

Jefferson County Public Schools
WESTPORT MIDDLE SCHOOL
School Leadership Assessment Report



11/13/2011 - 11/18/2011



School Leadership Assessment Executive Summary

WESTPORT MIDDLE SCHOOL

Jefferson County Public Schools School District

11/13/2011 - 11/18/2011

Dr. Staci Eddleman, Principal

Introduction

The Kentucky Department of Education conducted a school leadership assessment of WESTPORT MIDDLE SCHOOL during the period of 11/13/2011 - 11/18/2011. Here are the most relevant facts and next step recommendations from the school leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

School Deficiencies and Next Steps

1. Deficiency	The principal has not implemented a uniform school wide behavior management system.
Next Steps	The principal should collaborate with all stakeholders to research and recommend a school wide behavior management system to the school council for adoption. The principal should implement a uniform behavior management system across all grade levels. The principal should ensure that all staff members receive the necessary training and support to carry out the behavior management system in their classrooms. The principal should continuously monitor classrooms to make sure all teachers consistently implement the behavior management strategies. The principal should proactively review discipline data by student and teacher to identify areas of concern.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	Instruction time is lost due to ineffective classroom management.

Next Steps	The principal should provide on-going support (e.g., professional development, mentoring, modeling) focused on classroom management. School leadership should arrange visits to highly successful schools with similar demographics to observe effective classroom management. Teachers should use common planning time to share classroom management techniques that minimize the loss of instruction time. Teachers should be included in walkthrough observations with members of the school leadership team (e.g., principal, assistant principal, resource teachers, department heads) and participate in follow up discussions focused on improving classroom instruction and classroom behavior management.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The principal has not implemented a school wide protocol for analyzing student data to guide instructional planning.
Next Steps	The principal should collaborate with the school leadership team to develop a protocol to collect, disaggregate, and analyze classroom assessment data to determine individual instructional needs of all students. The protocol should include monitoring of instructional strategies to measure their effectiveness on student achievement. The principal should monitor common planning time to make sure teachers are following the protocol to review student data and make instructional decisions that lead to rigorous instruction.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	Programs are not monitored for their impact on student achievement.
Next Steps	The principal and school council should examine all current programs and resources (e.g., master schedule, time between classes, interventions, behavior management) to measure their impact on student achievement. Human, fiscal, and physical resources should be monitored and adjusted as needed to ensure the most efficient and effective use. The leadership team should provide the school council with regular updates on the effectiveness of all programs and expenditures.
School Action Steps to Overcoming Obstacles	

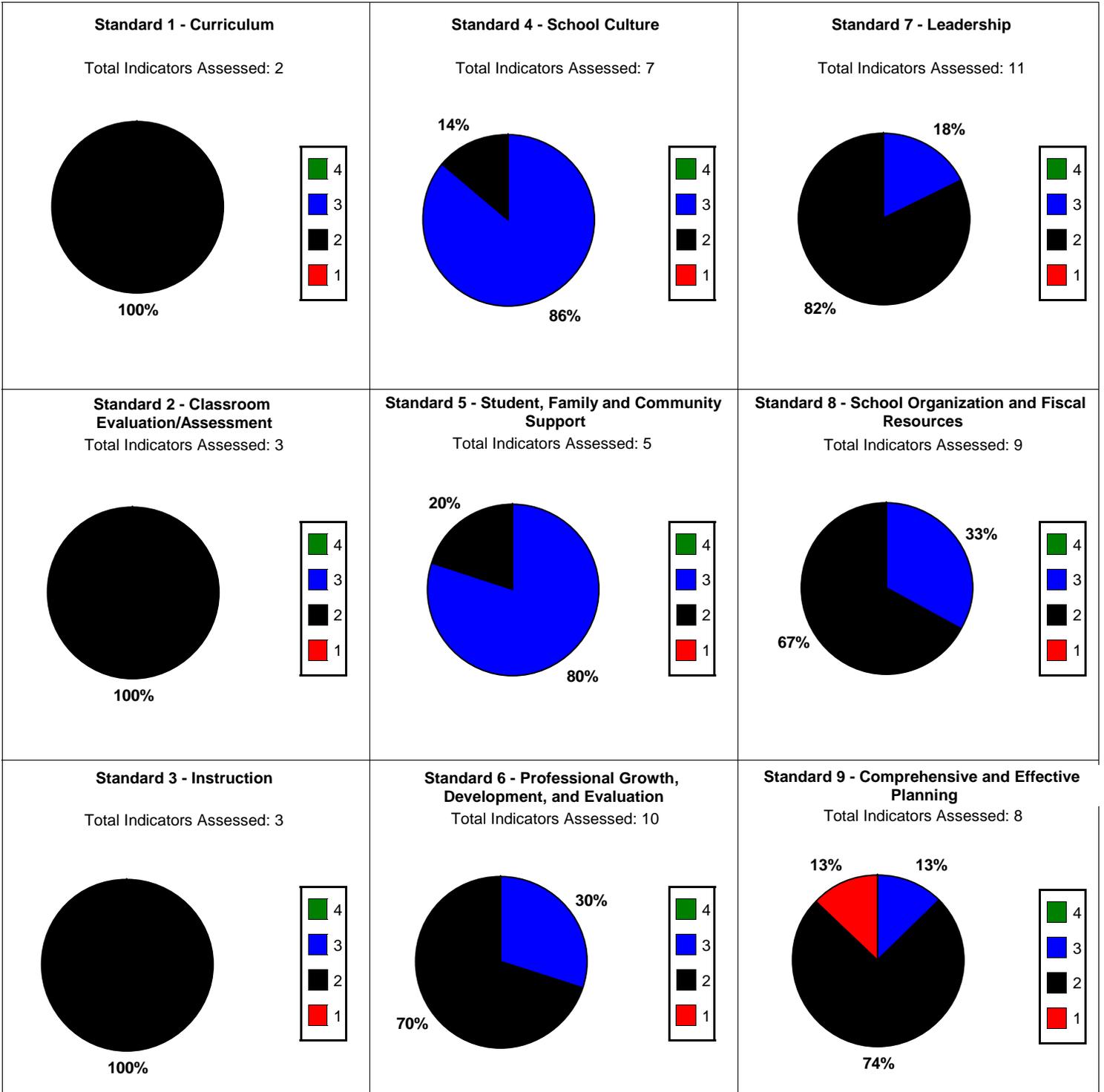
Timeline/Person Responsible	
5. Deficiency	The school council is not fully effective and is not functioning at capacity.
Next Steps	The principal should lead the council members toward a better understanding of the roles and responsibilities of the council. All council decisions should be data driven. The school council should establish fully functioning committees that regularly report their activities. The council should revise and adopt policies that are based on research and geared toward improving student achievement. The council should expect the principal to fully implement all policies. The school council should be viewed as the governing body of the school with all stakeholders being a part of the process. The council should continue to strive for more parent and community involvement.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

WESTPORT MIDDLE SCHOOL

KDE 2011 School Leadership Assessment Report At-a-Glance

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

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



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

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

Focus on Student Academic Performance

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

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

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

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

Kentucky Department of Education
School Leadership Assessment Summary Report

WESTPORT MIDDLE SCHOOL
Jefferson County Public Schools School District

11/13/2011 - 11/18/2011

Introduction

The Kentucky Department of Education conducted a school leadership assessment of WESTPORT MIDDLE SCHOOL during the period of 11/13/2011 - 11/18/2011.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (59) and formal interviews and informal discussions with teachers (64), students (51), parents (10), Family Resource/Youth Services Center staff members (1), central office personnel (5), support staff members (30), assistant principals (3), counselors (2) and the principal.

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

The chairperson of the team was Mike Hurt - District Administrator. The other team members were Nancy Gilligan - Teacher, Jennifer VanWaes - Higher Education Representative, Henry G. Marks - Higher Education Representative, Kelly Foster - Educational Recovery Leader, Sandra Swann - Building Administrator, Dee Newton - Parent, Faneshia McPherson - 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 categorical program financial reports, classroom assessments, classroom assignments, classroom displays, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, lesson plans/units of study, samples of classroom assessments, school council policies and bylaws and teacher portfolios

Interviews with classified staff, curriculum resource specialist, principal, school council members and teachers

Observations of classrooms and hallways

Performance Rating 2

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

District leadership has provided informal opportunities for the discussion of vertical curriculum alignment with consideration given to key transition points. District resource teachers spend one day a week at the Gheens Academy working in content areas on curriculum documents and common core assessments. School based resource teachers meet with the district resource teachers at the Gheens Academy monthly.

