LITTLE ROCK SCHOOL DISTRICT

School Improvement Plan 2026-2027

School: Pulaski Heights Middle School
Address: 401 N. Pine, LR AR 72205
ESSA Score Current Year: 64.88
ESSA Score Previous Year: 67.75

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)**
Darryl J. Powell	Principal	darrylpowell@lrsd.org 501 447-3200
Sammy Grandy	Assistant Principal	sammy.grandy@lrsd.org 501 447-3200
Taraca Hardiman	Assistant Principal	taraca.hardiman@lrsd.org 501 447-3200
Stephanie Franklin	Counselor	stephanie.franklin@lrsd.org 501-447-3200
Michaela Thomas	Counselor	michaela.thomas@lrsd.org 501 447-3200
Adrian Booker	Instructional Lead Teacher	adrian.booker@lrsd.org 501 447-3200

Sheresa Rice	**Science Chair**	**sheresa.rice@lrsd.org** **501 447-3200**
Kerric Turner	**Related Arts Chair**	**kerric.turner@lrsd.org** **501 447-3200**
Anne Virden	**SPED Chair**	**anne.virden@lrsd.org** **501 447-3200**
Brittani Brooks	**Media Specialist**	**brittani.brooks@lrsd.org** **501 447-3200**
Edna McEwen	**CTE Chair/ Parental Engagement**	**edna.mcewen@lrsd.org** **501 447-3200**
Matt Price	**PTSA President**	**phillip.m.price@gmail.com**
Laura Calhoun	**Community Member**	**lcalhounlaw@gmail.com**

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.

The mission of Pulaski Heights Middle School is to inspire and equip every student to reach high levels of achievement through rigorous learning, meaningful relationships, and the development of the knowledge and skills necessary to succeed in school, in life, and within their communities.

SCHOOL VISION

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

PLAN: NEEDS ASSESSMENT

Academics

Strengths	Challenges
• **PHMS out-scored the LRSD in all grade levels and content areas with the exception of 6th and 7th grade math as indicated by the ATLAS 2025-2026 summative assessment results.** *(see chart below)* PHMS ATLAS SUMMATIVE 2025-2026 • **As indicated by the chart below, PHMS has demonstrated growth in 6 out of the 9 tested areas over the last 3 years.** *(see chart)* PHMS 3 year ATLAS data results chart	**Only 25-35% of the PHMS student population achieved proficiency on state assessment.** • Math proficiency ranges from 25-28% across grade levels with 7th grade math showing a decrease of - 2% in growth. • ELA proficiency ranges from 34-37% across grade levels with 8th grade ELA showing a decrease of - 2 % in growth. *(see chart below)* **PHMS 24-25 and 25-26 ATLAS Summative Comparative Results**

Culture & Climate	
Strengths	**Challenges**
• 89% of Responding Parents indicate that PHMS has a positive school climate & culture. • 88% of Responding Parents indicate that PHMS is a safe school. • 88% of Responding Parents indicate that there is a high-level of respect between students & staff. • 80% of Responding Staff indicate that they feel valued at PHMS. • 84% of Responding Staff indicate that school administration is supportive. • 80 % of Responding Students indicate that PHMS has a positive school culture & climate. • 87% of Responding Students indicate that they feel safe at PHMS. • 87% of Responding Students indicate that PHMS teachers support students' learning.	• 68% of Responding Students would recommend PHMS to a friend. • 50% of Responding Students indicate that students treat each other "well" at PHMS. • 67% of Responding Parents indicate that the quality of instruction is excellent (22% indicate good). • 32% of Responding Parents indicate that PHMS needs better communication & more inclusivity. • 58% of Responding Staff indicate the school has an excellent/good response to disciplinary concerns. • 65% of Responding Staff indicate the school has indicate that the school handles conflict resolution among staff & students. • 50% of Responding Students indicate that teachers support students' learning. • 56% of Responding Students indicate that PHMS has a student behavior problem.
Parent/Family Engagement, Partnerships, Operations	
Strengths	**Challenges**

• **88% of Parents rate the school's response to their concerns as excellent/good.** • **89% of Parents feel welcomed/included at PHMS.** • **78% of Parents indicate that PHMS communicates effectively.**	• **36% of Parents would like improved facilities.** • **38% of Parents would like more extracurricular activities for their students.**

