports every six weeks and report cards every twelve weeks. Many staff members inform parents by phone and email about grade and behavioral issues, and some teachers contact parents to commend students' achievements. Parents are invited to attend some school events (e.g. open house, parent teacher conferences, Senior Awards Night, Junior Ring Ceremony, College Fair-, Grad Night). Parents are informed of these activities through the school Web site and WHS Campus Courier newsletter; however, few parents attend most events. Some administrators make home visits during the summer to provide parents information about the school and to encourage their involvement. A Parent Teacher Student Association was formed, but has few members. Even though the principal has developed a communication plan with one of its goals to promote family and community involvement, few parents are actively involved at the school. Formal procedures for resolving concerns, filing complaints and making suggestions are outlined in the district Code of Acceptable Behavior and Discipline and in the school's communication plan. The Youth Services Center staff has programs (e.g., Angel Tree, Adopt a Student) and services (e.g., school supplies, uniforms, transportation to school, TARC bus tickets,

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**Performance Rating    2**

clothes closet) in place to ensure student readiness for school. The principal has formed an Advisory Period that meets once per week to provide students with an adult to support their continuous academic progress. The principal has procedures to monitor student attendance and has formed a Truancy Diversion Team to provide counseling, assistance and continued monitoring of students habitually truant. A career coach provided through Louisville Education and Employment Partnership also counsels and monitors some students who are at risk due to attendance. However, approximately 17% (136) of the student body have nine unexcused absences and are considered truant. Absenteeism and truancy continue to be barriers to learning.

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

The principal provides Extended School Services (summer school) to students who require one-half credit or less to pass a class. Students receive TARC tickets for summer school transportation. Two teachers provide assistance to a limited number of students for tenth grade language arts and eleventh grade mathematics interventions. Students are pulled from elective classes for this intervention. PLATO lab is available to students who have not met ACT or Compass benchmarks. Some teachers are available to tutor students before and after school. The No Child Left Behind tutoring program provides individualized after school tutoring services for students who qualify. The Youth Services Center provides several support services (e.g., clothes closet, school supplies, transportation to school) and activities (e.g., Adopt a Student, Angel Tree, Lunch Bunch) to remove barriers to learning. Title I funds are used for teacher stipends for after school meetings and release time for professional development. A Guidance Plan outlines counselors' responsibilities and lists many services (e.g., home visits, High School Orientation Program, Financial Aid Program) to be implemented to assist students.

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

The principal has provided teachers with some training (i.e., bullying and safety procedures) to identify students with behavioral issues but has not ensured all teachers have received training to identify students with special learning needs. A formal process is in place to refer students to the school counselors. However, some students have difficulty securing appointments

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**Performance Rating    2**

that are timely and confidential (i.e., listing name with purpose of visit on sign-in sheet in hallway). Most referrals to the Seven Counties Mental Health Services that are offered one to two days per week at the school are made through the Youth Services Center. Since no school nurse is assigned to the school, students report to the Youth Services Center for minor medical attention provided by Youth Services Center staff who are appropriately trained. The principal has not established a formal procedure for evaluating students who transfer to the school. He expects school counselors to enroll these students into appropriate classes and teachers to monitor their progress and acclimation to school. The Youth Services Center supports students by providing supplies and clothing to students in need and creating student programs (e.g., Breakfast Club, Lunch Bunch program). The principal has implemented an Advisory Period to provide students with an opportunity to establish a positive personal relationship with a teacher who can provide adult advocacy.

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

The principal has not established formal procedures for re-engaging students estranged from school. The principal expects that students returning from homebound or alternative school will be monitored by classroom teachers, guidance counselors, and other support staff (e.g., Youth Services Center staff, career coach). Early College, a program in partnership with Jefferson Community & Technical College, Jefferson County Public Schools, the Woodrow Wilson Foundation, and the CE&S Foundation provides some students with dual credit opportunities. Along with Early College, the principal supports a few other programs that provide learning beyond the curriculum. Some co-curricular activities (e.g., Distributive Education Clubs of America, drama, debate) are offered. Students can obtain bus transportation (i.e., TARC tickets) when these are afterschool activities.

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

The principal supports the maintenance of a student record system that provides information pertinent to students' academic and educational development. Most student educational files are current and maintained in locked file cabinets. Special Education records are monitored for compliance. Infinite Campus is used for record keeping. Parents have access to Infinite Campus with use of Parent Portal. The principal has not ensured that

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teachers regularly post grades to Infinite Campus. Students' individual learning plans are monitored by the guidance counselors; however, the plans are not always completed. Parents are notified about individual learning plans and Infinite Campus Parent Portal on the school Web site.

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

The principal should develop and implement strategies to produce a school environment welcoming to all stakeholders. The principal should fully implement current plans and expand efforts to recruit parents and community members to be actively involved in school activities. The principal should develop and implement initiatives to involve all school community stakeholders (i.e., families, community and business members) in the educational process. These stakeholders should be continually recruited as volunteers, tutors or mentors in the school to enhance student learning. All stakeholder groups should be involved in school planning and decision-making. Interactive communication (e.g., one call, Facebook, e-mail blast) between school staff and families should be a main focus of the school's effort in improving student achievement.

The principal in collaboration with other stakeholders should monitor and evaluate the effectiveness of the attendance and communication strategies in the current comprehensive school improvement plan to determine their impact on student attendance. The findings should be used to revise the plan as needed.

The principal should ensure that student assistance services (e.g., school counselors, Youth Services Center, Seven Counties) referral procedures protect the privacy of all students who request services. Request should be addressed in a timely and confidential manner.

Resources:

Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. (2007). *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships*. New York, N. Y.: The New Press.

Payne, R., DeVol, P. & Dreussi-Smith, T. (2006). *Bridges Out of Poverty*. Highlands, TX: Aha! Process, Inc.

The Missing Piece of the Proficiency Puzzle, Commissioner's Parents Advisory Council Final Report to the Kentucky Department of Education, June 2007

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Summary Findings in: **Learning Environment**

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

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

Review of brochures, pamphlets, bulletin boards, exhibits and displays, certified personnel evaluation plan and process, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive district improvement plan, comprehensive school improvement plan, course syllabi, curriculum maps, district Effective Instructional Leadership Act records (EILA), district technology plan, documentation of parent contacts, employee handbooks, examples of school to home communications, faculty meeting agenda, Individual Education Plan/504 Plan, Individual Learning Plans, individual professional growth plans, lesson plans/units of study, master school schedule, notes from parent conferences, professional development records, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, teacher portfolios, Working Conditions Survey results and professional learning communities

Interviews with classified staff, curriculum resource specialist, 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**

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

All teachers participate in the required twenty four hours of professional development. The district provides comprehensive training for all new teachers and the principal provides school level new staff orientation and implementation sessions. The district provides multiple professional development offerings for all staff through the PD Central section of the district Web site. These offerings are designed to update content knowledge, instructional strategies and leadership skills proven to result in increased student achievement. During regular professional learning community meetings, faculty meetings, Warrior Days and Gold Days, the Administrative Team and Instructional Leadership Team provide ongoing and job embedded professional development. These learning opportunities assist teachers in acquiring the instructional skills necessary to align classroom practices with the goals for student learning identified in the comprehensive school improvement plan and the School Improvement Grant (e.g., alignment of instruction with Kentucky Core Academic Standards, using technology to

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**Performance Rating**    **3**

engage students, establishing effective collaborative classroom environments, analyzing multiple forms of student performance data, planning interventions to meet student learning needs). The principal encourages some staff to become leaders and provides opportunities for them to cultivate and expand their leadership skills (e.g., Instructional Leadership Team, content area department chair, literacy lead, professional learning community participation). Parents have the opportunity to participate in the Parent Teacher Student Association but no specific recruitment strategies or trainings are provided to encourage and support parents and community members for active participation in the decision making regarding teaching and learning. Full time instructional support classified staff (e.g., paraeducators, instructional assistants, educational interpreters, home based and Adult Education instructors) are required by the district to participate in twenty four hours of professional development. Other classified staff must have 12 or 18 hours depending on their employment status and responsibilities.

