

Pulaski Heights Middle School
Comprehensive Needs Assessment & Plan Overview
2018-2019
Fourth Draft

Focus Area 1: Leadership

Goal: Implement and maintain a professional learning community characterized by shared decision making and continuous improvement.

PHMS will create and maintain instructional leadership teams (*Achieving Leadership Team & Internal Leadership Team*) for the purpose of accountability in insuring best Instructional practices. These practices will be used in classrooms, communicated to all stakeholders, and monitored regularly for the purpose of identifying and removing student achievement barriers. PHMS implements a school master schedule that allows for teacher-led horizontal. Vertical collaborations within each discipline are scheduled to guide teaching efforts in consideration of next level requirement. School leadership works consistently with these collaborative teams to analyze curriculum, design common formative assessments, create lesson plans, and review relative data. School leadership consistently monitors instructional efforts to ensure quality and to offer actionable feedback for teachers. Leadership works collaboratively with teachers to determine and acquire the most impactful resources necessary for consistent school improvement. PHMS adheres to a Shared-Leadership philosophy. Agendas of these meeting will be maintained for procedural review and policy action.

Related Indicators:

- ID07 A leadership team consisting of the principal, teachers who lead the Instructional Teams, and other key Professional staff meets regularly.
- ID11 Teachers are organized into grade-level cluster, or subject area teams.
- ID10 The leadership team(s) regularly look as school performance data and aggregated classroom data and uses that data to make decisions about school improvement.
- IE05 Principals participate actively with the school's teams.
- IE06 Principals monitor the work of the Instructional Teams and helps to keep them focused on instructional improvement.
- IE09 Principals challenge and monitor unsound teaching practices and supports the correction of them.
- IF02 The Leadership Team reviews the principals' summary reports of classroom observations and takes into account in planning professional development.

Professional Development

The PHMS Leadership Team(s) (and staff) will continue to research, review, and implement the "best practices" determined through the Indistar resource.

Evaluation / Monitoring

To determine the implementation of this priority, the Instructional Leadership Teams will maintain and assess agendas and feedback from collaborative meetings, report on tasks assignments, deliberate informal / formal evaluations comments and ratings, and review data analysis efforts.

Possible Barriers

PHMS is experiencing a staff transformation as more veteran / experienced teachers are being replaced by novice or less experienced teachers who will require extensive grooming for leadership roles.

The LRSD has removed an administrator from PHMS. As these duties are absorbed by remaining administrators, their ability to participate in collaborative teams and perform quality evaluations will be challenged.

Please describe any costs required to implement your plans for LEADERSHIP:
General Professional Development

Focus Area 2: Effective Instructional Practices

Goal: to improve instructional practices that support student achievement

Pulaski Heights Middle School will continue to use the instructional team structure to ensure sound instructional practices to support student achievement. During our instructional team planning time by grade level, or in our professional learning communities (PLCs), our instructional staff will continue to refine and implement selected evidenced based strategies that have previously proven effective in our core content areas such as providing math and reading 180 classes (adopted this year), increasing the use of technology, implementing DOK questioning, implementing ACT Aspire tested skills, continuing the school wide reading initiative, utilizing our partnership with UALR in tutoring, implementing cross-curricular coaching, expanding our GT course offerings, continuing the use of disciplinary literacy across content areas, using CFAs in the four core subject areas, and using bi-weekly collaboration for lesson planning, curriculum, data disaggregation, and the creation of CFAs. For Traditional Literacy classes, staff will modify instructional efforts to focus on essential reading comprehension skills. PHMS will also engage in Project Based Learning activities with our school partner Central Arkansas Water. Our expectation is that at least 80% of our instructional staff will implement standards based sound instructional practices on a weekly basis with fidelity. Compliance evidence will consist of informal observation feedback for collaborations and classroom instruction. Administrators will monitor appropriate lesson plan development, implementation, assessments, data analysis, and re-teaching efforts.

Our timeline for implementing and monitoring our practices will be developed as we plan in Indistar. The indicators of effective practice that we have identified are the following:

Related Indicators:

- IIA02- Units of instruction include standards-based objectives and criteria for mastery
- IIB01- Units of instruction include pre-/post-test to assess student mastery of standards-based objectives
- IIC02- Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.
- IID02- The school tests each student at least 3 times each year to determine progress toward standards-based objectives.
- IIIA06- All teachers test frequently using a variety of evaluation methods and maintain a record of the results.
- IIIA26- All teachers encourage students to check their own comprehension
- IIIA31- All teachers interact instructionally with students (explaining, checking, giving feedback).
- IIIA38- All teachers have documentation of the computer program's alignment with standards-based objectives.
- IIIC05-All teachers use a variety of instructional, modes (whole-class, small group, computer-based, individual, homework, for example).
- IIID04-The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction

Professional Development

- On-going training in DOK, Moby Max, Disciplinary Literacy, Closing the Achievement Gap, LMS, and Eschool.
- On-going training to use the district selected assessment instrument for progress monitoring our students and as an intermittent assessment
- In order to provide all staff with high quality, on-going job embedded and differentiated professional development we will use Title I funds to support a Math and Literacy facilitator.
- Literacy & Math staff will receive introductory training for the 180 programs.

