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 (Academic 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 instructional teams. 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.

School leadership will ensure the master schedule includes reading intervention classes for identified students who are In Need of Support on the ACT Aspire and all students identified with characteristics of dyslexia. Leadership will schedule students In Need of support in reading in Tier 2 and those with characteristics of dyslexia in Tier 3 reading intervention classes. Leadership will also ensure that all SPED students receive additional support in a reading and/or math intervention class in response to being designated as an In Need of Additional Targeted Support (SPED students identified as SLD in reading will be placed in a specific Tier 3 reading intervention class). School leadership will provide program specific PD opportunities for all teachers who are scheduled in an intervention class. Instructional Leaders employ an observation schedule to monitor intervention / enrichment classes and to provide teachers with relevant feedback.

PHMS School Leadership is committed to implementing the components of a Professional Learning Community. Scheduling will afford staff the opportunity to participate in core subject grade specific instructional teams. Facilitators and administration will participate in and monitor the progress of these teams. PHMS will continue to facilitate staff involvement through PLCs as determined by the school’s Need Assessment. School 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 in which teachers are encouraged and positioned to participate in leadership capacities. Agendas of these meetings will be maintained for procedural review and policy action.

School Leadership Teams and all relevant stakeholders will routinely review the components of the SIP to assess implementation and results in an effort to promote a continuous cycle of improvement and inquiry. The SIP is subject to periodic modifications and annual revision with an opportunity for stakeholder engagement and feedback. Documentation of all leadership / stakeholder efforts are maintained for reference.

Related Indicators (as stated in INDISTAR):

- 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 at 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 and implement the “best practices” determined through the most current trends related to high impact results oriented instructional practices. Teachers will receive training in the Tier 2 and Tier 3 intervention programs chosen by LRSD and ongoing support will be provided by the Literacy Facilitator. Teachers who will teach the math intervention classes will participate in program specific PD and ongoing support will be providing by the Math Facilitator.

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 Barrier

A possible barrier to the leadership efforts at PHMS would be teacher buy in as they are encouraged to accept more active and leadership roles outside of the classroom. Some teachers may be adverse the implementation of strategies learned through professional development opportunities. AP disciplinary duties and requirements affect their ability to participate in collaborative teaming and regular quality evaluations.

As PHMS more precisely implements the PLC process and the 3 big ideas, some staff may be uncomfortable with existing in a collaborative culture and being results oriented. A collaborative culture will necessitate the belief that we are collectively accountable for each child’s educational experience and not just those in a particular class. Being results oriented will require a shift in mind set; it’s not whether the content was taught rather it’s whether the content was learned.

NA

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. Curriculum and assessments adhere to state and district standards. 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 implementing Kagan Structures, initiation of a multi-tier reading intervention / enrichment structure, continuing Math 180, providing additional math intervention for the resource population, increasing the use of technology, implementing DOK questioning, implementing ACT Aspire tested skills, continuing the school wide reading initiative, utilizing our partnerships in education, implementing cross-curricular coaching, continue our GT course offerings, continuing the use of disciplinary literacy across content areas, using CFAs in the four core subject areas, bi-weekly collaboration for lesson planning, curriculum, data disaggregation, Criterion Writing, and the creation of CFAs. For Traditional Literacy classes, staff will modify instructional efforts to focus on essential reading comprehension skills. Science department teachers will facilitate the use of USA Prep to provide students greater experiences with data analysis. PHMS will also engage in Project Based Learning activities with our school partner Central Arkansas Water. Design and modeling, Automation and Robotics, and EAST will afford our students experience with STEM related courses. Instructional Leaders participate in the professional development of these research-based, high-yield instructional practices. Implementation of these practices is monitored 8-12 times a week by administrators using the TESS observation tool. Our expectation is that all staff, with appropriate training, will implement standards based sound instructional practices on a weekly basis with fidelity. SPED resource students will receive comprehension instruction involving word-attack skills in reading and math.
foundational skills in math. SPED students in inclusion and resource classes will receive an additional period of intervention instruction beginning in the 2019-2020 school year.

Related Indicators:

- IIA02 - Units of instruction include standards-based objectives and criteria for mastery
- IIB01 - Units of instruction include core subject common formative assessments 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, Criterion Writing, Disciplinary Literacy, Closing the Achievement Gap, LMS, and Eschool.
- On-going training to use the NWEA as an intermittent assessment and progress monitoring
- On-going training in morphology in linguistics, Co-Teaching training, Kagan, Arrive Math, Math 180, Tier 2 & Tier 3 Reading Intervention, and AVID professional development.
- 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.
- Staff will receive training for the reading and math intervention.

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.

Compliance evidence will consist of informal observation feedback from collaborations and classroom instruction. Novice teachers will receive annual evaluations; tenured teachers will receive career summative evaluations on a 4 year rotation. Administrators will monitor appropriate lesson plan development, implementation, assessments, data analysis, and re-teaching efforts. Feedback to teachers will employ the rubric and use the language of the four domains of the Framework for Evaluation Instruction (Planning & Preparation, Classroom Environment, Instruction, & Professional Responsibilities).

Possible Barriers

- Teacher reluctance to change
- Teacher lack of classroom management
- Teacher lack of comfort with technology
- Parental support for SPED and TAGG populations.

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

- Title One funds for Automation & Robotics
- Title One funds for Instructional Facilitators
- Title One funds for additional technology
- Title One funds for Criterion Writing
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. 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 smart goals.