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

The school council has adopted an Alignment with State Standards policy, which states that the curriculum will be monitored, reviewed and revised by the school leadership team. However, a systematic process has not been developed to monitor the curriculum. Informal monitoring is done through walkthroughs conducted by school leadership. Monthly grade level content planning meetings facilitated by a district or school resource teacher allow additional time to informally monitor the curriculum. All teachers administer district common assessments. Teachers access student performance data in an effort to identify strengths and weaknesses in the curriculum. Measures of Academic Progress data provides the basis for some of the embedded professional development.

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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**

School leadership should develop a systematic process to regularly monitor the implementation of the curriculum to ensure student content mastery.

Resources:

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

Kentucky Core Academic Standards

Kentucky Department of Education
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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, comprehensive school improvement plan, curriculum documents, curriculum maps, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, lesson plans/units of study, protocols for analyzing student work, rubrics, samples of classroom assessments, student work and teacher portfolios

Interviews with curriculum resource specialist, students and teachers

Observations of classrooms

Performance Rating 2

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

Most assessments are aligned with the Kentucky Academic Core Standards or the Program of Studies. Formative and summative assessment data are used to track student progress. Some teachers analyze student work and testing data generated through CASCADE and Measures of Academic Progress during content level meetings to inform instruction. Most summative assessments are developed by the district or adopted content programs (e.g., Connected Math, History Alive, Full Option Science System). Formative assessments include exit slips, short quizzes, student reflections, anticipation guides and graphic organizers. Summative, and some formative assessments, include higher order thinking skills. Teachers do not always recognize the lack of critical thinking skills in student responses which result in inflated scoring of student work.

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

The principal shares data (e.g., Interim Performance Report, No Child Left Behind report) with the school council. The faculty, in content departments, disaggregates data to determine strengths and weakness in the curriculum. Some teachers analyze data (e.g., Measures of Academic Progress) during monthly department meetings to inform design of instruction and assessments and to identify students in need of additional support in math or reading.

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

Scoring guides serve as models for teacher developed assessments. Many

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

teachers provide open response scoring guides to help students understand what constitutes proficient work.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

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Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Teachers should design rigorous formative assessments that are administered frequently and used to guide instructional practices and monitor student progress.

Resources:

Classroom Assessment for Student Learning (CASL)

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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, comprehensive school improvement plan, curriculum documents, curriculum maps, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, lesson plans/units of study, rubrics, samples of classroom assessments, student work and teacher portfolios

Interviews with curriculum resource specialist, students and teachers

Observations of classrooms

Performance Rating 2

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

The school council has adopted an Instructional Practices policy. The Principal has not established procedures to fully implement the policy. Some teachers use a variety of research-based instructional strategies (e.g., think-pair-share, discussion groups, jigsaw, peer grouping). Instruction does not always incorporate critical thinking skills.

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

Most instructional strategies and learning activities are aligned with Kentucky curriculum learning goals. Teachers use these documents to develop units of study and lesson plans. Language Arts teachers incorporate the Advanced Placement SpringBoard curriculum and instructional strategies in their lesson plans. Many student assessments require application of reading and writing strategies, math skills, and ask students to respond to open response questions.

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

Most teachers have projectors, and some teachers have SmartBoards. Teachers have access to Smart Response Systems and Slates. There are a few document cameras available for science teachers. Many teachers use Internet instructional sites (e.g., United Streaming, Glosterer.com) to enhance their instruction. SuccessMaker and Read 180 materials are used in response to intervention classes. The faculty has been trained to use available

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

technology in their daily classroom instruction. Some teachers infuse technology in student learning activities (e.g., presentations, projects) and instructional strategies. Some teacher computers are outdated. The school council adopted a Technology Utilization policy that addresses the use of appropriate technology in instruction.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

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Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

The principal should ensure a variety of effective instructional strategies are used to increase student engagement, higher-order thinking skills, and content mastery. Instruction should be monitored to ensure that it is rigorous and meets the needs of all students.

Resources:

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

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

Review of attendance records, bulletin boards, exhibits and displays, classroom displays, comprehensive school improvement plan, employee handbooks, facility inspection reports, facility work orders, Family Resource Youth Services Center documentation, fire marshal reports, health department inspection reports, list of co-curricular offerings, master school schedule, newspaper clippings/press releases, newspapers, school communications plan, school council policies and bylaws, school event calendar, school mission, belief and vision statements, school newsletter, school procedures manual, school Web pages, student discipline reports and student handbook

Interviews with classified staff, counselor, Family Resource/Youth Services Center personnel, parents, school council members and teachers

Observations of classrooms, common areas, hallways and gym

Performance Rating 3

- 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 models high expectations for students and staff. Her communication with staff, students and other stakeholders is concentrated in three areas: rigorous instruction, student centered culture and positive public message. The master schedule provides teachers with a common planning time. Three resource teachers provide job-embedded professional development activities on instructional strategies during planning time. The principal communicates with stakeholders, especially parents, using creative venues. The principal and her staff visited the Portland community to meet with parents and provided transportation via school bus to an open house. The school uses technology tools (e.g., Skype, Twitter, Facebook) to connect with stakeholders and encourage them to share in student achievement. Parents have access to the Infinite Campus software Parent Portal, and teachers are required to update information on student progress and grades weekly. Progress reports are sent home with students every three weeks, and report cards are sent home with students every six weeks. Parents are asked to sign report cards. The principal uses data to drive instruction, enables collaboration among teachers and fosters a sense of pride in the school. The Parent Teacher Student Association is growing and active in the school, and also supports the expectations embraced by the principal.

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating **3**

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

The school council by-laws mandate that staff members sign-up for committees within the first ten days of school. Some teachers volunteer to serve on committees. There is no list of committee members, record of committee meetings, or descriptions of committee functions. Teachers send names of students to the Youth Services Center director when they are unable to make contact with parents. The Youth Services Center director follows up with home visits. Related arts teachers attend grade-level team meetings every two weeks to collaborate with content area teachers and discuss student progress and behavior issues. Instructional aides attend faculty meetings and participate in Gold Day activities. Some instructional aides voluntarily attend other professional development activities beyond these required hours. The instructional assistant who oversees the SuccessMaker program provides progress reports to teachers and works with resource teachers to do special projects. Teachers, instructional aides and non-teaching staff informally share information regarding individual student needs.

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

The school council has adopted a policy regarding the assignment of students to classes. Measures of Academic Progress scores and teacher strengths were used to assign students to classes. Teachers meet in teams to discuss student progress and continuous assessment data (e.g., Measures of Academic Progress, Reading Proficiency Assessments, Math Proficiency Assessments, district assessments). Student groupings for Interventions, Connections and Enrichments are based on assessments, and students are matched with instructors based on the need for intervention or enrichment classes. The English as a Second Language teacher works with school leadership to ensure that English as a Second Language students are appropriately placed into classes when they no longer need services.

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

The principal has a systematic communication plan that involves three stakeholder groups: staff members, parents, and community members. The principal sends the staff weekly "round up" e-mails organized around themes

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Standard 4 **School Culture**

Performance Rating **3**

(e.g., Highly Effective Teaching and Learning, school culture, positive public message, 5 Star!, news/updates). Parent communication is accomplished through a variety of venues (e.g., school Web site, Hawktalk newsletter, the Infinite Campus Parent Portal, Facebook, Twitter). Communications handled through the school Web site, the Northeast Louisville Business Association newsletter, periodic entries into the Courier Journal "Neighborhood" section, JCPS Monday Memo, Facebook and Twitter.

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

At the end of each grading period, each team has a Westport's Outstanding Warhawks ceremony to recognize student academic achievements (e.g., honor roll, distinguished/proficient, perfect attendance, core content awards). Posters and banners displaying the names of students who achieved such honors are posted in the school, and students receive certificates. There is an eighth grade promotion ceremony at the end of the school year. Most classrooms and some teacher Web sites publish student work. The counselors recognize students in a variety of arenas (e.g., "5 Star Club" that recognizes students for academics, behavior, attitude and citizenship). Students selected for the 5 Star Club are treated to lunch with the counselors. Student academic achievement is publicly shared through principal communication with stakeholders, and the principal selects a Student of the Month to be showcased on the Crown Trophy of Louisville Web site. There is a monthly calendar on the school Web site; however, sporting events are usually posted rather than academic activities.

- 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.

An English as a Second Language teacher instructs small groups of students for whom English is not their first language. Some teachers stay after school to help students understand concepts and complete assignments. The Youth Services Center director refers students and families for services provided by the community (e.g., Neighborhood House, Supplemental Educational Service Providers) and the district Parent Teacher Student Association's clothes closet. The school contracts with a licensed therapist who is available for personal counseling two days per week. Students are referred to the counseling services through the Youth Services Center. The Youth Services Center director and student recovery instructor conduct home visits to meet

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Standard 4 **School Culture**

Performance Rating **3**

with parents of students who are experiencing behavior or truancy problems.
The Principal selected most of the current teaching staff because they
demonstrated desire to work with the population served by the school.

