

Pulaski County
Pulaski County High School
School Leadership Assessment Report



01/29/2012 - 02/03/2012



School Leadership Assessment Executive Summary

Pulaski County High School Pulaski County School District

1/29/2012 - 2/3/2012

Mark Wilson, Principal

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Pulaski County High School during the period of 1/29/2012 - 2/3/2012. Here are the most relevant facts and next step recommendations from the school leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

School Deficiencies and Next Steps

1. Deficiency	The principal does not hold himself and all staff members accountable for the success or failure of each and every student at Pulaski County High School.
Next Steps	The principal should launch a “No Excuses” effort in creating a sense of urgency for the high school to become a high-performing school. He should collaborate with district leadership to develop a schoolwide plan with roles and responsibilities delineated for all district and school personnel. He should develop a systematic process for effective implementation and monitoring of the plan and collect, manage and analyze data to measure the impact of activities on student learning. He should use the district certified evaluation process, including corrective action plans, to assist staff members who are not delivering their part of the plan.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The principal does not monitor classroom instruction to ensure teachers are creating learning environments where students are active participants and engaged in authentic, rigorous learning tasks.

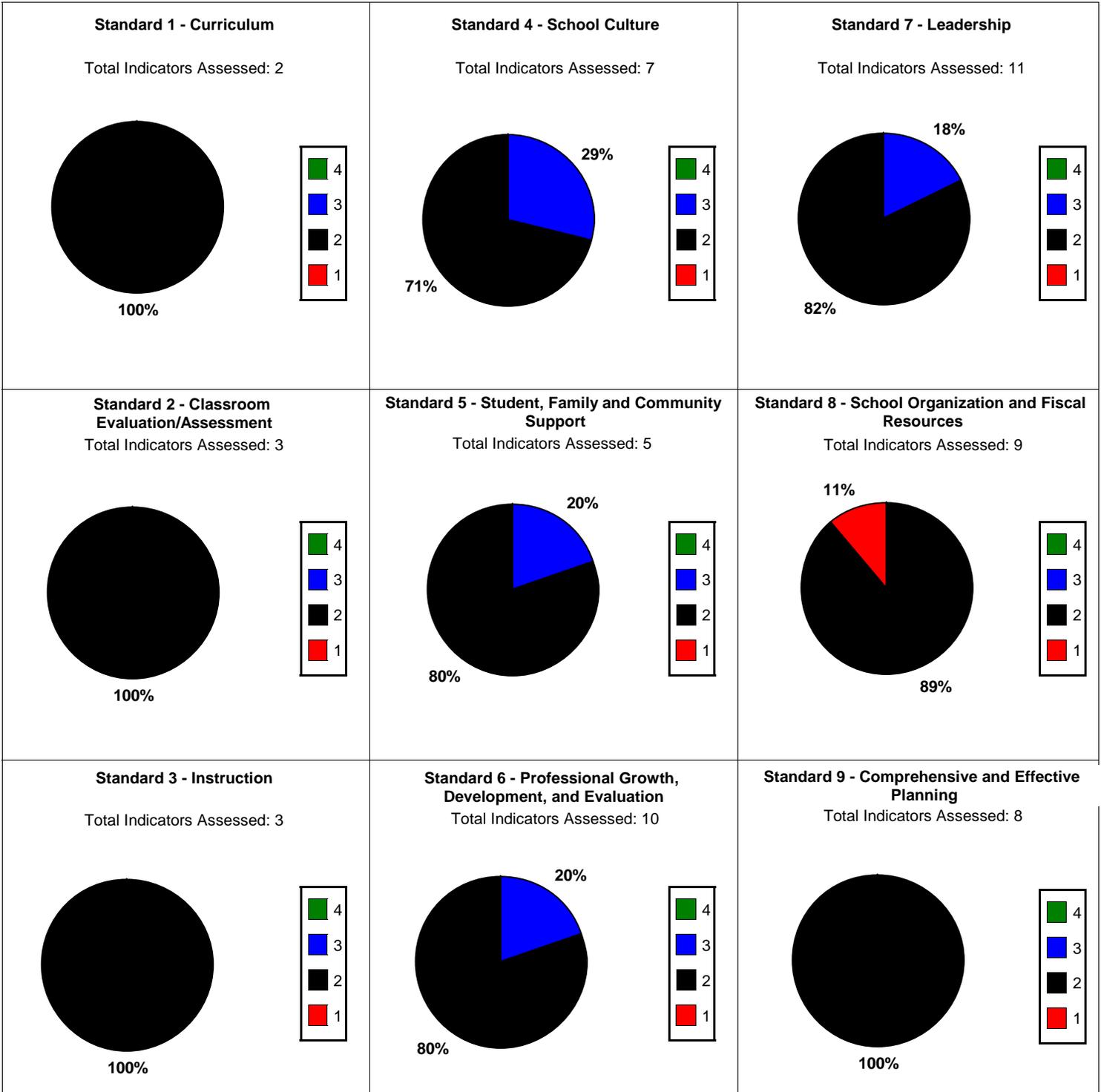
Next Steps	The principal and leadership team should receive training (e.g., rigorous instructional practices, data management, curriculum, intervention strategies) in effective monitoring of instruction and curriculum. The principal and designees should provide support and training to staff in creating learning environments where students are active participants and are empowered to participate in engaging activities. This training should be followed up with regular monitoring to ensure skills acquired in training are implemented. Following walkthroughs, the principal and designees should provide specific feedback to assist teachers in making changes in instruction. Data should be collected to determine the most effective strategies, and teachers should be provided opportunities to share successful practices with colleagues.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The principal does not ensure a focus of high expectations for staff and students.
Next Steps	The principal in collaboration with school and district leadership should cultivate a climate of high expectation among all stakeholders. He should establish effective organizational structures to involve administrators and all teachers in decision making. He should require all staff to adhere to the concept of high expectation for student learning through monitoring the results from the decision making. The principal should monitor instruction and assessment to ensure all students are engaged in tasks that reflect high expectations. He should provide intentional feedback and support the staff as a part of the process. The principal should monitor all resources to ensure a school environment that is focused on high expectations for staff and students.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The principal has not ensured data are continuously collected, analyzed and used to impact student achievement.
Next Steps	The principal should develop a data management system that ensures reliable data are disaggregated and analyzed. Data collection should be continuous and include multiple forms (e.g., formative and summative assessment, analysis of student work, walkthrough data, intervention data, non-cognitive data). These data should be used to establish regular benchmarks and goals, to monitor student progress and to modify instructional practices to meet the academic needs of all students.

School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	The principal has not defined an intentional plan to promote parent and community involvement.
Next Steps	The principal should clearly define an intentional plan to promote parent and community involvement. The principal should explore methods to recruit parents and community members to be active partners in the school. The principal should develop a systematic plan that promotes frequent, two-way interactive communication with all stakeholders. The principal should develop and implement strategies to establish a welcoming environment by all staff for all stakeholders.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	The principal and school council do not exercise their full responsibilities and authority to manage school resources and make planning and operational decisions to maximize school performance.
Next Steps	The principal should lead the school council in proactive school governance. The council should gain a better understanding of its responsibilities and authority, obtain training, regularly update policies, create committees to monitor the implementation of policies, plans and expenditures, and review data reports. Armed with data to make informed governance decisions, the council and principal should provide guidance for school improvement.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Pulaski County High School
 KDE 2012 School Leadership Assessment Report
 At-a-Glance

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

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



9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Pulaski County - Pulaski County High School

<p>Standard - 1 - Academic Performance <u>Curriculum</u></p> <p>1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations</p> <p>1.1b District initiates, facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to a common academic core</p>	<p>Standard - 4 - Learning Environment <u>School Culture</u></p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for ALL students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p>Standard - 7 - Efficiency <u>Leadership</u></p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of council policy</p> <p>7.1j SBDM council has an intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p>Standard - 2 - Academic Performance <u>Classroom Evaluation/Assessment</u></p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Kentucky's core content</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g Assessment and Accountability Program is coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p>Standard - 5 - Learning Environment <u>Student, Family and Community Support</u></p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p>Standard - 8 - Efficiency - School Organization and Fiscal Resources <u>Organization of the School</u></p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p>Resource Allocation and Integration</p> <p>8.2a Clearly defined process (in accordance with the school council allocation formula)</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c Councils, school boards analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p>Standard - 3 - Academic Performance <u>Instruction</u></p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</p> <p>3.1b Instructional strategies and learning activities are aligned</p> <p>3.1c Instructional strategies/activities are consistently monitored...diverse student population</p> <p>3.1d Teachers demonstrate content knowledge</p> <p>3.1e Evidence teachers incorporate the use of technology</p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p>	<p>Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation <u>Professional Development</u></p> <p>6.1a Support for the long-term professional growth of the individual staff members</p> <p>6.1b The school has an intentional plan for building instructional capacity</p> <p>6.1c Staff development priorities..alignment..goals for student performance</p> <p>6.1d Plans for school improvement directly connect goals for student learning</p> <p>6.1e Professional development is on-going and job-embedded</p> <p>6.1f Professional development planning connect student achievement data</p> <p>Professional Growth and Evaluation</p> <p>6.2a Clearly defined evaluation process</p> <p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</p> <p>6.2e The school/district improvement plan identifies specific instructional leadership needs</p> <p>6.2f Evaluation process to provide teachers..change behavior and instructional practice</p>	<p>Standard - 9 - Efficiency - Comprehensive and Effective Planning <u>Defining the School Vision, Mission, Beliefs</u></p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p>Development of the Profile</p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p>Defining Desired Results for Student Learning</p> <p>9.3a School and district plans reflect learning research, expectations for student learning</p> <p>9.3b Analyze their students' unique learning needs</p> <p>9.3c Results for student learning are defined</p> <p>Analyzing Instructional and Organizational Effectiveness</p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p>Development of the Improvement Plan</p> <p>9.5a Steps for school improvement aligned with improvement goals</p> <p>9.5b Plan identifies resources, timelines</p> <p>9.5c Evaluating the effectiveness of improvement plan</p> <p>9.5d Improvement plan is aligned with the school's profile, beliefs, mission, desired results</p> <p>Implementation and Documentation</p> <p>9.6a Plan is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>

Legend

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

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

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

Focus on Student Academic Performance

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

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

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

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

Kentucky Department of Education
School Leadership Assessment Summary Report
Pulaski County High School
Pulaski County School District

1/29/2012 - 2/3/2012

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Pulaski County High School during the period of 1/29/2012 - 2/3/2012.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (60) and formal interviews and informal discussions with certified staff members (72), classified staff members (41), students (116), parents (8), Family Resource/Youth Services Center staff members (2), district leadership (2), curriculum specialists (2), assistant principals (2), counselors (3) and the principal.

