

Jefferson County Public Schools  
SOUTHERN HIGH SCHOOL  
School Leadership Assessment Report



01/23/2011 - 01/28/2011



# School Leadership Assessment Executive Summary

## SOUTHERN HIGH SCHOOL

Jefferson County Public Schools School District

1/23/2011 - 1/28/2011

Jerry Keepers, Principal

### Introduction

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

### School Deficiencies and Next Steps

1. Deficiency	The school council and principal have not shared decision-making.
Next Steps	The school council and the principal should implement data-driven decision-making focused on advancing all students to proficient levels. This should include rigorous investigation of available research and performance data, as well as thoughtful debate among school council members and input from stakeholders. The school council should analyze data continuously to monitor the impact of school improvement activities, professional development trainings and allocation of resources on student learning.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The principal does not serve as the instructional leader.

Next Steps	The principal should engage in ongoing data analysis to identify student needs and to drive decision-making. The principal and the school council should have an unwavering focus on closing achievement gaps for students in targeted populations. The principal should establish processes to rigorously monitor implementation and impact of school improvement activities and collaborate with the school council and teachers to adjust strategies, activities and programs. The principal should optimize the evaluation process, including collaboratively developing and continuously monitoring teacher progress toward attainment of individual professional growth plan goals. The principal should use corrective action plans to improve professional practices.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>3. Deficiency</b>	<b>The principal has not ensured that all students are engaged in rigorous instruction and assessment activities.</b>
Next Steps	The principal should monitor instruction and assessment practices. The principal should provide meaningful and timely feedback, follow-up and support to ensure all teachers are embedding research-based instructional strategies from bell to bell. Instructional strategies should be relevant and pique the interest of students. All classroom assessments should be rigorous, authentic and aligned with Kentucky curriculum standards.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>4. Deficiency</b>	<b>The principal does not systematically monitor the impact of instruction, programs and resources on student achievement.</b>
Next Steps	The principal should develop and implement systematic processes to monitor the implementation and impact of instructional practices, professional development, staff allocation, programs and other resources on student achievement. The principal should hold teachers accountable for implementing varied research-based instructional practices during daily instruction.
School Action Steps to Overcoming Obstacles	

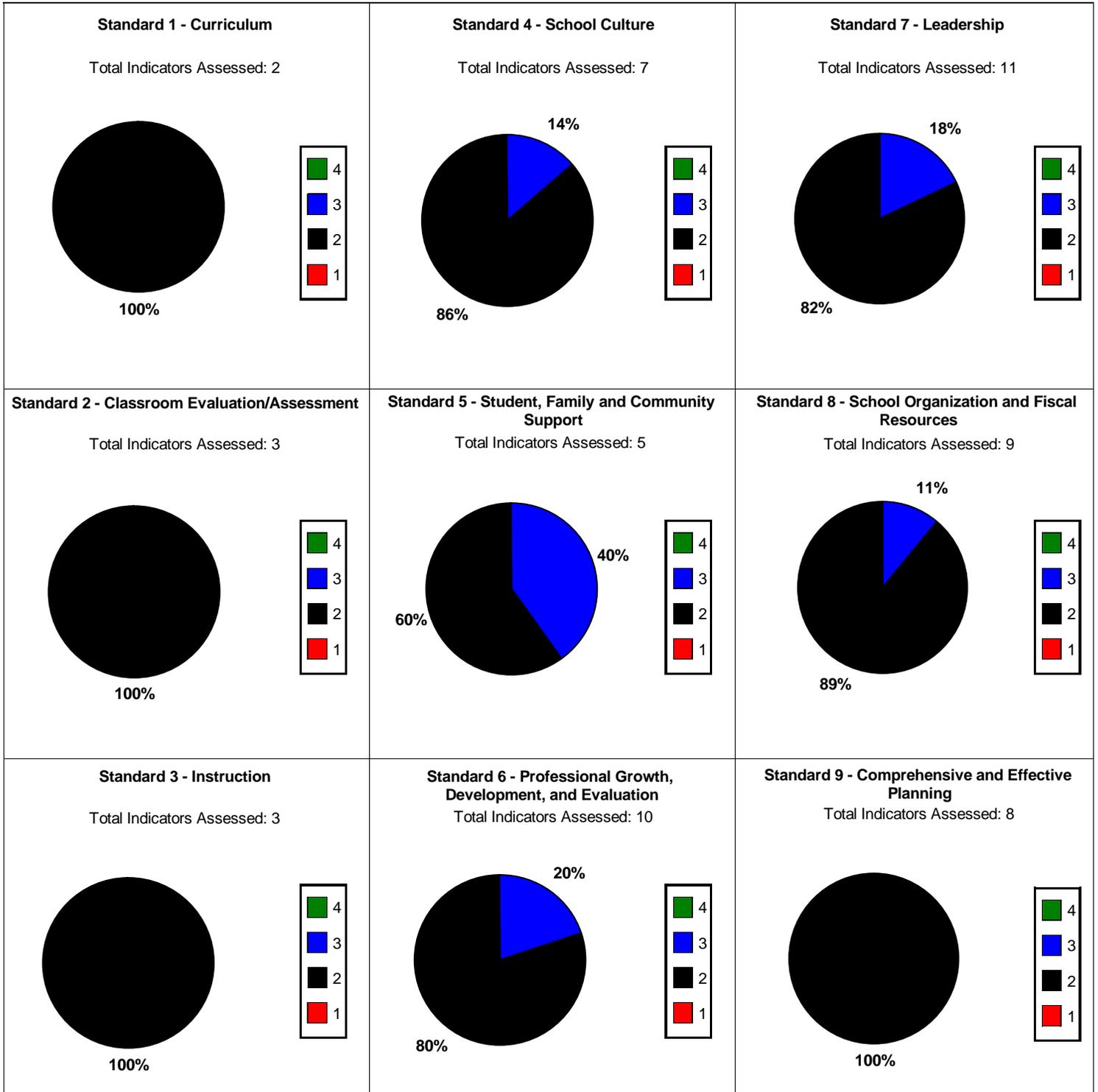
Timeline/Person Responsible	
<b>5. Deficiency</b>	<b>The principal has not established a culture of high academic expectations for all students.</b>
Next Steps	The principal should ensure that staff set high academic expectations for all students, including students in targeted populations. The belief that all students can learn at high levels should be evident in instruction and learning tasks. The principal should hold teachers accountable for student successes and failures. The principal should ensure that the commitment to attaining student proficiency, embedded in the school vision and mission statements, is reflected in instructional and assessment practices.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>6. Deficiency</b>	<b>The school council does not accept their responsibility for student achievement.</b>
Next Steps	School council members should actively examine data and use findings to make decisions that focus on improving student achievement. School council members, in addition to the principal, should contribute to decisions regarding school council meeting agenda items and conduct ongoing data analysis to guide decision-making. The school council should seek data and information regarding the monitoring of programs, allocations and expenditures and modify their decisions accordingly. The school council should establish a schedule to routinely revisit all policies to identify needed updates and needed new policies. The school council should study and review meeting agendas and related documents in advance of meetings and allow time in meetings for in-depth conversations. The school council should develop policies and determine actions and require the principal to monitor implementation and impact and update the school council at regular intervals.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

# SOUTHERN HIGH SCHOOL

## KDE 2011 School Leadership Assessment Report At-a-Glance

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

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



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

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

**Standard - 3 - Academic Performance**

**Instruction**

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

**Legend**

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

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

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

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

**Professional Development**

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

**Professional Growth and Evaluation**

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

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

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

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

**Development of the Profile**

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

**Defining Desired Results for Student Learning**

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

**Analyzing Instructional and Organizational Effectiveness**

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

**Development of the Improvement Plan**

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

**Implementation and Documentation**

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

## **Focus on Student Academic Performance**

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

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

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

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

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

**SOUTHERN HIGH SCHOOL**

**Jefferson County Public Schools School District**

1/23/2011 - 1/28/2011

**Introduction**

The Kentucky Department of Education conducted a school leadership assessment of SOUTHERN HIGH SCHOOL during the period of 1/23/2011 - 1/28/2011.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (72) and formal interviews and informal discussions with teachers (80), students (63), parents (10), Family Resource/Youth Services Center staff members (2), central office personnel (7), support staff members (36), assistant principals (3), counselors (4), 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 Janet Hurt, Ph.D. The other team members were Marilyn C. King - Teacher, Carol Higdon - Principal, Dawn CheNeen Offutt - Kentucky Department of Education Representative, Ruth Webb - Kentucky Department of Education Representative, Todd Tucker - Educational Recovery Specialist, Gayle S. Musgrave - Parent, Gayle H. Mills - School Administrator, Mariann Harlan - Teacher, Rebecca Galloway - Teacher, Robert C. Holliday, Ph.D. - District Administrator, Joy Stinnett Waldrop - Higher Education Representative, Dr. Julie Williams - Leadership Assessment Consultant

## **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 bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, curriculum documents, curriculum maps, district technology plan, eWalk data, faculty meeting agenda, Implementation and Impact Checks, Individual Learning Plans, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, needs assessment data, newspapers, parent and community member workshop schedule, professional development records, report cards/progress reports, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, School Report Card data, student homework with teacher feedback, Student Performance Level Descriptors, student work, teacher portfolios and Working Conditions Survey results

Interviews with classified staff, district leadership, parents, school leadership, students and teachers

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

**Performance Rating    2**

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

The principal has not established a systematic process for middle and high school teachers to discuss curricular transitioning of eighth grade students from feeder schools to Southern High School. Transition efforts consist of school counselors using data (e.g., Kentucky Core Content Test, Explore) to place students in appropriate classes (e.g., Ramp-UP, Comprehensive, Advanced). Individual Learning Plans are used in the placement of some students in elective classes. The school council adopted a policy called Curriculum Development. This policy lacks procedures to identify key curriculum transition points between grades (middle to high) and schools (high school, career and technical) configurations. The principal conducts learning walks but does not specifically monitor the implementation of the curriculum.

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Summary Findings in: **Academic Performance**

**Standard 1**                    **Curriculum**

**Performance Rating**    **2**

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

The school council has adopted a policy called Curriculum, which states that Southern High School will follow all district, state and national curriculum guidelines and also the recommendations established by Carl D. Perkins Career and Technical Education Grant, Advanced Placement and Exceptional Child Education classes. The school council also adopted a policy called Curriculum Development, which describes the procedure for reviewing and evaluating the curriculum. The school council has not established a fully functioning curriculum committee. School leadership provides time for teachers to participate in learning team meetings to discuss student mastery of curriculum standards (e.g., looking at student work, analyzing common assessments). The principal has not developed a clearly defined process for using assessment data to identify curricular gaps. The principal has not established a systematic monitoring process to ensure that curricular implementation is being adjusted when needed.