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Standard 4 **School Culture**

Performance Rating 2

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

The school facility is in good condition and well-maintained. District and school leaders conduct timely inspections (e.g., fire marshal, health inspections) and emergency procedures are posted in each classroom. The plant operator attends instructional leadership team meetings to report information regarding the learning environment. Operational procedures (e.g., arrival, dismissal, teacher duty, dress code) are well-defined and included in the staff and student handbooks. Each floor of the building is designated for a specific grade level and assigned an assistant principal and security staff member. The school council has adopted the district safety plan. The policy includes a brief statement regarding the responsibilities of students, parents, teachers, counselors and principals. The school has three programs relating to behavior management: Conversation Help Activity Movement Participation Success, Creating a Respectful Environment for Kids, and Second Steps. There are grade level discipline plans that encompass both classroom management and behavior strategies. A common classroom management strategy is the "Take a Break" where teachers may remove a disruptive student from their classrooms and the "Level" behavior plan where teachers move students up or down levels and impose consequences or rewards accordingly. These programs or strategies are not implemented uniformly across grade levels or teams. In response to teacher concerns about disruption of instructional time, the principal implemented new operational procedures for reducing interruptions (e.g., hall passes only for critical needs, announcements at the end of the day). Behavior standards and expectations are detailed in the code of acceptable behavior and discipline that is distributed to and signed by parents at the beginning of the school year. Ineffective classroom management and hallway transitions impede student learning.

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Standard 4 **School Culture**

The school council should adopt a school-wide behavior management plan researched and recommended by a committee composed of all stakeholders. The principal should implement the plan and ensure that all staff members are provided sustained professional development to build classroom management strategies that respond to the unique needs of all students.

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

Schlechty, P. (2001). *Shaking Up the School House*. San Francisco, CA: Jossey-Bass.

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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 classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, documentation of parent contacts, examples of school to home communications, Individual Education Plan/504 Plan, Individual Learning Plans, lesson plans/units of study, list of co-curricular offerings, needs assessment data, samples of written correspondence to staff/stakeholders, schedule for co-curricular offerings, school council policies and bylaws, school guidance plan, school mission, belief and vision statements, school newsletter, student/parent/staff handbooks, teacher portfolios, Title 1 program plan, trophy cases and volunteer schedule

Interviews with assistant principal, classified staff, counselor, Family Resource/Youth Services Center personnel, media specialist, parents, principal, school council members, school leadership, school resource officer, students and teachers

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

Performance Rating 3

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

The principal and the school council have not developed a robust committee structure or procedures to aggressively recruit all stakeholders for service on committees; however, aggressive efforts are underway to reach out to parents. Several initiatives and programs provide students with advocates (e.g., Warhawk Dads Group, Big Brothers and Sisters). Many students have no identified adult advocate who can intercede on their behalf. Numerous efforts are being made to create more collaborative relationships between families and teachers (e.g., open house, parent/teacher conference, events that use the Portland Neighborhood House). Some parent teacher conferences are conducted using Skype technology. Twitter and Facebook are used to establish continuous parent, teacher, and student relationships. The Infinite Campus software Parent Portal is actively used. Although positive communication between school and parents is increasing, the principal has not established formal procedures to address and document complaints and concerns. The Family and Youth Services Center, Clothes Closet, Clothe a Child, Westport Holiday Wishes Program, and Free Lunch Assistance programs provide students with required school uniform clothing, coats, and supplies. The staff implements Creating a Respectful Environment curriculum to help students develop positive attitudes toward school and classmates.

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Performance Rating 3

The Home School Liaison and the Family and Youth Services Center Director conduct home visits if attendance or other issues emerge as concerns. Teachers routinely contact parents by telephone (and follow up postal cards if no answer) individual e-mails, and “e-mail blasts” to ensure student attendance and productive participation in classroom 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).

Students who have earned failing grades for the six-week grading period in language arts or math are eligible for credit recovery through the daytime Extended School Services program. Students exit the program when they have successfully completed the activities and pass assessments they failed. The Youth Services Center supports The Westport Intervention Network, which provides counseling services, academic support, life skills (e.g., Girl Power, Men of Quality, Westport Anglers) and basic need assistance (e.g., Clothes Closet, Clothe a Child, Westport Holiday Wishes Program) that reduce barriers to student learning. Title I funds are used to fund a mathematics teacher and to partially fund a language arts teacher, teacher substitutes, technology hardware and software and books. The two guidance counselors have developed a guidance plan based on American School Counselor Association guidelines. The guidance counselors conducted a needs survey at the beginning of school. All students were surveyed to determine what group services were most needed, as well as to identify individual students with specific needs. The guidance department has two clerks who maintain student records which reduces the guidance counselors’ administrative duties, allowing for more time to counsel students.

- 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 supported implementation of the Caring and Respectful Environment (CARE) program that is a structured approach to social skill development and student engagement. There are several supplemental programs that support learning (e.g., Intervention Connection and Enrichment (ICE) program, Advanced Program, SuccessMaker, READ 180, Peer Power). Teachers volunteer to tutor after school, and there is a Saturday afternoon tutoring program for eighth graders. Co-curricular and extracurricular opportunities have grown significantly during the past two years. Clubs that keep students engaged with school are numerous and increasing.

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

Performance Rating **3**

Participation in academic and non-academic clubs (e.g., wrestling, lacrosse, academic team, Anglers Club, Ultimate Frisbee Club) are increasing.

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

The school maintains accurate student records that provide pertinent information about student academic development. Student records are updated and maintained by clerks in the guidance office. Offices are locked when unattended. Infinite Campus software is used for record keeping. District leadership provides parents with initial access to Infinite Campus software Parent Portal. School staff assists parents if they encounter problems with its use. Students receive written instructions describing how to research the information required to update Individual Learning Plan. The guidance counselors monitor the completion and annual update of the Individual Learning Plan for all students. Parents are not always actively involved in the development of Individual Learning Plans.

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

Performance Rating 2

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

The principal does not ensure that all staff members are trained to identify students with special learning or behavioral needs. There are established procedures and significant communication and coordination between school personnel regarding student referrals for services and related documentation. The guidance department has a formal referral process. The referral form has indicators to cite the degree of importance of the visit, allowing the staff to better meet the needs of students. A formal referral process to the school psychologist has been established. Students must have a note to enter the guidance suite. A large number of Westport students have a history of family mobility. The principal implemented several programs (e.g., Positive Student Support, Home-School Coordinator, Reach Corps) designed to respond to students whose life circumstances disrupts or impairs their learning. School leadership provides an abundance of student services (e.g., Family and Youth Services Center, Warhawk Dads Group, CARE for Kids, Girl Power, Men of Quality, Neighborhood Place) that provide advocates. The volunteer after school tutoring program and the Saturday Superstar program for the eighth grade create advocacy relationships. Many students, however, have no identified adult advocate who can intercede on their behalf.

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

The principal should create a student support services committee to assess the impact of the many remediation, intervention, and related social and academic services provided to students. This committee should determine procedures to integrate their separate program efforts and funding, determine which services have the greatest impact, and create long-term plans for sustainability when school funding levels decline.

Resources:

Missing Pieces of the Proficiency Puzzle

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Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Performance Rating 3

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

Professional development initiatives provide opportunities for the staff to have content specific resource teachers work directly in their classrooms, modeling best practice instruction and classroom management skills. Resource teachers provide weekly job-embedded content specific professional development.

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

The principal ensures that the personnel evaluation process is implemented in accordance with district policies and state regulations. The principal ensures that certified staff has access to the evaluation documents and reviewed the procedures with staff during the opening day faculty meeting in 2011.

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

Fiscal resources are expended for identified professional development initiatives that have been approved by the principal, assistant principals or resource teachers. These activities are tied to individual professional growth plans and identified school priority needs.

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

Performance Rating 2

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

All teachers participate in the required number of professional development hours, and many teachers attend additional trainings. Job-embedded professional development activities focus on the delivery of instruction and classroom management is offered by district leadership to certified staff (e.g., Springboard, technology, ORQ, formative assessment development, Characteristics of Highly Effective Teaching and Learning). Some teachers attend professional development offerings that enhance leadership skills (e.g., collaboration, problem solving). Classified staff attend the required job related training (e.g., MUNIS, Infinite Campus).