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

The chairperson of the team was Joy Stinnett Waldrop - District Administrator. The other team members were Dee Ann Newton - Teacher, Gayle S. Musgrave - Teacher, Betty E. Fox - District Administrator, Rhonda C. Marshbanks - Teacher, Cynthia H. Williams PhD - Higher Education Representative, Floyd Hines PhD - District Administrator, Ruth H. Webb JD - Parent, Gayle H. Mills - Building Administrator, Mike Hurt - Building Administrator, Amy D. Baker - Educational Recovery Specialist

Academic Performance

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

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

Learning Environment

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

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

Efficiency

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

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

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

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

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

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 and curriculum specialists facilitate discussions between and among Pulaski County middle and high school staff through Advance Kentucky vertical team meetings. During these meetings, staff members from each school review the curriculum and identify some key curricular transition points between grade configurations (middle to high school) and courses (Algebra I and II, English I-IV). Staff members identify some curricular gaps through this process and discuss methods to address them. Some core content teachers are developing common end-of-course assessments at these meetings. This process is ongoing as teachers align units of study with QualityCore and program reviews. Some teachers attended Laying the Foundation training to assist in developing course syllabi, course maps and common assessments. At Pulaski County High School, the principal initiated "Maroons Read Together" to place a schoolwide emphasis on literacy. Students and staff read silently during 3rd period each Friday to stress the importance of reading. The school council established a program review committee to align the curriculum and promote integration of program skills across all content areas.

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

The school council has adopted a curriculum policy (Determination of Curriculum) that assigns the responsibility for assessing, designing, monitoring and evaluating the curriculum to a standing curriculum committee. The curriculum committee has been formed, but the principal does not ensure they meet on a regular basis. District and school leadership conduct some walkthrough observations using a common eWalk template to monitor curriculum implementation. This template includes a checklist for identifying learning target criteria (e.g., essential question posted, "I can" statement posted) and instructional strategies used by teachers. Teachers receive some feedback from these walkthroughs, but the feedback does not always provide specific information to assist teachers in improving instructional practices and in identifying learning targets. Many "I can" statements used by teachers reflect the activity in the lesson rather than learning target objectives.

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating **2**

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

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Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

The principal should develop a systematic process for the use and analysis of data to identify and eliminate gaps and overlaps in the curriculum. This process should include methods for using multiple sources of data (e.g., pre-assessments, formative and summative assessments, common assessments, student work analysis, walkthrough findings) to assist teachers in identifying curricular gaps and in promoting continuous student improvement.

School leadership should continue using the adopted eWalk template to monitor the implementation of the curriculum; however, leadership should include specific, meaningful feedback to assist teachers in the identification of effective instructional strategies. The principal should ensure teachers receive timely follow-up and support after walkthroughs to assist teachers in refining instructional practices.

Resources:

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

SISI Toolkit Standard 1. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/SISI_Toolkit/Standard%201/Standard%201%20By%20Standards.htm

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

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Performance Rating 2

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

The principal and curriculum specialists assign the responsibility to professional learning communities to share formative assessments and student work samples using the tuning protocol. At each meeting, a member of the professional learning community shares an assessment sample and other members give “cool” and “warm” feedback on the quality and effectiveness of the assessment. This process is in the initial stages of development due to its recent implementation. The principal does not regularly monitor classroom assessments to ensure they are rigorous, relevant and standards-based. Some teachers attended Laying the Foundation training to assist in developing course syllabi, course maps and common assessments. District leadership provided Discovery Education assessment training to assist teachers in accessing online Kentucky Core Academic Standards formative and interim assessments and practice probes in language arts, mathematics, biology and college readiness. The principal ensures staff members implement College Career Readiness Tuesdays to determine which students have not met benchmarks in these areas. Those students not meeting benchmarks are assigned to Response to Intervention and are given additional instruction in English, reading, writing and mathematics. AmeriCorps members and some teachers provide tutoring and instruction for these students during Response to Intervention lunch and before and after school sessions. Students set daily and weekly goals to measure their own progress using SuccessMaker Reading and Math. District leadership also offered training in Kaplan to assist students with ACT test-taking strategies and foundational skills. The principal and curriculum specialists make available the Triumph College Admissions program to assist students in test preparation for the ACT and PLAN tests. Many teachers regularly use formative assessments (e.g., bellringers, flashbacks, exit slips) to measure student learning, but few teachers use pre-assessments as a means to determine the level of student understanding before designing instruction.

2.1d Test scores are used to identify curriculum gaps.

The school council has not developed a comprehensive assessment policy to guide staff members in using test scores to identify curricular gaps. Some

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

curricular gaps are identified during Advance Kentucky vertical team meetings, and methods to address gaps are sometimes discussed. Student assessment data (e.g., Interim Performance Report; ACT, EXPLORE and PLAN results) are collected, but data are not regularly analyzed to determine curricular gaps. The principal presented the Interim Performance Report results on Oct. 14, 2011 Test Analysis Day. Scores were distributed to the appropriate departments for review. The scores were disaggregated and discussed and achievement gaps were identified; however, data were not analyzed to determine if the curriculum is completely aligned with state learning objectives.

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

The school council has not developed a comprehensive assessment policy to guide staff members in using test scores to identify curricular gaps. Some curricular gaps are identified during Advance Kentucky vertical team meetings, and methods to address gaps are sometimes discussed. Student assessment data (e.g., Interim Performance Report; ACT, EXPLORE and PLAN results) are collected, but data are not regularly analyzed to determine curricular gaps. The principal presented the Interim Performance Report results on Oct. 14, 2011 Test Analysis Day. Scores were distributed to the appropriate departments for review. The scores were disaggregated and discussed and achievement gaps were identified; however, data were not analyzed to determine if the curriculum is completely aligned with state learning objectives.

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Standard 2 **Classroom Evaluation/Assessment**

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Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

The school council should develop a comprehensive assessment policy to guide the principal and teachers in the analysis of data. The principal should develop a data management system that ensures reliable data are disaggregated and analyzed. The results of the analysis should be shared with district leadership, the school council and all staff members. These data should be used to establish regular benchmarks and performance goals for school improvement and to identify strengths and weaknesses in the instructional program as well as gaps in the curriculum. Performance goals should be shared with staff members, students and families and other community stakeholders. This analysis should include the use of data to monitor student progress and to modify instruction to meet student learning needs and promote continuous student achievement.

The principal should implement procedures for monitoring assessments to ensure they are rigorous, authentic and standards-based. This monitoring should be designed to assist teachers in the use of formative assessments to refine instructional practices and to provide differentiated tasks to meet individual student needs.

Resources:

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

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

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

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Performance Rating 2

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

The school council has not adopted an instructional practices policy; however, other policies include some aspects of instruction (e.g., homework, technology, curriculum). The principal chose a uniform lesson plan format for teachers to use in designing instruction. This lesson plan format includes a section for teachers to reflect on the lesson. Many reflections describe how or what students did in that day's lesson. Few teachers reflect on which instructional strategies were determined to be effective or ineffective and how instruction will be changed to improve student achievement. Some teachers do not provide opportunities for interactive student engagement, and some "I can" statements reflect the activity rather than the learning target. Lesson plans do not always include formative assessments, and textbook assignments and worksheets are the regular mode of instruction in some classrooms. Lesson plans are e-mailed to school leadership at the end of the week, and these plans are reviewed for completion. Teachers are not always provided constructive feedback to assist in refining their instructional practices and lesson planning. Lesson plans often do not include research-based strategies (e.g., higher order thinking, problem solving, cooperative learning) or rigorous, relevant activities. The principal is visible in hallways and sometimes stops by classrooms but does not regularly conduct walkthroughs to monitor instructional practices.

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

The principal expects leadership team members (assistant principals and curriculum specialists) to monitor classroom instruction through walkthroughs and to use a common eWalk instrument to record observations. The principal is visible in hallways and sometimes stops by classrooms but does not regularly conduct walkthroughs to monitor instructional practices. Following these walkthroughs, school leadership provides limited specific feedback to assist teachers in the alignment of instructional strategies with school and state learning goals. Teachers sometimes require students to complete learning tasks (e.g., on-demand writing, multiple choice, short answer, constructed response) similar to those on Kentucky Performance Rating for

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Standard 3 **Instruction**

Performance Rating 2

Educational Progress (K-PREP) and Educational Planning and Assessment System (EPAS). Some teachers use ACT-like questions as bellringers and exit slips to provide students with additional practice. Students are not always provided opportunities to demonstrate learning in a rigorous, authentic learning environment, and rubrics often do not accompany assignments to assist students in knowing what they need to do to be proficient. The principal initiated College Career Readiness Tuesdays to provide opportunities for students to practice taking tests similar to state assessments. Those students not meeting benchmarks are assigned to Response to Intervention and are given additional instruction in English, reading, writing and mathematics. AmeriCorps members provide tutoring and instruction for these students during Response to Intervention lunch and some teachers tutor before and after school.

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

District leadership recently purchased several technological resources (e.g., SmartBoards, projectors, Gradecams, document cameras, Lightspeed microphone system) to transform each classroom at Pulaski County High School into a Smart Classroom. These resources have been installed, and training was provided. Many teachers are implementing some of these resources into their daily instruction. The principal requires all classroom teachers to include Smart Classroom technology on 2011-12 individual professional growth plans. The school council has not established a policy that defines and guides the effective use of technology in instruction. Students are provided some opportunities to use technology in researching topics, assessment tasks and creating projects.

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Standard 3 **Instruction**

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Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

The school council should develop policy to guide teachers in using technology effectively in instruction. This policy should include procedures for the principal and designees (e.g., assistant principals, curriculum specialists, department heads) to monitor the integration of technology into classrooms.

The principal and designees should monitor classroom instruction for the purpose of identifying effective instructional strategies and assisting teachers in refining instructional practices. Monitoring should be ongoing and include the collection of data to determine the most effective strategies in meeting unique learning needs. The principal and designees should ensure all classroom instruction is rigorous, effective and student-centered (e.g., cooperative learning, differentiated, problem-solving tasks, higher-order thinking skills).

Resources:

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

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

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

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

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

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 school council has adopted a policy (Student Behavior, Discipline Procedures and School Safety Plan) that identifies specific procedures related to classroom discipline and management. Several measures (e.g., school resource officer, visitor sign in and out, visitor passes, 48 surveillance cameras) help to provide a safe and orderly environment. The building is exceptionally clean and well-maintained. School leadership routinely conducts emergency drills (e.g., fire, tornado, earthquake, severe weather, Code Blue lockdown). The Pulaski County Schools Crisis Procedure Guide flipchart is posted in all classrooms. School leadership and the school resource officer recently participated in an online Homeland Security training entitled, "Best Practices in Student Support Services." Renovation plans are currently underway for new double doors that will lead only into the front office. An entrance buzzer system will be installed. Parents and students are required to read and sign the Pulaski County School System Code of Acceptable Behavior and Attendance Policy. Additionally, each student receives a copy of the Pulaski County High School Student Handbook, which includes the Student Behavior Code. The principal has established some operational procedures (e.g., morning announcements only, e-mail rather than intercom use for student release or pullout, telephone calls only for emergencies) in an effort to minimize interruptions, but does not monitor to determine if all staff members (e.g., guidance counselors, teachers, classified staff, administrators) are adhering to these practices. Everyone participates in the daily Pledge of Allegiance. Parent, student and faculty surveys were conducted in the fall of 2011 to assess climate needs and to identify areas for school improvement.