Evaluation / Monitoring

The PHMS Instructional Leadership teams will monitor the implementation of these research-based strategies through the practices of classroom observations, collaboration participation, lesson plan reviews, CFA results analysis, and student / teacher feedback.

Possible Barriers

- Teacher reluctance to change
- Teacher lack of classroom management
- Teacher lack of comfort with technology

Please describe any costs required to implement your plans for EFFECTIVE INSTRUCTION:

\$5000 from Title I for Instructional Professional Development

- Reading and Math National Conferences
- Blended Learning
- Afterschool PLCs

Focus Area 3: Student Growth and Achievement

Goal: to improve core instructional practices that support student achievement and growth

Pulaski Heights Middle School's Leadership Team acts as the primary conduit of communication for our school community. All of our stakeholders (students, teachers, staff, parents, and community partners) know our mission, share our vision and support our growth and academic goals for our students. Having a team structure makes it possible for our leadership team, instructional teams and professional learning communities to review student data and use that information to improve core instruction as well as identify appropriate interventions to meet the needs of students who need additional support to remain on track for meeting their growth and/or academic goals.

We have reviewed and analyzed our students' data to direct and support decisions regarding instruction, student growth and achievement relative to our combined population and each subgroup. Based on our data trends, our student growth and achievement goals for literacy, math, and science; we will decrease the percentage of students scoring as *in need of support* by 3% annually in each grade level and subject, and a minimum of 50% of PHMS students at each grade level and in each assessed subject will demonstrate the equivalent of one year's growth on the Mean Growth Percentile Index. Likewise, we will increase the number of students scoring in the *ready / exceeding* range by 3% each year. We analyzed the ACT Aspire Interim and Summative tests, Star Reading, Math Inventory, Moby Max, and ACT Aspire Practice tests to determine those areas in the core subjects that are most challenging to our students. Our students have difficulty mastering the integration of knowledge and ideas in literacy, justification in math, and data interpretation in science. These issues with standards and content are most prevalent in our economically disadvantaged students, African American students, and our special needs students. We will monitor progress in each core subject for the highlighted subgroups and will determine if progress is being made by growth in the data or if there seems to be a plateau in growth. Identified targeted interventions for the subgroups in the math and English classes are tiered inclusion classes, resource classes, and 180 classes. In addition to these tiered interventions, we also provide re-teaching, tutoring, small group instruction, small group pull out instruction, technology reinforcements, parent involvement, and counselor interventions.

Related Indicators:

- CC0- All teachers include vocabulary development (general vocabulary and terms specific to the subject as learning objectives).
- MET03-All teachers teach methods of logic, syntheses, evaluation, and divergent thinking.

- MTV01-All teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon (and reward) persistence to mastery.
- SE01-The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.
- SE03-All teachers establish classroom norms for personal responsibility, cooperation, and concern for others.
- SE05-All teachers use cooperative learning methods and encourage questioning, seeking help from others, and offering help to others.

Professional Development

- Specific content support
- Kagan Cooperative Learning
- Classroom management support
- Focus on the strategies used in your school that have been effective in delivering instruction in the various content areas.
- Understanding the Achievement Gap
- Student data interpretation
- DOK
- ACT Aspire tested skills
- Professional texts for specific content areas

Evaluation / Monitoring

PHMS will determine the effectiveness of instructional strategies and initiatives through frequent analysis of instructional data (CFAs, NWEA interim, math/reading inventory, STAR, etc.). The ACT Aspire Assessment would serve as the main lagging indicator.

Possible Barriers

- Student apathy
- Student lack of foundational skills
- Instructional time constraints
- Lack of parental support

Please describe any costs required to implement your plans for STUDENT GROWTH AND ACADEMIC ACHIEVEMENT:

\$5000 from Title I

- Possible consultants on the achievement gap, reading strategies for middle school, classroom management, book study, and interdisciplinary literacy

Focus Area 4: School Culture and Student Discipline

Goal: To create and maintain a school culture that fosters student achievement and positive behavior

PHMS continues to demonstrate positive school culture. Teachers are generally happy as evidenced by the fact that attrition and transfer rates are low. Likewise, teacher absenteeism is among the lowest in comparison to other LRSD secondary schools. Teachers like being part of the PHMS; school pride is apparent. PHMS continues to remain a top choice for families seeking a safe, quality, educational experience. Parents routinely support the school with their time and resources. The emphasis on building a Professional Learning Community demonstrates the staff’s desire to foster and expand collaboratively and collegiality. Academics are valued by most staff and teachers have high expectations for student behavior and achievement. Good relations between administrators and teachers are present.