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

Although some structures exist that support on-going, job embedded professional development (e.g., common planning, walkthrough observations by school leadership, content specific resource teachers, Characteristics of Highly Effective Teaching and Learning), the principal and teachers have not collaborated to develop a multi-year plan for building instructional capacity based on specific data. Feedback from walkthrough observations is presented in faculty meetings or placed in individual teacher mailboxes. Content specific resource teachers provide professional development activities in grade level meetings followed by informal discussions designed to evaluate its effectiveness.

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

Most professional development offerings align with student learning goals in the comprehensive school improvement plan. Most individual professional growth plans are developed independently by teachers with little or no collaboration with school leadership. The principal does not sufficiently facilitate the implementation and evaluation of the growth plan to foster high levels of rigor in instruction or classroom management.

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

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

Performance Rating 2

The principal leads the school in a review of school achievement data (e.g., Interim Performance Report, No Child Left Behind report). Data analyzed in department meetings and grade level meetings, and the results are used to inform some decisions regarding professional development. The Instructional Leadership Team reviews data but does not always analyze the impact of professional development on classroom instruction. Meeting agendas do not reflect in-depth conversations connecting student achievement data to planning. Student work is not analyzed using a common protocol.

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

Individual professional growth plans are not always developed collaboratively with school leadership. Improving proficiency of classroom management and delivery of instruction are the intention of most professional growth plans. The principal and leadership team does not always have critical conversations with teachers to identify individual professional growth needs.

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

The principal follows the district personnel evaluation in accordance with state statutes and regulations and district personnel policies. However, some growth plans are not completed according to the guidelines in the certified evaluation plan (i.e., missing signatures and dates, measurable goals and activities).

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

The principal does not ensure that all teacher individual growth plans are completed according to guidelines in the certified evaluation plan (e.g., missing signatures and dates, measurable goals, activities). Feedback and follow up provided to teachers is not intentionally linked to individual professional growth plans. Most teachers receive some support to make the behavioral and instructional changes identified in their certified evaluations.

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

The principal should establish formal procedures to monitor and evaluate the impact of professional development activities on teacher instructional behavior and student achievement.

The principal and administrative leadership team should collaborate with teachers to develop benchmarks for the goals in their individual professional development growth plans. The principal should ensure that benchmarks are monitored using student work samples and student achievement data.

Resources:

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

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, district Effective Instructional Leadership Act records (EILA), faculty meeting agenda, individual professional growth plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, professional development records, samples of classroom assessments, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school mission, belief and vision statements, school/district safety plan and TELL Survey

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

Observations of classrooms, 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 and assistant principals have individual growth plans that focus on enhancing their individual areas of growth, as well as their ability to perform specific job-related duties to increase student achievement and promote continuous school improvement.

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

During her 20-month tenure, the principal has effectively engaged all stakeholders (e.g., students, teachers, parents, community members) in communication that focuses on increasing student achievement and continuous school improvement. This communication is grounded in the three school goals (rigorous instruction, student centered culture, positive community message). Ongoing communication occurs among stakeholders that focus on all students reaching proficiency regardless of circumstances and barriers. The principal fosters a positive school culture and demonstrates high expectations for all students and staff. The principal has created a positive atmosphere, and staff members are very supportive of the newly created vision. The principal solicits the participation of parents (e.g., parent meetings at Portland Neighborhood House, parent volunteers) and the community organizations (e.g., member of the Northeast Louisville Business

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Performance Rating **3**

Association). Since the beginning of the current school year, the principal has viewed parents as an essential part of continuous school improvement. The principal has recruited parents to develop a fully functioning parent-teacher-student association. The principal's leadership style facilitates the use of human and physical resources (e.g., grade level principals, master schedule with built-in intervention time, embedded professional development, common planning time). The principal intentionally considers staff expertise when making instructional decisions focusing on student achievement.

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Standard 7 **Leadership**

Performance Rating 2

7.1a Leadership has developed and sustained a shared vision.

During the summer of 2010, the principal developed a framework anchored by three goals: rigorous instruction, student centered culture, positive community message. On the Gold Day in October 2010, the principal used this framework to begin discussions with the staff concerning the development of a school-wide vision. All staff members participated in the development of the vision statement; however, external stakeholders were not involved in the process. The principal continuously communicates the vision in-house via weekly e-mails, job- embedded professional development sessions and faculty meeting agendas. The vision is communicated to the community through the marketing campaign "Explore Your Possibilities".

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

The principal shared results from state assessments during a faculty meeting in September on the day the results were released. The principal presented the disaggregated test data to the School Council in October. The principal ensured that test data were analyzed. A school-wide test analysis was conducted in departments and resource teachers worked with departments to identify areas of growth and areas of concern. Resource teachers identified best practice strategies that helped increase student achievement and worked to turn them into school-wide initiatives (e.g., school-wide open response format). Measures of Academic Progress assessment data were analyzed in August and used to determine which students to enroll in reading and math intervention classes. Some teachers review district assessment results to guide daily instruction during daily common planning time.

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

The principal and the instructional staff disaggregated student performance results from Measures of Academic Progress assessment in August, and state assessment results in September to identify gaps in targeted student populations. Students were placed in intervention classes based on the Measures of Academic Progress assessment results. The principal recognized achievement differences among special needs students and in response, special education teachers now meet weekly with the content

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Performance Rating 2

teachers. Disaggregated data from the Interim Performance Report are analyzed to identify comprehensive school improvement plan goals and strategies to address the gaps. The principal has not established a formal process requiring teachers to analyze district common assessment data or change instructional practices based on findings.

- 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 ensured teachers have access to current state and district curriculum documents (e.g., Kentucky Core Academic Standards, Program of Studies, curriculum maps). Cohort teachers attend district level professional development that focuses on the Kentucky Core Academic Standards. Teachers who attend district trainings return to the school and share resources with other teachers in their department. The principal has not developed a formal monitoring system to ensure teachers are effectively implementing the strategies that are shared during job-embedded professional development sessions.

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

The school council has adopted a policy to address instructional time. The principal has made an intentional effort to protect instructional time by limiting intercom announcements to the beginning and end of the school day. The principal has instructed office staff not to call teachers with messages during class time. The principal ensures that school meetings (e.g., leadership meetings, faculty meetings, school council meetings) agendas are developed and include action items that align with the three goals of the school. It is not a common practice to document decisions and plans for follow-up or next steps. The principal developed a schedule for the 2011-2012 school year that allows teachers to have weekly job-embedded professional development and common planning time with team members. The principal has not established a process to monitor the effectiveness of common planning time.

- 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 presents school budget allocations to the school council and

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Performance Rating 2

reviews the budget monthly. The principal actively pursues grant opportunities that could provide additional resources to increase student achievement. The master schedule allows identified students the opportunity to participate in a math and/or reading intervention class. The principal has not established a monitoring process to evaluate the impact of interventions on student learning or to determine the impact of resource allocations (e.g., human, physical, fiscal) on student achievement.

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

The school council has adopted required policies, and the principal has implemented procedures for a safe and effective learning environment for students and teachers. The principal has established some procedures (e.g., hall passes, walking the blue line) promoting a safe and effective learning environment. An assistant principal works with the plant operator to ensure that facilities are equipped. The school council adopted the district safety plan, and the principal has developed a process to implement the drills (e.g., fire, tornado).

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

The school council has adopted required policies and by-laws; however, the principal has not ensured full implementation (e.g., committees) of all policies. The principal has not ensured that committee meetings occur regularly and are effectively used to implement and monitor comprehensive school improvement plan strategies. The school council reviews and revises policies.

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

The school council reviewed state assessment results in October 2011. Student academic performance data; however, is not regularly reviewed or used to guide program and resource discussions. The school council submits the comprehensive school improvement plan to district leadership for review.

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Standard 7 **Leadership**

The principal should continue to lead the charge in creating a high performing school that meets the individual needs of students. The principal should collaborate with teachers to explore and select a behavior management system. The principal should implement a uniform school-wide behavior management system across all grade levels.

The principal should hold all teachers accountable for implementing instructional practices that meet the needs of all students. The principal should continue to monitor classroom instruction and provide meaningful feedback that will help them effectively deliver rigorous instruction and implement an effective behavior management system.

The principal should hold all staff members accountable for analyzing formative and summative assessment data to monitor individual student progress. The principal should develop a system that requires the leadership team to monitor how teachers are using data to drive daily instruction.

The principal should provide direction to the school council as to their role in continuous school improvement. The school council should regularly analyze student performance data to develop and monitor progress toward the goals and priorities within the comprehensive school improvement plan.

The principal and school council should ensure the implementation of fully functioning committees and require regular progress reports to determine effectiveness.