Student achievement goals are supported by sound fiscal and operational management procedures. Updated technology is routinely purchase to supplement classroom instruction. Operational and federal funding sources are used to facilitate professional learning opportunities for staff and instructional resources for students. Teachers are provided support with ongoing professional development pertaining to the use of technological resources.

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 learning outcomes for literacy, math, and science; we will decrease the percentage of students scoring 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 NWEA Interim and ACT Aspire Summative tests, Star Reading, and Math Inventory to determine those areas in the core subjects that are most challenging to our students. Based on this knowledge our learning targets are mastering the integration of knowledge and ideas in literacy, justification in math, and data interpretation in science. These issues with standards and content (achievement gap) are most prevalent in our economically disadvantaged students, African American students, and our special needs students. After each NWEA interim we will monitor progress 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 resource classes, tiered reading intervention classes, Math intervention and Math 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.

We will monitor the ESSA growth of our SPED population. SPED students are typically 4 to 5 years below grade level with respect to reading and math. Additional instructional periods for this subgroup will focus on basic skills instruction and enable our student to score above the lowest 5% among middle schools on the ESSA Index for two consecutive years.

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, student competitions, and student self-awareness of academic progress.
- 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
- High Reliability School Training (PLC)
- Kagan Cooperative Learning
- Classroom management support
- Understanding the Achievement Gap
- Co-Teaching
- Multi-Tiered Reading Intervention training
- 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.) and instructional team / classroom observations. The ACT Aspire Summative 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, 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. According to in-house accounting, PHMS has a 6.15% absentee rating. 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. Many 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. Most importantly, all stakeholders continue to regard PHMS as a safe and orderly school environment.

To further promote school safety and security, fiscal resources are used to purchase security surveillance equipment and security communication devices.

Stakeholders have confidence that administration will address disciplinary matters with the responses that are merited. Pulaski Heights Middle School administrators are committed to adhering to the Student Handbook as it relates to disciplinary sanctions and consequences. Student accountability is imperative to the climatic and cultural health of PHMS. As administrators work diligently to consider alternative means of accountability (Restorative Justice), the balance of the individual rights and needs of a student must
be considered in view of the collective good of the school. Parents must continue to feel as though their students are in a safe environment; teachers must continue to feel as though their efforts / concerns are supported by administration.

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.

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

• Becoming a Professional Learning Community.
• Classroom Management

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 positivity 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.

N/A
Focus Area 5: Literacy Plan

Goal: to improve Literacy for all students

Pulaski Heights Middle School views Literacy as a top priority for all students. We believe each student is capable of learning and can reach their full academic potential with the right instruction. Our Literacy Plan will serve as the foundation for ensuring all students improve their competencies in Literacy. In a continuation of existing practices, PHMS will adhere to this plan with fidelity while making adjustments if and when necessary.

Core Instruction- Strong core instruction is essential to improving literacy and student achievement. Leadership will maintain consistent observations of core classes to ensure literacy instruction is present. Instructional facilitators will support teachers in strengthening their content and pedagogy while maintaining open conversations about areas of need.

Across the Content Areas- Literacy will be taught in all classes including the related arts, physical education, career technical, and the foreign languages. All teachers will use strategies such as AVID Reading for Disciplinary Literacy, DOK questioning techniques, content specific informational writing and utilize opportunities to improve speaking and listening. Content area teachers will continue to receive training in these areas in order to improve student achievement.

Interventions- In addition to assessing core instruction for areas of intervention, PHMS has classes to address the needs of students who require tier 2 and tier 3 interventions. Strategic Reading is a tier 2 intervention class for identified students who scored In Need of Support or Close on the ACT Aspire summative assessment. Strategic Reading will use the Just Words program to help close the gaps in phonological awareness, decoding, spelling, and reading for those students. Literacy Enrichment is a tier 3 intervention class for students who have reading and spelling difficulties and who also may show characteristics of dyslexia. Students will receive these interventions every day until it has been determined that the necessary progress has been made to be exited.

Science of Reading- All teachers and administrative staff will participate in professional development about the Science of Reading (S.O.R.). Teachers who are Special Education certified, are licensed to teach a 6th grade core class, or is an administrator will become proficient in the Science of Reading. Teachers will implement the knowledge learned from the training to enhance their core in intervention instruction. The enhanced instruction can include teaching syllable types, morphology, phonics, vocabulary, and specific reading comprehension techniques. All other teachers who are not required to meet proficiency will gain awareness in the Science of Reading. These teachers are also expected to implement knowledge learned from professional development to enhance their instruction. Administrators will also receive training to become Science of Reading Assessors to help staff maintain fidelity with S.O.R. practices.

Related Indicators NEED NEW INDICATORS

- IF11 The school provides all staff high quality, ongoing job embedded and, and differentiated professional development.
- IG01 The school monitors progress of the extended learning time programs and other strategies related to school improvement.
- IIB04 Teachers individualize instruction based on pretest results to provide support for some students and enhanced learning opportunities for others.
- IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pretest and other methods of assessment.
Evaluation: Administration and leadership teams will monitor our implementation regularly and will evaluate our progress toward interim and long term goals.

Professional Development
- NWEA assessments and MAP Skills
- R.I.S.E.
- Wilson Reading System and Just Words

Possible Barriers
- Time for professional development
- Uncommon planning periods
- Subpopulations of students being resistant to challenging instruction
- Teachers understanding that literacy is subject matter for all disciplines

Use of Title One Parent Involvement Budget