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

The Administrative Team and Instructional Leadership Team collaborate with staff to develop a professional development plan based on a needs assessment from a variety of data sources (e.g., staff input, school improvement goals, School Improvement Grant application, cognitive and non-cognitive student trend data, professional learning communities' discussions, individual professional growth plans, Classroom Instructional Framework learning walks). Most professional development offerings are job- embedded, have a multi-year focus and build on previous trainings (e.g., implementing the core standards, team building, collaboration, advisor training triage, SMART Board and classroom response system training, data analysis). All professional development opportunities are intentionally focused on a common goal of improving instructional capacity to result in increased learning for all students. New staff members are provided professional development to ensure they are updated on the district and school expectations for staff performance and student learning.

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

Professional development priorities are aligned with the goals of the school improvement plan and with the goals of staff individual professional growth

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**Performance Rating**    **3**

plans.

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

The principal, Administrative Team and Instructional Learning Team are working to create a culture of high expectations for individual and group professional growth. Professional learning communities ensure staff members have ongoing opportunities to learn, share and reflect on strategies that positively impact student achievement. Through school level professional learning communities, teachers are continuously provided ongoing and job-embedded opportunities for continuous growth in content knowledge and professional practices proven to improve student achievement (e.g., technology to enhance student learning, Kentucky Core Academic Standards alignment, data analysis, development and use of balanced assessments, writing in all content areas). Staff members are beginning to articulate an appreciation and understanding of professional learning communities in the process of strengthening and expanding their individual and group instructional efficacy for improving student

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

The principal, Administrative Team and Instructional Leadership Team use historical data from a variety of sources (e.g., No Child Left Behind data, Interim Performance Report, ACT, attendance, Classroom Assessment System and Community Access Dashboard for Education, and the Classroom Instructional Framework learning walk instrument), to determine needs for future professional development activities before approving them. As a follow up to professional development sessions, some staff members reflect on how their implementation of the training has impacted student performance. This information is used to guide planning for future trainings. Student performance data, walkthrough observations, conferences and professional learning community peer reviews are used to determine the impact of past and current professional development on teacher practices and student achievement. District guidelines and the principal require that professional development activities are researched and connected to student learning goals in the comprehensive school improvement plan, School Improvement Grant and 30-60-90 day plan for turning around low performing schools before being made available to staff.

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

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

**Performance Rating**    **3**

The principal follows the district evaluation policy that meets state requirements. All staff receives a copy and an explanation of the district evaluation plan within 30 days of their first working day. The principal and assistant principals conduct formal evaluations with the teaching staff. Teachers are asked to reflect on their own performance by answering questions after Classroom Instructional Framework walkthroughs to open the door for discussion with their evaluating principal about the observation.

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

The principal provides abundant resources for professional development from multiple sources (e.g., district provided professional development in content areas, staff retreats prior to the start of school, embedded professional development in professional learning communities). The principal uses the Instructional Leadership Team to assist in the design and implementation of professional development that will assist teachers in their professional and instructional growth. The principal expends all professional development funds as directed by the comprehensive school improvement plan and identified professional development needs in teachers' growth plans.

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

The principal ensures that personnel evaluations meet the requirements of state statute and regulations. The administrators implement a personnel evaluation system that includes multiple observations, opportunities for coaching and feedback to improve teaching practices for the purpose of improving student achievement.

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

The principal and assistant principals document staff improvement through walkthroughs, formative observations and feedback conferences following the District Certified Evaluation Plan. Teachers are provided with feedback and instructional coaching (e.g., Kentucky Department of Education support staff, instructional coordinator, assistant principals, department chairs) to ensure the evaluation process and professional development result in improved instructional practice and higher student achievement. To enhance their

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

**Performance Rating**    **3**

professional growth, the principal has directed teachers to create instructional binders that include personnel evaluations, individual growth plans, professional development attendance and student work samples. These binders are resources for self-reflection and on-going dialogue with school leadership.

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

**Performance Rating    2**

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

Some staff members develop their individual growth plans based on input from their evaluations and walk- through feedback. The plans are then discussed with their designated evaluator. The evaluators revisit the growth plan during the school year and discuss with staff progress toward their goals. The use of embedded professional development within the professional learning community meetings enables teachers to reflect on their needs indicated in their growth plans in collaboration with their peers in small groups. Some staff members create professional growth plans that are not reflective of teacher standards.

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

The principal and assistant principals should use the evaluation process, walkthrough data, needs assessments and other pertinent evidence to guide the development of individual growth plans of all certified staff. Development and implementation of individual professional growth plans should be a collaborative activity between the evaluator and evaluatee. The plan should have measurable goals tied directly to student achievement and reflective of teacher standards. The plan should be revisited at regular intervals to ensure implementation and continuous progress toward attaining goals and to measure its impact on classroom practices.

Resources:

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

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

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

Results-Based Staff Development. National Staff Development Council.  
<http://www.nsd.org/connect/projects/resultsbased.cfm>

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Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

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

Review of attendance records, brochures, pamphlets, bulletin boards, exhibits and displays, civic group programs/agenda, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, employee handbooks, equipment inventory, examples of school to home communications, facility inspection reports, facility work orders, faculty meeting agenda, Family Resource Youth Services Center documentation, fire marshal reports, individual professional growth plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, notes from parent conferences, professional development records, roster of teaching assignments, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school budget and allocations, school event calendar, school financial reports, school mission, belief and vision statements, school newsletter, School Report Card data, staff extra-duty schedule, student discipline reports, student handbook and Working Conditions Survey results

Interviews with assistant principal, central office staff, classified staff, counselor, curriculum resource specialist, parents, principal, students, teachers and security personnel

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

**Performance Rating    3**

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

The principal, assistant principals and guidance counselors have professional growth plans designed to enhance the leadership skills of each person and to develop the skills necessary to fulfill each job responsibility. Specific components of growth plans help each administrator focus on continuous school improvement activities.

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 has provided all curricular resources to effectively deliver the instruction related to all Kentucky learning goals. He ensures the appropriate professional development is available to all staff to enable each person to

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**Performance Rating**    **3**

teach the content. Delivery of the curriculum is monitored through informal and formal walkthrough observations using the Curriculum Instructional Framework.

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

The principal and assistant principal developed a master schedule that provides for common planning time for all core content teachers and the Freshman Academy. Professional learning communities meet during planning time and provide the structure for curricular and instructional issues (e.g. data disaggregation, development of formative and summative assessments, student interventions, professional development of various instructional strategies). Classroom instruction time is seldom interrupted by telephone calls or intercom announcements, and students are not removed from core classes for intervention. Some classrooms provide bell-to-bell instruction.