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Summary of recommendations in: **Academic Performance**

**Standard 1**      **Curriculum**

The principal, in collaboration with district leadership and middle school administrators, should develop a systematic process for identifying key curriculum transition points, particularly between eighth and ninth grades. The review of the curriculum and identification of curriculum transition points should be ongoing and identify gaps and overlaps in the curriculum to assist students transitioning from school to school. The principal should set high academic expectations for learning teams and ensure they intentionally focus on curriculum (e.g., monitoring, evaluating, revising). The principal should monitor the work of the learning teams to ensure this is occurring.

The principal should initiate collaboration between core content teachers and career and technical teachers to identify areas where career and technical teachers could support student learning with real-life experiences.

The principal should monitor teacher lesson plans to ensure rigorous and relevant weekly instructional plans are developed and identify what students need to know and be able to do as reflected in curriculum documents. The delivery of the curriculum as designed in the lesson plans should be monitored by the principal through regular observations and learning walks.

Resources:

Combined Curriculum Documents. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).  
<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm>

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

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

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

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Summary Findings in: **Academic Performance**

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

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

Review of bulletin boards, exhibits and displays, classroom assessments, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, curriculum documents, eWalk data, examples student learning Inventories, faculty meeting agenda, Implementation and Impact Checks, Individual Learning Plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, needs assessment data, report cards/progress reports, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, School Report Card data, student homework with teacher feedback, Student Performance Level Descriptors, student work, The Missing Piece of the Proficiency Puzzle and Working Conditions Survey results

Interviews with classified staff, district leadership, school leadership, students and teachers

Observations of classrooms, common areas and computer lab

**Performance Rating    2**

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

The school council has adopted a policy called Classroom Assessment that requires teachers to administer common six week tests and ongoing assessment activities. Students are tested using district-developed common assessments every six weeks. Items on the common assessments mirror those on the Kentucky Core Content Test and are aligned with Kentucky Core Content for Assessment, 4.1. Teachers can review assessment data, using the Classroom Assessment System and Community Access Dashboard for Education software program to track student progress and identify student learning gaps. Teachers regularly meet in learning teams to discuss student learning gaps and to share strategies. Some teachers develop authentic and rigorous classroom assessments, but many assessments lack the complexity and grade appropriate rigor necessary to produce proficient student work. Some teachers use bell ringers and exit slips; however, results from these assessments are not used routinely to inform instructional next steps.

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Summary Findings in: **Academic Performance**

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

**Performance Rating    2**

2.1d    Test scores are used to identify curriculum gaps.

School leadership and faculty disaggregate and analyze summative assessment data (e.g., No Child Left Behind, Kentucky Interim Performance Report) annually. The instructional team, department chairs and faculty regularly analyze data from other assessments (e.g., ACT, PLAN, common assessments) to identify students in need of additional assistance; however, teachers seldom use these findings to determine whether gaps exist between the curriculum that is taught and state learning objectives.

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

Most lessons are articulated using the Classroom Instructional Framework template. Some teachers post student performance standards, essential questions and learning targets. Most teachers do not use rubrics and scoring guides to guide student work. Student performance standards and expectations are not communicated routinely to students. Some students cannot describe the characteristics of proficient work. The principal does not ensure that classroom-based assessments are rigorous and challenge students to demonstrate high levels of understanding or application.

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Summary of recommendations in: **Academic Performance**

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

The principal should provide job-embedded professional development for teachers to expand their knowledge and use of formative and summative assessments. The principal should monitor the development and use of assessments and provide specific feedback to assist teachers in designing rigorous and relevant tasks that assess what the students should know as defined in Kentucky combined curriculum documents. Student Level Performance Descriptors should be clearly displayed, modeled and observable in student work. Teachers should collaboratively develop rubrics and use these rubrics to help students understand how to reach proficiency.

Resources:

eWalk walkthrough observations for schoolwide improvement, John Fields, Office of Leadership and School Improvement, Kentucky Department of Education, 502-564-4201.

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

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

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

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

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

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Summary Findings in: **Academic Performance**

**Standard 3**                    **Instruction**

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

Review of bulletin boards, exhibits and displays, classroom assignments, classroom displays, comprehensive school improvement plan, curriculum maps, district budget and allocations, district technology plan, employee handbooks, equipment inventory, eWalk data, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, newspaper clippings/press releases, policies and procedures on access to student records, professional development records, roster of teaching assignments, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, School Report Card data, school Web pages, staff development agenda, student work, student/parent/staff handbooks, teacher portfolios, The Missing Piece of the Proficiency Puzzle and Working Conditions Survey results

Interviews with curriculum resource specialist, district leadership, parents, school leadership, students and teachers

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

**Performance Rating    2**

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

The school council has adopted a policy called Instructional Practices. The policy requires faculty, in collaboration with the principal, to design instructional practices appropriate for fully implementing the school curriculum. The principal provides weekly common planning time for some teachers to focus on instructional practices implemented in the classroom, examine student work and the results of the common assessment using reports from the Classroom Assessment System Community Access Dashboard for Education. School leadership conducts learning walks and provides some feedback to teachers regarding instructional and assessment practices. Resource teachers and school-based coaches are available to model and assist teachers in using research-based instructional strategies. Teachers participate in professional development activities to improve instruction (e.g., College Preparatory Math, RAMP UP program, scientific

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Summary Findings in: **Academic Performance**

**Standard 3**                    **Instruction**

**Performance Rating    2**

inquiry Learning Teams, book studies, Project Proficiency, Advanced Placement classes, Teaching American History grant, Facing History and Ourselves, and student centered learning). Teachers use the Classroom Instructional Framework's five step lesson plan template (independent work/establishing engagement, guiding purpose/essential questions, interactive engagement/making meaning and closure/consolidation). The principal does not ensure teachers design and implement instruction that challenges students to perform at high levels. Although Advanced Placement classes are available, few students successfully pass Advanced Placement examinations to earn college credit.

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

Most learning objectives have been aligned with state, district and school learning goals, and some learning tasks mirror those on the state assessment (e.g., open response questions, problem-solving, on demand writing). Many learning tasks do not require students to perform at the appropriate depth of knowledge levels. The implemented instruction in many classes lacks congruency with teacher lesson plans, and the posted Plan of the Day standards are often not the same as stated in lesson plans.

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

The school council has adopted a policy called Technology, and school leadership has established a technology plan. Every academic component within the comprehensive school improvement plan includes a technology activity. The principal emphasizes the use of instructional technology. Most teachers have access to technology in their classrooms (e.g., graphing calculators, Smart Boards, document cameras). There are several computer labs, as well as a mobile laptop lab. The principal provides training for teachers in the use of technology. Teachers are required to use technology as part of instruction; however, the principal does not ensure that all teachers maximize the use of technology to enhance student learning. The principal monitors the use of technology by reviewing lesson plans and conducting learning walk observations. Some teachers embed the use of software programs and student-centered technology (e.g., United Streaming, remote

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Summary Findings in: **Academic Performance**

**Standard 3**            **Instruction**

**Performance Rating 2**

responders, automobile technology, machine tool and die, career investigation) into their instructional strategies.

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Summary of recommendations in: **Academic Performance**

**Standard 3**      **Instruction**

The principal should create a sense of urgency to develop a plan with an intentional focus on improving instruction in the classrooms to move students to proficiency. The principal should provide consistent monitoring of classroom instruction with constructive feedback to individual teachers and repeated follow up until all teachers are raising the rigor and relevance of their instruction.

The principal should collaborate with the technology coordinator to ensure classroom technology is an integral and effective part of every teacher's instruction. Emphasis should be placed on activities that engage student use of technology.

The principal should establish non-negotiable high academic expectations regarding instructional practices that include research based strategies (e.g., cooperative learning, real world applications).

The principal should systematically monitor instructional and assessment practices. The principal should provide meaningful and timely feedback, follow up and support to ensure all teachers are embedding research based instructional strategies (e. g., higher order thinking, problem solving skills, cooperative leaning) form bell to bell. Instructional strategies should be relevant and pique the interests of students. All classroom assessments should be rigorous, authentic and aligned with Kentucky curriculum standards. Teacher designed assessments should be collaboratively developed and reviewed, and student work should be analyzed to ensure students are assessed at proficient levels.

Resources:

Combined Curriculum Documents. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).  
<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+ Curriculum+Documents/default.htm>

Fullan, M.G., Hill, P. & Crevola, C. (2006). Breakthrough. Thousand Oaks,CA:Corwin Press.

Gurian, M. & Hensley, P. (2002). Boys and Girls Learn Differently! San Francisco, CA: Jossey-Bass. ISBN: 0787964859

Literacy resources - <http://education.ky.gov/KDE/Instructional+Resources/Literacy/Literacy++Valuable+Resources/Literacy++Professional+Resources.htm>

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**SOUTHERN HIGH SCHOOL**

Jefferson County Public Schools School District

1/23/2011 - 1/28/2011

Summary Findings in: **Learning Environment**

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

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

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, course syllabi, curriculum maps, documentation of parent contacts, employee handbooks, enrollment data, eWalk data, examples of school to home communications, Extended School Services assessment data, Extended School Services Schedule, facility work orders, faculty meeting agenda, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center documentation, Implementation and Impact Checks, individual professional growth plans, Infinite Campus Reports, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, newspaper clippings/press releases, newspapers, parent and community member workshop schedule, report cards/progress reports, rubrics, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, schedule for co-curricular offerings, school calendar with motivational and celebratory events, school communications plan, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school mission, belief and vision statements, school newsletter, school profile, School Report Card data, school visitors register, school Web pages, school/district safety plan, student discipline reports, student handbook, student work, student/parent/staff handbooks, student/teacher ratio, teacher portfolios, The Missing Piece of the Proficiency Puzzle, trophy cases, volunteer schedule and Working Conditions Survey results

Interviews with classified staff, district leadership, Family Resource/Youth Services Center personnel, parents, school council members, school leadership, school resource officer and teachers

Observations of cafeteria, classrooms, common areas and hallways

**Performance Rating    3**

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

The principal implements the Jefferson County Public Schools' Code of Acceptable Behavior and Discipline and the Student Bill of Rights and the Southern High School Safety Plan to provide a safe and orderly environment.

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

**Performance Rating**    **3**

The principal ensures school facilities are clean and well maintained. The school received a score of 97% on the latest Good Housekeeping Award Program inspection. All external doors except the front door are locked during the school day and visitors must check in at the front office. Thirty-two security cameras are installed in hallways and additional cameras are located in stairwells. A Crisis Response Plan is given to each teacher and emergency procedures are posted in classrooms. The principal routinely conducts emergency drills (e.g., fire, tornado, earthquake, lockdown) and updates a School Drill Log at the completion of each drill. The principal assigns all staff members responsibilities for monitoring hallways during class changes. The principal has established operational procedures to minimize interruptions. Announcements are made at the beginning and end of the school day, as well as a recap sent by e-mail to teachers. At the start of first period, teachers conduct a dress code check. Everyone participates in the daily Pledge of Allegiance. Student behavior expectations are included in the Southern High School Student Handbook, which is distributed to each student at the beginning of the school year. A bilingual counselor is available to communicate academic and behavior expectations to students and parents whose home language is not English. The principal and three assistant principals meet with individual students to discuss discipline issues at the beginning of second period each day (Discipline Period). A Southern High School Parent Survey and a district-wide survey have been administered to assess climate needs and to plan school improvement.

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Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

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

The principal and staff members have created a culture where staff and students feel comfortable and safe, but this culture has not extended to include expectations of academic proficiency. Many opportunities (e.g., Financial Aid Blitz, Open House, parent conference days) are designed to encourage and engage the entire school community in the belief that all children can learn; however, proficiency is not always the goal for every student. Few parents and families attend these events. Some sharing of successful instructional practices that impact student learning occurs among teachers at various meetings (e.g., faculty, department, learning team). District and school leadership sometimes provide teachers the opportunity to interact and observe instruction in other schools that have been successful in closing the achievement gap for targeted student populations. Although most teachers claim to focus on high academic expectations for all students, instructional practices do not consistently reflect this belief.

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

The principal and school council have not established a formal plan to involve all certified and non-certified staff members in decision making.

- 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 called Student Assignment that requires the guidance counselor assigned at each grade level to provide equal access to the curriculum, giving consideration to student needs, gender and race. Student groupings (e.g., Exceptional Child Education, Advanced Placement, Extended School Services, Response to Interventions, math and reading recovery modules, freshman academy) support the unique learning needs of some students. The district Project Proficiency initiative (e.g., Sophomore Circles) provides some flexible grouping and regrouping of students. The school council has adopted a policy called Assignment of Instructional and Non-Instructional Staff Time; however, the policy does not require the principal to assign all teachers based on their strengths and the

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Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

unique learning needs of students.

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

The principal has not developed a comprehensive, systematic communications plan. A public relations committee was established to provide stakeholders information regarding what is happening at Southern High School. School leadership and teachers communicate student progress to families in a variety of ways (e.g., telephone, e-mail, conferences, Infinite Campus Parent Portal, Open House, and parent newsletters). Formal reports of student progress are mailed home at the middle and end of the twelve week trimester. The principal distributes a calendar to the staff each Friday with information about what is occurring at school. The Southwind Newspaper and the Southern High School Senior Bulletin are used to share current social and academic information with students. Teachers maintain a communication log of parent contacts in their portfolios; however, most log entries indicate the reason for contact, typically, is because of missing assignments, failing grades and behavioral issues. Few home visits are conducted. The Youth Services Center staff members provide Rosetta Stone software, and a bilingual counselor is available to help students and parents who are not fluent in English. The principal partners with a few community leaders (e.g., Hall of Fame alumni) and organizations for fiscal support, but these connections do not build parent understanding of academic expectations, school goals and student achievement results.

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

The principal and staff recognize and celebrate student achievement (e.g., trophy cases, banners, honor roll parties, announcements, scholastic award ceremonies, NO NOVICE parties, Who's Who Senior recognition, homecoming parade, spirit week activities). Students scoring proficient and distinguished on the Kentucky Core Contest Test receive tee-shirts, prom tickets, preferred parking spots and yearbooks. Few examples of proficient student work are displayed in classrooms. The principal has some promotional brochures and materials that highlight the achievements and accomplishments of the school. The principal rarely shares academic information about student achievement with businesses and community

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Summary Findings in: **Learning Environment**

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

**Performance Rating**    **2**

members.

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

The principal provides support for some physical, cultural, socio-economic and intellectual student needs (e.g., suicide prevention, counseling groups, response to intervention, mentoring programs). The Youth Services Center staff offers an array of services and activities (e.g., anger management, child abuse, drug abuse, parenting skills, drop-out prevention, attendance interventions, credit recovery, Leaders for Tomorrow, school supplies) designed to eliminate barriers to student learning. Some teachers tutor students before, during and after school. Southern High School has an active Multicultural Teacher Recruitment Program to recruit and retain a diverse staff. The school participates in the United Negro College Fund campaign to help freshmen stay on track for graduation. Career mentoring for minority students assists students with setting college and career goals. The school council has adopted a policy called Equity and Diversity to ensure that each student knows and honors the achievements of one's own and other's cultural traditions. Teacher lesson plans and instructional strategies do not always reflect an intentional focus on promoting cultural responsiveness and an appreciation of diversity.

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Summary of recommendations in: **Learning Environment**

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

The principal should create a culture of high academic expectations for teaching and learning. The principal should skillfully manage and monitor the resources to provide direct assistance to children whose life circumstances make learning difficult. The principal should coordinate professional development activities to provide staff with instructional strategies for teaching reading and math that lead to success with all students. The principal should hold staff accountable for student successes and failures. The principal should partner with parents, business leaders and community members to reach the goal of proficiency for all students.

The principal in collaboration with the public relations committee should develop a comprehensive communications plan. The committee should focus on internal and external communication to promote understanding and to increase support among stakeholders. The communications plan should provide families and businesses with meaningful information regarding student achievement at Southern High School and foster two-way communication.

Resources:

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

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

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

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

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

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Summary Findings in: **Learning Environment**

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

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

Review of brochures, pamphlets, bulletin boards, exhibits and displays, certified personnel evaluation plan and process, classroom assignments, classroom displays, committee meeting minutes and agenda, community involvement programs, comprehensive school improvement plan, documentation of parent contacts, documentation of referrals to health and social services, employee handbooks, eWalk data, examples of school to home communications, Extended School Services program overview and data, Extended School Services Schedule, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center documentation, Individual Education Plan/504 Plan, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, newspaper clippings/press releases, newspapers, notes from parent conferences, policies and procedures on access to student records, professional resource materials, record of home visits, report cards/progress reports, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school guidance plan, school mission, belief and vision statements, school procedures manual, school profile, School Report Card data, school Web pages, Software Technology, Incorporated reports, state statute and regulation, student academic records, student handbook, student homework with teacher feedback, Student Performance Level Descriptors, student work, student/parent/staff handbooks, teacher portfolios, The Missing Piece of the Proficiency Puzzle, trophy cases and Working Conditions Survey results

Interviews with curriculum resource specialist, district leadership, Extended School Services director/staff, parents, school council members and school leadership

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

**Performance Rating    3**

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

Counselors and Youth Services Center staff coordinate a variety of activities designed to prevent students from becoming estranged from school (e.g., dropout prevention, physical and mental health counseling, individual and

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

**Performance Rating**    **3**

group tutoring, in-school alternative program). Students who are separated from the school program and later return are re-engaged through individual assistance from guidance counselors and school leadership, in collaboration with other appropriate staff, to ensure a smooth transition (e.g., immediate records requests, schedule reactivation, individual tutoring). School leadership, counselors and Youth Services Center staff work closely with students, families and appropriate staff to develop personalized strategies to help students transition back into the school program. The principal collaborates with district personnel to provide opportunities for students to extend learning beyond the classroom environment (e.g., Louisville Education and Employment Partnership, United Parcel Service Cooperative Education Work Experience, dual credit with Jefferson County Technical College and Sullivan University, free classes at Spaulding University, eSchool, summer school, independent study, community mentoring, tutoring). Students have multiple opportunities for supporting and extending their instruction through a variety of programs (e.g., band, Army Junior Reserve Officer Training Corps, business and automotive technology exploratory classes). School staff members encourage students to participate in co-curricular programs.

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

Counselors ensure that records are secure. Archived records for the past five years are locked in a records room and are accessible when necessary. The principal ensures that district procedures are followed. Records clerks, counselors and teachers update student information in the Infinite Campus software program, which is available for parent viewing through the Parent Portal. The Exceptional Child Education department chairperson secures and manages all Individual Educational Plans and distributes files to the teacher of record for regular and periodic updates. Counselors, students, and teachers use the Career Cruising software to input information and review student Individual Learning Plans. Parents have access to Individual Learning Plans online.

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

**Performance Rating    2**

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

The school council has adopted a policy called Committees. A few ad hoc committees (e.g., budget, professional development, public relations) are active. School council committees are not in compliance with the Committee policy, which requires parent membership. The principal does not ensure that every student has an adult advocate to support the students' academic goals and needs. The comprehensive school improvement plan provides for the establishment of advisor-advisee groups beginning in the fall of 2011. School leadership provides some programs and strategies (e.g., home visits, parent workshops, Free Application for Federal Student Aid workshop, parent resource library, Total Transformation) to connect with families. School leadership, teachers and Youth Services Center staff collaborate to provide support programs (e.g., mental health services, tutoring services, truancy diversion, mediation) designed to eliminate barriers to student learning. The principal has not developed procedures for parents to resolve issues or complaints. Concerns, typically, are addressed through telephone calls and e-mails. Parents contact a member of the administrative team when they have concerns. The attendance clerk monitors student attendance. The Youth Services Center Coordinator and an assistant principal in collaboration with the attendance clerk address attendance issues.

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

The Youth Services Center staff has procedures for referring students for services. Most school staff members use personal contacts to refer students for available services. The Youth Services Center staff provides a variety of assistance (e.g., food, clothing, school supplies, anger management, bullying prevention, drug and alcohol awareness) for students and families to eliminate barriers to learning. Guidance counselors offer a variety of academic services (e.g., developing academic plans, class scheduling, Free Application for Federal Student Aid workshop). The Extended School Services program is provided and students can take credit recovery programs during the summer. The Extended School Services program provides an

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

**Performance Rating    2**

additional part-time teacher to assist with academic interventions for sophomore students not mastering standards on the Project Proficiency assessments. Title I funds are used to provide additional teachers for math and reading intervention, professional development activities, instructional materials and equipment. Some Title I funds are integrated with Youth Services Center funds to support parent involvement activities.

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

School and district leadership ensure staff members receive information and some training to assist them in recognizing the special learning, behavior, social, physical and mental health needs of students. The Youth Services Center staff and school counselors collaborate to provide multiple programs to inform students, staff and families of warning signs to look for regarding a variety of student concerns or problems. The Youth Services Center staff also informs staff how to access multiple resources available to assist students and families (e.g., suicide prevention, drug/ alcohol awareness and prevention, family crisis intervention, professional mental health counseling, anger management, bullying prevention). The principal has not established and implemented formal procedures to refer students to all available services (e.g., Youth Services Center, school nurse, guidance counselors). Referral procedures are established for students needing Exceptional Child Education and Extended School Services. Content area departments occasionally discuss the needs of students and how to refer students for services. Multiple forms of communication (e.g., conference, telephone calls, home visits, e-mails, newsletters, brochures, personal correspondence) provide information to staff, students and families regarding referral procedures. All teachers are not aware of or clearly understand how to implement the different tiers of intervention within the Southern High School Intervention Tiers document. All students who enter or re-enter the school have a one-on-one, personal conference with a counselor and assistant principal to discuss their entrance status. The Youth Services Center staff members regularly communicate with students who transition to and from other programs (e.g., alternative programs, other school districts, the juvenile justice system) and collaborate with staff at sending and receiving institutions to ensure smooth transitions for students. District leadership identifies students who are mobile, and school leadership alerts the appropriate staff (e.g., counseling team, Youth

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

**Performance Rating    2**

Services Center, Assistant Principals) so they can work to ensure students receive the services (e.g., records and schedule reviews, individual counseling, tutoring) needed to reduce the negative impact of mobility on learning. If a student or family is identified as homeless, the counseling team and Youth Services Center staff provide ongoing conferences and follow up to ensure immediate needs (e.g., food, counseling, transportation, school supplies, clothing, uniforms, temporary shelter, health services) are addressed.