Implementation Categories
Literacy
Math
School Culture
Recruitment & Retention
Parent Engagement

THEORY OF ACTION:

If…
district leaders work collaboratively to provide relevant resources and support in the use of evidence-based practices and data, to promote fully engaging instructional activities in all classrooms;

And If…
principals promote a safe and secure environment; are fully engaged as instructional leaders; monitor the implementation of evidence-based practice through the use of TESS and principles of the SoR; review and interpret data to drive decisions;

And If…
teachers are fully certified and engaged; use evidence-based instructional practices acquired through relevant professional development; work in collaborative teams reviewing and interpreting data to determine next steps for instruction;

Then…
students will be fully engaged in instructional activities that prepare them for the next step in their education and preparation for post-secondary options.

LITERACY (LRSD Board Goals)	
SMART Goal:	**By the end of the 2026-2027 school year, all PHMS students in grades 6-8 will demonstrate a 3% growth towards proficiency on skills relating to reading comprehension on interim and summative assessments.** **Implement Tier II interventions that are intentionally aligned with Tier I instruction across all core content and related arts areas to provide targeted support, address learning gaps, and accelerate student achievement.**

Supporting Data (add or link all data around this category here):

As indicated by PHMS 2025-2026 state assessment results, students in grades 6-8, including African American and SPED students are performing below grade level in reading comprehension. *Word Meaning, Citing textual evidence, Determining the central idea/theme, Comprehension of Complex texts (literary and informational) etc.*

PHMS ATLAS SUMMATIVE 2025-2026

PHMS 24-25 and 25-26 ATLAS Summative Comparative Results

PHMS 3 year ATLAS data results chart

6th grade ELA: 26% → 37% proficiency (**+11 pts**)

7th grade ELA: 33% → 34% proficiency (**+1 pt**)

8th grade ELA: 37% → 35% proficiency (**-2 pts**)

- 6th grade is closing the learning gap amongst grade levels.

Priority 1	Priority 2	Priority 3
Tier I - Effective instruction Provide instruction which closes learning gaps and promotes grade level mastery in comprehension.	**Data Collection and Analysis** Teachers will collaborate on a regular basis to analyze data and plan effective instruction to close student learning gaps.	
End of the Year Outcomes: ● All students demonstrate growth on state-mandated assessment. ● 80% or more of teachers provide 7-10 minutes SoR instruction daily. ● 100% of core subjects area teachers will utilize high quality instructional materials daily. (HQIM) ● 80% or more of students will engage in sustained reading for 5 minutes during ELA classes daily. ● **PHMS employs an Instruction Lead Teacher (ILT) *funded via Title One**.	**End of the Year Outcomes:** ● 100% of ELA teachers will participate in bi-weekly data meetings. ● 100% PHMS teachers will assess and collect data throughout daily instruction. (i.e. exit tickets, fist of five, anticipation guides, etc.) ● 100% ELA teachers will provide additional instructional support(re-teaching) for developing/not yet students once per week.	**End of the Year Outcomes:**
Benchmarks: IA Q1=40% /IA2 -Q2=60%/IA3-Q3=80% demonstrate proficiency ELA teachers providing SoR instruction Q1=50%/Q2=70%/ Q3=80% or more Classroom observations Q1=50%/Q2=70%/Q3=80% or more of ELA teachers providing quality Core I instruction. Q1= 30%/Q2=50%/Q3=70%/Q4=80% or more of	**Benchmarks: (more specific)** Quarter 1 = 60% of ELA teachers participating in weekly data meetings, collecting data throughout instruction, and providing additional instructional support once per week. Quarter 2 = 80% of ELA teachers participating in weekly data meetings, collecting data throughout instruction, and providing additional instructional support once per week Quarter 3 = 100% of ELA teachers participating in weekly data meetings, collecting data throughout instruction, and providing	**Benchmarks:**

the student population will be engaged in sustained independent reading for 10 minutes per school day.	additional instructional support once per week	