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

The principal implements procedures (e.g. drills, strict behavior codes, posted emergency evacuation routes) to maintain a supportive, safe, healthy, and orderly learning and working environment for both students and staff. The principal ensures all staff adhere to all policies in the Safety Manual and the Crisis Manual. The principal, in collaboration with the Administrative Team, district leadership and community stakeholders, provides both human and physical resources to enhance the learning environment (e.g., security personnel, technology for classrooms and labs, student advisory program, the Early College initiative).

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

The Western High School governing authority has been transferred to the superintendent. The principal regularly collaborates with staff (e.g., Administrative Team, Instructional Leadership Team, professional learning communities) to review student performance data and uses the results in making decisions about procedures to determine instructional practices and improve student academic progress. The principal does not intentionally engage all stakeholders in meaningful discussions about the goals for

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building and strengthening the school's instructional and organizational capacity. The mission and vision statements, goals and activities in the comprehensive school improvement plan, school initiatives (e.g., Early College, professional learning communities, student advisory program), agendas and minutes of meetings indicate an intentional focus on the learning needs of students at Western High School.

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**Performance Rating    2**

7.1a Leadership has developed and sustained a shared vision.

The principal, Early College Coordinator, and District Staff developed a vision and mission statement in July, 2010 as part of the school turnaround training. It was revised with input from the Jefferson Community Technical College and presented to the faculty in 2011. No evidence of input from students, parents or the community exist. The mission statement appears on brochures, newsletters and other written communications and is referenced continually in conversations with staff, students and community members to create an environment of college readiness and school achievement success. Belief statements have not been developed.

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

The principal and Administrative Team collect multiple sources of student performance data (e.g., ACT, Kentucky Performance Report, Explore, Plan, Project Proficiency, No Child Left Behind report), share the results with the Instructional Leadership Team, and use the results to make academic and programmatic decisions (e.g., master schedule, Quality Core curriculum, ACT preparation, intervention schedule, Early College dual credit classes, student awards). The principal and the Instructional Leadership Team assign professional learning communities the task of disaggregating student achievement data and applying the data analysis results to implement changes in instructional strategies, identifying gaps in student learning, and making improvements in the delivery of classroom instruction. A formal process is not in place to evaluate these decisions from multiple sources (e.g., Administrative Team and Instructional Leadership Teams, professional learning communities, education recovery staff, district resource staff) and determine their effect on student achievement to ensure that all academic and programmatic decisions are data-driven. Parents receive assessment data for their students through individual mailings.

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

The principal and Administrative Team collect and analyze multiple sources of data (e.g., No Child Left Behind, Kentucky Core Content Test, EPAS, attendance and behavior data). The principal and Instructional Leadership

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Team collaborate with teachers in professional learning communities to review and analyze student achievement data (e.g., Project Proficiency, formative and summative assessments results, Classroom Assessment System and Community Access Dashboard for Education). The results of the data analyses are used in development of school improvement plans (School Improvement Grant, 30-60-90 day plan, comprehensive school improvement plan), development of interventions classes for tenth grade English and eleventh grade mathematics and making changes to instructional practices in some classrooms. The principal and Administrative Team review a variety of data (e.g., assessment data, classroom walkthrough observation data, student attendance, suspension records) to monitor the extent to which school improvement strategies are implemented. The principal has not implemented a research-based protocol to analyze student work from diverse populations to provide timely information for revision of classroom instructional strategies. The principal uses multiple sources of data but does not have a systematic process to thoroughly identify the specific root cause of academic success or failure. Parents and community members are not routinely offered opportunities for training in the analysis of school data.

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 in collaboration with the Administrative Team and the Instructional Leadership Team embraces continuous school improvement as a high priority. The principal provides the organizational infrastructure by delegating school responsibilities to the assistant principals, guidance counselors and instructional coordinator and monitors the progress of their work as they perform the duties. Some barriers to student achievement are identified and addressed by the appropriate school personnel (e.g., Youth Services Center, intervention staff, guidance counselors). The principal manages the school budget, allocates all fiscal resources, and approves most monetary requests from the staff. The principal secures additional funds through grants to help support the needs of a diverse learning population. These funds are used to hire additional math and reading teachers and to hire interventionists to serve some students who are underachieving. However, a budgeting process that provides for key stakeholder input to promote a unified effort toward continuous school improvement has not been developed. The principal does not have a formal plan to evaluate all fiscal, physical and human resources to ensure they result in an increase in student achievement. The principal has not created procedures to monitor all the

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outcomes of the professional learning communities to measure their impact on continuous school improvement.

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

The Western High School governing authority has been transferred to the superintendent. Council policies are not applicable until authority is restored; the principal follows district policies and procedures.

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

The principal of Western High School effectively communicates his vision of high expectations for all students and staff on a daily basis. He leads the school community in their commitment to prepare all students to be college ready. He has earned the respect of his staff and student population by providing an unwavering focus on individual responsibility. The school culture has now changed to reflect a commitment to student achievement with high expectations for students and high expectations for staff to contribute their part and fulfill their roles in the success of students. Efforts to engage parents in this shared responsibility of student achievement have not been successful. The principal delegates responsibility for school management to appropriate staff and holds them accountable for results. Academic and programmatic changes have resulted in an increase in student achievement in some reading and mathematics scores, and support structures have been developed to continue this growth. A need to extend the academic focus to all other content areas has been identified. The principal's efforts have not had the desired impact in the areas of dropout reduction, attendance and stakeholder involvement. The suspension rate has decreased; however, suspensions, low attendance and lack of stakeholder involvement remain as barriers to student achievement. Comprehensive planning and data collection for most systems function to address most problems. A formal process to evaluate the impact of all resources, fiscal and human, and the decisions resulting from use of these resources has not been developed, implemented and communicated to all stakeholders.

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The principal should establish formal processes to evaluate and maximize the impact of all systems developed through the use of fiscal, physical and human resources, to insure continuous school improvement for all students. The process should be implemented and communicated to all stakeholders.

The principal should develop programs and procedures to engage all stakeholders and create an environment of trust, access and involvement in the academic and learning process.

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

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

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

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Summary Findings in: **Efficiency**

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

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

Review of brochures, pamphlets, bulletin boards, exhibits and displays, categorical program financial reports, classroom assignments, classroom displays, community involvement programs, comprehensive school improvement plan, district budget and allocations, documentation of parent contacts, equipment inventory, examples of school to home communications, Extended School Services program overview and data, Family Resource Youth Services Center grant proposal, list of co-curricular offerings, master school schedule, media materials and inventory, needs assessment data, notes from parent conferences, roster of teaching assignments, schedule for co-curricular offerings, school budget and allocations, school calendar with motivational and celebratory events, school communications plan, school event calendar, school financial reports, school mission, belief and vision statements, school newsletter, School Report Card data, school visitors register, school Web pages, state statute and regulation, student discipline reports, student/parent/staff handbooks, teacher portfolios and Title 1 program plan

Interviews with assistant principal, assistant superintendent(s), central office staff, classified staff, community members, district leadership, Extended School Services director/staff, media specialist, parents, principal, students and teachers

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

**Performance Rating    2**

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

The principal maintains close control over school resources and is personally responsible for their allocation. He prioritizes spending for math and English/language arts and for school security, and this emphasis creates a disproportionate allocation for them at the expense of other areas (e.g., humanities, Exceptional Children Education, science, media center). Department chairs are not included in budget development and do not receive a departmental allocation for operations; rather, each individual teacher is allowed to spend \$300 per year for supplies. The school Administrative Team does not have systematic resource evaluation processes. Teachers, especially in resource-challenged areas, find creative ways to raise funds for student activities (e.g., Exceptional Children Education coffee sale, library book fair, Donors Choose online solicitation for art projects) and use recycled materials (e.g., cardboard, newspapers and cans for art projects). The Administrative Team has worked with external partners (e.g., Jefferson Community and Technical College and Woodrow Wilson

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

**Performance Rating    2**

Foundation) to support the Early College program.

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

The Western High School council authority has been transferred to the superintendent. The principal and counselors implement a schedule that attempts to match staff talents with student needs, including academic interventions for struggling students and instructional assistants for students with special needs. The schedule has not proven adequate to meet the needs of all students, as the number of students receiving Tier II interventions is very small. Some teachers who are teaching the same course (e.g., integrated science) collaborate to allow opportunities for students to move between classrooms as necessary to accommodate behavior or learning challenges.

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

The Western High School council authority has been transferred to the superintendent. The principal and Administrative Team implement procedures to strictly enforce student discipline. Teachers address minor behavior problems and have confidence that repeat offenders will be swiftly and firmly dealt with by security staff and assistant principals. The principal expects teachers to manage their classrooms to maximize instructional time (e.g., bell-to-bell instruction, bell ringers, exit slips); however, he has not monitored to ensure that all teachers maintain academic focus throughout the class period.

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

The master schedule provides common planning time for departmental staff, and they meet weekly in professional learning communities to establish norms, align curriculum, analyze student assessments and plan instructional strategies. All departments participate in the school writing plan to promote writing in all classes. While teacher planning activities are not guided by the comprehensive school improvement plan, the Instructional Leadership Team ensures that the strategies in the plan are being implemented. Faculty

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planning is also guided by the school's federal School Improvement Grant. High school faculty do not meet with middle school faculty, to ensure curriculum is aligned vertically to facilitate successful transition from middle school to high school.

- 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 school's mission is "to provide all students with the opportunity to earn college credit while in high school and to assist in their successful transition to post-secondary education." The master schedule provides for a sequence of "early college" courses taught at the high school by college-credentialed faculty, and successful students may earn college credit as early as their freshman year. Although the high school calendar is divided into trimester grading periods, some early college courses are semester-based to ensure that students have access to the same content as students taking the classes on college campuses. The trimester schedule is an attempt to allow different amounts of time for students to master content. If a student fails to master the content in the first section of a course, he or she could retake the first section the following trimester before enrolling in the second section; however, this sequencing is not always accomplished. The master schedule provides three trimesters for some English and math courses at the expense of time for other core content courses and electives.

- 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 Western High School council authority has been transferred to the superintendent. The principal does not prepare the budget in a transparent process that includes other stakeholders. The principal provides no budget line item for the school library or for subject area departments. The principal allocates the majority of the Section 6 school operational funds to the principal's office for maximum flexibility. The district office approved the school budget as submitted by principal. In the absence of budgetary procedures to incorporate broad input on student and teacher needs, equity is not assured.

- 8.2b The school/district budget reflects decisions made about discretionary funds

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and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

The principal's budget for Section 6 (operational funds) does not reflect an assessment of data regarding student and teacher needs. The Section 7 budget (At-Risk and Student Recovery) is required by the district to be included in the comprehensive school improvement plan and based upon a needs assessment. The principal complies with district requirements.

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

The Western High School council authority has been transferred to the superintendent. The principal responds to teachers' resource requests on an individual basis. While no guidelines or requirements are established that requests are tied to the school improvement plan or identified priorities, the principal furnishes adequate resources for most teachers.

- 8.2d State and Federal Program Resources are allocated and integrated (Safe Schools, Title 1, Individuals with Disabilities Education Act, Family Resource/Youth Service Centers, Extended School Services) to address student needs identified by the school/district.

The principal and Administrative Team integrate funding from state, federal and private sources to address the school's identified needs. Staffing is a priority, including teachers and support staff such as security, instructional assistants, academic coaches and coordinators of various programs. Salaries for staff in addition to those funded by the school district are paid by the federal School Improvement Grant, Title I, EduJobs, Individuals with Disabilities Education Act, and "Making Time for What Matters" grant. In addition, grant funds support teacher planning, learning and networking to improve instruction, as well as interventions for students at-risk of failure and early college courses for accelerated students. Cost-benefit analysis for optimal resource allocation is not systematic.

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

The principal should implement a budget process that includes soliciting input from stakeholders (e.g., staff, students, parents and community members) on priorities for spending. The principal, with participation of stakeholders, should monitor and evaluate the effectiveness of human, fiscal and physical resources in accomplishing the objectives of the comprehensive school improvement plan and School Improvement Grant.

The principal should establish written procedures for equitable consideration of staff resource needs such as books, instructional materials, equipment and technology and clearly communicate the procedures to all stakeholders.

Resources:

Miles, Karen Hawley & Frank, Stephen. *The Strategic School: Making the Most of People, Time and Money*. Corwin Press, 2008.

Reallocating Resources for School Improvement. Center for School Reform and Improvement, 2009 (<http://www.centerforcsri.org/pubs/reallocation/>).

Rethinking School Resources. [www.educationresourcestrategies.org/documents/rethinking-resources.pdf](http://www.educationresourcestrategies.org/documents/rethinking-resources.pdf).

Adams, Jacob. *Smart Money: Using Education Resources to Accomplish Ambitious Learning Goals*. Harvard Education Press, 2010.

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

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

Review of attendance records, brochures, pamphlets, bulletin boards, exhibits and displays, certified personnel evaluation plan and process, classroom assessments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, examples of school to home communications, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, master school schedule, needs assessment data, professional development records, record of home visits, roster of teaching assignments, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school budget and allocations, school communications plan, school mission, belief and vision statements, school newsletter, school profile, School Report Card data, school Web pages, teacher portfolios, The Missing Piece of the Proficiency Puzzle and Working Conditions Survey results

Interviews with assistant principal, classified staff, counselor, district leadership, principal and teachers

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

**Performance Rating    3**

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

The principal and Administrative Team collect and analyze multiple sources of data (e.g., Kentucky Core Content Test scores, No Child Left Behind report, ACT scores, Teaching Empowering Leading and Learning survey results, Project Proficiency diagnostic and proficiency assessment results, non-cognitive data, 2010 Leadership Assessment results, professional development records). The principal and Instructional Leadership Team expect teachers to review and analyze student achievement data (e.g., teacher-developed formative assessment results, Project Proficiency diagnostic and proficiency assessment results) during core content departmental and professional learning community meetings. These data analyses are used in development of all school improvement plans and in making some modifications to instructional practices throughout the school year.

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

**Performance Rating    2**

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

The principal collaborated with the Instructional Coordinator, the Early College and Advisory Coordinator, an Assistant Superintendent and Education Recovery staff to develop mission and vision statements for the school during turnaround training in July 2010. A representative of Jefferson Community and Technical College provided additional input prior to the principal's presentation of the statements to the faculty for feedback during a summer professional development activity. School leadership and faculty updated the mission and vision statements during a summer professional development activity in 2011. The school principal has not developed belief statements and did not involve parents, students, classified staff or other community stakeholders in the development of vision and mission statements.

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

The principal of Western High School collaborated with the Administrative Team and the Instructional Leadership Team to review a variety of data (e.g., Kentucky Core Content Test scores, No Child Left Behind report, ACT scores, Project Proficiency diagnostic and proficiency assessment results, non-cognitive data) to measure strengths and limitations in the instructional and organizational effectiveness of the school to help inform the development of school improvement goals and strategies, student support services, class schedules and staff assignments. Teachers were given the opportunity to provide feedback on some of these decisions, but did not play a substantive role in data analysis, idea development and final decision-making. The principal also did not secure significant input from parents and other stakeholders.

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

The comprehensive school improvement plan contains a variety of data elements (e.g., attendance reports, telephone logs, Project Proficiency assessment scores, Kentucky Performance Rating for Educational Progress scores) used to measure progress toward achievement of plan goals. School leadership reviews these data in Administrative Team, Instructional Leadership Team, faculty and professional learning community meetings, but

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has not developed a systematic, research-based process to measure the impact of individual strategies on the overall effectiveness of the plan.

9.6a The plan is implemented as developed.

The principal works with the Administrative Team and the Instructional Leadership Team to ensure strategies in the school improvement plan are being implemented. Most instructional strategies in the plan are reviewed, analyzed and discussed during weekly professional learning community activities in the core content area departments. Most teachers are aware of the comprehensive school improvement plan. Although teachers are working on strategies in the plan, few are familiar with the details of the plan. The Administrative Team informally monitors the implementation of school improvement strategies through professional learning community activities, classroom walkthrough observations and faculty meetings.

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

The principal and Administrative Team review a variety of data (e.g., Project Proficiency diagnostic and proficiency assessments, classroom walkthrough observation data, content department meeting records, student attendance and discipline records, telephone logs) to monitor the extent to which school improvement strategies are implemented. The principal and the Instructional Leadership Team expect professional learning communities in the core content areas to analyze Project Proficiency diagnostic data and proficiency assessment scores at the end of alternating three-week intervals to assess progress toward achieving student learning goals in the school improvement plan. Not all strategies and activities are being evaluated to determine whether all goals (e.g., communication, attendance, technology) are achieved. School leadership and staff will measure final success in achieving student learning goals by Kentucky Performance Rating for Educational Progress assessment scores.

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

The principal, Instructional Leadership Team and core content area professional learning communities regularly and frequently review formative and summative assessment data to measure the impact of some instructional strategies on student learning. The results of these reviews are sometimes

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used to modify instruction and to form the basis for implementation of some intervention strategies. The principal and Administrative Team use student assessment data, walkthroughs and classroom observations to identify and provide support to teachers who need coaching or other professional growth opportunities. The principal does not formally monitor the implementation and the impact of all individual school improvement strategies on student achievement.

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

The principal and Instructional Leadership Team demonstrate an emphasis on continuous improvement in teaching practice and student achievement. Progress toward attainment of improvement goals is discussed in faculty meetings and in weekly departmental and professional learning community meetings. The principal promotes celebration of student successes by posting banners and displays throughout the school and by honoring individual and group achievements in the school newsletter, WHS Campus Courier. The principal has established a relationship with and among staff members that fosters a willingness to attempt new practices focused on helping more students learn at higher levels. Members of the Administrative Team make presentations about school achievements to some stakeholder groups (e.g., Riverport Business Association, Leadership Louisville). The principal has not created methods to engage parents as partners in supporting continuous improvement efforts.

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**Standard 9            Comprehensive and Effective Planning**

The principal of Western High School should implement procedures to ensure all stakeholders (e.g., teachers, students, parents, classified staff, community representatives) are meaningfully involved in development of school mission, vision and belief statements, organizational structure decisions and school improvement planning. All stakeholders should be involved throughout the development process, rather than only providing feedback when the process is nearly completed.

The principal should develop a systematic and formal research-based process to monitor the implementation and quantitatively measure the impact of individual school improvement strategies on instructional practices and student achievement. The principal should develop procedures to evaluate the impact of school improvement strategies on organizational effectiveness, teacher instructional capacity and student growth and to revise strategies as necessary to reach improvement goals.

Resources:

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

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

McTighe, J. & Thomas, R. S. (2002). *Applying Understanding by Design to School Improvement Planning*. (ASCD audio). Alexandria, VA: Association for Supervision and Curriculum Development.

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**Summary of Next Steps:**

The principal, in collaboration with staff, parent and community stakeholders, should develop a plan to evaluate the impact of fiscal, physical and human resources on student achievement. The principal should solicit input from staff and other stakeholders to prepare a budget that equitably distributes resources for maximum effectiveness. The principal should continuously monitor and adjust the use of budgeted resources based on emerging challenges and opportunities.

The principal should engage the Administrative Team in performing a thorough analysis of the issues contributing to low attendance rates and high rates of truancies and suspensions. The principal and Administrative Team should conduct a critical analysis of current strategies in the comprehensive school improvement plan addressing these issues. The Administrative Team should investigate strategies used in schools with similar demographics that have been successful in improving student attendance and review research related to student attendance and reduction of suspensions. They should use the results of this analysis and review to develop and implement a strategic and intensive plan of more highly effective approaches to eliminating these barriers to student learning. The plan should include methods to engage parents in supporting the school's efforts to remove these barriers.

The principal should develop and implement strategies to produce a school environment welcoming to all stakeholders. The principal should fully implement the current communication plan and expand efforts to recruit parents and community members to be actively involved in school activities. The principal should develop and implement initiatives to involve all school community stakeholders (i.e., families, community and business members) in the educational process. These stakeholders should be continually recruited as volunteers, tutors or mentors in the school to enhance student learning. All stakeholder groups should be involved in school planning and decision-making. Interactive communication between school staff and families should be a main focus of the school's effort in improving student achievement.

The principal should ensure teachers implement rigorous and engaging instructional and assessment strategies to effectively deliver an aligned curriculum. The principal should review and analyze lesson plans and classroom assessments to ensure they are authentic, rigorous and relevant and move all students to proficiency. The principal should monitor the delivery of the curriculum in all classrooms to provide timely and meaningful feedback to teachers that will assist them in maximizing instructional time bell-to-bell.

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**In Conclusion:**

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

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

Principal Authority:

The principal does have the ability to lead the intervention and should remain as principal of the school to continue his roles and responsibilities established in KRS 160.345.