- 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 strive to recognize and celebrate the achievements of students. Exhibits of student work and student products are displayed in most classrooms and hallways. Honors and achievements (e.g., District Governor's Cup, Marching Band in Governor's Inauguration) are displayed on the school Web site. The principal sometimes celebrates student successes (e.g., Senior Distinguished and Proficient, Junior ACT good faith effort, Advance Kentucky

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Performance Rating **3**

awards for Advanced Placement qualifying scores) as personal recognitions. The principal photographs student activities for publication in The Commonwealth Journal and district and school Web sites. Pulaski County High School led all schools in the district last year for most pictures and articles published in the newspaper. Student success is also shared outside the school through several other venues (e.g., Cable Channel 8, One-Call System, school marquee, WSFC, WTLO radio stations).

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

The principal has created a culture where staff and students feel comfortable and safe, but the principal does not consistently communicate high academic expectations for all staff or students. The Pulaski County High School vision “Building a Tradition of Excellence, One Student at a Time” is displayed in the front lobby. Some events (e.g., parent-teacher conferences each trimester, Open House) are designed to encourage families to be active participants in their child’s education. Local businesses (e.g., Honey Baked Ham, Blimpies, Subway, The Harbour, Warren’s Towing and Garage) partner with the school to provide Cooperative Work Experience Program and Community Based Work Transition Program placements for students. Teachers have some opportunities (e.g., professional learning communities, departmental meetings, sharing information gained at the English/Language Arts, Mathematics Teacher Leader Network meetings) to interact and share strategies that have increased student achievement. The principal does not lead staff in frequent progress monitoring of student learning in order to promote continuous improvement.

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

Although teaching and non-teaching staff occasionally collaborate informally, the principal and school council have not established a formal plan to include non-teaching staff in decisions that impact the teaching and learning environment.

- 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 (Assignment of Students to Classes/Programs) that states a student class assignment schedule is to be approved by the principal who shall ensure course offerings are provided to address Kentucky’s Academic Expectations, Programs of Studies, and Core Content for Assessment. The principal ensures student groupings and programs (e.g., special education, credit recovery, extended school services, Response to Intervention lunch, Great Leaps) support the instructional needs of students but does not regularly monitor their effectiveness in meeting individual student needs. Some activities and programs (e.g., Saturday

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Advanced Placement study sessions, PLAN and ACT practice tests, dual credit classes, Triumph College Admissions online practice tests, Gifted and Talented, Project Lead the Way, Gatton Academy of Mathematics and Science) are provided for enhancement. The principal reviews the master schedule but has not set the expectation that student assessment data be used to match student performance with teacher strengths.

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

The principal and school council have adopted a parental involvement policy which includes a plan to improve communication between school and home. The principal has not fully implemented the communication plan; however, several methods of communication are evident. Communication primarily flows from school to home with little opportunity for two-way dialogue with parents about academic goals, class work, grades and homework. School information and events are shared through several venues (e.g., letters, e-mail, grade reports, Infinite Campus Parent Portal, One Call system, marquee, The Commonwealth Journal newspaper, cable access Channel 8, district and school Web sites). Most teachers also use Lightspeed microphones to communicate instruction in the classroom, and core content classrooms are equipped with network cameras that allow students, parents and administrators the ability to view live streams of classroom instruction via the Internet. Most teachers have class Web sites (Fusionpages) where homework, class assignments, additional instructional resources and blogs are available for students and parents. While some teachers provide Web sites that offer several resources for students enrolled in Advanced Placement courses, few teachers provide similar resources for students enrolled in regular or non-Advanced Placement courses.

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 has established a school climate that has improved student and faculty morale. Survey results (i.e., Kentucky Teaching, Empowering, Leading and Learning) indicate a high level of trust and mutual respect among teachers and the leadership staff. Few multicultural considerations are evident within the school. Some teachers address cultural diversity through lessons in textbooks. Some teachers additionally have technological resources (e.g., SmartBoards, clicker system, document cameras) in their

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classrooms but have not received adequate training and support to incorporate such resources within their instructional practices. The principal does not ensure teachers receive the training and support necessary to use differentiated, varied, or culturally responsive instructional strategies to meet the individual learning needs of all students. While several services (e.g., Youth Services Center, school nurse, Response to Intervention) and programs (e.g., GEAR-UP, Triumph College Admissions ACT prep, Great Leaps) are in place for the purpose of reducing barriers to learning, the principal does not ensure the Response to Intervention plan meets the learning needs of students. The principal makes some effort to recruit a highly qualified, diverse teaching staff.

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The principal should lead the process of creating a culture of high academic expectations for teaching and learning. The principal should hold the faculty and himself accountable for student successes and failures.

The school council should develop committees with membership that includes representatives from a variety of stakeholder groups (e.g., teacher, staff, students, families, business leaders and community members.) The school council should focus on promoting increased student achievement and involving all stakeholder groups in decision making.

The principal should ensure a communication plan is fully implemented and provides two-way communication with students and parents regarding academic goals, class work, grades and homework.

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

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

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

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

Findings For This Standard Are Based On:

Performance Rating 3

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

Cumulative records are stored in a vault in the guidance office. The vault is secured by guidance staff throughout the school day and the office is locked at night. Special education records are securely stored in the special education liaison's office and appropriate staff has access. Infinite Campus is used for record keeping. Parents have access to Infinite Campus with use of Parent Portal. Individual learning plans are developed throughout the year in third period class and are monitored by library media specialist to ensure they are up-dated. Parents are provided information about individual learning plans on the school Web site.

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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 (Committee System) that defines committee structure. The principal has formed some school council committees, but all do not regularly meet. Two parents serve on the school council, but parents do not serve on other school council committees. The principal employs some programs (e.g., Open House, parent conferences, Free Application for Federal Student Aid workshop) and strategies (e.g., One Call system, marquee) to inform parents and to promote relationships between teachers and families. Some evaluation and modification of programs (i.e., Open House becoming a schoolwide event, not just for freshmen parents) have occurred. District leadership has established procedures in Pulaski County School System Code of Acceptable Behavior and Attendance Policy 2011-12 for resolving concerns, filing complaints and making suggestions. Parents receive these guidelines in informational packets at the beginning of the school year. The Youth Services Center partners with community agencies to create programs (e.g., Back to School Extravaganza, Guardian Angel Tree, Weekend Backpack Food Program, School Supplies/Clothing Closet) to ensure students come to school ready to learn. School office staff monitors attendance and contact parents when a student is absent. Youth Services Center staff and the Attendance Case Manager make home visits to students who have poor attendance. Midterm reports are sent home with students, and report cards are mailed at the end of each trimester. Some teachers contact parents by phone or e-mail concerning grades or behavior. Parents with computer access or a Smartphone may retrieve information about grades and attendance using Infinite Campus Parent Portal. However, the principal has not ensured every student has an adult advocate who has the capacity to encourage and support their academic growth.

- 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).

Extended School Services are available to all students after school two days per week, but entrance or exit criteria has not been developed or implemented. AmeriCorps tutors provide additional instructional assistance with Response to Intervention lunch and by tutoring during students' elective periods. Students qualify for this assistance by teacher referral, guidance

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counselor referral or class failure. In addition, the principal supports several other programs and activities (e.g., Gifted and Talented Program, Saturday Advanced Placement study sessions, PLAN and ACT practice tests, Triumph College Admissions practice tests) to assist students. The Youth Services Center offers programs (e.g., Back to School Extravaganza, Guardian Angel Tree, Weekend Backpack Food Program, Goodwill clothing vouchers) to reduce barriers to learning. Some community agencies (e.g., Intrust Mental Health, Somerset Mental Health, Phoenix Preferred Care, Adanta) partner with the Youth Services Center to provide students with counseling services. The principal has ensured the guidance department has a guidance plan that focuses on the academic needs of students.

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

The principal does not ensure all school staff members are regularly trained to identify students with special learning or behavioral needs. District leadership has developed a formal process for referrals to the school nurse. Parents and students are informed about the process in the student handbook. However, no formal process is in place for referrals to school counselors, Youth Services Center or the principal. The principal has not ensured there is an adult advocacy program to assist students whose lives are disrupted by family discord. Formal procedures for evaluating students who enter the school with a history of family mobility have not been developed. Transferring students are enrolled into school by school counselors and scheduled to appropriate classes. Peer tour guides are expected to acclimate transferring students to the building.

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

The principal has not established formal procedures for re-engaging students estranged from the school. Students returning from Pulaski Central/Day Treatment Center or Homebound are enrolled into school by guidance counselors and scheduled in appropriate classes. If deemed necessary, the Youth Services Center staff is notified by guidance counselors. The principal promotes programs (e.g., EKU Now, Community Based Transition Work Program, Advanced Placement, Novel Star, AmeriCorps instructors, Dual Credit Somerset Community College, Cooperative Work Experience Program, Read 180, SuccessMaker) that support learning beyond the curriculum. Varied co-curricular opportunities (e.g., Future Business Leaders

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of America, Future Farmers of America, Distributive Education Clubs of America, Spanish Club) are provided to enhance classroom instruction and student learning.

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

The principal should develop and implement strategies to establish a welcoming environment by all staff for all stakeholders. The principal should explore methods to recruit parents and community members to be actively involved in school committees and activities. Parents and community members should be continuously encouraged to be active partners in the school.

Resources:

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

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

SISI Toolkit Standard 5. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/SISI_Toolkit/Standard%205/Standard%205%20By%20Standards.htm

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

Findings For This Standard Are Based On:

Performance Rating 3

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

The board of education has adopted policies that clearly define the evaluation process for certified staff members. On August 9, 2011 the principal reviewed the evaluation procedures with all certified staff and gave them a copy of the Certified Employee Evaluation form.

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

The principal and assistant principals use the evaluation procedures outlined in the district certified evaluation plan. Procedures are fairly and consistently administered. The plan was approved by the Pulaski County Board of Education on Nov. 9, 2010 and by the Kentucky Department of Education on Nov. 30, 2010.

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Performance Rating 2

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

All teachers are required to participate in 24 hours of professional development (e.g., Data Analysis, Formative Assessment, Curriculum Refinement, Development of Common Assessments) and an additional 30 hours of Enhanced Learning Opportunities that are intended to update their professional practices each year. Enhanced Learning Opportunity hours are available for teachers to participate in trainings to enhance their content knowledge and instructional strategies (e.g., QualityCore for Math, English, Social Studies and Science; Program Review Training; College and Career Readiness; Laying the Foundation; End of Course Assessment Training; Training for Writing Individualized Educational Plans). The principal attends schoolwide professional development but does not always have the opportunity to attend training and workshops (e.g., Kentucky Association of School Administrators, Kentucky Leadership Academy, Kentucky Association of Secondary School Principals, QualityCore, Laying the Foundation) to enhance his leadership skills and update his content knowledge and information on standards and assessment. The principal documents staff attendance of professional development sessions with a sign-in sheet and evaluation forms. The principal ensures all teachers participate in the required professional development hours. Professional development opportunities support improving content knowledge and professional practices, but few opportunities are available to enhance leadership skills for teachers. Teachers may apply for the Teacher Leader Initiative Program provided by the district. The principal must recommend teachers who apply for this program. Classified staff members receive districtwide trainings (e.g., blood borne pathogens, harassment, confidentiality). Some classified staff members receive professional development based on their particular assignment (e.g., Safe Crisis Management, Autism Modules). The principal has not offered parent workshops or meetings to help parents develop skills in supporting their child's learning and school improvement efforts. The principal does not have a plan to develop parent leaders within the school

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

The principal and professional development committee collaborates with district leadership in determining professional development needs and training for high school staff members. The professional development

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committee plans annually for the upcoming year. Most professional development offerings (e.g., Laying the Foundation, QualityCore, formative and common assessments) are identified in the comprehensive school improvement plan. Certified staff members occasionally suggest professional development opportunities. Most professional development is multi-year and job-embedded (e.g., formative and common assessments, Discovery Education, Advance Kentucky, QualityCore), builds on previous training and is intentionally focused to build instructional capacity.

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

Most professional development strategies in the comprehensive school improvement plan align with student learning goals. The principal does not ensure all approved professional development activities are intentionally connected to individual professional growth plans and evaluations of staff members. Most teacher individual professional growth plans have Smart Classroom technology as the single goal.

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

The principal and the professional development committee in collaboration with district leadership plan professional development for the upcoming school year. Some professional development (e.g., formative and common assessments, Discovery Education, Advance Kentucky, QualityCore) is ongoing and job-embedded. The principal does not collect data from classroom walkthroughs for the specific purpose of determining if professional development is impacting classroom practices and student performance.

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

The principal and professional development committee review assessment data (e.g., Interim Performance Report, No Child Left Behind report, ACT, PLAN, Discovery Education) at various times throughout the school year. Data are presented to teachers at department and faculty meetings and during the district-mandated assessment review day. The principal and curriculum specialists provide staff a variety of opportunities (e.g., Discovery Education, QualityCore, Laying the Foundation) for professional development focused on improving student performance. Teachers must obtain approval from the principal before attending professional development that is not

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included on the approved professional development list. The principal has not developed a process for teachers to share techniques and strategies from professional development that they have attended. The principal has not determined a formal process for measuring the impact of professional development on improving classroom practices and improving student achievement.

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

The school is allocated professional development funds according to enrollment. The District Leadership Network (e.g., principals, teachers, district administrator representatives) ensures all district and school-provided professional development expenditures are in compliance with Kentucky Senate Bill 1 (2009) and reflect the needs identified in district and school improvement plans. The principal and professional development committee created a professional development plan for 2011-12. The principal collaborates with district leadership to provide professional development offerings through additional funding resources (e.g. QualityCore, Laying the Foundation, Advance Kentucky, Kaplan training). The principal and school council have approximately \$3,000 to fund individual staff content-specific professional development requests. Those funds have already been expended for 2011-12. The principal does not have a systematic process to ensure all school funds are equitably expended to support activities of the comprehensive school improvement plan and individual professional growth plans.

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

The principal evaluates certified staff in compliance with the District Certified Personnel Evaluation Plan. The principal shares the responsibility for the evaluation of certified staff with the two assistant principals. Some tenured and all non-tenured teachers are evaluated annually. Individual professional growth plans for most staff members are not collaboratively developed and connected to evaluations, observations or personal requests. Growth plans do not always include meaningful reflections and dialogue with the primary evaluator. For 2011-12 the principal determined the individual professional growth plan goal for all teachers would be Smart Classroom technology. Monitoring for completion of individual goals occurs during the summative or end-of-year conferences. Some classified staff members are evaluated on job

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performance.

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

The principal and assistant principals follow the District Certified Evaluation Plan and document staff improvement through formative observations, walkthroughs and conferences. The principal encourages and supports staff in making the changes identified in their evaluations and individual professional growth plans. However, the principal has not established a systematic process that provides meaningful feedback to ensure the desired changes in instructional practices are timely and sustained.

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

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

The principal should collaborate with all teachers to develop a comprehensive school-based professional development plan that is based on a staff needs assessment and data analysis results and ensures all certified staff members participate in training to build their instructional and leadership capacity.

The principal should offer workshops and programs to help parents and families develop skills in supporting their child's learning and academic achievement efforts (e.g., analyzing student assessment results, providing help for homework, participating on committees, receiving information on curriculum standards, accessing college financial aid assistance).

The principal and professional development committee should use a clearly defined, systematic process to monitor all professional development requests for direct connections to an analysis of student achievement data, individual professional growth plans and school improvement goals and to provide sufficient resources to ensure a significant impact on classroom practices over time.

Resources:

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

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

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

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Standard 7 **Leadership**

Findings For This Standard Are Based On:

Performance Rating 3

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 and district leadership ensure certified instructional staff members are provided access to Kentucky curriculum documents. New teachers are familiarized on how to access Kentucky curriculum documents on the Department of Education Web page, and department heads provide access to curriculum documents and units of study for core teaching subjects. Teachers received training and materials in QualityCore curriculum and program reviews. Two curriculum specialists are available to access curricular materials and provide training when needed. Some teachers attended Laying the Foundation training to assist in developing course syllabi, course maps and common assessments. Opportunities (e.g., professional learning community meetings, departmental meetings, Advance Kentucky vertical team meetings) are provided during the school year for teachers to work on vertical and horizontal curriculum alignment. Data resources (e.g., Triumph College Admissions, Discovery Education) are available to provide students extra practice in taking state assessments.

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

The school council has adopted a policy (i.e., Student Behavior and Discipline Procedures and School Safety Plan) to maintain a safe environment for students and staff members. This policy was recently revised and presented to the school council for a first reading on Dec.19, 2011 with final adoption on Jan. 11, 2012. The policy requires all staff members to comply with safety procedures as described in Pulaski County Board of Education policy, schools crisis procedure guide and school system safety manual. All staff members are also to comply with Pulaski County High School Emergency Administration Guide and Code Blue lockdown procedures. The principal ensures crisis and emergency plans are maintained in easily accessible areas throughout the school. Fire and tornado evacuation routes and destinations are posted in classrooms and common areas. The principal ensures safety drills (e.g., fire, tornado, earthquake, Code Blue lockdown) are practiced as required. A discipline committee annually reviews and revises the student

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discipline code. The principal follows district guidelines in reporting maintenance and safety issues. A portion of the school is currently undergoing renovation. Within this renovation plan, the front foyer will be reconfigured to install a buzzer entrance system and double doors that will direct visitors into the office area to sign in and receive a visitor's pass. The principal has assigned supervision responsibilities (e.g., restrooms, hallways, cafeteria, student drop off) to teachers and some classified staff members. The school council requires a standing safety committee, but the principal has not developed procedures for committee expectations or monitoring to determine if this committee is meeting. The superintendent has charged the principal with the responsibility of investigating the strategies of the Kentucky Center for Instructional Discipline for the purpose of implementing these strategies at the high school. A school resource officer patrols the high school building and grounds and assists the principal with student behavioral issues. Forty-eight cameras are installed throughout the high school and are primarily monitored by the school resource officer.

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7.1a Leadership has developed and sustained a shared vision.

On Sept. 21, 2011 the principal e-mailed staff members (Pulaski 380 Staff) to obtain input on a new vision and mission statement. He proposed using the current mission statement “Building a Tradition of Excellence One Student at a Time” as the new vision statement. He also proposed a statement, “Pulaski County High School is committed to providing a creative and rigorous education that prepares students for a successful future” to be the new mission statement. The e-mail asked staff members for suggestions on a mission statement or to re-word the one he proposed. After receiving input, the final proposed mission statement “Pulaski County High School is committed to providing a creative and rigorous 21st century education that ensures all students are college/career ready” was presented to the school council for their consideration. The school council officially adopted the principal’s proposals for vision and mission statements on Oct. 10, 2011. These statements reflect the principal’s personal vision, “All kids to graduate in four years and for the community to know that Pulaski County High School is a quality school”. The approved vision statement is posted on a banner in the entrance foyer to the school, and the mission is posted throughout school hallways and common areas. All stakeholder groups (e.g., families, students, community and business members) were not invited to participate in the development of the vision and mission statements.

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

The principal expects curriculum specialists and teachers to collect, review and analyze a variety of data (e.g., ACT, EXPLORE and PLAN, Discovery Education, common assessments, student work). However, he has not developed a data management system that ensures reliable data are collected, disaggregated and analyzed in order to make effective programmatic and academic decisions. The school council receives some information about student achievement data but does not always rely on data results to effectively guide decision making.

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

All school administrators (i.e., principal, assistant principals and guidance counselors) have individual professional growth plans. The superintendent determined the principal’s areas of needs based on the board of education

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and superintendent's vision of improving graduation rates and college and career readiness numbers. These needs were determined during the summative evaluation conference in the spring of 2011. The principal identified growth goals and objectives along with procedures and activities for achieving his determined needs. The principal sent the growth plan back to the superintendent in September for his signature. Two areas were identified on the principal's growth plan: Response to Intervention and Kentucky Center for Instructional Discipline. The two assistant principals were asked to develop their individual professional growth plans around the two areas identified on the principal's growth plan. One assistant principal was asked to focus on Response to Intervention, and the second assistant principal was asked to focus on investigating Kentucky Center for Instructional Discipline strategies. A few growth plans for school administrators are completed based on individual growth needs and job responsibilities. Collaboration between administrators and the principal in developing individual professional growth plans rarely occurs. The principal does not use the individual professional growth plan process for holding administrators accountable for their roles and responsibilities or focus on identified areas of need from summative evaluations. Individual professional growth plans are developed at the beginning of the school year and reviewed for growth in the spring.

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

The school council has not adopted a comprehensive policy to guide staff members in the review, disaggregation, analysis and evaluation of the varied non-cognitive (e.g., graduation rate, attendance, drop-out) and cognitive (e.g., ACT, EXPLORE and PLAN, No Child Left Behind, student work, common assessments) data available at Pulaski County High School. Upon receipt of 2010-11 state assessment data, the principal and curriculum specialists reviewed the data, and then the principal presented scores to all teachers in a PowerPoint presentation at an after school faculty meeting. Scores were distributed to the appropriate departments for review. Departments were required to turn in a goal sheet with action steps for their content area. The principal has not monitored or followed up with departments to ensure action steps for accomplishing the goals are implemented and improving student performance and classroom practices. The principal regularly shares student performance data with school council and staff members. The principal has initiated a plan to gather input from stakeholder groups in developing the new

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comprehensive school improvement plan. An online survey is being conducted to gather information from families on how they feel about the school. The principal plans on using this information to identify areas of non-confidence and develop strategies for improving perception of the school. These areas of concern are to be evaluated and may be addressed in the comprehensive school improvement plan. Comprehensive school improvement plan committees (e.g., assessment, ACT, PLAN and EXPLORE, on demand, special education, socio-economic, college and career readiness data) have been formed and charged with the responsibility of identifying gaps and weaknesses and determining root causes that may impede all students from reaching proficiency. Although committees have been formed, the principal has not established timelines for these committees to complete their work and present their findings to a planning committee for review of data from all areas. The committee is charged with the responsibility of identifying strategies, resources (e.g., technology, policies, personnel, classes), professional development and other means deemed necessary for school improvement. The principal has not solicited representatives from a variety of stakeholder groups (e.g., families, students, community and business leaders) to serve on committees to disaggregate data or the comprehensive school improvement planning team as they determine strategies to eliminate gaps and improve student performance. The school council does not actively participate in data analysis.

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

The school council has not adopted a policy for the protection of instructional time. The principal has implemented some procedures (e.g., morning announcements, e-mail for student release, limited phone calls) in an attempt to keep classroom interruptions to a minimum but does not monitor these practices to ensure all staff members adhere to these procedures. Disciplinary infractions that disrupt student learning are dealt with by both the principal and assistant principals. The principal has not collected data on how other disruptions (e.g., guidance counselor requests, frequent field trips, club day) interfere with the efficient and effective use of time available for student learning or are affecting student performance. The principal has not designed a master schedule that allows for common planning time for all classroom teachers. While the master schedule does not include content or grade level common planning time, the principal has provided opportunities for teachers to share strategies during cross-curricular professional learning community meetings. Curriculum specialists collaborate with department chairs to

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develop common agendas for professional learning community meetings to ensure a common focus on curricular and instructional issues.

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

The fiscal and human resources allocated to Pulaski County High School are sufficient to deliver effective instruction for all students and to ensure significant improvement in student performance. However, the principal has not secured funds for all classes (e.g., Spanish, science, health) to have adequate textbooks for students. The principal does not effectively use individual professional growth plans to monitor certified staff members on growth needs and as a means of continuous focus on improving student achievement. The principal and school council have not developed a process to monitor the use of all resources (e.g., counseling services, Youth Services Center, school nurse, school resource officer, extended school services) to eliminate gaps and overlaps in services and to measure their impact on sustaining continuous school improvement. The school council is required to submit an annual needs assessment to district leadership should Section 7 monies become available to address identified needs. The principal meets with the superintendent to request additional staff members (e.g., math coach, two additional math teachers) that will enhance the delivery of the approved state curriculum, address intervention needs of students or improve college and career readiness. A budget committee meets to allocate instructional Support Education Excellence in Kentucky funds. When the district released additional Section 6 funds, the principal, rather than the budget committee, prepared a budget amendment for school council approval. The school council receives monthly internal school budget reports but does not receive monthly MUNIS reports. The school council does not assume an active role in prioritizing, monitoring or evaluating the expenditure of funds to maximize their impact on student achievement.

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

The principal recently worked with the district school council liaison to review all required school council policies. The process included reviewing and revising existing policies that needed to be updated to reflect the new curriculum and assessment guidelines and career and college readiness requirements. Other policies were reviewed to coordinate similarities between

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the two district high schools. The principal took suggestions from the district liaison, looked at the Kentucky Department of Education Web site for sample policies and rewrote those policies that were deemed to need revision. The revised policies were presented to the school council on Dec. 19, 2011 for a first reading and were approved in a second reading on Jan. 11, 2012. The principal has not developed procedures or implemented all school council policies (e.g., curriculum, committees) as required. The school council was not actively involved in determining the content of council policies that are under their jurisdiction as the governing body of Pulaski County High School. The school council chose to accept the policies the principal developed. The school council received the revised policies at its Dec. 19, 2011 council meeting and approved the presented policies as a first reading. On Jan.11, 2012, the council policies received a second reading and were approved with no changes. Although the principal ensures council meeting minutes are e-mailed in a timely manner to all staff members, most staff members are not aware of agenda items for meetings or know of the recent changes made to school council policies. The school council does not have a process to determine if council policies are having the expected impact on improving classroom practices and student performance. The school council has not developed a systematic process for the review of council policies to address needs as identified by student achievement data. The school council receives little direct support from the principal or district leadership in assisting them in becoming a fully functional governing body.

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

Student achievement and issues that impact student performance are included on most school council agendas, but the council does not always sustain an intentional focus on improving student academic performance. Minutes of meetings are disseminated to staff members through e-mails but are not usually made available to parents or community members. Although discussions about academic issues may occur at each meeting, student performance data are not driving council decisions. A district liaison has been appointed to assist the school council, but the council rarely solicits assistance from district leadership in determining goals for building the school's instructional and organizational capacity.

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

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The principal has worked over the last year and a half to cultivate a culture where staff and students are happy to be a part of Pulaski County High School. He develops personal relationships with certified and classified staff members and students. He is determined that the academic and athletic accomplishments of his students are regularly published in the local newspaper. He shares responsibility and accountability for managerial tasks with assistant principals. He is well-liked by staff, students and parents. Although the principal has improved the culture and climate of the school, he has not put systems in place that will move the school forward in improving student performance. He expects teachers to use a multitude of student assessment data but does not have a systematic process for managing data to determine individual student growth and intervention needs. He does not effectively use the certified evaluation process and individual professional growth plans to hold staff members accountable for their role in the success or failure of each and every student. Some organizational structures (e.g., professional learning communities, department meetings) are in place, but the principal does not effectively participate in or monitor these structures to determine their impact on improving instructional practices and student performance in order to meet federal, state and community expectations. The principal is visible in hallways and sometimes stops by classrooms, but does not regularly conduct walkthroughs to monitor instructional practices. Although he verbalizes the desire for all students to become proficient, he does not engage the school community in discussions on what proficiency looks like. Many stakeholders, including parents, do not understand what is required for their child to be successful. He does not actively invite and involve all stakeholder groups (e.g., families, students, community and business members) to become a part of the school community. He provides opportunities (e.g., Open House, parent teacher conferences) for parents to visit the school and communicate with teachers, but he rarely engages families or the local community in what is required for all students to attain proficiency. He has recently created a committee structure for developing a new comprehensive school improvement plan where all certified staff members are directly involved in determining needs, setting goals and identifying strategies to be included in the plan. He has plans to use the results of an online survey to address areas of non-confidence and develop strategies for improving the perception of the school. He has not created timelines for completion of committee work or monitored to determine if all committees are meeting to complete their task. He sometimes collaborates with district leadership and leadership from the other district high school to coordinate professional development offerings (e.g., curriculum alignment,

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technology). He recently collaborated with district leadership in reviewing and revising school council policies. The principal has not accessed or provided adequate guidance and support to the school council in assisting them in becoming a fully functioning governing body charged with the responsibility of making decisions that directly impact the learning of each student at Pulaski County High School. The principal has not created a sense of urgency for Pulaski County High School to become a high performing school.

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The principal should adopt a “No Excuses” policy in creating a sense of urgency for Pulaski County High School to become a high performing school. He should initiate discussions between and among district and school leadership on what it would take for the two entities to work together in making this goal a reality. A focused plan, including short-and long-term goals, should be developed with roles and responsibilities delineated for all district leadership and instructional support personnel and all high school leadership and staff members. All efforts and decisions should be supported by data, and these data should be targeted to move the high school toward achieving proficiency for all students. The principal should hold all school leadership and staff members accountable for their roles and responsibilities in improving student performance. He should use the district certified evaluation process, including corrective action plans, to assist staff members who are not delivering their part of the focused plan.

The principal should collaborate with district leadership to seek training opportunities to enhance the ability of his leadership team to conduct effective classroom walkthroughs that will improve classroom practices and improve student performance. The focus of training should be on how to identify effective classroom practices (e.g., rigor and relevancy, teaching to proficiency and standards, proficient student work) and on how to provide meaningful feedback, follow up and support for teachers.

The school council should receive additional training regarding areas of responsibility, legal obligations and effective governance. The principal should reinforce and provide direction to the school council for their role in improving student performance. He should develop written procedures and implement school council policies as written. The school council should review data to measure the impact of policies on student achievement. Policies should be regularly reviewed and revised to meet the changing needs of the student population and Kentucky expectations for student performance. The school council should be actively involved in analyzing multiple forms of data and develop clear and measurable benchmarks to effectively guide decision making.

The principal should actively invite and involve all school community stakeholders to participate in the educational process at Pulaski County High School. Representatives from stakeholder groups should be involved in school planning and decision making through the committee structure. Interactive communication between school staff and families should be a main focus of the school’s effort in improving student achievement. The principal should regularly inform the school community (e.g., Rotary and Lion Club presentations, overview of school goals at senior citizen meetings, editorials in local newspapers, family learning nights) on what is required for all students to attain proficiency.

Resources:

Blankstein, A. M. (2004). *Failure is Not an Option*. Thousand Oaks, CA: Corwin Press.

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

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

SISI Toolkit Standard 7. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/SISI_Toolkit/Standard%207/Standard%207%20By%20Standards.htm

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Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Performance Rating 2

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

The principal has established lines of communication among staff and areas of responsibility for distributing resources, but the school council is not fully engaged in decision making. The school council does not participate in the allocation of professional development funds, Extended School Services funds or the assessment and use of class fees. The school council does not collaborate with the principal to determine the staffing requirements for the school. The school council requires all activity funds, including parent booster organization funds, be held in school accounts and monitored regularly. The principal and school council have not developed policies and procedures to regularly evaluate and prioritize resources for their impact on student achievement. Significant investment has been made by the school and district in software (e.g., Kaplan ACT preparation, Discovery Education, Read 180, SuccessMaker Reading and Math, Novel Star) to enhance student performance without systematic evaluation of the costs and benefits of the programs. Many classes have outdated or inadequate supplies of textbooks (e.g., Spanish, science, health), and time and resources are expended to duplicate reading materials. School staff members seek and incorporate external resources to supplement and enhance school programs. AmeriCorps tutors are providing math tutoring, and Advance Kentucky and Project Lead the Way are supplying training and incentives for advanced math and science instruction.

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

The school council adopted a policy (Assignment of Students to Classes/Programs) in Jan. 2012 to ensure guidance counselors assign students to classes after considering student learning styles, instructional needs and individual learning plans, among other criteria. Simultaneously, the council adopted a policy (Staff Assignment of Instructional and Non-Instructional Time) requiring the principal to make staffing assignments based upon student needs and teacher training and performance, as well as curriculum and certification factors. These policies have not been fully implemented and past practice has not ensured staff talents are matched with student learning needs. The principal did not include the school council in

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determining the number of staff to be employed in each job classification.

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

The school council has not adopted a policy that supports the protection of instructional time. Teachers manage student behavior to minimize disruption of instructional time, but some do not maximize student learning through engaging, bell-to-bell instruction. The principal has designated procedures (e.g., morning announcements, e-mail for student release, limited phone calls) to keep classroom interruptions to a minimum. He has not monitored other disruptions (e.g., guidance counselor requests, frequent field trips, club day) that interfere with the efficient and effective use of time available for student learning. The principal and school council have also adopted an acceptable behavior and discipline policy (Discipline, Classroom Management and School Safety Plan), which outlines student behavior expectations. Student rules are published in the Pulaski County High School Student Handbook. The principal shares responsibility of student behavior issues with two assistant principals.

- 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 school council has adopted a scheduling policy (Daily Operational Schedule), which outlines the instructional time of the school. The principal has implemented a master schedule with five 70-minute class periods organized by trimester. While the master schedule does not include content or grade level common planning time, the principal has provided opportunities for teachers to share strategies during cross-curricular professional learning community meetings. Teachers also meet during after school departmental meetings. The principal does not attend or ensure meetings are focused on the goals of the comprehensive school improvement plan. During three district-sponsored professional development days, teachers meet with middle school faculty to engage in vertical curriculum planning.

- 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,

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organization based on developmental needs of students, interdisciplinary units, etc.).

The school council has adopted policies (e.g., Advanced Placement Courses; Curriculum Honors/College Preparatory Science Track) for student assignment to classes and programs in efforts to prepare them for College and Career Readiness. The principal has developed a master schedule that includes five 70-minute periods. The schedule is designed to address individual student learning needs (e.g., co-teaching model, interventions, credit recovery, Advanced Placement, career and technical education classes). The principal does not monitor these classes and strategies for impact on student learning. Students are often assigned different teachers during trimester changes, which result in content and curricular gaps, and some courses are not offered consecutively (Geometry A offered first trimester while Geometry B offered during the third trimester). Students have opportunities to repeat some failed courses as a result of the trimester schedule.

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 a policy (Fiscal Management) that requires council approval of annual school budgets, as well as monthly and annual school financial reports. In implementing the policy, the principal and school council do not ensure equitable distribution of resources. The school council annually approves the allocation of Section 6 funds among the departments and the principal's office for instructional materials and office supplies. Department heads then determine how the departmental funds will be spent. The principal reserves some Section 6 funds in a contingency account. Teachers may make individual requests to the principal's contingency fund, and the principal is to report these requests to the council for approval each month. School council minutes do not routinely reflect these approvals. Some teachers also charge student fees, at their discretion, and may conduct fundraising events with approval of the principal. When the district released additional Section 6 funds to the school in Nov. 2011, the principal, rather than the budget committee, prepared a budget amendment for council approval. Parents and community stakeholders are not included in budget planning and decision making.

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

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

The school council's annual budget for the Section 6 allotment is not based upon an analysis of data and is not aligned with the comprehensive school improvement plan. The school council also approves and submits to district leadership a separate Section 7 budget designated for "CSIP needs" each year, although there is usually no Section 7 money available. Many of these requests, which include facility improvements and furniture, are beyond the scope of the comprehensive school improvement plan. Stakeholder input is not sought or included in the budget process.

- 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 school council does not have an active role in prioritizing, monitoring or evaluating the expenditure of categorical funds (e.g., Extended School Services, professional development, gifted and talented, Safe Schools, Kentucky Educational Technology Systems) to address student needs. These funding sources are not integrated to maximize their impact on student achievement. Individual departments receive external funding (e.g., Reserve Officers Training Corps receives funds from the U.S. Army; Agriculture, Consumer Science, Marketing/Business/Technology receive Carl Perkins grant funds), but these are not reported to the school council. The principal makes an effort to make resources equitable among the faculty; however, he is unaware of all the funds available through the district.

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Performance Rating **1**

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

The school council does not systematically review resource requests to ensure spending is linked to the comprehensive school improvement plan or priority needs. Department heads are not required to justify expenditures within their allotments, and teacher applications for contingency funds are not required to show a link to articulated school needs.

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The school council should take an active role in resource management. The principal and school council should empower the budget committee to evaluate the use of resources according to the needs of the comprehensive school improvement plan and recommend priorities to the council. The committee, including parent and community stakeholder members, should meet regularly to review financial information and resource requests and to create short- and long-term strategies for funding, including grants and external partnerships. The committee should be involved in developing the annual budget and should review monthly expenditure reports. The annual budget process should not be limited to distributing Support Education Excellence in Kentucky funds among the departments but should be a complete package of resources to meet identified needs. The principal and council should use the committee's input to regularly and systematically evaluate the use of all human, fiscal and physical resources to sustain continuous improvement. The principal should routinely engage in a mutual exchange of resource information with district leadership. Providing adequate instructional materials, including textbooks, workbooks, software and licenses, and substitute teachers for professional development, should be priorities. Assessing student fees should be a strategy of last resort and should be limited.

The principal and school council should collaborate, according to school policy (Staff Assignment of Instructional and Non-Instructional Time) in decision making regarding the number of certified and classified personnel to be employed. These decisions should be based on data analysis of student needs, curriculum requirements, strategies of the comprehensive school improvement plan and all available funding sources.

The principal and school council should develop partnerships with community businesses and organizations to support student and family learning and create mentors for students and parents. The principal and council should communicate with and engage parents to increase understanding of the importance of college/career readiness and what is required for student success.

The principal and school council should create strategies to meet the needs (e.g., activities, courses, counseling to find their individual pathways to success) of students at all performance levels. This would include advising on careers, technical certifications, dual credit courses, as well as college preparation. The principal should monitor to ensure individual learning plans are completed according to program requirements. Families should be encouraged to participate in their student's individual learning plans to develop course schedules that will lead to career readiness.

Resources:

Kentucky Association of School Councils - <http://www.kasc.net/>

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

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.

Plecki, M.L. & Monk, D.H. (2003). *School Finance & Teacher Quality: Exploring the Connections*. Larchmont, NY: Eye on Education.

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Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Performance Rating 2

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

The principal, using input electronically submitted by school staff, facilitated the school council in revising the vision and mission statements for the school Pulaski County High School in 2011. The mission statement from 2007 was retained and adopted as the new vision statement. The new mission and vision statements were adopted by the school council in October 2011. The mission statement focuses on ensuring that “all students are college/career ready.” The vision and mission are published in several venues (e.g., school council policy, student and staff handbooks, Web site, school entrance, hallway areas). Belief and goal statements have not been developed.

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

The principal provides a variety of disaggregated student performance data (e.g., Explore, Plan and ACT, No Child Left Behind report, Interim Performance Report) to the leadership team (i.e., principal, assistant principals, guidance counselors, curriculum specialists) for analysis. The principal then presents the results of the analysis to the school council for review. Department chairs meet with certified staff in department meetings to review current data. Teachers use data to review student mastery of key concepts and to reflect on instruction; however, analysis and reflection are not always intentionally used to change instructional practices.

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

The principal, leadership team, academic departments, school council and some committees collaborate to review some data that focus on the impact of the comprehensive school improvement plan on student growth and achievement. These data are analyzed using the implementation and impact check process to identify some strengths and limitations of the instructional and organization effectiveness of the school. Significant achievement gaps are not intentionally targeted or given priority when designing activities to reach the goals in the comprehensive school improvement plan.

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

The principal uses the process of implementation and impact checks to report the status of the comprehensive school improvement plan to the school council. The principal and school council do not consistently use this process to identify changes needed to reduce gaps in academic growth and increase academic achievement of all students. Implementation and impact checks are not always used to identify needed instructional or programmatic changes.

9.6a The plan is implemented as developed.

The school council reviews the strategies and activities in the comprehensive school improvement plan through scheduled implementation and impact checks. However, many faculty members are not familiar with the plan or their roles and responsibilities in meeting the goals and objectives of the comprehensive school improvement plan. The principal has not established an effective process to engage all staff and stakeholders in the implementation and evaluation of the comprehensive school improvement plan.

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

The principal has initiated a process for reporting progress toward meeting the goals and objectives of the comprehensive school improvement plan to the school council through implementation and impact checks. The principal and administrative team collect and review annual student performance data (e.g., Educational Planning and Assessment System, No Child Left Behind, targeted behavior data, attendance, teacher and student culture surveys). The review does not adequately measure or evaluate whether the activities in the comprehensive school improvement plan are creating a positive impact on improving classroom instruction and student learning. Although additional academic achievement data (e.g., learning targets, formative assessments, analysis of student work) are available, data are not collected, analyzed or evaluated to measure the degree to which the goals of the comprehensive school improvement plan are achieved.

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

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The principal and leadership team analyze some data (e.g., state assessment data, non-cognitive data, perception data) and present the result of these data analyses to the school council. However, there is limited use of the data for changing or modifying instruction in the classroom. Although the principal expects teachers to collaboratively develop common summative and formative assessments, he has not provided a systematic and effective process to ensure that student learning is measured at regular intervals throughout the school year. Classroom practices are occasionally observed by the principal, assistant principals, curriculum specialist and district administrators. Limited feedback, follow up and support is provided to teachers through these initiatives to ensure improvement in instruction and increased student learning as identified in the comprehensive school improvement plan.

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

The principal makes an effort to sustain the school's commitment to continuous improvement through several initiatives (e.g., in-school interventions for failing students, walkthroughs, professional learning communities). However, the principal has not developed a systematic process to link the results of these initiatives to improving instruction and student learning. Although the principal articulates a commitment to improving student achievement, he has not developed a communication plan that guides the dissemination of information and expectations to all stakeholders. The principal does not regularly celebrate progress toward the achievement of learning goals, set new benchmarks or hold staff accountable for student success and failure.

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Standard 9 **Comprehensive and Effective Planning**

The principal should ensure the goals, objectives and activities in the comprehensive school improvement plan are clearly communicated to all stakeholders and that all staff members are aware of their responsibilities in implementing the plan.

The principal should monitor the impact of the activities in the comprehensive school improvement plan on classroom instruction and student learning. Ongoing data throughout the school year should be collected and analyzed to inform instruction and provide updates and revisions to the plan when needed.

The principal and school council should collaborate to provide rigorous and intensive oversight of the implementation and evaluation of the comprehensive school improvement plan, programs and services for impact on student achievement and school improvement. The principal and school council should create formal organizational structures and systematic processes to ensure services are intentional, consistent, efficient and effective.

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/SISL_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.

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

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

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

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Summary of Next Steps:

The principal should launch a “No Excuses” effort in creating a sense of urgency for the high school to become a high-performing school. He should collaborate with district leadership to develop a schoolwide plan with roles and responsibilities delineated for all district and school personnel. He should develop a systematic process for effective implementation and monitoring of the plan and collect, manage and analyze data to measure the impact of activities on student learning. He should use the district certified evaluation process, including corrective action plans, to assist staff members who are not delivering their part of the plan.

The principal and leadership team should receive training (e.g., rigorous instructional practices, data management, curriculum, intervention strategies) in effective monitoring of instruction and curriculum. The principal and designees should provide support and training to staff in creating learning environments where students are active participants and are empowered to participate in engaging activities. This training should be followed up with regular monitoring to ensure skills acquired in training are implemented. Following walkthroughs, the principal and designees should provide specific feedback to assist teachers in making changes in instruction. Data should be collected to determine the most effective strategies, and teachers should be provided opportunities to share successful practices with colleagues.

The principal in collaboration with school and district leadership should cultivate a climate of high expectation among all stakeholders. He should establish effective organizational structures to involve administrators and all teachers in decision making. He should require all staff to adhere to the concept of high expectation for student learning through monitoring the results from the decision making. The principal should monitor instruction and assessment to ensure all students are engaged in tasks that reflect high expectations. He should provide intentional feedback and support the staff as a part of the process. The principal should monitor all resources to ensure a school environment that is focused on high expectations for staff and students.

The principal should develop a data management system that ensures reliable data are disaggregated and analyzed. Data collection should be continuous and include multiple forms (e.g., formative and summative assessment, analysis of student work, walkthrough data, intervention data, non-cognitive data). These data should be used to establish regular benchmarks and goals, to monitor student progress and to modify instructional practices to meet the academic needs of all students.

The principal should clearly define an intentional plan to promote parent and community involvement. The principal should explore methods to recruit parents and community members to be active partners in the school. The principal should develop a systematic plan that promotes frequent, two-way interactive communication with all stakeholders. The principal should develop and implement strategies to establish a welcoming environment by all staff for all stakeholders.

The principal should lead the school council in proactive school governance. The council should gain a better understanding of its responsibilities and authority, obtain training, regularly update policies, create committees to monitor the implementation of policies, plans and expenditures, and review data reports. Armed with data to make informed governance decisions, the council and principal should provide guidance for school improvement.

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In Conclusion:

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

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

Principal Authority:

The principal does not have the ability to lead the intervention and should not remain as principal of the school to continue his roles and responsibilities established in KRS 160.345.

Council Authority:

School council does not have the ability to lead the intervention and does not have the capability and capacity to continue its roles and responsibilities established in KRS 160.345.

The council will serve in advisory capacity.

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

Commissioner, Kentucky Department of Education:

_____ Date: _____

I have received the leadership assessment report for Pulaski County High School.

Principal, Pulaski County High School

_____ Date: _____

Superintendent, Pulaski County Schools

_____ Date: _____

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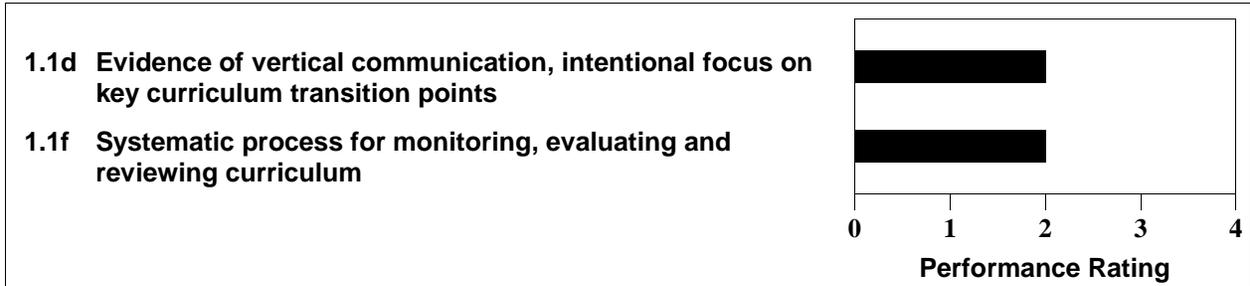
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1.1 Curriculum

Academic Performance



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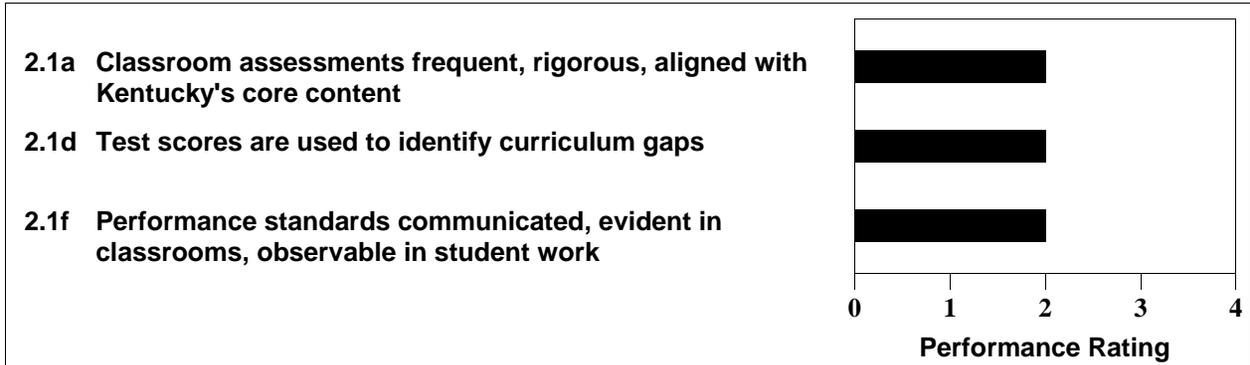
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2.1 Classroom Evaluation/Assessment

Academic Performance



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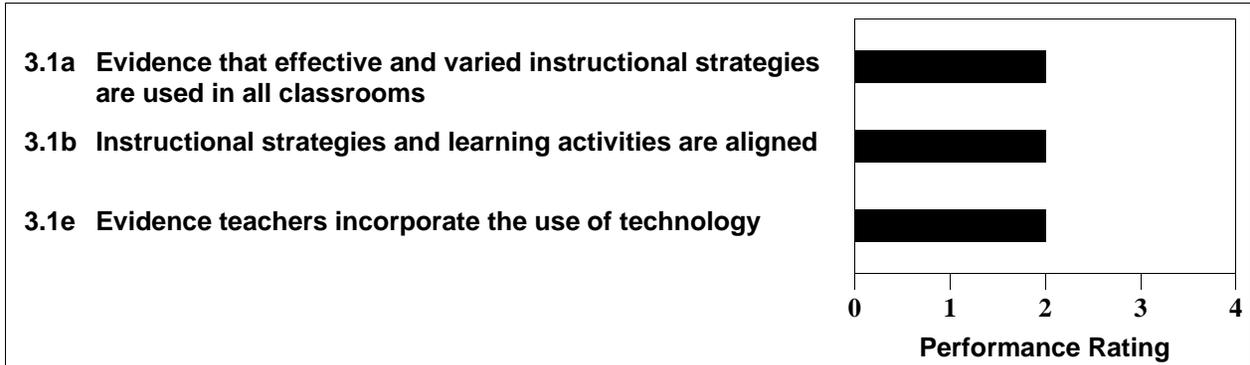
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3.1 Instruction

Academic Performance



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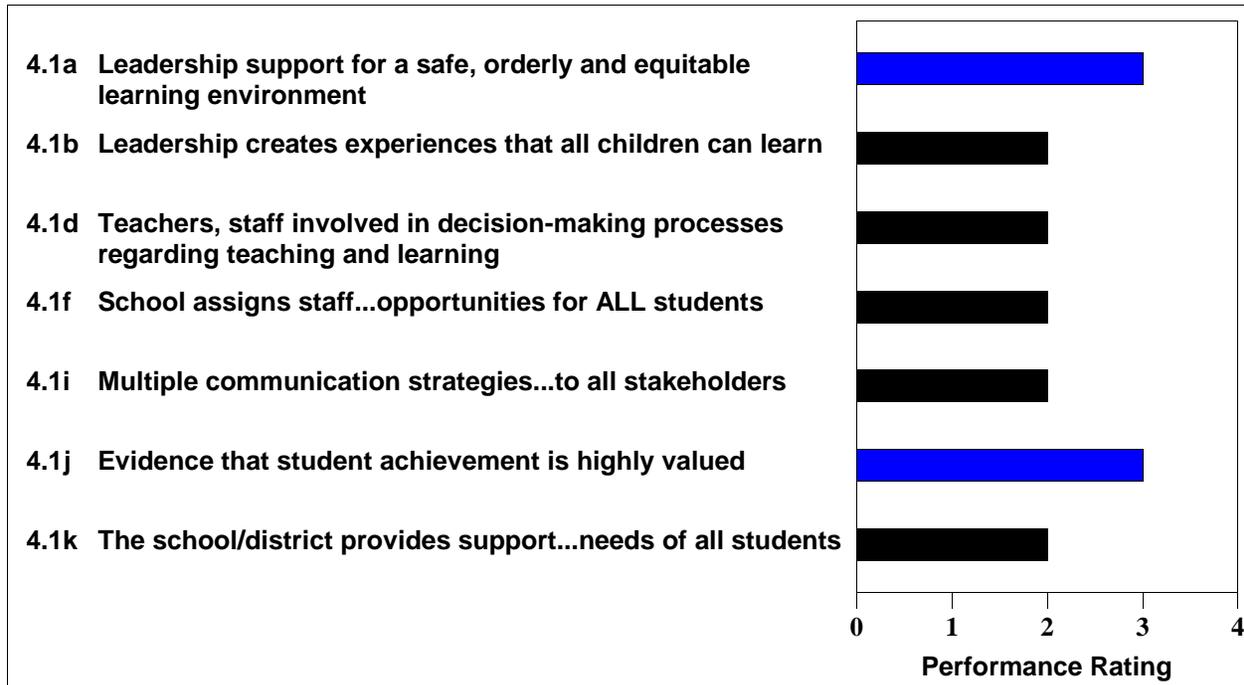
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4.1 School Culture

Learning Environment



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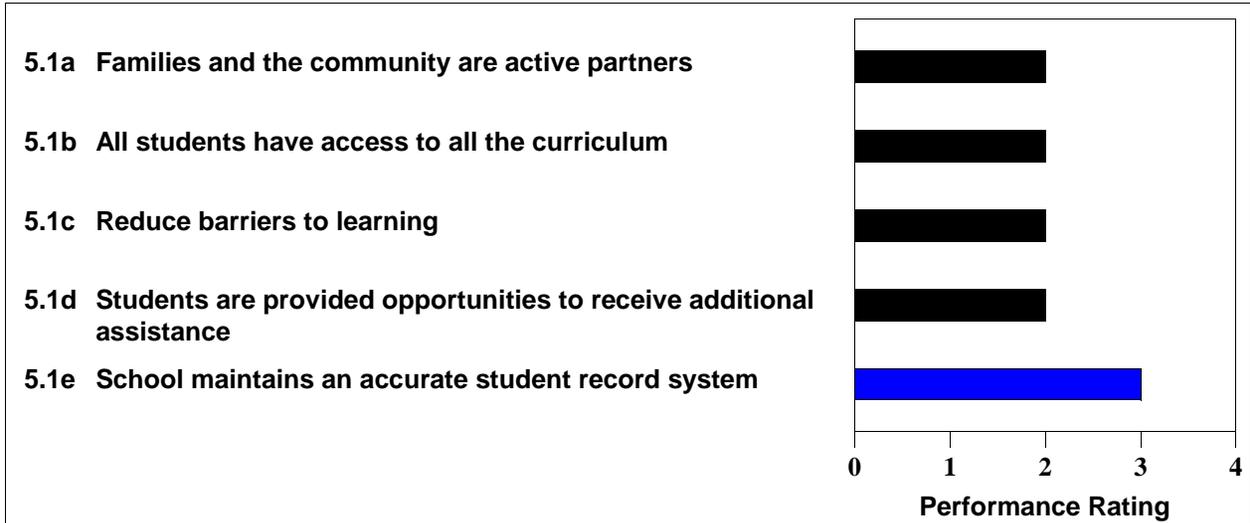
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5.1 Student, Family and Community Support

Learning Environment



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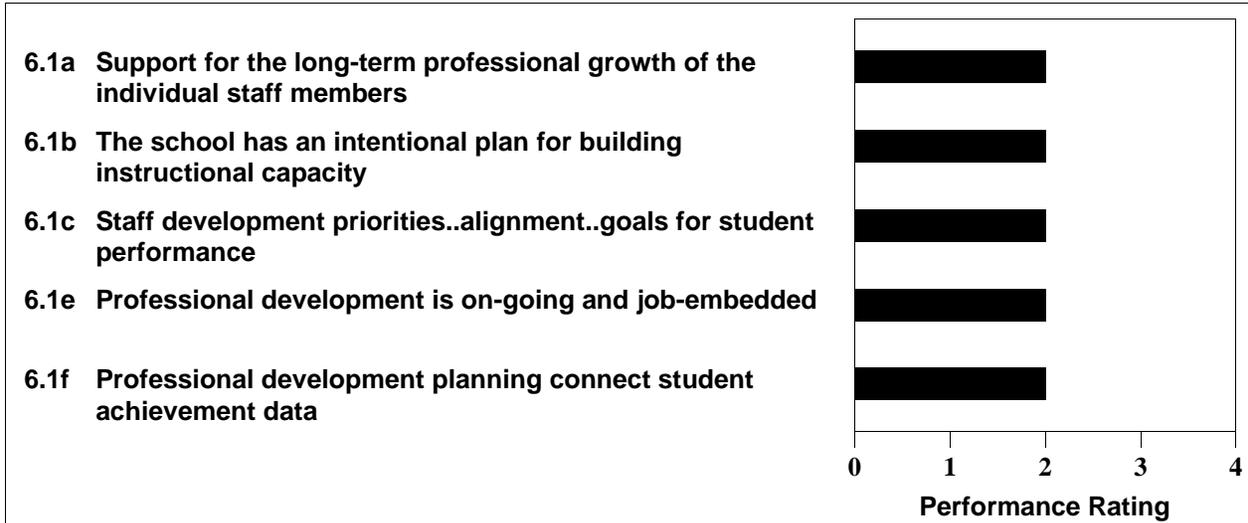
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6.1 Professional Development

Learning Environment

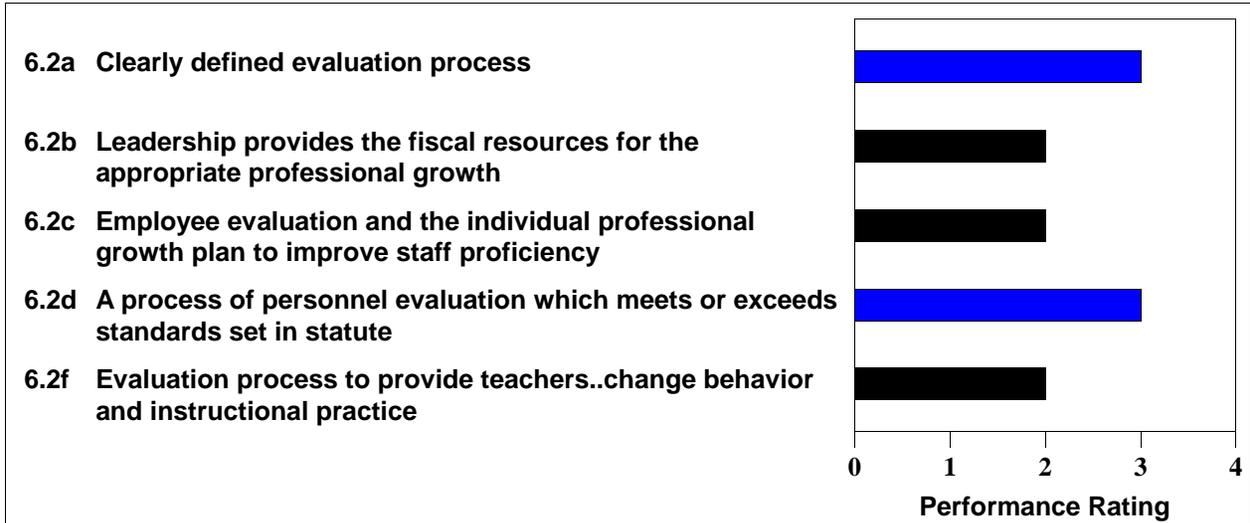


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6.2 Professional Growth and Evaluation

Learning Environment

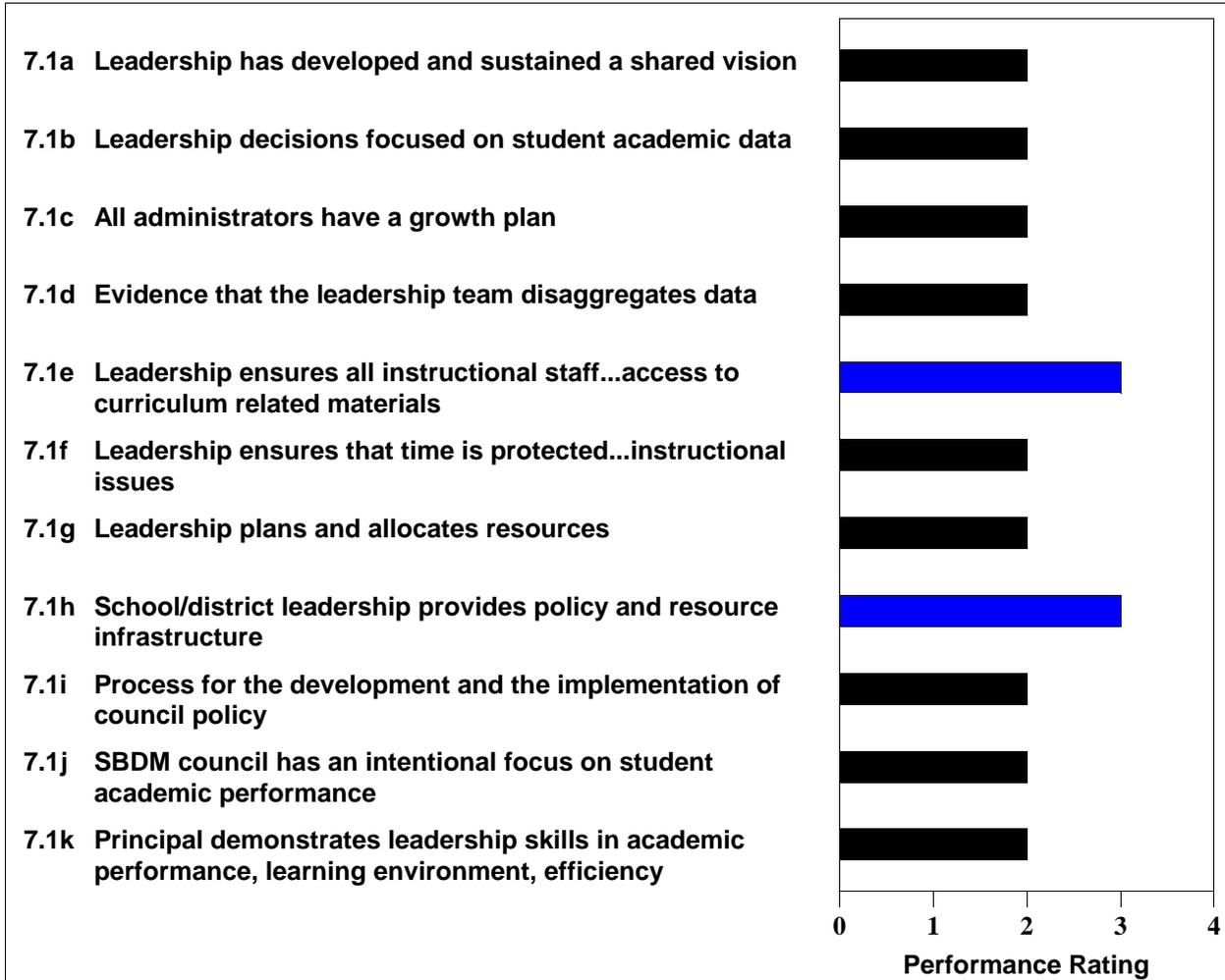


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7.1 Leadership

Efficiency

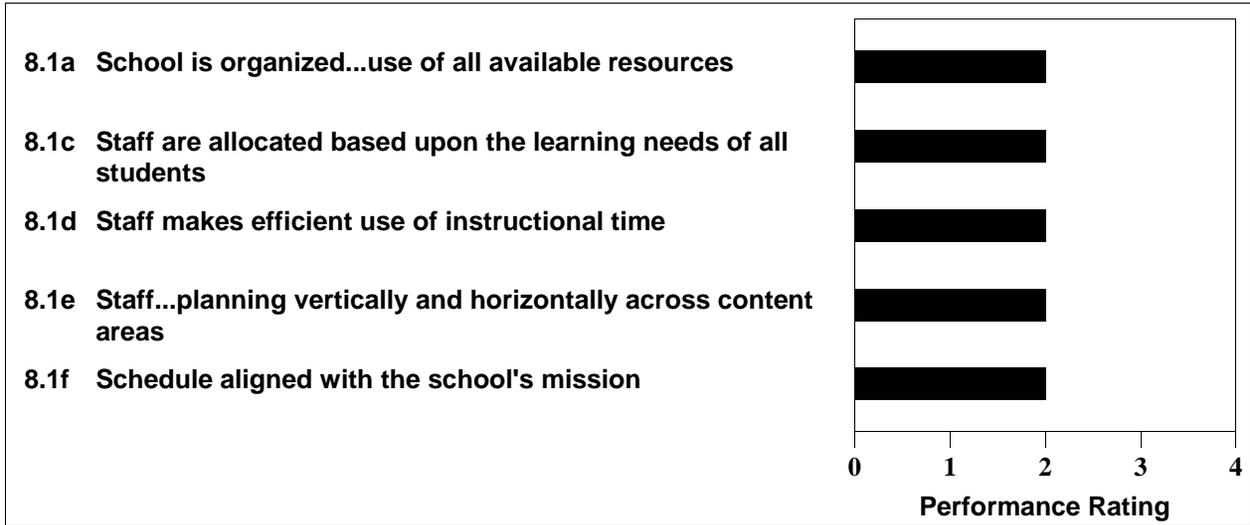


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8.1 Organization of the School

Efficiency



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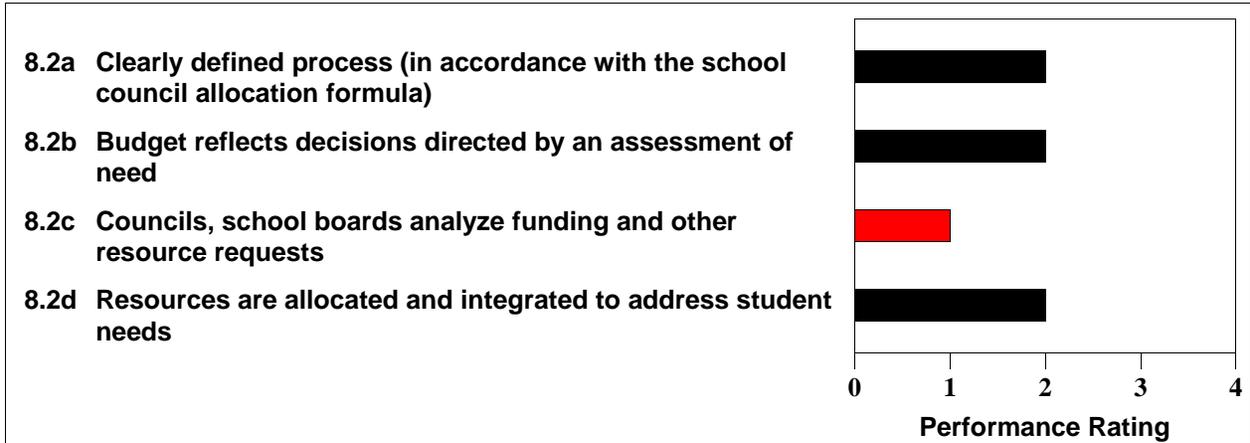
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8.2 Resource Allocation and Integration

Efficiency



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9.1 Defining the School Vision, Mission, Beliefs

Efficiency

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



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9.2 Development of the Profile

Efficiency

9.2a Planning process involves collecting, managing and analyzing data



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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency

9.4a Strengths and limitations are identified



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9.5 Development of the Improvement Plan

Efficiency

9.5c Evaluating the effectiveness of improvement plan



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9.6 Implementation and Documentation

Efficiency