Drivers & Success Metrics for Priorities

	Priority	Drivers	Success Metrics
	Provide Tier 1 instruction which closes learning gaps and promotes grade level mastery in comprehension.	**<u>Weekly Planning Meetings</u>:** Teachers will analyze student work samples and interim assessment results to identify instructional misconceptions, develop action plans for reteaching targeted(focus) skills/standards assessed. (End goal planning) Plan lesson plan expectations, exemplars, and training: **a.** Define success: ID exemplar lesson plans and name the essential components: data-driven objective, aligned exit ticket, adequate time for practice, and effective guided discourse or Modeling **b.** Acquire or design lesson plans that include all essential components • ELA teachers will create lesson plans which make learning intentional, comprehensible, and accessible to all learners.	• 100% of ELA teachers will display the whiteboard protocol lesson plan format within the classroom daily. • 100% or more ELA teachers will attend planning meetings once per week. • 100% or more ELA teachers will create targeted student groups and develop re-teaching lesson plans/activities for the identified student groups weekly. • ILT will collaborate with ELA teacher teams to develop a departmental lesson plan format. • ILT will lead PD on the development of exemplar (i.e Know/Show chart) lesson plan formats and essential components to include. • Teachers and Staff will participate in targeted instructional improvement training (Title One-Consultants & Educational Conferences) • Implementation of a schoolwide reading initiative program. **(Mojo???)**
		<u>Implementing High Leverage</u>	• 100% of ELA teachers will provide 7-10 minutes

		Instructional Practices- Implement targeted strategies around discourse, **SoR,** writing, vocabulary, and comprehension.	of daily vocabulary instruction incorporating the SoR strategies to expand student vocabulary knowledge and enhance reading comprehension skills throughout the school year.
		<u>Responding to student learning:</u> Use strategies that address misconceptions, use exemplars, and monitor students as they work (Academic Monitoring Laps) **<u>Implementation of Network 1 Priorities</u>** ELA teachers learn/implement discourse, academic monitoring, and exit ticket strategies using HQIM	• 100% of ELA teachers will provide additional instructional support(re-teaching) for developing/not yet students once per week. • 100% of ELA teachers will be trained in the instructional strategies of Write First; Talk Second, Exit Tickets, and Academic Monitoring. • 100% of ELA teachers will implement and maintain the use of Write First; Talk Second, Exit Tickets, and Academic Monitoring practices. • 100% of ELA teachers will engage students with HQIM.
2	**Data Collection and Analysis** Teachers will collaborate on a regular basis to analyze data and plan effective instruction to close student learning gaps.	**<u>Data Collection and Analysis -</u>** Teachers will analyze student work samples and interim assessment results to identify instructional misconceptions, develop action plans for reteaching targeted(focus) skills/standards assessed. (End goal planning) • ELA teachers will collaborate on a regular basis to analyze formative assessments results (teacher created, MyPerspectives, district level, etc) • ELA teachers will share results of formative assessments(exit tickets, fist of five, anticipation guides, etc.) with the team. • ELA teachers will create targeted student groups and develop re-teaching lesson plans/activities for the identified student	• 100% of ELA teachers will attend data meetings once per week. • 100% of ELA teachers will develop a tracking system/sheet for monitoring student performance/progress on assessments.

		groups weekly. •	
		<u>Assessment Protocols -</u> Develop a culture around interim assessments and implement protocols to improve assessment outcomes	• 100% of ELA teachers will participate in regularly scheduled collaborative meetings to analyze data and identify focus skills/standards for instruction. • 25% or more of PHMS students in grades 6-8 will score ready/exceeding on quarterly interim assessments. • 100% of ELA teachers will complete the LRSD IA Analysis and Assessment Tool at the end of each quarter. • Teachers will collaborate weekly to generate CFAs using ATLAS classroom tools/HQIMs.

Steps for Implementing Drivers

Drivers	Action Steps	Deliverables	Progress
Weekly Tier 1 Planning Meetings	1. Plan for effective data analysis meetings to drive instruction (ELA Collaborations) a. Data analysis meetings are scheduled weekly during departmental collaboration. b. Teacher teams will share CFA and formative data results to determine student areas of growth,	1. Designation of weekly focus standards and intervention strategies & dates. 2. CFA, formative assessment data, and student work. 3. Lesson plan development and resource determination. Follow-up schedule - classroom observations of intervention efforts.	On Going