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

Commissioner, Kentucky Department of Education:

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

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

Principal, Western High School

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

Superintendent, Jefferson County Schools

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

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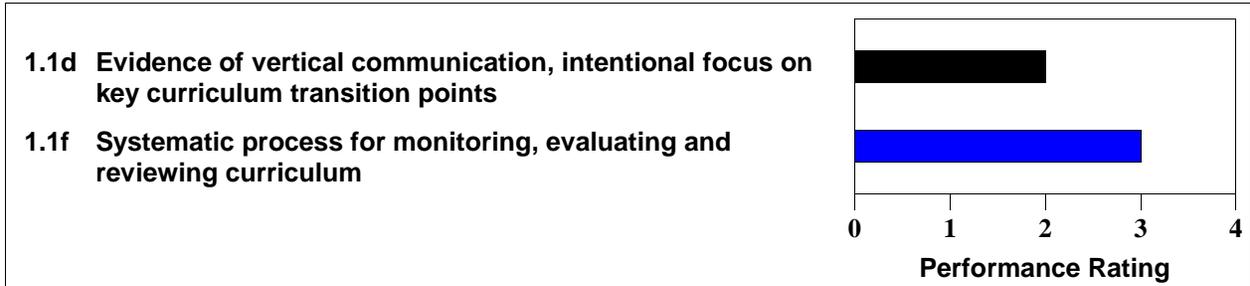
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**1.1 Curriculum**

**Academic Performance**



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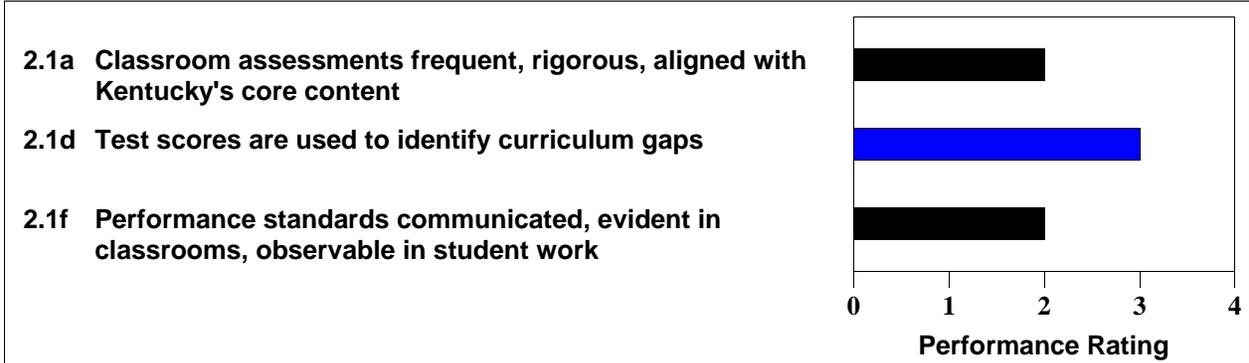
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**2.1 Classroom Evaluation/Assessment**

**Academic Performance**



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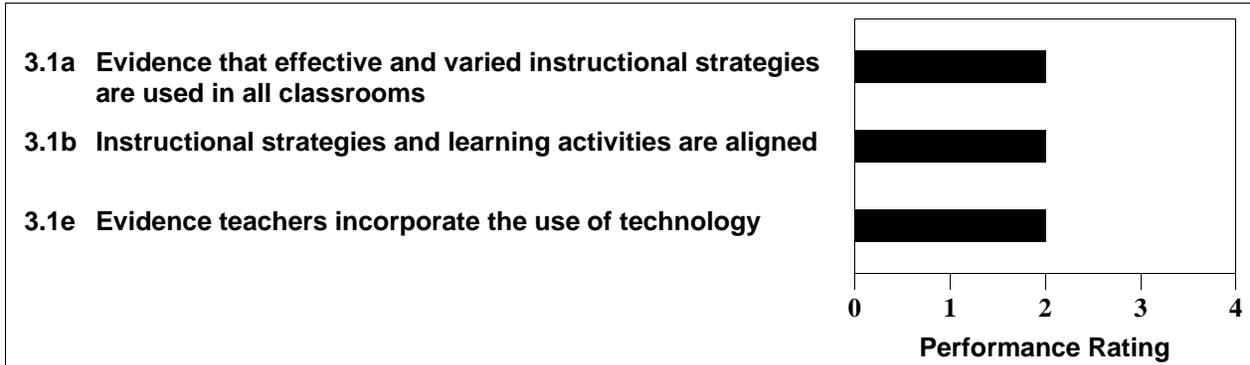
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**3.1 Instruction**

**Academic Performance**



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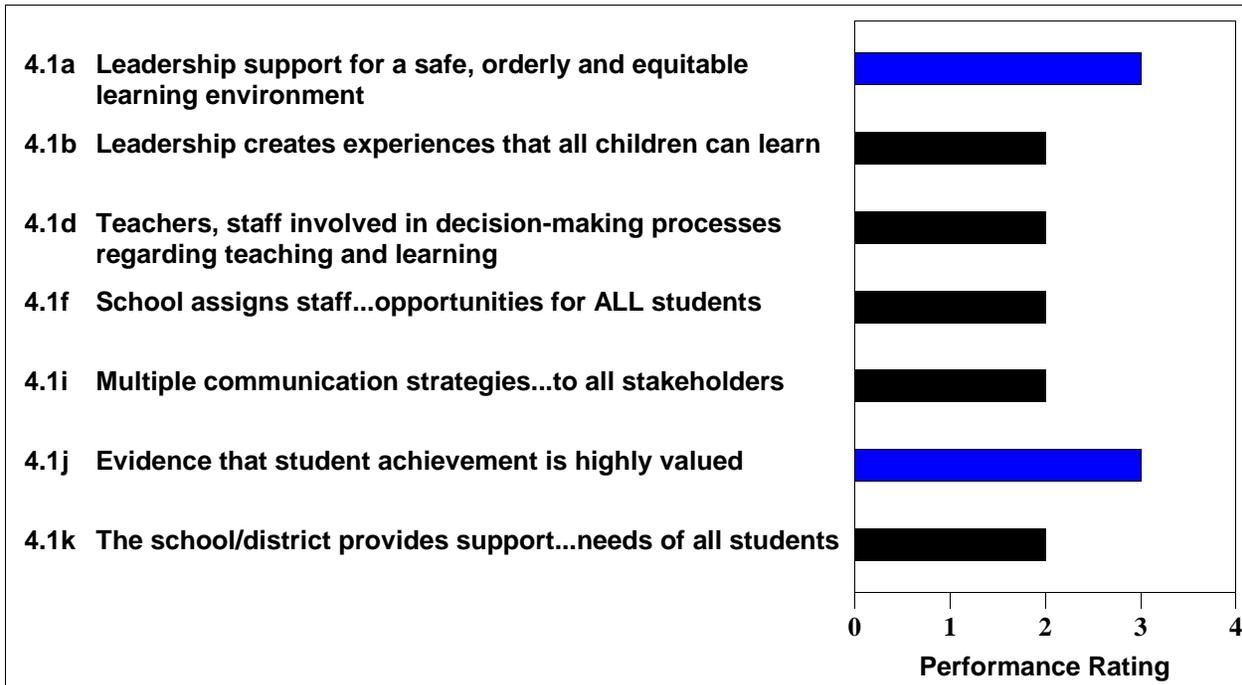
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**4.1 School Culture**

**Learning Environment**



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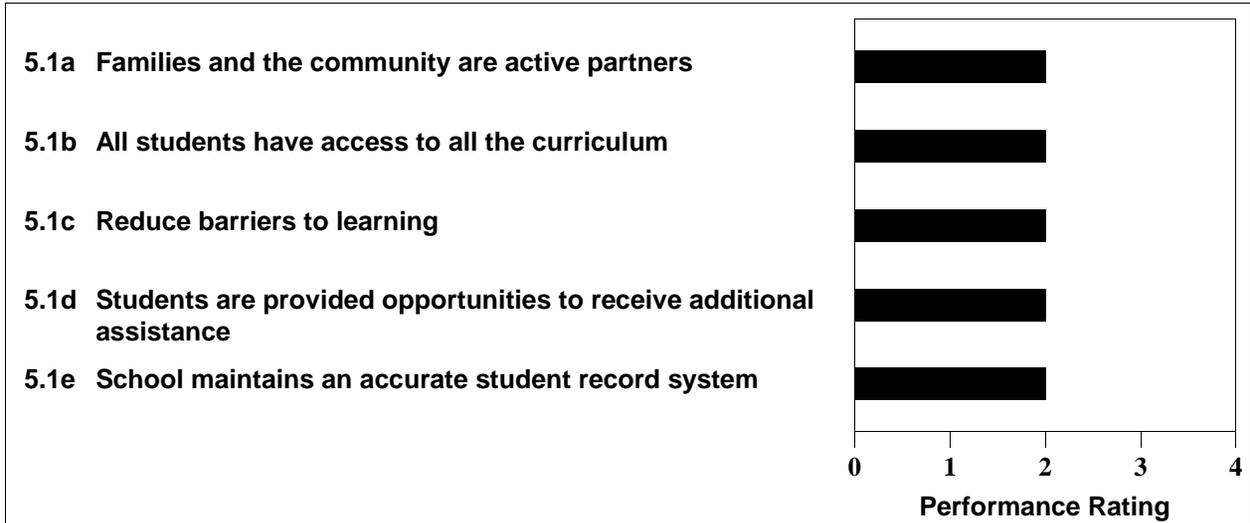
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**5.1 Student, Family and Community Support**

**Learning Environment**



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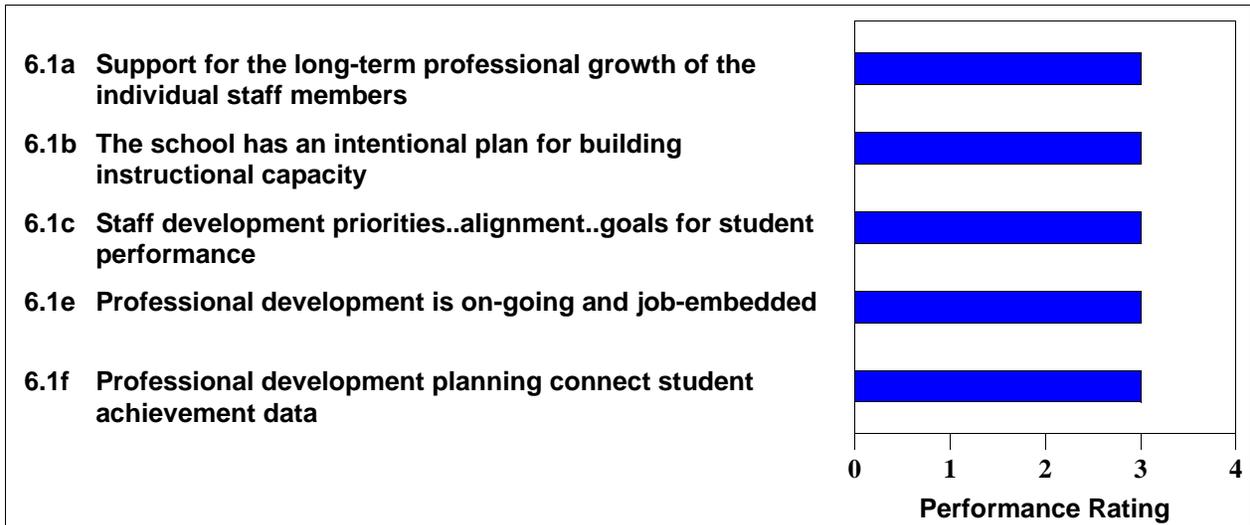
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**6.1 Professional Development**

**Learning Environment**



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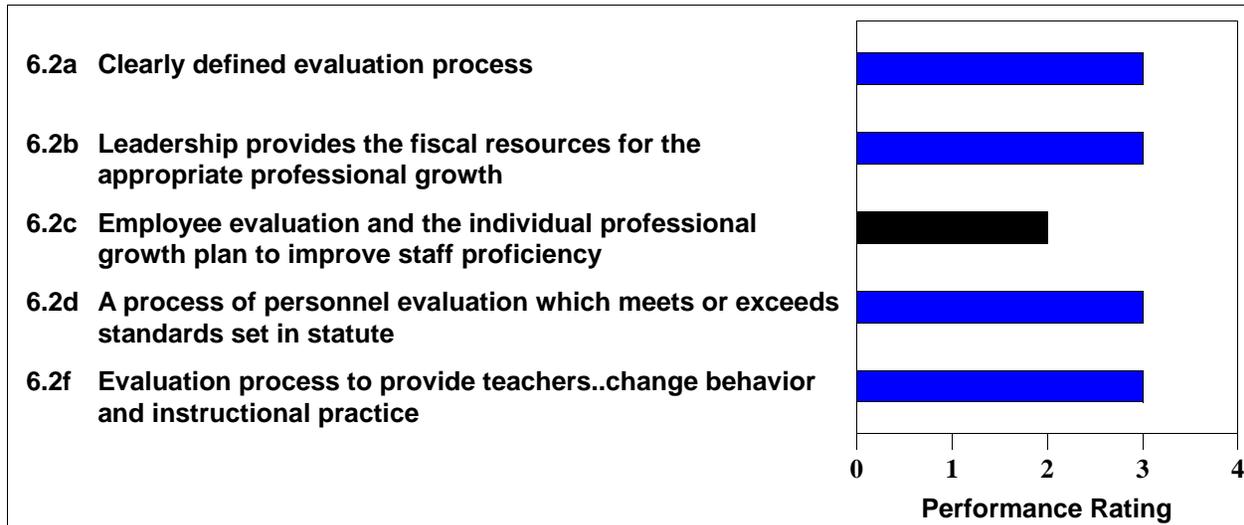
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**6.2 Professional Growth and Evaluation**

