



School Improvement Plan 2023-2024

School: **Pulaski Heights Middle School**
Address: **401 N. Pine, LR AR 72205**
ESSA Score Current Year: **67.75**
ESSA Score Previous Year: **62.13**

Principal: **Darryl J Powell**
Phone: **501 447-3200**
ESSA Letter Grade Current Year: **'C'**
ESSA Letter Grade Previous Year: **'C'**

Guiding Coalition		
Name	Position/Role	Contact (email/phone)
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Rachel Knox	Parent	rachelcookknox@gmail.org
	Community Member	

SCHOOL MISSION

Our mission at Pulaski Heights Middle School is to teach all students at high levels and equip them with the necessary skills and knowledge to grow and contribute to their communities.

SCHOOL VISION

Pulaski Heights Middle School is intentional about cultivating learning for all students' continuous improvement.

PLAN: NEEDS ASSESSMENT

Academics

Strengths

At Pulaski Heights Middle School, **67.75%** of students ***met or exceeded the state standardized readiness level*** of achievement which is higher than the state's average of **66.88%**. (ESSA)

Subject	PHMS % Exceeding and Ready	State % Exceeding and Ready
English	69.4%	64.0%
Reading	45.8%	38.4%
Math	38.3%	38.5%
Science	45.5%	35.7%

Challenges

Pulaski Heights Middle School has been identified as an Additional Target Support and Improvement (ATSI) school as a result of an underperforming **SPED** population. Summarily, this distinction exists because the PHMS SPED group scored in the lowest 5% statewide on the 2017-2018 (baseline) ACT Aspire Assessment.

ESSA exit for PHMS will require the SPED population to score at the ESSA Index 5% value for two consecutive years (excluding the 2019-2020 year).

This score is established at **55.50**

****PHMS SPED population scored 48.55 in 2022**

**** PHMS SPED population scored 48.22 in 2021**

**** PHMS SPED population scored CV in 2020**

**** PHMS SPED population scored 48.21 in 2019.**

(ADE)	
Culture & Climate	
Strengths	Challenges
<p>In the recently performed High Reliability School survey, on a scale from 1 to 5 with a mean of 3.5 or above signifying agreement, Pulaski Heights Middle School received a cumulative mean of 4.16. With regards to adherence to the concepts of a Professional Learning Community using the same scale; PHMS received a mean score of 3.88 in agreement that teachers have a formal role in the decision-making process regarding school initiatives and a mean score of 3.92 in agreement that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instructions and the achievement of students.</p> <p>Pulaski Heights Middle School continues to demonstrate positive school culture. Teachers are generally pleased as evidenced by the fact that attrition and transfer rates are low. Teachers like being part of PHMS; school pride is apparent. The emphasis on building a Professional Learning Community demonstrates the staff's desire to foster and expand collaboratively with a focus on student achievement and behavior. Good relationships between administrators and teachers are present.</p> <p>PHMS continues to remain a top choice for families seeking a safe and effective educational experience. Many parents routinely support the school with their time and resources. Most importantly, all stakeholders continue to regard PHMS as a safe and orderly school environment.</p> <p>Stakeholders have confidence that the administration will address disciplinary matters with the responses that are merited. Pulaski Heights Middle School administrators are committed to adhering to the</p>	<p>Pulaski Heights Middle School has experienced a post-pandemic boost in behavior related issues. The presence of these issues tends to impact the culture/climate of the school as a fundamental entity of learning. It discourages teachers who spend unbalanced class time addressing student behavior as opposed to academic liabilities and it challenges school administrators with the time to be instructional leaders. Ultimately, it gives stakeholders moments of pause with their support and patronage of the school. Current plans also include a reduction of administration which could potentially remove administrators further from classroom and collaboration participation.</p>

<p>Little Rock School District Student Handbook as it relates to disciplinary sanctions and consequences.</p>	
Parent/Family Engagement, Partnerships, Operations	
Strengths	Challenges
<p>Pulaski Heights Middle School has a very active Parent Teacher Student Association. Traditionally, the PTSA supports the school with a variety of endeavors and an abundance of resources. This association also leads to strong community and organizational partnerships. Teachers have access to resources provided by the PTSA and parents/families are supportive of school performances, athletic events, and academic themed events. The PHMS staff host multiple events for parent & family engagement. These include content related parent engagement nights, fine arts events, and student celebratory occasions.</p>	<p>The engagement of parents is defined along social-economic descriptors. This evolution essentially means that a significant population of parents refrain from engagement. The challenge is to implement strategies to make all parents become part of the desired school culture and climate.</p>

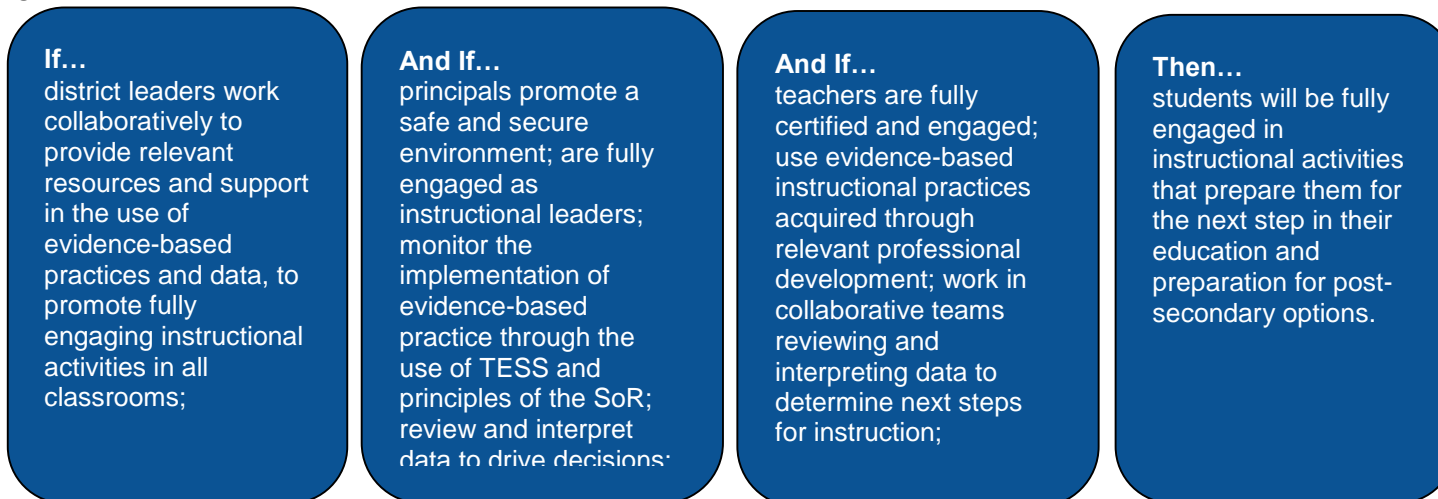
PLAN: GOAL-SETTING		
Area	Goal (Include connection to LRSD Board Goals)	Current Supporting Data
Literacy	<p>Each year, 2% of PHMS student population will demonstrate proficiency on the state mandated assessment in the domain of reading comprehension.</p> <p>PHMS will increase 2% of the student population to the proficiency level on the state mandated assessment in the domain of reading comprehension each year.</p>	<p>As indicated by the most recent data (2022 ACT Aspire Assessment), PHMS has 45.8% of the student population scoring Exceeding and Ready in Reading and 69.4% scoring Exceeding and Ready in English.</p>

Math	Using Tier 1 instruction, teachers will work to increase student capacity by becoming stronger mathematical problem solvers, communicating and reasoning mathematically, making mathematical connections, and using mathematical representations to model and interpret practical situations. Teachers will use data based decision making, data analysis in class, include students in their own data analysis, and encourage math application school-wide. We will increase support for students with Tier 2 instruction embedded within the math classroom routines. Pulaski Heights Middle School will raise student proficiency in math by 2%.	<p>As indicated, 47% of our student population met or exceeded grade-level standards in mathematics; 53% of the student population <i>did not</i> score Exceeding and Ready on the ACT Aspire 2021-22.</p> <p>Our district adopted a new math curriculum in the 2021-22 school year (Illustrative Mathematics). Many adjustments in scope and sequence had to be made in instruction. Teachers were receiving training during the school year while trying to implement the curriculum.</p> <p>Students are beginning to adjust post-covid, but the effects of lack of foundational skills is still very evident. This gap created a huge challenge along with the different pacing and new curriculum changes being implemented.</p>
Academies	N/A	
Magnet Programs (if applicable)	N/A	
School Culture	To create and maintain a school culture that fosters student achievement and positive behavior.	<p>Pulaski Heights Middle School continues to demonstrate positive school culture. Teachers are generally pleased as evidenced by the fact that attrition and transfer rates are low. Teachers like being part of PHMS; school pride is apparent. Good relationships between administrators and teachers are present. The emphasis on building a Professional Learning Community demonstrates the staff's desire to foster and expand collaboratively with a focus on student achievement and behavior.</p> <p>PHMS continues to remain a top choice for families seeking a safe and effective educational experience. Many parents routinely support the school with their time and resources. Most importantly, all stakeholders continue to regard PHMS</p>

		<p>as a safe and orderly school environment.</p> <p>In the recently performed High Reliability School survey, on a scale from 1 to 5 with a mean of 3.5 or above signifying agreement, PHMS received a cumulative mean of 4.16. With regards to adherence to the concepts of a Professional Learning Community using the same scale; PHMS received a mean score of 3.88 in agreement that teachers have a formal role in the decision-making process regarding school initiatives and a mean score of 3.92 in agreement that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instructions and the achievement of students.</p>
<u>School Choice Goal</u>	To increase school recruitment activities in an effort to maintain our current feeder school population, to attract students from private and charter schools, and to provide an atmosphere preferable to all alternative means of education. These efforts include: year round tours and shadowing opportunities for prospective stakeholders/students, feeder school PTSA and classroom visits, and elementary performing arts venues.	Pulaski Heights Middle School and the LRSD are challenged with an increase in stakeholder/student competition from other school options.. Central Arkansas has been approved for additional charter school options. Likewise, the number of students patronizing private options is likely to increase.
<u>Parent Engagement</u>	<u>Link to PFE</u>	<p>*Parent Engagement Hours:< 60 hours on-campus events and opportunities to interact with our school.</p> <p>*Monthly Newsletters from Principal Powell</p> <p>*Semester Newsletter from Math Department</p> <p>*Daily announcements for Parents through social media and Schoology</p> <p>*Multiple athletic events throughout the school year</p> <p>*Parent Nights and Showcase events</p> <p>Volunteer Hours for 2022-2023 Education 9,025</p>

		Administrative 18,450 Extracurricular/Events 6,181 Total 33,656
		LRSD recognized our parents and partners for their outstanding work: Hillcrest Merchants Association—Partners in Education Award for supporting their neighborhood schools PHMS PTSA President Rachel Knox—President’s Volunteer Service Award PHMS Parent Jennifer Ferguson—Parent Engagement Award

THEORY OF ACTION:



PLAN: IMPLEMENTATION**Goal 1: Literacy**

ACTIONS (Do)	PERSON(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
PHMS Literacy Instructional Lead Teacher will support teachers in strengthening their content and pedagogy while maintaining open conversations about areas of need. During instructional meetings, collaborative teams will focus on student learning results (increases in Lexile levels, fluency, vocabulary, and writing).	Instructional Lead Teacher	Weekly	In Progress
Teachers and instructional leadership will use collaboration to implement and evaluate the processes involved in the Science of Reading (SOR).	Teachers Administrators Instructional Lead Teacher	Weekly	In Progress
ELA/SS teachers will engage students in 60 minutes per week of reading instruction through Lexia Power Up Learning.	ELA/SS classroom teachers Instructional Lead Teacher Administrators	Weekly	In Progress
Teachers will provide direct instruction in learning the meaning of Greek and Latin prefixes, suffixes, and roots to enhance word decoding skills as well as improve vocabulary knowledge and comprehension.	Classroom teachers Tier 2 and Tier 3 Reading Intervention teachers	Weekly	In Progress
SS teachers will address essential standards for reading to improve comprehension skills of informational text/content area reading.	Grades 6 - 8 Social Studies Teachers	Weekly	In Progress
ELA/SS teachers will utilize the most recent assessment data to correlate student Lexile levels and text complexity with instructional resources	Grades 6-8 ELA and SS Classroom teachers	On-going	In Progress

geared toward improving reading comprehension, text analysis, and vocabulary skills.			
Traditional ELA staff will modify instructional practices to include instruction of foundational reading comprehension skills (i.e., vocabulary: word meaning, word attack skills, word building/decoding, summarization, constructive response, etc).	Grades 6-8 ELA and SS classroom teachers	Weekly	In Progress
SPED resource teachers will utilize reading comprehension instruction that incorporates word-attack strategies in reading .	SPED, Elective, and General Education teachers Literacy Lead Teacher	On-going	In Progress
All teachers will create and implement lesson plans with a literacy component which incorporates the inclusion of DOK questioning techniques, content specific informational writing, and improves reading comprehension, speaking, and listening skills.			
Students who exhibit characteristics of dyslexia, lack phonological awareness or foundational reading skills needed to be a proficient reader will be enrolled in a Tier 2 Just Words or Tier 3 WRS Reading Enrichment class to receive additional instruction needed to enhance these skills.	Tier 2 and Tier 3 classroom reading teachers Literacy Instructional Lead Teacher	Daily	In Progress
SPED Push-in teachers will utilize small group/pull-out instruction to provide additional intensive intervention/instruction (Tier 3) to increase success in the general education classroom.	SPED Tier 3 Coordinator ELA general educator	Daily	In Progress
The PHMS ELA and SPED Departments will collaboratively review SPED IEPs to determine appropriate placement (resource, Push-in ELA	ELA & SPED Teachers Literacy Lead Teacher	Quarterly Semi-quarterly	In Progress

classes).			
Teachers will use formative and quarterly summative assessments to gauge students' learning and determine re-teaching needs and strategies.	ELA & Social Studies Teachers	Daily Quarterly	In Progress
Literacy Instructional Lead Teacher and ELA classroom teachers will identify target students for intensive small group instruction based upon previously administered assessments: CFA, Summative, and teacher created.	ELA & Literacy Lead Teacher Tier 2 Teacher	Daily Quarterly	In Progress
Evaluation (Check)			
Quarter 1			
<p>Questions</p> <ul style="list-style-type: none"> • What progress has been made towards the goal? Teachers are utilizing data (Formative/Summative) results to drive instruction more frequently. The utilization of data results is making classroom instruction more effective and intentional. Learning outcomes are more specific and understandable to students. As a result, an increase in student performance has been observed. • What successes can you build on? ELA and SS teachers collaborate twice weekly to disaggregate data and develop lesson plans which address the specific areas of student needs. Additionally, teachers are utilizing the data results to identify targeted student groups for intervention and enrichment. Furthermore, teachers work collaboratively to design lessons which include activities aligned with the SoR (RISE). Teachers spend time daily providing instruction to help build the foundational reading skills (i.e., word attack skills, vocabulary, and text analysis) students need to become an effective reader. • What areas need additional focus? The results of IA1 indicate that additional instruction utilizing informational texts is needed across all grade levels to improve reading comprehension skills. When analyzing the IA1 assessment, it was noted that the majority of the questions derived from informational texts. The analysis of IA2 indicates the inclusion of paired texts across grade levels. In order to make improvements in this domain of reading comprehension, teachers will begin implementing the usage of informational and paired texts more frequently within classroom instruction. • What actions/next steps will you and your team pursue? ELA and SS teams will continue to focus on improving the reading skills of all students at all grade levels. We will continue to provide instruction which includes the SoR strategies to enhance students' foundational reading skills, implement the use of complex texts to build upon students' reading comprehension, and focus on the engagement of constructive response questions to develop student writing skills. Teachers will take advantage of the Performance 			

Matters platform for the development of CFAs which are aligned to assess specific grade level standards. Finally, teachers will select reading passages based upon text complexity and grade level appropriateness. Teachers will continue to engage students in Lexia PowerUp reading program to strengthen foundational reading skills.

Quarter 2

Questions

- What progress has been made towards the goal?
- What successes can you build on?
- What areas need additional focus?
- What actions/next steps will you and your team pursue?

Quarter 3

Questions

- What progress has been made towards the goal?
- What successes can you build on?
- What areas need additional focus?
- What actions/next steps will you and your team pursue?

Quarter 4

Questions

- What progress has been made towards the goal?
- What successes can you build on?

- What areas need additional focus?
- What actions/next steps will you and your team pursue?

PLAN: IMPLEMENTATION

Goal 2: Math

ACTIONS (Do)	PERSON(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
PHMS Math Instructional Lead will support teachers in strengthening their content and pedagogy while maintaining open conversations about areas of need. During instructional meetings, a focus will be on student learning results to build consistency of instruction and alignment to improve student outcomes.	Math Instructional Lead	Weekly	In progress
Teachers and instructional leadership will use collaboration to implement and evaluate student progress on essential standards using Forefront Performance Matters Data Reporting. This will strengthen Tier 1 instruction while guiding Tier 2 instruction.	Math Teachers Math Instructional Lead Leadership	Weekly	In progress
Math teachers will engage students in 180 minutes per month on Dreambox for intervention and extension. Teachers will monitor student progress and assign needed skill area practice.	Math Teachers Math Department Chair Math Instructional Lead	Monthly	In progress
Math teachers will focus on essential standards for students to master in Tier 1 instruction. Teachers will modify instructional efforts to also focus on	Math Teachers Math Department Chair Math Instructional Lead	Daily	In progress

foundational skills and provide Tier 2 instruction embedded within the instructional time.			
The PHMS Math and SPED Departments will collaboratively review SPED IEPs to determine appropriate placement and instruction (resource, push-in classes).	Math Teachers SPED Teachers Math Instructional Lead	Quarterly	In progress
Teachers will use formative and quarterly summative assessments to gauge students' learning and determine re-teaching needs and strategies.	Math Teachers SPED Teachers Math Instructional Lead	Weekly/Quarterly	In progress
Teachers and the Math Instructional Lead will identify and place students meeting district-set criteria into advanced courses (Accelerated 6th grade Math, Accelerated 7th Grade Math, Algebra 1)	Math Teachers Math Department Chair Math Instructional Lead	EOY	In progress
Teachers (including Department Chair) and the Math Instructional Lead will monitor students in advanced math courses to ensure correct placement and provide support when needed.	Math Teachers Math Department Chair Math Instructional Lead	Quarterly	In progress
Math teachers will provide direct instruction learning the meaning of Greek and Latin prefixes, suffixes, and roots to enhance word decoding skills as well as improve vocabulary knowledge and comprehension.	Math Teachers Math Instructional Lead Literacy Instructional Lead	Weekly	
Evaluation (Check)			
Quarter 1			
Questions <ul style="list-style-type: none"> What progress has been made towards the goal? Teachers have been giving CFAs on a more regular schedule using essential standards,, have given the first interim, disaggregated data from both formative and summative assesments to plan future lessons, and are meeting twice weekly for collaboration and data analysis. Student placement is continuously addressed to ensure correct placement 			

for students in regular or advanced courses. Teachers have used part of our data time to work through our IEPs and 504 needs so they can monitor students more efficiently.

- What successes can you build on? **The data analysis time is critical. Teachers are becoming more and more reliant on analyzing and using results to strengthen instruction.. The data helps guide our enrichment and re-teaching strategies. Teachers are using the data to provide differentiated grade- and course-level instruction, interventions to support students who struggle, and provide deeper instruction on content within essential standards.**
- What areas need additional focus? **Our students' fluency in different areas is low. We will continue working on this as well as fractions, ratios, and equations. We will use our Dreambox time to help build fluency.**
- What actions/next steps will you and your team pursue? **Our next steps are mapping RTI for students using recent data. We recognize the need for a more consistent response. The use of Dreambox is part of our RTI response.**

Quarter 2

Questions

- What progress has been made towards the goal?
- What successes can you build on?
- What areas need additional focus?
- What actions/next steps will you and your team pursue?

Quarter 3

Questions

- What progress has been made towards the goal?
- What successes can you build on?
- What areas need additional focus?
- What actions/next steps will you and your team pursue?

Quarter 4

Questions

- What progress has been made towards the goal?
- What successes can you build on?
- What areas need additional focus?
- What actions/next steps will you and your team pursue?

PLAN: IMPLEMENTATION

Goal 5: PFE

ACTIONS (Do)	PERSON(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
Registration & Volunteer Sign-Up	PHMS Administrative Professionals	August 2023	Completed
Sixth Grade Orientation & 7th & 8th Grade Parent Meeting	PHMS Administration & 6th Grade Teachers, School Counselors	August 2023	Completed
Open House & Title One Meeting	PHMS Administration & Teachers	September 2023	Completed
PTSA Meetings	PTSA President & School Principal	Monthly 2023-2024	Monthly Meetings
Parent Conferences	PHMS Administration & Teachers	October 2023 February 2024	Fall Conferences Completed
Family Night: National History Day Literacy/EAST Night & Math Night	Social Studies Teachers EAST facilitator, ELA & Math Departments	TBD	Not Started

Performing Arts & Visual Arts Night	Fine Arts Department	TBD	Not Started
Career Fest	Career Technical Education Department	April 2024	Not Started
Panther (5K) Prowl & Pantherfest	PHMS PTSA & PHMS Administration	April & May 2024	Not Started
Academic Awards Ceremonies 7th & 8th Honors Convocation	PHMS Staff	May 2024	Not Started
Evaluation (Check)			
Quarter 1			
<p>Questions</p> <ul style="list-style-type: none"> What progress has been made towards the goal? Parent engagement activities at PHMS have occurred. PHMS PTSA leadership and membership have led and participated in each of the preschool activities (registration, orientations, open house, and Fall parent teacher conferences). Monthly PTSA meetings are occurring along with weekly meetings featuring the principal & PTSA president. The remaining itemized activities are on the school calendar for completion. Parents have also led the most extensive & aggressive recruitment campaign 8 years featuring check-us out days, shadowing, 4th & 5th grade parent night, and Spritfest (60 students shadowed, 25 families at check-us out days, 15 families during 4th & 5th grade parent night. Parents have sponsored cook-outs, dances, and faculty/student athletic contests. What successes can you build on? Parent led recruitment efforts. We intend to increase our capacity to offer potential students & parents access to the campus. In partnership with our parents, 2nd semester recruitment efforts will continue. What areas need additional focus? Parent involvement is inadequate among economically disadvantaged students. Strategies are being planned with the parent involvement coordinator to diversify participation. What actions/next steps will you and your team pursue? See link to PFE 			
Quarter 2			

Questions

- What progress has been made towards the goal?
- What successes can you build on?
- What areas need additional focus?
- What actions/next steps will you and your team pursue?

Quarter 3

Questions

- What progress has been made towards the goal?
- What successes can you build on?
- What areas need additional focus?
- What actions/next steps will you and your team pursue?

Quarter 4

Questions

- What progress has been made towards the goal?
- What successes can you build on?
- What areas need additional focus?
- What actions/next steps will you and your team pursue?