Resources:

Turning Around Failing Schools-Dr Joseph Murphy, The Will to Lead, the Skill to Teach
Transforming Schools at Every Level-Anthony Muhammad and Sharroky Hollie, Learning by
Doing: A Handbook for Professional Learning Communities at Work-Richard Dufour
Rebecca Dufour Robert Eaker Thomas Many

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Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of comprehensive school improvement plan, fire marshal reports, master school schedule, records of teacher certification/experience, roster of teaching assignments, school budget and allocations, school council policies and bylaws, school financial reports, school Web pages, school/district safety plan, student discipline reports, student handbook and teacher portfolios

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

Observations of classrooms, common areas, computer lab and hallways

Performance Rating 3

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

The school council adopted an Assignment of Instructional and Non-Instructional staff policy on March 9, 2011. The policy requires goals established by the school council for student achievement and effective management be the basis for assignments of staff time. School leadership implemented procedures to ensure that teaching assignments for content area and Intervention-Connection-Enrichment courses are intentionally determined by staff talents and student learning needs. Students are identified for intervention classes using performance data (e.g., Measures of Academic Progress). Teachers for Connection and Enrichment courses are required to submit a proposal that includes the purpose, scope and sequence, and plan for assessing student understanding. The principal has implemented a master schedule that provides opportunities for collaboration between content area and special education teachers and ensures that students with disabilities receive core instruction from highly qualified staff.

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

The principal implemented a master schedule that provides appropriate instructional time for core content areas and related arts. For most students, the schedule allows opportunities for interventions and enrichment (e.g., Blue/White days, Intervention-Connection-Enrichment courses) that are supplemental to core content classes. Access to related arts is limited for some students who require intensive interventions (e.g., READ 180, daytime

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Performance Rating **3**

Extended School Services for course recovery). Some staff members support opportunities outside of the traditional schedule (e.g., Before/After School peer tutoring, Super Saturdays) to provide students with additional time to master math and literacy content.

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

The school council revised its budget policy (Development of School Budget), and adopted the school budget at the March 2011 meeting. The school council regularly reviews budget expenditures. District leadership provides the principal and the school council with budget worksheets and timelines to assist school councils in preparing a budget. District Leadership sends forms to the principal with specific instructions on how to fill out and request funds. Funds are provided and allocated based on the unique learning needs of the students.

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

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

The principal developed and clearly communicated areas of responsibility (e.g., administration, team leader, department chairperson) to facilitate the use of resources necessary to address the school improvement plan priority needs and strategies. The by-laws include a requirement for teacher participation on committees. The roles and responsibilities of most committees are loosely defined and informally communicated. The school council adopted a Student and Family Support Services policy on February 1, 2011 that designates the required representation for the standing committee that determines support services for students. Assistant Principals met with and provided team leaders with defined roles and responsibilities and regularly attend team, department and instructional leadership meetings to ensure that expectations are met. The principal recommends teachers for department leaders based on set criteria that include specific roles and responsibilities. The council has adopted all required policies, but no policy intentionally establishes procedures to evaluate and prioritize resources to sustain improvement. School Leadership and staff make use of community resources including partnerships with local organizations and businesses (e.g., Westport Baptist Church, Kroger, Frito Lay, Girl Scouts), public service providers (e.g., Louisville Free Public Library, Seven Counties, YMCA) and grants (e.g., In-district collaboration grant, G.E. Fund) to supplement school based resources. The district has provided substantial supplemental resources; however, no formal process is in place to evaluate the impact of resources on student achievement.

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

School council has adopted policies (e.g., Selection and Implementation of Discipline and Classroom Management Techniques on 12/7/10, Protection of Instructional Time on 3/22/11) to minimize interruptions to the instructional process. Some teachers effectively handle discipline and minimize distractions. However, ineffective classroom management (e.g., inconsistent implementation of behavior plans, unaddressed off-task behaviors, minor disruptive behaviors that escalate to classroom disruptions) hinders the efficient use of class time to address instructional needs and consequently is a barrier to student learning.

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

- 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).

School leadership implemented a master schedule that commits two collaborative planning periods each week for staff to work within grade-level teams by content area. Resource teachers facilitate one of the sessions which focuses on lesson planning and analysis of student performance data (e.g., Measures of Academic Progress, diagnostic and proficiency assessments) and often provide embedded professional development to address strategies/activities included in the comprehensive school improvement plan (e.g., interventions, writing across content areas specifically open response questions, use of data to improve instruction). However, some of the collaborative planning periods are not structured to maximize student achievement. Department meetings take place monthly after school to provide planning opportunities across grade levels. Assistant Principals are assigned to departments and content areas to attend, support and monitor work in teams.

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

The approved school budget reflects decisions made by the school council that is based on the analysis of data and goals of the school. The council approved the use of discretionary monies at the March 2011 meeting, and reviews the budget regularly. Discretionary funds are allocated and expended as per program 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 principal provides the school council with regular budget reports. The principal has an informal procedure for teachers to request funds; however, these requests are not intentionally tied to the comprehensive school improvement plan. Funding sources are identified in the comprehensive school improvement plan.

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

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 school council integrated some resources (e.g., Gifted and Talented, Title 1, Extended School Services, Section 7) to address identified school needs. These resource expenditures are not always monitored or adjusted as needed to improve student achievement. Program requirement guidelines are followed in the allocation of all state and federal funds.

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Standard 8 **School Organization and Fiscal Resources**

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Summary of recommendations in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

The school council and school leadership should develop a systematic process to monitor and evaluate the allocation of human, physical and fiscal resources to ensure that allocations are aligned with priority needs.

The principal should implement a system to evaluate the impact of resource allocations on student performance and adjust funding and other resources as needed to sustain continuous improvement.

Resources:

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

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

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of comprehensive school improvement plan, curriculum documents, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, school council meeting agenda and minutes, school council policies and bylaws, School Report Card data, school Web pages, trophy cases, No Child Left Behind Report and TELL Survey

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

Observations of cafeteria, classrooms, common areas and hallways

Performance Rating **3**

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

Creating a student centered school, challenging the status quo, celebrating achievement, increasing academic rigor, and holding high expectations for student and staff performance are all identified as high priority goals by school leadership, faculty and parents. In this regard, several initiatives are underway and programs started (i.e., Creating a Respectful Environment; Interventions, Connections and Enrichment, student recovery, on-going job-embedded professional development, Montessori magnet). However, the current school principal has not yet had time to fully implement programs and strategies addressing these goals, or create an institutionalized process for involving all stakeholders as accountable parties in a sustained commitment to continuous improvement.

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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.

School leadership collaborated in the development of three goals during the summer of 2010: rigorous instruction, student centered culture, positive community message. The principal, during Gold Day in October 2010, relayed these new goals to the staff in order to develop a school-wide vision. All staff members were involved in the development of the vision statement; however, parents and community members did not participate. The principal continuously communicates the vision using weekly emails, during professional development activities, and faculty meetings. The vision is communicated to the community through the marketing campaign “Explore Your Possibilities”.

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

The comprehensive school improvement plan includes data from multiple sources (e.g., No Child Left Behind, Interim Performance Report, student suspensions, failure data, behavior reports). The plan was developed with limited involvement from stakeholders.

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

School leadership collects and analyzes assessment data (e.g., No Child Left Behind, Interim Performance Report) and other sources of data (e.g., suspension rates, attendance records) to determine perceived strengths and limitations. Findings from these sources were used to set priority needs and strategies/activities of the school improvement plan. School leadership did not collaborate with all stakeholder groups in this process

- 9.6a The plan is implemented as developed.

The 2011-2012 Comprehensive School Improvement Plan provides limited guidance for implementation of its stated goals. The Executive Summary of the 2011-2012 plan is identical to the Executive Summary of the 2010-2011 plan. Additionally, most of Strategy/Activity entries are identical to the previous year’s plan, and many are descriptions of activities and programs which have operated for years. Although goals are stated in measurable

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Performance Rating 2

terms, Strategy/Activities are not, and the plan contains no stated objectives. Most staff express limited knowledge of the contents of the plan. Nevertheless, many are engaged in actions that are reflected in the plan's stated strategies and activities, and teachers believe that walkthroughs are used to assess the extent to which they are responding to the goals of the plan.

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

The principal and school council analyze data but this information is not used specifically to discuss or measure the degree to which the comprehensive school improvement plan's stated goals are achieved.

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

Classroom walkthrough instruments do not specifically relate to the impact of the goals of the comprehensive school improvement plan. However, most teachers believe that walkthroughs relate to the broad goals of the plan and are meant to reinforce classroom instructional strategies that will result in attainment of the plan goals. Teachers receive copies of their walkthrough instrument to use for improving their classroom instructional practice.