**Learning Environment**



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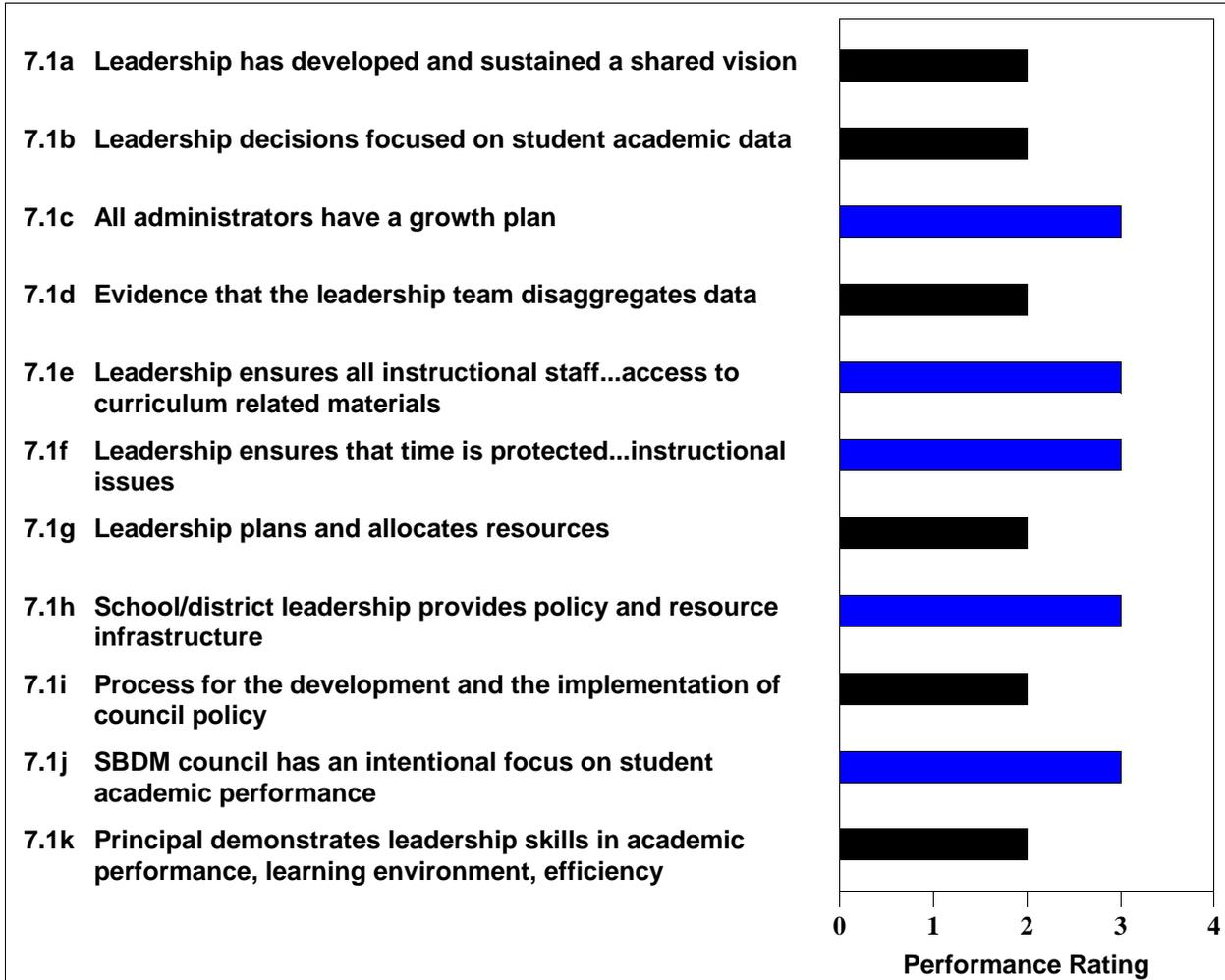
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**7.1 Leadership**

**Efficiency**



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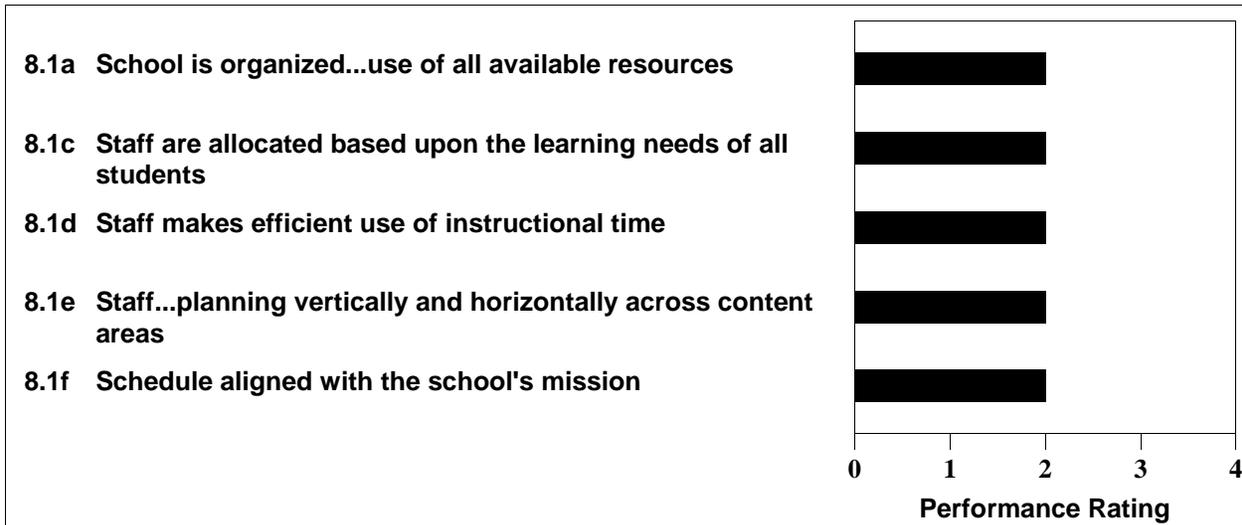
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**8.1 Organization of the School**

**Efficiency**



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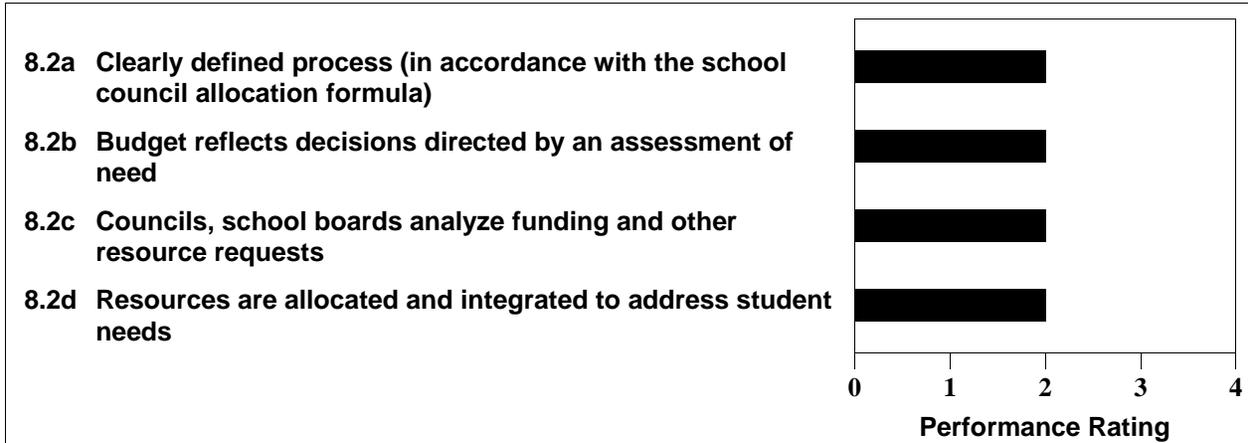
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**8.2 Resource Allocation and Integration**

**Efficiency**



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

**Efficiency**

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



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**9.2 Development of the Profile**

**Efficiency**

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



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**9.4 Analyzing Instructional and Organizational Effectiveness**

**Efficiency**

**9.4a Strengths and limitations are identified**



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**9.5 Development of the Improvement Plan**

**Efficiency**

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



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**9.6 Implementation and Documentation**

**Efficiency**