The comprehensive school improvement plan includes a strategy for implementing an Advisee/Advisor program during 2011-12 school year. Some adults from within and outside the school donate personal time to provide mentoring and support services to some students. The principal has not developed formal procedures to identify and train external or internal adult advocates to support students who need assistance in reaching proficiency regardless of their life circumstances.

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Summary of recommendations in: **Learning Environment**

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

The principal should monitor staff participation in the programs provided by Jefferson County Public Schools and the Youth Services Center to train staff to recognize the warning signs for the many barriers facing students. Information regarding timely referral procedures should be continuously reviewed to ensure all staff members provide appropriate and immediate assistance to students. Procedures and strategies explained in the Southern High School Intervention Tiers should be regularly communicated to all staff, monitored for implementation and evaluated for impact on student learning.

The principal should implement intentional procedures for identifying and training adult advocates from within or outside the school to assist students in removing barriers to proficient learning.

Resources:

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

Commissioner's Parents Advisory Council-  
<http://www.education.ky.gov/KDE/Instructional+Resources/Student+and+Family+Support/Parents+and+Families/The+Missing+Piece+of+the+Proficiency+Puzzle.htm>

Middleton, Kelly E. & Petitt, Elizabeth. (2007), *Who Cares? Improving Public Schools Through Relationships and Customer Service*. [Www.wheatmark.com](http://www.wheatmark.com)

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

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Summary Findings in: **Learning Environment**

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

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

Review of comprehensive school improvement plan, Implementation and Impact Checks, individual professional growth plans, professional development records, school budget and allocations, school council meeting agenda and minutes and The Missing Piece of the Proficiency Puzzle

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

Observations of classrooms and media center

**Performance Rating    3**

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

The Jefferson County Board of Education provides a clearly defined evaluation process that adheres to statutory and regulatory requirements. The principal explains the evaluation process to staff members at the beginning of each school year.

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

The principal ensures that all certified personnel are evaluated in accordance with state regulations and the district personnel evaluation process.

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Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

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

District and school leadership offer a variety of professional development activities. Most teachers participate in the required number of professional development hours, and some teachers take advantage of district-provided offerings. Professional development activities are designed to update teacher content knowledge and professional practices, (e.g., classroom management, Science, College Preparatory Math), as well as to prepare teachers to deal with other student concerns (e.g., suicide prevention). Some professional development activities offered at the district level address leadership areas (e.g., scientific inquiry, Learning Teams leadership). The district provides training for some non-teaching staff members to enhance their job performance. The principal encourages teachers to participate in professional development activities in their content area and to attain Advanced Placement certification. The principal and assistant principals conduct learning walks but rarely for the purpose of evaluating the implementation and impact from professional development activities. The principal provides few opportunities to involve parents as partners (e.g., committees) and to familiarize parents with academic performance standards (e.g., Kentucky's academic standards, curriculum, school improvement efforts).

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

The principal determines the professional development needs of the staff through annual department meetings. The professional development committee compiles a list of professional development offerings. Professional development activities, typically, are not designed to scaffold from year to year. Teachers in some content areas (e.g., College Preparatory Math, inquiry science) participate in ongoing professional development provided by district leadership. Some professional development activities are job-embedded (e.g., analyzing student work, book studies, new reading curriculum). The comprehensive school improvement plan activities provide opportunities for teachers to increase their content knowledge and improve their instructional strategies.

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

**Performance Rating    2**

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

Professional development priorities are aligned with the needs of the staff. The principal sets the expectation that individual professional growth plans should be based on rigor, relevance and relationships. Individual professional growth plans are not always collaboratively developed by school leaders and teachers.

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

The principal allows staff members to select professional development opportunities but does not hold staff accountable for selecting activities that improve classroom practice or student learning. Some professional development activities are ongoing and job-embedded (e.g., examining student work, book studies). The principal does not monitor classroom practices for implementation of professional development learning and the impact on student achievement.

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

School professional development activities are based on conversations with content area teachers. The principal does not provide a systematic process to determine the impact of professional development activities on staff classroom behavior or student achievement. The professional development budget is based on the individual professional growth plan goals and staff needs.

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

The principal and school council ensure professional development funds are aligned with school improvement plan activities and staff needs. The principal has not established a systematic process to determine which professional development opportunities are most critical to improving teaching and learning.

6.2c    The school/district effectively uses the employee evaluation and the

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

**Performance Rating    2**

individual professional growth plan to improve staff proficiency.

The principal and assistant principals comply with the procedures outlined in the district evaluation plan. The principal and three other leaders have selected rigor, relevance and relationships for the school focus. The principal expresses an expectation that individual professional growth plans are to be anchored in rigor, relevance or relationships. The principal does not ensure the evaluation process results in improved classroom instruction for all teachers. The principal does not ensure all individual professional growth plans are collaboratively developed.

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

The principal adheres to the timelines in the district certified personnel evaluation plan. Progress toward meeting the goals identified in Individual Growth Plans is reviewed during formative and summative conferences. The principal provides adequate support for teachers to complete their professional growth plans. The principal does not provide a system to evaluate the transfer of professional growth plan learning to changes in classroom instructional practices that result in increased academic performance for all students.

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

The principal should ensure that a multiple year professional development plan is developed and aligned with the Comprehensive School Improvement Plan, student performance goals and the individual growth plans of staff. The plan should provide updates about content knowledge, specific instructional strategies, and leadership skills to improve staff proficiency. The principal should develop a systematic process to monitor implementation and impact of professional development on instructional practices and student learning.

The principal should ensure that professional development emphasizes job-embedded opportunities for continuous professional growth of staff.

The principal should ensure that staff professional growth plans are developed collaboratively, based on personnel evaluations, and focused on impacting professional practices. The plan should include measurable goals, activities to complete the goals and a timeline for frequent checks by supervisors toward progress.

Resources:

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

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

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<http://education.ky.gov/KDE/Administrative+Resources/Professional+Development/>

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<http://www.nsd.org/connect/projects/resultsbased.cfm>

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<http://www.education.ky.gov/KDE/Instructional+Resources/Student+and+Family+Support/Parents+and+Families/The+Missing+Piece+of+the+Proficiency+Puzzle.htm>

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

**SOUTHERN HIGH SCHOOL**

Jefferson County Public Schools School District

1/23/2011 - 1/28/2011

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

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

Review of bulletin boards, exhibits and displays, categorical program financial reports, certified personnel evaluation plan and process, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, district budget and allocations, district personnel evaluation system and documentation of implementation, employee handbooks, eWalk data, facility work orders, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, media materials and inventory, professional development records, protocols for analyzing student work, samples of classroom assessments, school budget and allocations, school council meeting agenda and minutes, school financial reports, School Report Card data, school Web pages, school/district safety plan, state statute and regulation, student handbook, student/parent/staff handbooks, The Missing Piece of the Proficiency Puzzle, trophy cases and Working Conditions Survey results

Interviews with classified staff, district leadership, parents, school leadership and teachers

Observations of cafeteria, classrooms, common areas, 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 ensures that all school administrators have up-to-date individual professional growth plans. District leadership ensures that the school principal has an individual professional growth plan. Shaping a collaborative culture is a key factor in the principal's growth plan. The principal's growth plan is monitored by the assistant superintendent for high schools. Assistant principal growth plans currently focus on rigor, relevance and relationships. Individual professional growth plans are developed by each administrator, and reviewed and monitored by the principal. Rigor, relevance, and relationships inform a substantial portion of school level professional development activities, and assistant principals are held accountable for delivering professional development to teachers as part of their growth plans. Additional goals evolve from the professional development focus. The focus on rigor, relevance and relationships originated as a 30 – 60

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Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

**Performance Rating**    **3**

– 90 day plan but has evolved to a central theme for improving student learning at Southern High School.

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 adopted a policy called Classroom-Management Techniques that requires adherence to the district Code of Acceptable Behavior and Discipline and the Student Bill of Rights and the Southern High School Safety Plan. The principal has established procedures to implement this policy. Emergency plans and procedures are developed and communicated. Required drills are conducted and each is recorded. Behavior expectations for students and adults are established and communicated. Few issues of disruptive student behaviors exist at the school, and discipline is administered in a timely and consistent manner. Teachers supervise hallways during class changes. The school building is clean and well maintained. Maintenance requests are approved and completed in a timely manner. Equipment is adequate and in good working order. There is a strong belief among stakeholders that the school is safe for students and adults.

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Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

**Performance Rating**    **2**

7.1a Leadership has developed and sustained a shared vision.

The school vision statement was not developed using a public process that involved all school and community stakeholders. The school leadership team (principal, assistant principals, guidance counselors and department heads) discussed the proposed vision. The school council approved the vision as presented by the principal. The vision is not prominently displayed throughout the school, published routinely in newsletters or on the school Web site or frequently referenced in decision making.

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

The principal collaborates with staff members to analyze student performance data. The Kentucky Interim Performance Report and the No Child Left Behind report are reviewed annually. Common assessments are given on a six week cycle. Students are expected to score 80% or higher on the proficiency tests, and all students who do not meet this benchmark are provided intervention. Teachers review data during department meetings to identify strengths and needs of students. The principal shares findings from data analysis with the school council, but the school council does not play a substantial role in academic decisions. The principal has not developed a process for comparing longitudinal data to measure the impact of interventions on student learning. Teachers do not routinely use data analysis to purposely differentiate instruction or change instructional practices for students. The principal rarely intentionally provides opportunities for parents to discuss schoolwide academic achievement issues.

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.

Beyond the annual analysis of the Kentucky Interim Performance Report and No Child Left Behind report data, there is not continuous intentional analysis of data. The principal has identified a need to focus on disparities between African American males and their peers. Forty-five African American students have been placed in Advanced Placement classes. Access to academic growth opportunities includes Gear-Up, Extended School Services and

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**Standard 7**                    **Leadership**

**Performance Rating    2**

Extended School Services Math Camp. Data analysis to determine the impact of these initiatives on students reaching the proficient level in reading and mathematics is not a continuous process. Students in targeted populations (e.g., free/reduced-price lunch-disability students) are not intentionally monitored. The principal has not guided the school council in the analysis of trend data over time for the purpose of decision making. The principal does not have a systematic method for determining what practices and activities create learning results at the proficient level.

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

The principal ensures that staff members have a copy of current district curriculum documents. The district curriculum documents are correlated with and referenced in the Kentucky Schools Primary -12 Program of Studies (2006) and Core Content for Assessment 4.1. The principal provides opportunity for all teachers to participate in professional development activities designed to effectively implement the required curriculum. The principal does not monitor lesson plans and standards being taught to determine congruency.

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

The principal ensures time is allocated for staff to meet in common planning teams and directs activities for the team meetings. The principal has not established a systematic process to monitor the impact of these meetings on classroom practices. The principal schedules regular meetings with the school administrative team to review student learning achievement data. The principal also routinely meets with department heads to review student learning data. Learning teams, teachers who teach the same content courses (e.g., tenth grade English, algebra II) meet monthly with designated school administrators and a designated teacher leader. Learning team meetings focus on student work and instructional practices. All content departments meet monthly and designated school administrators attend the meetings. Department team meetings focus on common assessment data and the identification of students who have not scored 80% or above. Department teams do not always prepare agendas for meetings and meeting minutes are

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**Standard 7**                    **Leadership**

**Performance Rating 2**

not always recorded.

- 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 develops a budget and determines teacher assignments collaboratively with assistant principals and department chairpersons. The process includes consideration of teacher requests and needs. Organizational infrastructure to monitor progress toward continuous school improvement includes common planning time, school leadership team meetings, learning team meetings and department meetings. The principal provides clerical support for teachers. The principal presents the school council with budget and staffing recommendations for their approval. The school council does not assume an active role in the development of these recommendations. Implementation and Impact Checks are completed annually. There are not ongoing reviews to determine whether activities are impacting student achievement, and there are not regular revisions of activities based on findings from data analysis.

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

The school council has established by-laws and adopted all required policies. District leadership monitors school council policies to ensure compliance with required policies and provide recommended best practice policies for school council consideration. District leadership tracks when policies were adopted and when policies are scheduled for revision. The school council reviews and revises policies consistent with district suggestions. Policies are not revised based on data analysis and identified student learning needs.

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

The school council serves primarily in a compliance role. The school council reviews information presented by the principal, but members seldom present meeting agenda items or engage in significant study and review before voting on action items. The school council submits the comprehensive school improvement plan to district leadership in compliance with district policy.

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**Standard 7**                    **Leadership**

**Performance Rating    2**

While the school council is informed of student academic progress, members do not proactively stay abreast of student academic performance. The school council does not monitor implementation of policies. Meetings do not always occur monthly and are typically brief. The school council accepts minimal responsibility for the success and failure of all students. The district monitors council policies and budgets; however, meaningful dialogue between district leaders and the council does not consistently occur regarding all students learning at the proficient level. The district assigned a mentor to the principal and school council in September 2010. The school council policy regarding school committees lacks clarity and few committees exist, which lessens opportunities for parent involvement.

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

The principal does not lead the school community in creating high expectations for student proficiency. School staff members follow the principal's lead in defining high expectations for learning as growth and not as learning at the proficient level. Most staff members believe they are performing at high levels and do not accept responsibility for the failure of students to achieve at the proficient level. The principal and staff believe that the Kentucky assessment system is a primary barrier to students demonstrating learning success. The principal does not communicate an understanding of the process and reasons why Southern High School was identified as a persistently low performing school. The principal has not communicated a clear understanding to the staff that students have never met the No Child Left Behind Adequate Yearly Progress goals. The principal creates and sustains a positive school culture that values diversity and is inclusive of most students. The school culture creates pride and acceptance among and between teachers and students. Most teachers and students believe Southern High School is a great school and that they are successful in achieving student learning at high levels; however, academic assessment data do not support this belief. The principal efficiently manages fiscal and human resources. The principal does not implement a systematic process to monitor and evaluate the impact of fiscal and human resources on classroom instructional practices and student achievement.

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Summary of recommendations in: **Efficiency**

**Standard 7**      **Leadership**

The principal should commit to the belief, through word and action, that learning at the proficient level is the benchmark for all students. Open, ongoing and two-way conversation about the characteristics of proficient student work should be an immediate focus. The principal and staff should hold themselves accountable for student successes and failures. The existing sense of community, including acceptance and celebration of diversity, should expand to define the primary goal as students scoring at the proficient level in all content areas. The principal, the school council and staff should feel a sense of urgency for all students reaching proficiency in reading and mathematics. The principal should engage in ongoing data analysis to identify student needs and drive decision making. The principal and the school council should have an unwavering focus on closing achievement gaps for in targeted populations.

The principal should aggressively monitor teaching and learning with a focus on the impact of teaching on student learning at the proficient level. The principal should ensure that teachers are given specific feedback from observations and learning walks that will enhance effective classroom strategies as well as give specific ways to improve instruction. The principal should ensure that follow-up occurs to monitor the incorporation of the feedback.

The principal and the school council should accept responsibility to engage in data driven decision-making focused on advancing all students to proficient levels. The decision-making process should include rigorous investigation of available research and performance data, as well as thoughtful debate among school council members and input from stakeholders. The school council should analyze and review data continuously to monitor the impact of school improvement activities, professional development trainings, allocation of resources and instructional practices on student learning.

The principal should optimize the evaluation process, including collaboratively developing and continuously monitoring teacher progress toward attainment of individual professional growth plan goals.

The school council should accept their role in decision making to advance all students to proficient levels in all content areas. School council members, in addition to the principal, should contribute to decisions regarding school council meeting agenda items and conduct ongoing data analysis to guide decision making. The school council should seek data and information regarding the monitoring of programs, allocations and expenditures and modify their decisions accordingly. The

school council should establish a schedule to routinely revisit all policies to identify needed updates and to develop new policies. The school council should study and review meeting agendas and needed documents in advance of meetings and allow time in meetings for in-depth conversations. The school council should develop policies and determine actions and require the principal to monitor implementation and impact of school improvement activities and update the school council at regular intervals.

Resources:

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O'Hallaron, R. & O'Hallaron, D. (1999). *The Mission Primer: Four Steps to an Effective Mission Statement*. Richmond, VA: Mission Incorporated.

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

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**SOUTHERN HIGH SCHOOL**

Jefferson County Public Schools School District

1/23/2011 - 1/28/2011

Summary Findings in: **Efficiency**

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

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

Review of brochures, pamphlets, categorical program financial reports, certified personnel evaluation plan and process, classroom displays, committee meeting minutes and agenda, community involvement programs, comprehensive school improvement plan, district budget and allocations, district technology plan, equipment inventory, examples of school to home communications, Extended School Services program overview and data, faculty meeting agenda, Family Resource Youth Services Center grant proposal, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, Local Educator Assignment Data Report (LEAD), master school schedule, media materials and inventory, needs assessment data, organizational charts, parent and community member workshop schedule, records of teacher certification/experience, report cards/progress reports, roster of teaching assignments, school budget and allocations, school calendar with motivational and celebratory events, school communications plan, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school financial reports, school profile, The Missing Piece of the Proficiency Puzzle, Title 1 program plan and Working Conditions Survey results

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

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

**Performance Rating    3**

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

The school council has adopted a policy called Protection of Instructional Time, addressing the effective use of instructional time. The principal has implemented practices to minimize distractions, maintain discipline and order, and organize the school day to maximize instructional time. Five 70-minute class periods allow for more instruction and less passing-time than a seven-period day. A dress code is enforced. Interruptions during instruction are minimal. Students are well-behaved in class and in the hallways. Discipline issues are promptly remedied. Most teachers efficiently manage their classrooms. The principal does not monitor classroom practices to determine the impact of instruction on improving student learning.

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Summary Findings in: **Efficiency**

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

**Performance Rating**    **2**

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

The school council has adopted a policy called Budget that relies on an ad hoc committee to develop the school budget. The school council approves the budget each year in March and sometimes receives budgetary updates during the year. The school council rarely discusses expenditures. The principal has developed procedures for the distribution of resources through department chairs and a leadership support person. Budget allocations are seldom explained to staff after the budget is adopted. The use of resources is prioritized according to school improvement goals; however, school leadership does not regularly evaluate the efficiency and effectiveness of resources in sustaining continuous improvement. The school improvement plan includes spending over \$70,000 on technology for school programs, but the principal has not established processes to examine the efficacy of technology in the classroom. The principal encourages and supports school leadership and staff to seek and use external resources (e.g., Small Learning Communities and College Access, Louisville Education and Employment Partnership and Louisville Metro Counseling Grant) to improve instruction and student learning. Resources provided in partnership with the United States Army through the Reserve Officers Training Corps program, such as the obstacle course, rifle range and archery club, enhance student experience. Many business and industry partners contribute to the success of the career and technology magnet program. Youth Services Center staff supports student learning and provides mentors for some students.

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

The school council has adopted policies called Student Assignment and Assignment of Instructional and Non-Instructional Staff Time regarding staffing and student assignment. The principal has not established a process to match teacher strengths to the unique learning needs of students. Flexible groupings of students occur in some departments and at some grade levels. Some learning teams evaluate common diagnostic test results and identify student learning needs. Classroom resources, pull-out programs with a resource teacher, and after-school tutoring help meet the academic needs of students. Ramp UP classes and the freshman academy are designed to

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

**Performance Rating    2**

address the unique needs of ninth grade students. Sophomore teachers are teamed through Project Proficiency to ensure that every sophomore student is provided with individualized instruction. Non-certified staff members are allocated to meet individual student learning needs by facilitating eSchool credit recovery courses. Federal resources provided through School Improvement Grants and Title I are used to employ additional staff to support reading and math goals. Exceptional Child Education teachers collaborate in some comprehensive classrooms to provide Exceptional Child Education students with access to the full curriculum.

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

The principal provides common planning time for some teachers to work in teams. Most teachers participate in learning teams at least monthly. The principal asks learning teams to examine, analyze and learn from student work, improve teaching strategies and methods, track proficiency and allow teams and content departments time to collaborate. Although these practices may support school improvement goals, the focus is not always intentional. Project Proficiency involves weekly meetings of sophomore teachers during common planning time to review test results with English and math resource teachers to identify students who need individualized instruction during Sophomore Circles time. Other learning teams, comprised of teachers who teach a common course, meet regularly with a district resource teacher to discuss student test scores and identify teaching strategies and assessments designed to target deficiencies. Exceptional Child Education teachers are included in content-specific teams. Teachers also participate in content department meetings to review common assessment data and the Kentucky Interim Performance Report. The principal receives summaries of learning team meetings.

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.).

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

**Performance Rating**    **2**

The school council has approved a policy called Master Schedule. School leadership and teachers implement a 70-minute class schedule organized by trimesters. This master schedule provides optimal time for instruction. The trimester schedule organization allows for multiple elective classes and for prompt remediation when a student fails a course. Some classes are scheduled for completion in two trimester time periods (e.g., English 10, Algebra II) while other classes (e.g., Honors, Advanced Placement) span three trimesters.

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

The school council has adopted a policy called Budget, which addresses how the school budget is created. The principal creates a draft budget using the format outlined by the District Financial Services office. The principal submits the draft budget to an ad hoc budget committee for review prior to the budget being approved by the school council. The policy allows for the principal to shift funds at any time during the fiscal year. The principal has not implemented clearly defined procedures to ensure funds are allocated equitably to meet student needs.

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

The school council annually reviews the school budget in March. The principal and the ad hoc budget committee develop a draft budget based on data analysis and identified student needs. The principal and the ad hoc budget committee draft a budget and the content department chairs occasionally share the draft budget at their department meetings to solicit input from teachers. The school council approves the budget before signing the Site-Based Budget Approval Form and forwarding it to the district Financial Planning and Management office.

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.

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

**Performance Rating**    **2**

The principal has established informal procedures for teachers to request additional resources. Teacher directs initial resource or fund requests to the department chair and if the funds are not available, the department chair makes the request to the principal by completing a wish list. The principal approves the request for additional resources based on where the request falls in a rotation schedule. The principal does not always evaluate the requests based on the school improvement plan or student needs.

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 integrate state and federal funds for activities designed to improve student achievement, reduce barriers to learning and provide extended learning opportunities for students. The Youth Services Center combines its funds with Title I program funds to promote parent involvement activities and to purchase materials for the Parent Resource Library. The Youth Services Center receives grant money from the Louisville Metro Council to provide counseling services to students. The principal monitors the expenditure of categorical funds to ensure adherence to program guidelines but does not routinely analyze expenditures to evaluate their impact on student learning or to revise program strategies.

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Summary of recommendations in: **Efficiency**

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

The principal should establish processes for evaluating the efficiency and effectiveness of resources (e.g., programs, technology, human resources) in sustaining continuous improvement. The principal should share budget information with staff members and solicit their input in identifying resource needs, finding research-based solutions, monitoring implementation and assessing the value added to impact student achievement. When resources are deployed, they should be routinely evaluated for fidelity of implementation and performance results.

The principal should ensure that the school budget supports school improvement goals, based on student needs and is allocated equitably. The principal, along with the school council, should develop and implement formal procedures for examining expenditures to evaluate their impact on student learning.

The principal and council should explore options for maximizing the trimester schedule through varying the length of core and elective courses.

Resources:

<http://www.education.ky.gov/KDE/Administrative+Resources/Finance+and+Funding/School+Finance/>

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

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

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Summary Findings in: **Efficiency**

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

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

Review of committee meeting minutes and agenda, comprehensive school improvement plan, course syllabi, curriculum documents, district budget and allocations, Extended School Services program overview and data, faculty meeting agenda, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, master school schedule, needs assessment data, school budget and allocations, school communications plan, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school financial reports, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school profile, School Report Card data, school Web pages, student/parent/staff handbooks, textbook/instructional resources purchasing plans and Working Conditions Survey results

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

Observations of classrooms, computer lab and media center

**Performance Rating    2**

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

The mission statement was developed in 1994 and has evolved over the past sixteen years. Each year, the mission statement is reviewed and revised to meet the needs and philosophy of the school. Although the school council has approved vision and mission statements, they were not developed using a public process that involved all school and community stakeholder groups. Some staff members can articulate the school vision and mission statements. Belief statements have not been developed. School stakeholder groups (e.g., parents, community members, students, non-certified staff members) had minimal input into the development or revision of the mission and vision statements.

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

The principal reviews several sources of data (e.g., Kentucky Interim Progress Report, No Child Left Behind report, common assessment scores)

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

**Performance Rating    2**

to develop comprehensive school improvement plan goals. The disaggregation process involves the principal, assistant principals and some staff members. Classroom-based assessment data (e.g., student work, authentic assessments) are not usually included in the analysis process. All stakeholder groups (e.g., parents, community members, students, non-certified staff members) are not involved in the disaggregation of data.

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

The principal and school council do not intentionally solicit input or involve all stakeholders (e.g., parents, community members, students, non-certified staff members) in assessing the instructional and organizational effectiveness of the school. The principal and school council review some data (e.g., Kentucky Interim Performance Report, No Child Left Behind report, common assessments), but these data are not sufficient to evaluate instructional strengths and needs. The principal and school council have not consistently collected and analyzed data to determine if intervention strategies are working for all students, particularly in math and reading and with target populations.

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

The principal and school council use an annual implementation and impact review to measure the effectiveness of school improvement activities on achieving goals. In February, the school council receives data from the first benchmark check.

9.6a The plan is implemented as developed.

The principal monitors the implementation of school improvement activities. Many strategies that are designed to improve teaching and learning are in the initial stage of implementation (e.g., Writing Across the Curriculum Plan, College Prep Math, math curriculum). Most teachers have a copy of the comprehensive school improvement plan. All staff members are not actively involved in the implementation of school improvement plan activities.

9.6b The school evaluates the degree to which it achieves the goals and

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

**Performance Rating 2**

objectives for student learning set by the plan.

The principal and school council review and compare annual data (e.g., Kentucky Interim Performance Report, No Child Left Behind report) to monitor changes in student performance from one school year to the next. Common assessment data are reviewed periodically to measure progress toward reaching benchmarks. The principal and school council have identified an implementation and review protocol, but it has not been fully implemented.

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

The principal has not developed a process for measuring the impact of specific strategies and activities on achieving the goals and objectives of the comprehensive school improvement plan. Some review of benchmarks (e.g., common assessments, Kentucky Core Content Test) and timelines for implementation are included in the plan; however, these are not evaluated for impact on classroom practice.

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

The school vision and mission statements reflect a commitment to a challenging curriculum and a culture that fosters high expectations, but this commitment has not effectively transferred to rigorous classroom instructional practices. Most teachers have a copy of the comprehensive school improvement plan in their individual portfolios. All staff members are not involved in the implementation of the comprehensive school improvement plan activities. The principal does not hold all staff members accountable for their role in the success or failure of each student assigned. The principal does not involve all stakeholders (e.g., parents, community members, students, non-certified staff) in advancing student achievement.

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Summary of recommendations in: **Efficiency**

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

The principal and school council should establish a protocol for measuring the impact of strategies and activities in the comprehensive school improvement plan on improving classroom practices and student achievement. The school council should play an active role in evaluating data to revise or change the comprehensive school improvement plan activities to meet changing student needs, particularly those in target populations.

The principal should actively engage all stakeholder groups (e.g., parents, community members, students, non-classified staff) in developing a comprehensive school improvement plan that addresses the needs of all students. These stakeholder groups should be included on school council committees, to be in compliance with the council committee policy, should receive frequent updates on progress toward achieving goals identified in the comprehensive school improvement plan and be involved in the development or any revisions in the plan.

The principal should involve all stakeholders (e.g., parents, community members, students, certified and non-certified staff) in updating and uniting around school vision and mission statements. The school council should develop belief statements concerning student learning and performance.

Resources:

Comprehensive School Improvement Plan Data Analysis. Standards and Indicators for School Improvement Toolkit. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40604).  
[http://www.education.ky.gov/SISI\\_Toolkit/Standard%209/PowerPoints/CP%20DATA%20ANALYSIS.ppt](http://www.education.ky.gov/SISI_Toolkit/Standard%209/PowerPoints/CP%20DATA%20ANALYSIS.ppt)

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

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 school council and the principal should implement data-driven decision-making focused on advancing all students to proficient levels. This should include rigorous investigation of available research and performance data, as well as thoughtful debate among school council members and input from stakeholders. The school council should analyze data continuously to monitor the impact of school improvement activities, professional development trainings and allocation of resources on student learning.

The principal should engage in ongoing data analysis to identify student needs and to drive decision-making. The principal and the school council should have an unwavering focus on closing achievement gaps for students in targeted populations. The principal should establish processes to rigorously monitor implementation and impact of school improvement activities and collaborate with the school council and teachers to adjust strategies, activities and programs. The principal should optimize the evaluation process, including collaboratively developing and continuously monitoring teacher progress toward attainment of individual professional growth plan goals. The principal should use corrective action plans to improve professional practices.

The principal should monitor instruction and assessment practices. The principal should provide meaningful and timely feedback, follow-up and support to ensure all teachers are embedding research-based instructional strategies from bell to bell. Instructional strategies should be relevant and pique the interest of students. All classroom assessments should be rigorous, authentic and aligned with Kentucky curriculum standards.

The principal should develop and implement systematic processes to monitor the implementation and impact of instructional practices, professional development, staff allocation, programs and other resources on student achievement. The principal should hold teachers accountable for implementing varied research-based instructional practices during daily instruction.

The principal should ensure that staff set high academic expectations for all students, including students in targeted populations. The belief that all students can learn at high levels should be evident in instruction and learning tasks. The principal should hold teachers accountable for student successes and failures. The principal should ensure that the commitment to attaining student proficiency, embedded in the school vision and mission statements, is reflected in instructional and assessment practices.

School council members should actively examine data and use findings to make decisions that focus on improving student achievement. School council members, in addition to the principal, should contribute to decisions regarding school council meeting agenda items and conduct ongoing data analysis to guide decision-making. The school council should seek data and information regarding the monitoring of programs, allocations and expenditures and modify their decisions accordingly. The school council should establish a schedule to routinely revisit all policies to identify needed updates and needed new policies. The school council should study and review meeting agendas and related documents in advance of meetings and allow time in meetings for in-depth conversations. The school council should develop policies and determine actions and require the principal to monitor implementation and impact and update the school council at regular intervals.

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**In Conclusion:**

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

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

**Principal Authority:**

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

**Council Authority:**

School council does not have the capability and capacity to continue its roles and responsibilities established in KRS 160.345.  
School council shall not be retained in an advisory capacity.

Commissioner, Kentucky Department of Education:

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

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

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

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

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

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

Principal, Southern High School Magnet Career Academy

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

Superintendent, Jefferson County Schools

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

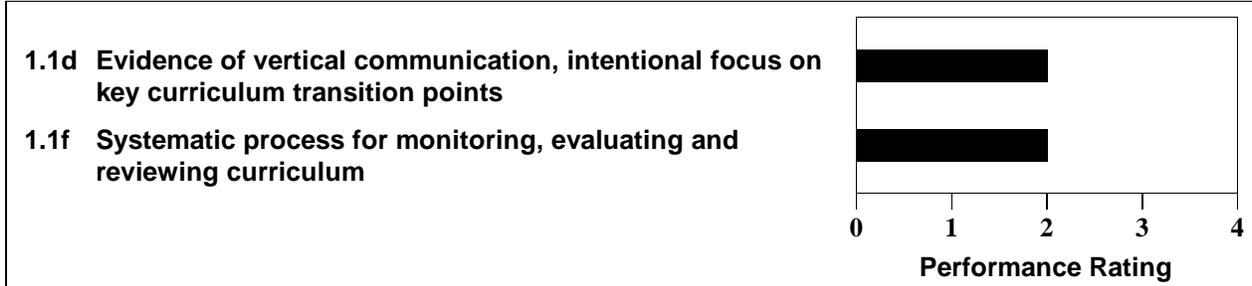
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**1.1 Curriculum**

**Academic Performance**



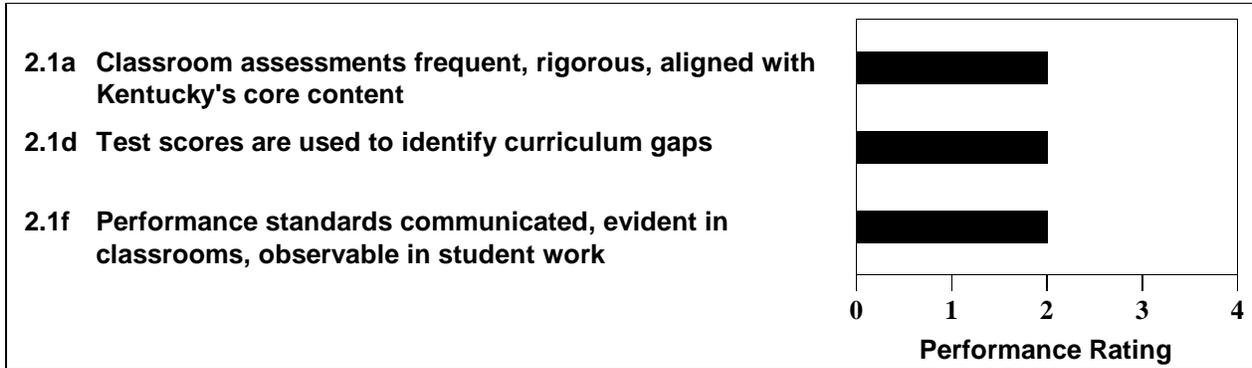
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**2.1 Classroom Evaluation/Assessment**

**Academic Performance**



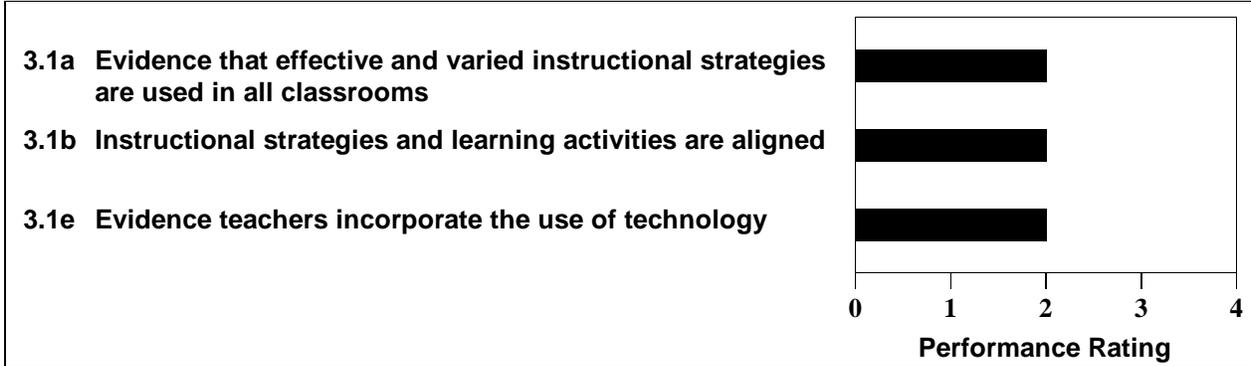
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**3.1 Instruction**

**Academic Performance**



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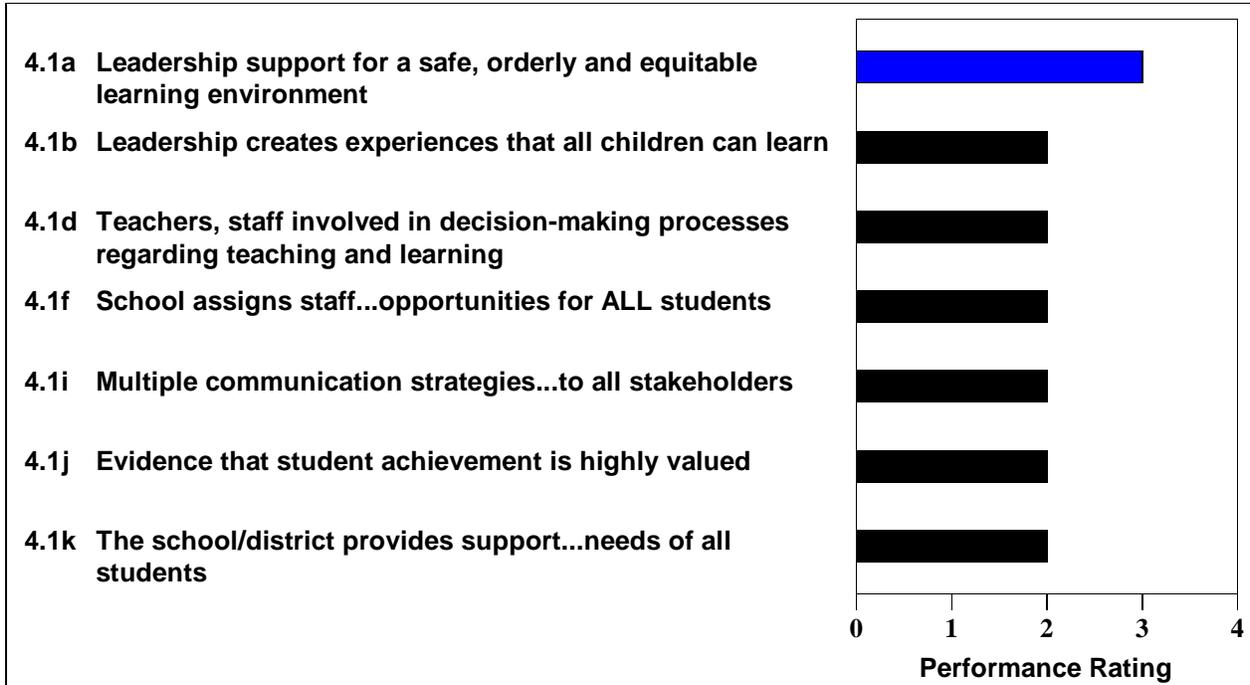
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**4.1 School Culture**

**Learning Environment**



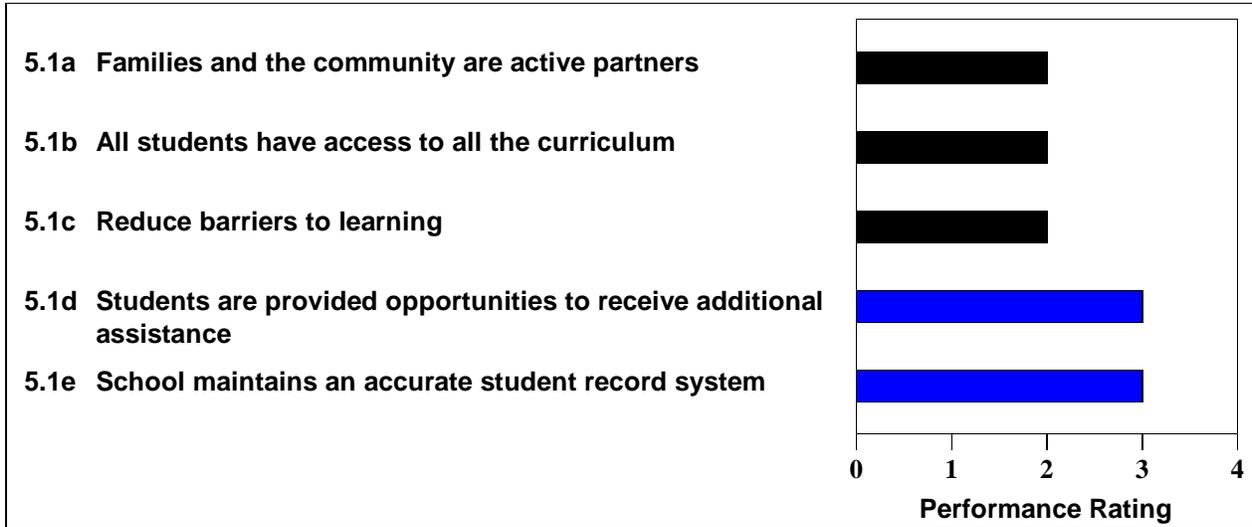
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**5.1 Student, Family and Community Support**

**Learning Environment**



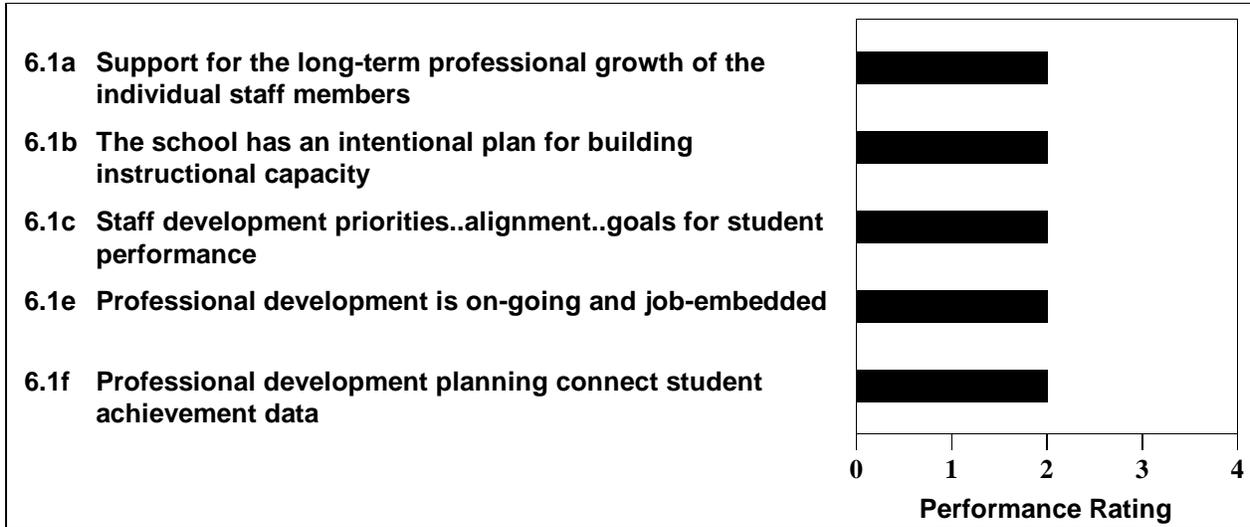
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**6.1 Professional Development**

**Learning Environment**



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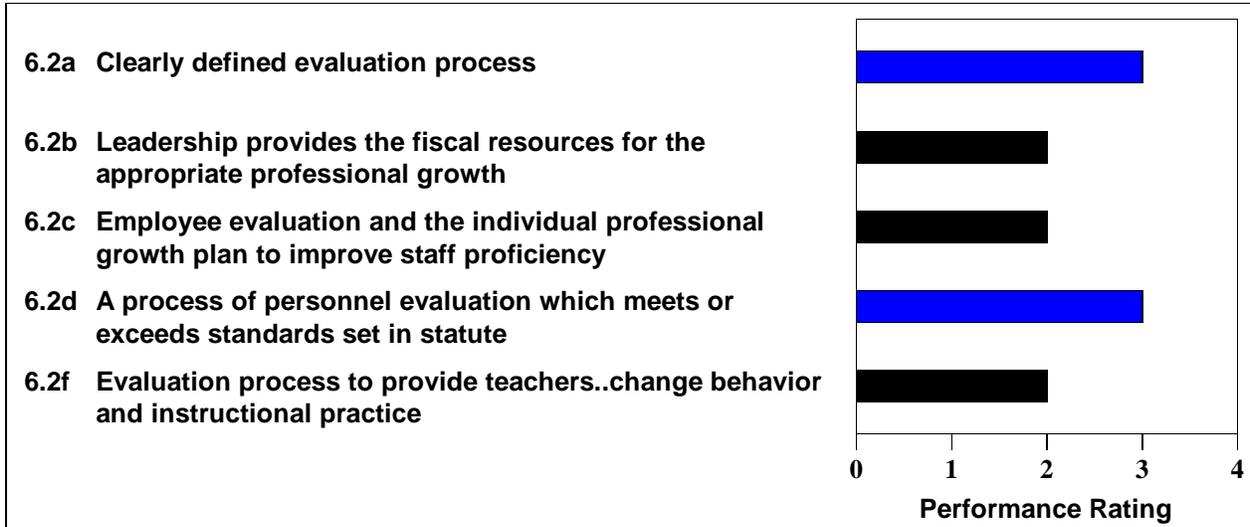
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**6.2 Professional Growth and Evaluation**

**Learning Environment**



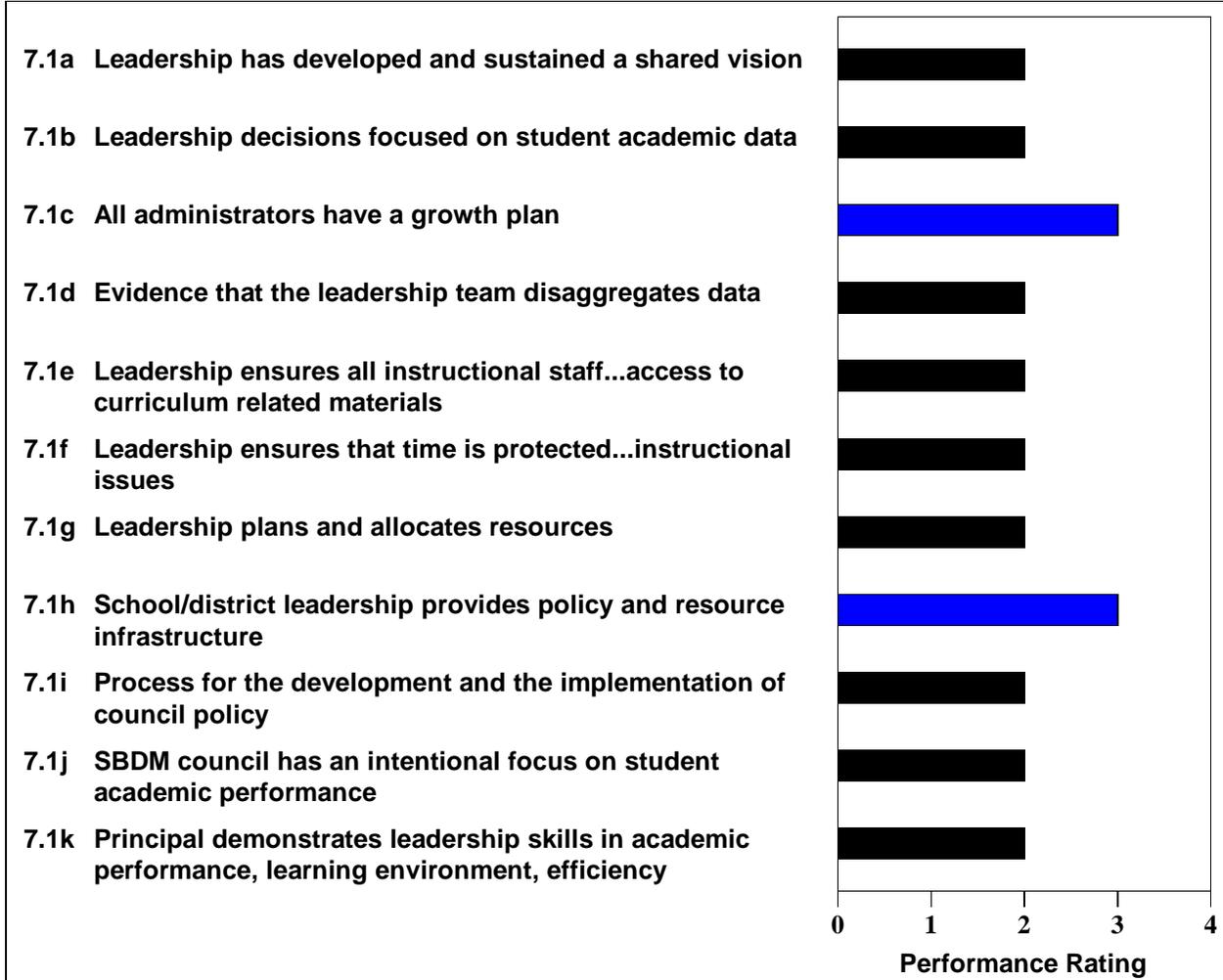
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**7.1 Leadership**

**Efficiency**



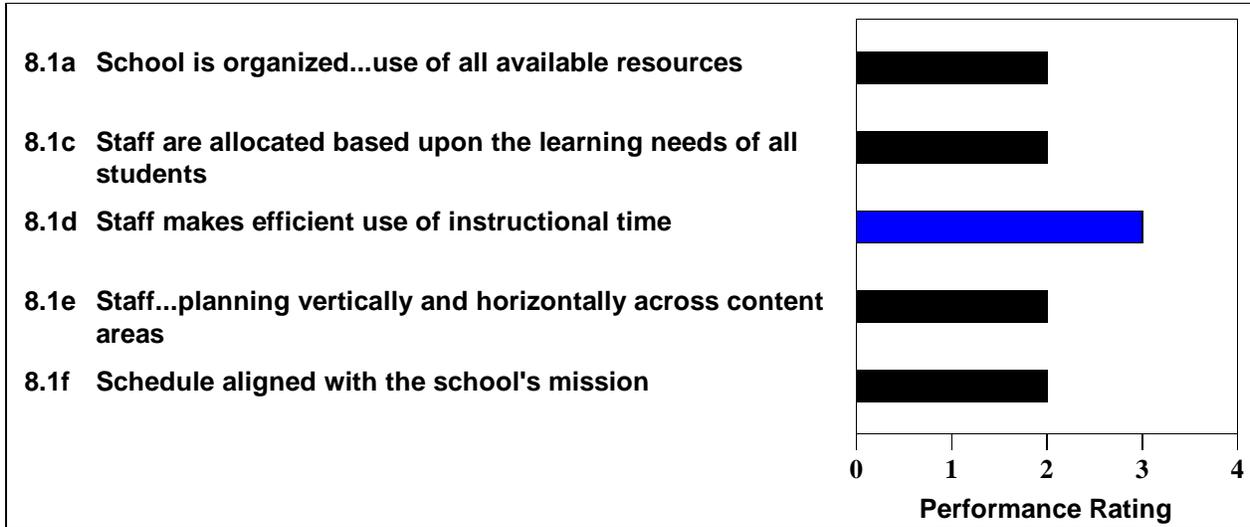
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**8.1 Organization of the School**

**Efficiency**



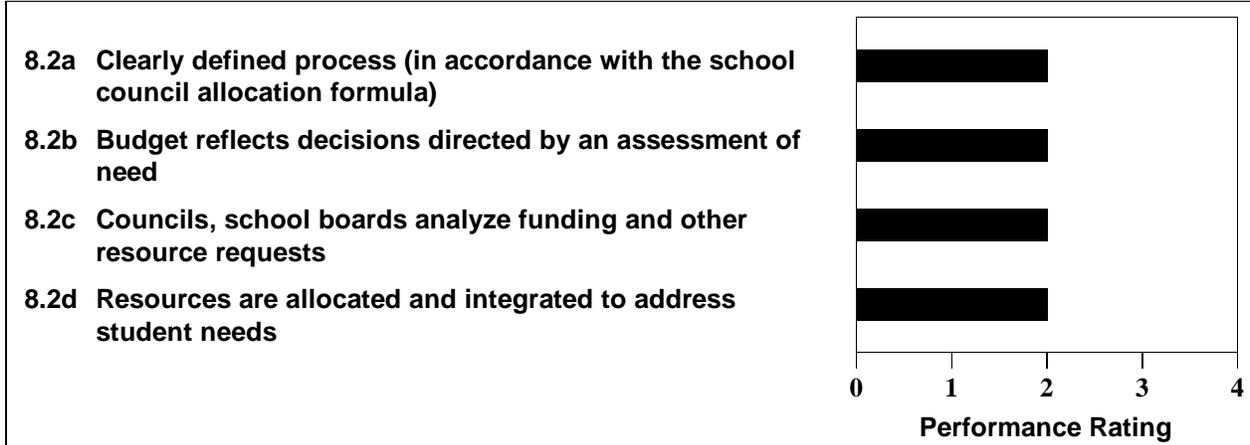
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**8.2 Resource Allocation and Integration**

**Efficiency**



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

**Efficiency**



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**9.2 Development of the Profile**

**Efficiency**

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



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**9.4 Analyzing Instructional and Organizational Effectiveness**

**Efficiency**

**9.4a Strengths and limitations are identified**



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**9.5 Development of the Improvement Plan**

**Efficiency**

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



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**9.6 Implementation and Documentation**

**Efficiency**