In May 2017, a cultural and climatic survey was presented to the staff and parents. Summarily, 85 percent of responding parents feel welcome at the school and 83 percent feel that their children are safe. Seventy-two percent of parents believe that PHMS regards students fairly without regard to race or culture and 61 percent of parents believe that teachers and students demonstrate consistent respect for each other. The PHMS PTSA remains among the most active in the LRSD by sponsoring building improvement projects, purchasing technology, and annually leading the LRSD in volunteer hours.

With regard to staff, 93 percent of teachers and staff indicated that PHMS is a good place to work for them. Eighty-six percent of responding teachers indicated that they are treated as educational professionals and 89 percent state that they feel safe on school grounds while 89 percent indicate the school has established high expectations for all students. Sixty-eight percent of teachers feel that the staff involves them in decision making, 18 percent are unsure, and 14 percent expressed disagreement.

From previous years, the perception that discipline is the greatest deterrent to instruction, climate, and culture has subsided. Recent school years have seen a significant decrease in physical and verbal altercations and an increase in student accountability. In a recent survey, 80 percent of parents feel that discipline is enforced in the school, 66 percent of teachers feel that discipline and student behavior have improved, and 79 percent of teachers believe that administrators support them with disciplinary matters. The LRSD has adopted Restorative Justice as a district-wide response to student misbehavior. Full implementation and buy-in has not yet occurred at PHMS. However, administrators and staff are committed to providing interventions (where appropriate) for students with chronic misbehavior issues.

Related Indicators

- IIIC08 All Teachers Display Classroom Rules and Procedures in the Classroom
- IIIC09 All Teachers Correct Students Who Do Not Follow Classroom Rules and Procedures
- IIIC10 All Teachers Reinforce Classroom Rules and Procedures by Positively Teaching Them
- IIIC11 All Teachers Conduct an Occasional Behavior Check

Professional Development

The PHMS staff participated in an Arkansas Department of Health professional development (How Adverse Childhood Experience-ACE impacts student's ability to learn or behave appropriately). Additional professional development in understanding poverty and cultural sensitivity are in the planning phase of implementation. PHMS staff will also participate in classroom management and restorative justice training.

Evaluation / Monitoring

PHMS will monitor to determine if disciplinary dynamics improve as we consider and employ alternative interventions for inappropriate behaviors rather than more traditional approaches.

Possible Barriers

Research on Restorative Justice in major cities has not demonstrated it to be an effective strategy or practice. Teacher and administrative buy-in has not been conducive to full implementation. Additionally:

- No Restorative Justice model has been offered by the LRSD. Schools have been charged with self-development.
- Restorative Justice is based on the assumption that keeping disruptive students in the classroom will positively impact their achievement- no consideration has been given to the potential negative impact on the achievement for non-disruptive students or the impact on teacher moral, performance, and attendance (school climate issue).

The LRSD moved to a satellite ALE program which has impacted school climate by not *literally* changing the placement of students who chronically misbehave. Support and guidance for this program has been inconsistent. No solutions have been provided for SPED students who have exhausted their 10 days of allowable suspension. Additionally:

- Wrap-Around services necessary for the rehabilitation of ALE students does not exist for ALE satellite programs, nor does the ALE offer such support to schools.
- ALE administrators do not engage with ALE satellite students; rather the burden is placed on a reduced number of school-based administrators which effectively removes them from instructional responsibilities.

Please describe any costs required to implement your plans for SCHOOL CULTURE AND STUDENT DISCIPLINE:

Focus Area 5: Parent Engagement

Goal: to improve adult practices that support student achievement and growth

Pulaski Heights Middle School views parents as partners within our school community. We believe that student learning and school culture benefit tremendously when parents are fully aware and in support of our mission, vision and beliefs associated with teaching and learning. Our Parent Involvement Plan will serve as the basis of this priority.

In a continuation of existing practices, PHMS and the PHMS PTSA plan to partner on a major project each year. Recent joint projects include the renovation of the teachers' lounge, desktop computers for the school media center, and an outside sitting area for students. During the 2018- 2019 school year, PHMS parents will be more involved in the revision / implementation of the school-wide reading initiative.

Related Indicators

- CL12-All school personnel work effectively and equitably with racially, linguistically, and economically diverse students.
- FE03- the school's Parent (Family) Involvement Guidelines includes a vision statement about the importance of family-school partnership in a community
- FE04- The school's Title I Compact (Or Non-Title 1 schools roles are expectations for parents, students, and teachers, includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).
- FE06-The School Regularly communicates with parents (families) about its expectation of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning)
- FE10-The school provides parents (families) with practical guidance to establish a quiet place for children's studying at home and consistent discipline for studying at home.
- FE11-The school provides parents (families) with practical guidance to encourage their children's regular reading habits at home.

Evaluation: We will monitor our implementation regularly and will evaluate our Parent and Family Engagement Plan Annually.

Professional Development

- Working with parents from different cultures or socioeconomic status'
- Ways to engage parents before, during, and after school
- Effective conferencing

Possible Barriers

- Lack of parental involvement among our economically disadvantage population, African- American population, and SPED population.

Please describe any costs required to implement your plans for PARENT AND FAMILY ENGAGEMENT:

