

AR
Pulaski Heights Middle School
401 North Pine Street
Little Rock AR 72205
501-447-32000

Supplemental Compliance Report for ALL Schools

(Includes: Needs Assessment, Transition for both preschool and secondary, Coordination of Funds, Highly Qualified, and School Based Health Services)

To complete this form:

1. Enter your responses.
2. Click "Save" at the bottom of the form to save your responses.
3. To submit your report, return to the dashboard, go to the Required Reports section, and click the Supplemental Compliance Report "submit" button.

Note: Please review your responses if you are copying and pasting from Word. There may be some compatibility issues that will need to be edited. If you must copy and paste, please copy into notepad first.

Please complete the following:

Comprehensive Needs Assessment

1. Please describe how the school has completed a comprehensive needs assessment of the entire school based on information which included the achievement of children in relation to the state academic content standards. The summary should include information from all four measures of data - student achievement data, school programs/process data, perception data, and demographic data. The four types of data should be cross-analyzed to identify the needs of educationally disadvantaged students.

The Instructional Leadership Team of Pulaski Heights Middle School participated with committee of building, community, and district representatives to collect, analyze, and interpret several mediums of data to develop a comprehensive need assessment. Much of the committee's efforts involved a detailed review of the Augmented Benchmark Assessments outcomes for mathematics, literacy, and End of Course Algebra 1 and Geometry. Supplemental data sources of significant consideration included attendance trends, behavioral statistics, enrollment patterns, and students of special needs. Finally, the committee assessed the current customs, norms, and expectations of the school in an effort to determine any necessary changes to school climate and culture. Augmented Benchmark Assessments in literacy and math revealed a significant gap in achievement levels of students identified as economically disadvantaged and non-economically disadvantaged. This gap is more pronounced when analyzing the achievement levels of students identified as special needs. Attendance trends and behavior statistics demonstrate that students identified as economically disadvantaged, African American, and Special Needs have poorer attendance and or more likely to miss instruction for disciplinary concerns. Enrollment patterns of previous years show a demographic shift of those students entering Pulaski Heights Middle School. This shift involves a greater percentage of students identified as economically disadvantage and special needs. Cross-analysis of these various forms of data suggest that emphasis, resources, and instructional strategies for the identified subgroups require aggressive attention and the development of additional programs.

Preschool Transition

2. Is this an elementary school?

- No (not applicable, this school is not an elementary school)

If Yes, then describe how the school will assist preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or any State-run preschool program, to the local elementary school.

Is this a secondary school?

- Yes

If yes, describe how the school will assist incoming students to the secondary school and how the school will assist students exiting to post-secondary institutions/careers.

Transitional procedures for arriving 6th grade students and departing 8th grade students are current and active at Pulaski Heights Middle School. During the spring semester, prespective 5th grade students participate in organized tours and shadowing opportunities. Prior to the first day of school, 6th graders attend 6th grade orientation. Orientation provides students and parents the opportunity to meet teachers, tour the building, obtain, lockers, and receive schedules. All 6th grade students are placed in small learning communities (teams) where the share a common set of core subject teachers. Efforts to identify students for literacy / math enrichment classes occur prior to students arrival. The PTAS also sponsors a pre-school parent / student gathering at an off-campus site. PHMS 8th grade student work with school counselors to develop 6 year plan for high

school and post-secondary pursuits. Transitional efforts are also enhanced by participation in the College and Career Readiness curriculum. Eight grade students also receive real-world career experiences through job shadowing initiatives through Career Development courses. Middle School counselors work collaboratively with High School counselors to make recommendations for 9th grade course selections and to facilitate the continuations of external / internal student assistance programs.

Coordination of Programs

3. Describe how the school will coordinate and integrate federal, state, and local services and programs. Specifically, include how the school will create coherent services among (a) other ESEA (NCLB) Title programs such as LEP, Migrant, and Homeless education services, (b) IDEA programs, and (c) as applicable, violence prevention programs, health services and nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Pulaski Heights Middle School maintains current relationships with local programs that address students' non-academic needs. Mental health providers for PHMS (Strive, New Beginnings, Life Strategies, and The Pointe) work in collaboration with school counselors, administrators, and the school the Student Services Interventionist to provide mental health services for students in need. Positive Atmosphere Reaches Kids (PARK) provides students with life coping strategies, academic assistance, and college preparation. Pulaski County Youth Services (PCYS) assist students with housing issues and life skill development. Through the use of NSLA funding, PHMS employs two full-time behavior interventionist who work with students subject to habitual misbehavior. School personnel use a Confidential Recommendation Form to refer students to the a school based Student Services Interventionist (SSI). The SSI connects students with agencies to address students' basic needs (housing, utilities, food, clothing, truancy, etc.) Title 1 federal funding is used to provide employ a Parent Involvement Facilitator (PIF). The PIF coordinates activities to enhance and educate parents involvement in the areas school participation, technology, test taking strategies, and school-parent communication. PHMS employs a ESL coordinator to assist teachers, administrators, counselors, and parents with issues unique to the ELL population. SPED and 504 program coordinators work with LRSD officials and school personnel to insure IDEA compliance for students identified in this subpopulation.

Teacher Quality

4. Do all of your teachers and instructional paraprofessionals meet the state's definition of highly qualified?

No

If No, describe the plan to ensure that all teachers and instructional paraprofessionals will be become highly qualified. Title I schools may only utilize currently highly qualified staff.

One special education teacher facilitates two classes (11 students) for which she does not meet the requirements for highly qualified. In collaboration with the LRSD Human Resources Department, this teacher is working on a plan to become highly qualified in math. Documentation of this plan is on file at the school site and the LRSD Human Resources Division.

Health and Wellness

The purpose of the Health and Wellness Priority is to improve the health and academic performance of students. Wellness activities will address nutrition, education, and physical fitness activities for the development of lifelong habits and promotion of healthy lifestyles for the following groups: students, school staff, and parent and community networks. School health and wellness activities will create a safe and healthy school environment that supports learning.

5. How is the school addressing the Wellness requirements as mandated by Act 1220 of 2003? You MUST reference the required wellness strategies of Act 1220 in the Docs and Links tab. [Wellness Strategies](#)

Students, parents, and staff of Pulaski Heights Middle School will be given opportunities to learn various options of physical activity and nutrition that can be included in everyday routines. The school nurse and wellness team will complete certain actions to verify compliance with the wellness strategies identified in Act 1220: 1. Data will be reviewed with staff, parents, and outside resources in order to implement and assess student performance as it relates to BMI assessments, 2. The school nurse, physical education / health teachers will help students acquire the skills necessary to make healthy choices concerning their wellness, 3. The PHMS Parent Center will provide resources for parents to check-out regarding healthy choices and exercise programs, and 4. Pulaski Heights Middle School will chart BMI each year to assess progress towards the goal of improving BMI scores.

6. Please scan and upload the results of the School Health Index into the health services file under Document Upload.

7. If your school operates a School-based Health Center or offers School-based Mental Health Programs/Services, you MUST answer the following question: How is the school integrating the school-based center services or mental health services in a way that those services are directly correlated to improving student achievement levels?

Pulaski Heights Middle School partners with several mental health facilitators who provide school / home based support for identified students. Among these organizations are Strive, Life Strategies, New Beginnings, and the Pointe. Strategies used by mental health professionals are incorporated through classroom instruction by teachers to provide academic and behavior support as needed for students receiving services. School based mental health services provide professional development as needed to address mental health and behavior health concerns of faculty. Mental health services provide support to students at school and at home to improve students' academic achievement. Caseworkers communicate major concerns to counselor or teachers that may directly impact students' academic performance.