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Standard 9 **Comprehensive and Effective Planning**

Performance Rating **1**

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

A formal process to monitor, evaluate and revise the comprehensive school improvement plan is not in place. However, Implementation and Impact checks are reviewed by the school council and school leadership and benchmark data are identified for each goal to indicate progress. Some informal conversations occur (e.g., instructional learning team meetings, department chair meetings, job-embedded professional development) to review data (e.g., district assessments, Measures of Academic Progress, Interim Performance Report).

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Standard 9 **Comprehensive and Effective Planning**

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Summary of recommendations in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

The principal should collaborate with all stakeholders (e.g., teachers, parents, community members) to develop a comprehensive school improvement plan that addresses the learning needs of all students. The plan should be the driving force for school improvement and include ongoing monitoring of student achievement data. The principal should develop a process for the management, review, and analysis of student achievement data. The principal and the school council should monitor and evaluate the plan throughout the school year and make changes when necessary. All planning and decisions should be data driven.

Resources:

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

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Summary of Next Steps:

The principal should collaborate with all stakeholders to research and recommend a school wide behavior management system to the school council for adoption. The principal should implement a uniform behavior management system across all grade levels. The principal should ensure that all staff members receive the necessary training and support to carry out the behavior management system in their classrooms. The principal should continuously monitor classrooms to make sure all teachers consistently implement the behavior management strategies. The principal should proactively review discipline data by student and teacher to identify areas of concern.

The principal should provide on-going support (e.g., professional development, mentoring, modeling) focused on classroom management. School leadership should arrange visits to highly successful schools with similar demographics to observe effective classroom management. Teachers should use common planning time to share classroom management techniques that minimize the loss of instruction time. Teachers should be included in walkthrough observations with members of the school leadership team (e.g., principal, assistant principal, resource teachers, department heads) and participate in follow up discussions focused on improving classroom instruction and classroom behavior management.

The principal should collaborate with the school leadership team to develop a protocol to collect, disaggregate, and analyze classroom assessment data to determine individual instructional needs of all students. The protocol should include monitoring of instructional strategies to measure their effectiveness on student achievement. The principal should monitor common planning time to make sure teachers are following the protocol to review student data and make instructional decisions that lead to rigorous instruction.

The principal and school council should examine all current programs and resources (e.g., master schedule, time between classes, interventions, behavior management) to measure their impact on student achievement. Human, fiscal, and physical resources should be monitored and adjusted as needed to ensure the most efficient and effective use. The leadership team should provide the school council with regular updates on the effectiveness of all programs and expenditures.

The principal should lead the council members toward a better understanding of the roles and responsibilities of the council. All council decisions should be data driven. The school council should establish fully functioning committees that regularly report their activities. The council should revise and adopt policies that are based on research and geared toward improving student achievement. The council should expect the principal to fully implement all policies. The school council should be viewed as the governing body of the school with all stakeholders being a part of the process. The council should continue to strive for more parent and community involvement.

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In Conclusion:

The members of the Westport Middle 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 her roles and responsibilities established in KRS 160.345.

Council Authority:

School council does have the ability to lead the intervention and does have the capability and capacity to continue its 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 Westport Middle School.

Principal, Westport Middle School

_____ Date: _____

Superintendent, Jefferson County Schools

_____ Date: _____

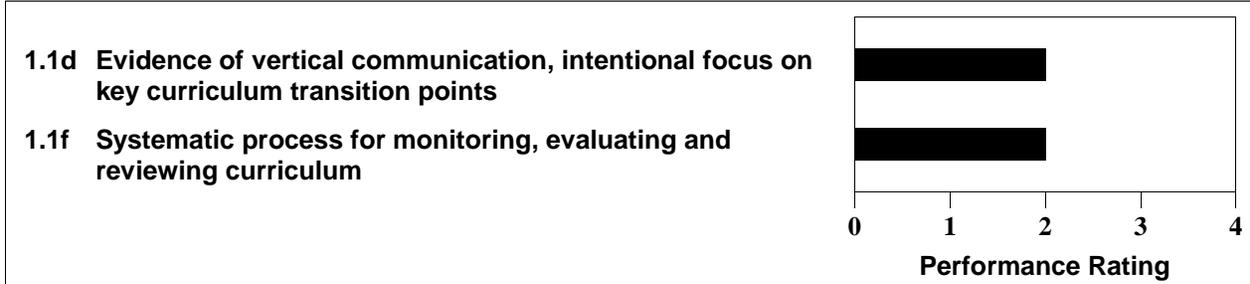
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1.1 Curriculum

Academic Performance



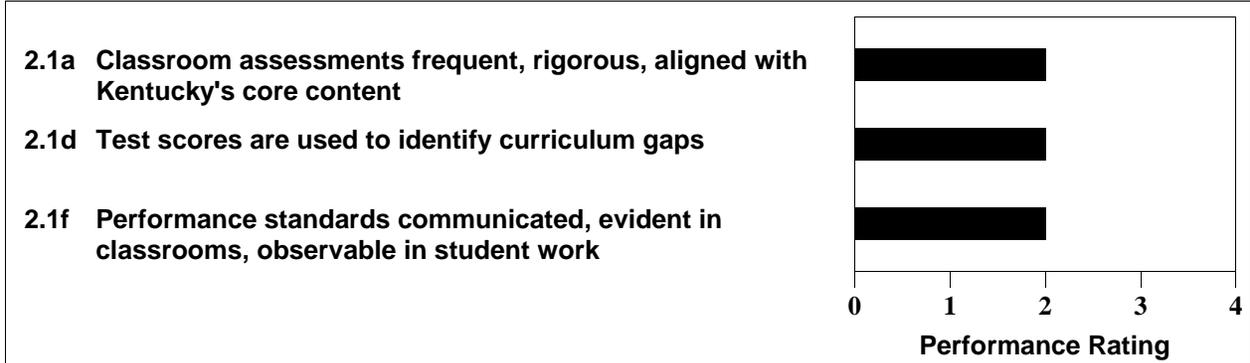
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2.1 Classroom Evaluation/Assessment

Academic Performance



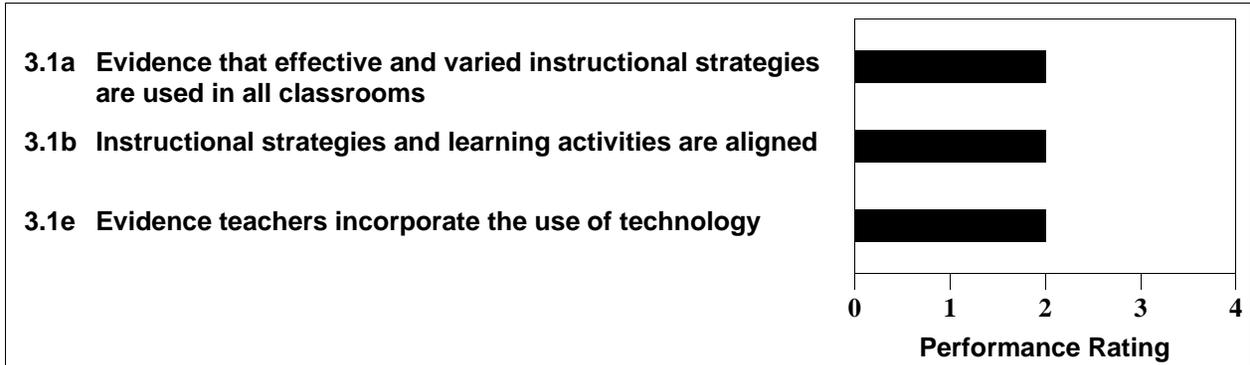
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3.1 Instruction

Academic Performance



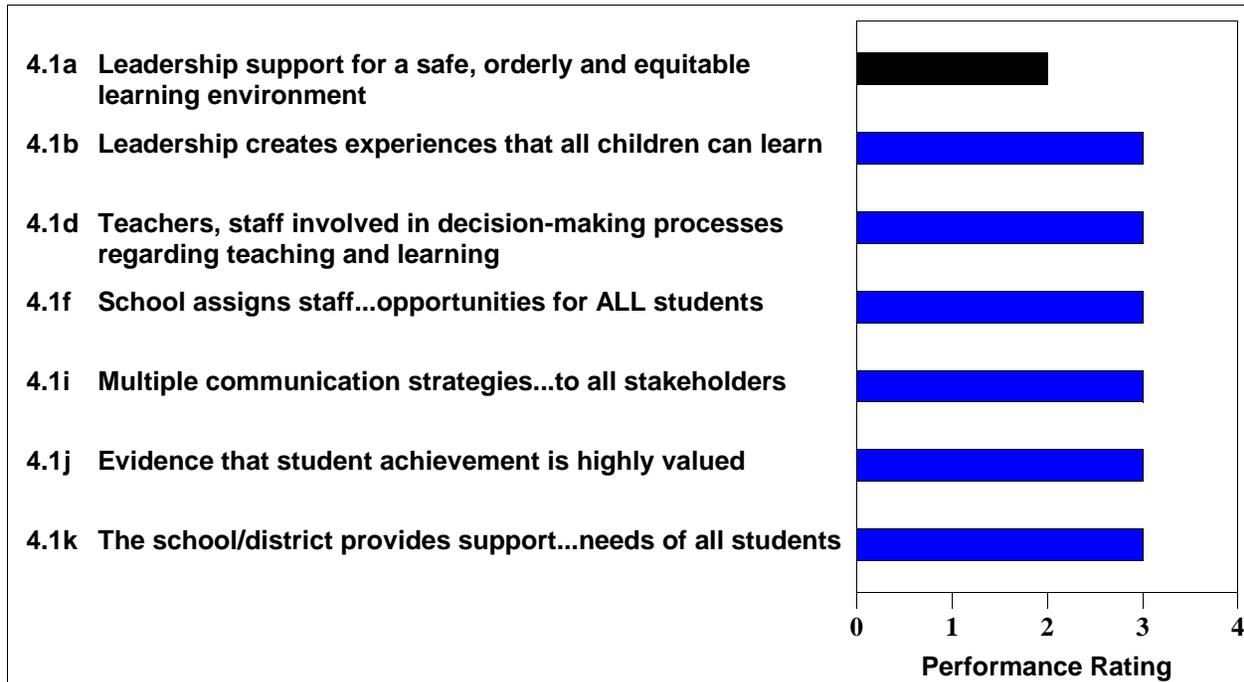
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4.1 School Culture

Learning Environment



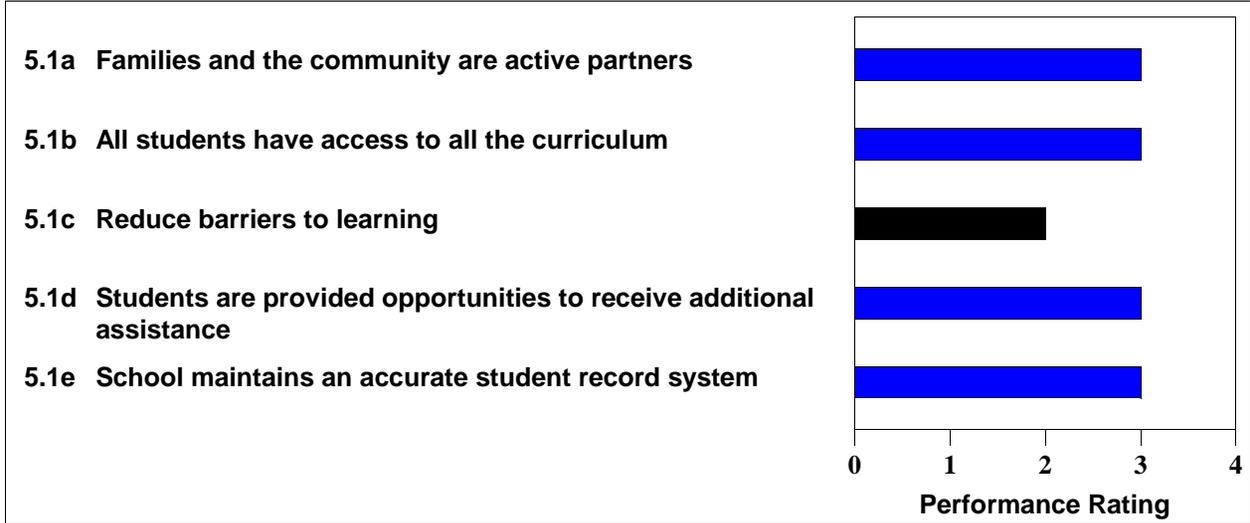
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5.1 Student, Family and Community Support

Learning Environment



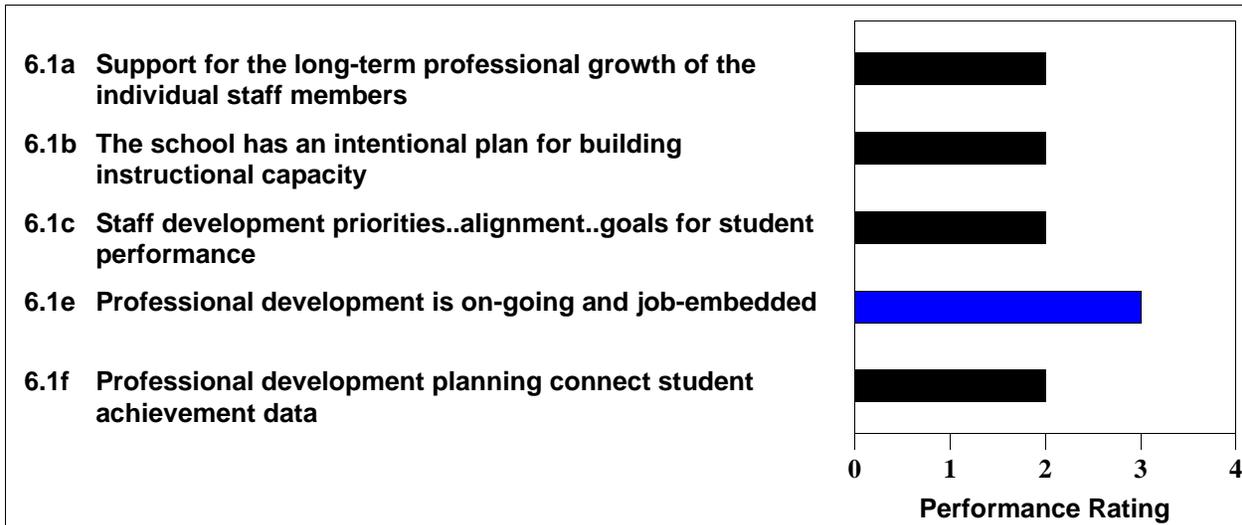
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6.1 Professional Development

Learning Environment



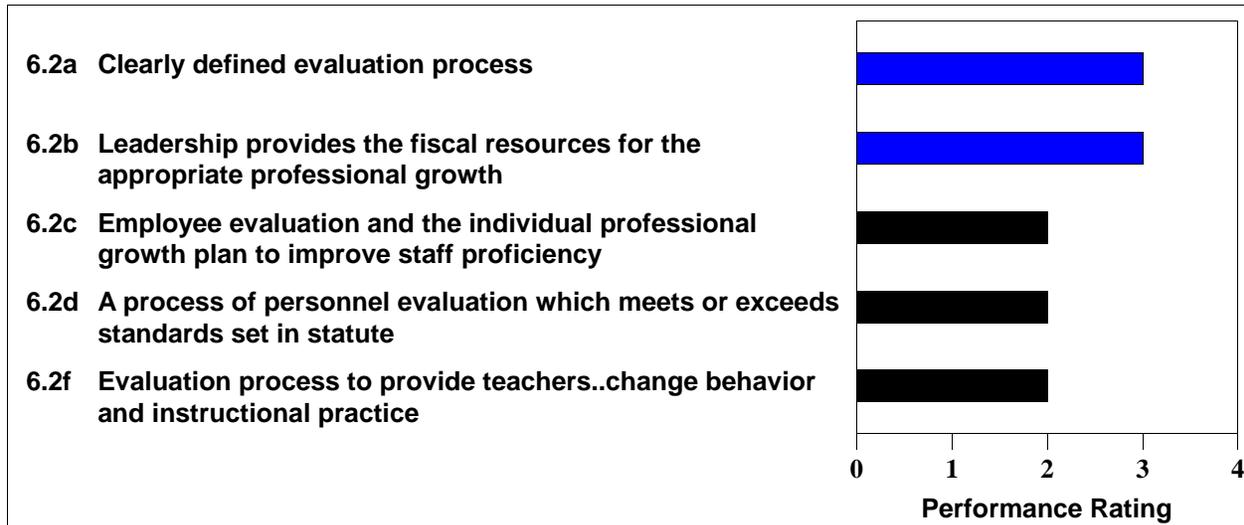
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6.2 Professional Growth and Evaluation

Learning Environment

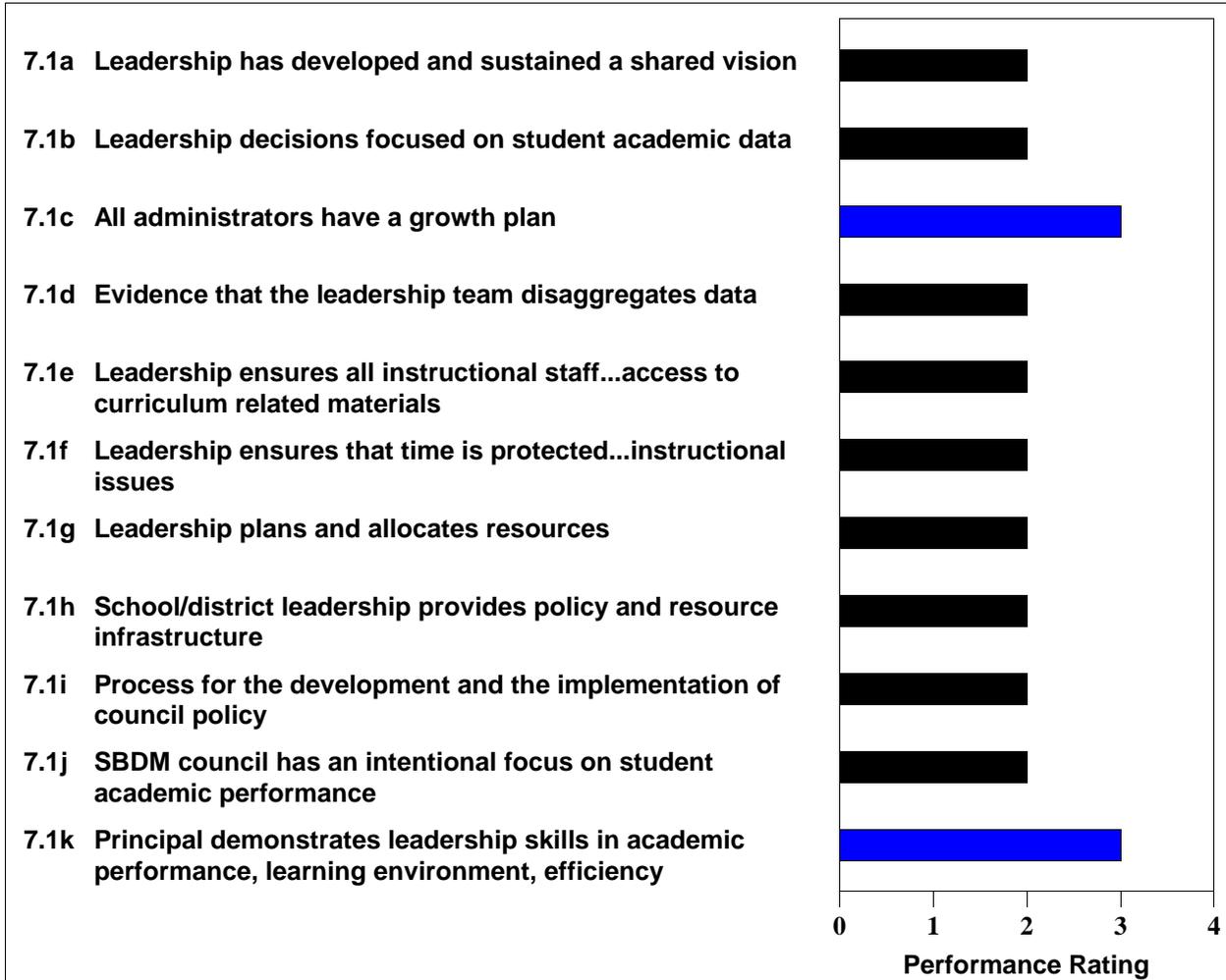


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7.1 Leadership

Efficiency



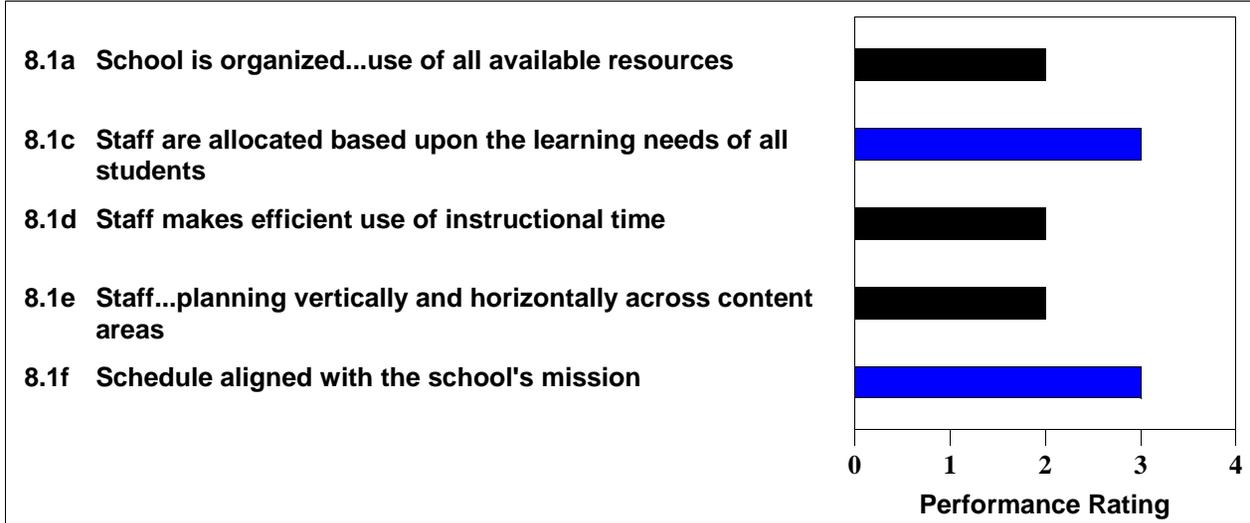
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8.1 Organization of the School

Efficiency



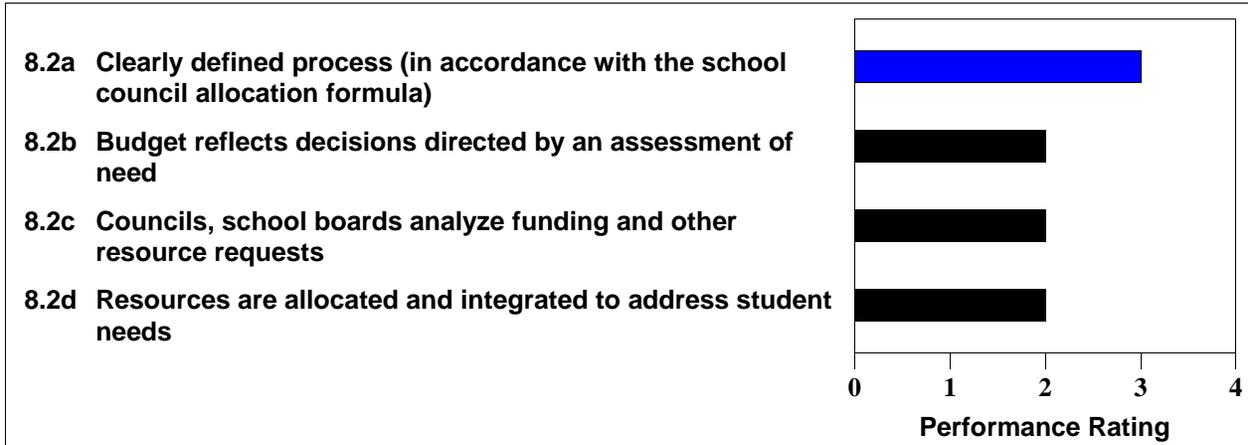
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8.2 Resource Allocation and Integration

Efficiency



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9.1 Defining the School Vision, Mission, Beliefs

Efficiency

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



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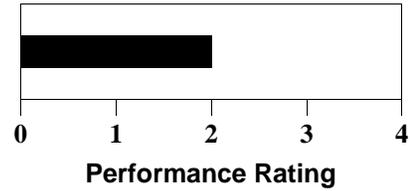
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9.2 Development of the Profile

Efficiency

9.2a Planning process involves collecting, managing and analyzing data



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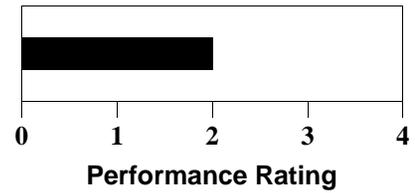
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9.4 Analyzing Instructional and Organizational Effectiveness

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