	deficiencies, and misconceptions. c. Teacher teams plan response actions (i.e. reteaching strategies, foundational practice, interdepartmental support efforts) d. Teacher teams will prepare/collect all relevant documentation for subsequent meetings (i.e. students work, CFA, formative assessments, etc.)	● Calendar of collaborative meetings ● Training on end goal ● Weekly Agenda/Structure(meeting format) ● Establish Meeting Norms ● Develop Collective Commitments/Non-negotiables	
	1. Build weekly administrative/ILT weekly targeted observation schedules. a. PHMS administrators will adhere to a targeted daily observation schedule based on TESS components and data analysis results. b. Administrators provide observational feedback to teachers through electronic mail, collaborations, and individual meetings. c. School principal and Instructional Leadership team implement strategies related to Executive Coaching experiences.	1. 4 Quarterly observation schedule (principals and Lead Teachers) 2. Weekly action steps monitoring spreadsheets. 3. Meeting protocols, tasks assignments, and schedules for future actions. 4. Principal participates in Executive Coaching with Bailey Group (1003 Funding & Title One Funding) 5. ILT & administrators engage teachers in Network 2 priorities training (Write First; Talk Second, Exit Tickets, Academic Monitoring, and the use of HQIM.	On Going
	2. Mastery goals for departmental and individual teachers are jointly established to include schoolwide goals and individual	1. Half-day semesterly-based core subject workshops are conducted to determine mastery and schoolwide goals (Literacy,	On Going

	action steps.	math, science, and social studies).	
	3. PHMS admin will create shared tools for instructional leaders to plan for collaborative meetings (i.e. meeting scripts, action steps, and teacher effectiveness growth)	1. Administrators and ILTs meet at the *beginning of each semester* to create plans for participation in instructional meetings. 2. Principal participates in Executive Coaching with Bailey Educational Group. 3. Administrators observe classrooms for Network 2 priorities compliance.	On Going

Drivers	Action Steps	Deliverables	Progress
Utilize Interim/Formative assessment data to make learning intentional and promote student performance/growth in ELA through the use of evidence based instructional strategies.	1. Plan for weekly data assessment meetings to identify the most impactful evidence based instructional practices effective in promoting high student performance. a. Provide teacher teams with a schedule of bi-weekly collaborations. b. Administrators participate by researching and investing in evidence based instructional strategies and resources.	1. Schedule of bi-weekly collaborations. 2. Log of PD training shared with teacher teams.	On Going
	2. Plan for effective data analysis meetings to drive instruction (ELA Collaborations) e. Data analysis meetings are scheduled weekly during departmental collaboration. f. Teacher teams will share CFA and	1. Schedule and documentation of data analysis meetings (administrators & core subject teachers). 2. CFA electronic folder for CFAs, data response actions (literacy, math, science) 3. **Principal participates in Executive**	On Going

	formative data results to determine student areas of growth, deficiencies, and misconceptions. g. Teacher teams plan response actions (i.e. reteaching strategies, foundational practice, interdepartmental support efforts) h. Teacher teams will prepare/collect all relevant documentation for subsequent meetings (i.e. students work, CFA, formative assessments, etc.)	**Coaching with Bailey Educational Group** 4. Administrators collect data associated with teacher team meetings in a Google folder as evidence of teacher activity and student progress.	
	1. PHMS administrators will adhere to a targeted daily observation schedule based on TESS components and data analysis results. 2. Administrators provide observational feedback to teachers through electronic mail, collaborations, and individual meetings.	1. Build weekly administrative/ILT weekly targeted observation schedules. 2. Feedback formats are determined by administrators and shared with teachers.	On Going
	2. Establish departmental and individual teacher goals for mastery of effective instructional practices.	1. Schedule & documentation of administratively led individual and departmental meetings for the establishment of goals for mastery of effective instructional practices.	On Going
	3. PHMS staff will create shared tools for instructional leaders to plan for collaborative meetings (i.e. meeting scripts,	1. Administrators and ILTs meet at the *beginning of each semester* to create plans for participation in instructional	On Going

	action steps, and teacher effectiveness growth)	meetings.	

Quarter 1				
Questions ● What progress has been made toward the goal? ● What successes can you build on? ● What areas need additional focus? ● What actions/next steps will you and your team pursue?				
Initiative	**Progress (Data)**	**Successes**	**Additional Focus**	**Next Steps**
Whiteboard Protocols	Administrative Observations Google Docs & EES			
ELA planning & data meetings	Administrative Observations / PLC Sign-In Forms			
Completion of the LRSD IA Data Analysis & Assessment Tool	PLC & Data Day Sign-In Forms			

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?				
Initiative	**Progress (Data)**	**Successes**	**Additional Focus**	**Next Steps**
Bailey Educational Group Support	3 Documented Days with Bailey Educational Group			
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?				
Initiative	**Progress (Data)**	**Successes**	**Additional Focus**	**Next Steps**

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?

Initiative	Progress (Data)	Successes	Additional Focus	Next Steps

MATH (LRSD Board Goals)	
SMART Goal:	**By the end of the 2026-2027 school year, all PHMS students in grades 6-8 will demonstrate a 3% growth towards proficiency on skills relating to conceptual and procedural understanding of mathematics on interim and summative assessments.** **Implement Tier II interventions that are intentionally aligned with Tier I instruction across all core content and related arts areas to provide targeted support, address learning gaps, and accelerate student achievement.**

Current Supporting Data (add or link all data around this category here):

PHMS ATLAS SUMMATIVE 2025-2026
PHMS 24-25 and 25-26 ATLAS Summative Comparative Results
PHMS 3 year ATLAS data results chart

As indicated by PHMS 2025-2026 state assessment results, students in grades 6-8, including African American and SPED students are performing below grade level in mathematics.

6th grade Math: 21% → 25% proficiency (**+4 pts**)

7th grade Math: 30% → 28% proficiency (**-2 pts**)

8th grade Math: 17% → 25% proficiency (**+8 pts**).

Priority 1	Priority 2	Priority 3
Tier One Instruction Instruction that leads to high student performance/growth in mathematics which closes learning gaps and promotes grade level mastery.	**Data Collection and Analysis** Increasing data-informed decision-making practices for planning effective instruction and assessments as a result of weekly data meetings to close student learning gaps.	
End of the Year Outcomes: ● 70% of students will demonstrate growth on state mandated assessment. ● 100% of teachers will utilize high quality instructional strategies and materials daily. ● Overall, student growth in math will increase at or greater than 2% ● 70% of students will increase conceptual understanding and procedural fluency by strengthening the *connection* from conceptual to procedural knowledge	**End of the Year Outcomes:** ● 100% of teachers will use data analysis to inform instructional decision making practices and planning assessments. ● 100% of teachers will use Interim Assessment data to drive reteaching and monitoring of growth. ● 100% of math teachers will assess and collect data throughout daily instruction. (i.e. exit tickets, fist of five, anticipation guides, etc.) ● Analyzing and using Interim Assessment results will lead to increasing student ATLAS results by 2% from 2025-26	

	results.	
Benchmarks: ● Classroom observations: Q1:>30% of teachers are providing conceptual to procedural instruction Q2>60% of teachers are providing conceptual to procedural instruction Q3>90% of teachers are providing conceptual to procedural instruction Q4 100% of teachers are providing conceptual to procedural instruction.. ● At least 30% of students are proficient in conceptual standards taught in each quarter. ● Summative Assessment: >30% of students will be proficient in math as a result of conceptual understanding.	**Benchmarks:** ● Classroom observations will reflect an increase greater than 20% of math teachers providing conceptual to procedural instruction each quarter up to 100% by EOY. ● Data analysis protocols and agendas set by teachers Q1: Teachers using data >20% Q2: Teachers using data >40% Q3: Teachers using data >80% Q4: Teachers using data 100% ● Essential Standards covered in each quarterly assessment and/or CFAs will show >30% of our students at or above 70% proficiency. ● 100% of teachers will attend and participate in weekly collaborative planning sessions as shown by collaborative team agenda and attendance. This will be monitored weekly.	

	Priority	Drivers	Success Metrics
1	**Tier One Instruction.** Instruction that leads to high student performance/growth in mathematics which closes learning gaps and promotes grade level mastery.	**Identify Conceptual Essential Standards** ● Identify all conceptual essential standards to focus on conceptual to procedural understanding for students at each grade level	● 100% of the math teachers will identify and understand which essential standards are conceptual to build procedural fluency each quarter.
		Focus on lessons with conceptual essential standards ● Build strong lesson plans on Tier 1 instruction with a focus on conceptual to procedural understandings	● 100% of math teachers will create/follow lesson plans for Tier 1 instruction with clear and strong focus on conceptual to procedural understanding. ● 100% of lessons with conceptual standards will build understanding the mathematical relationships (conceptual) to solving (procedural).
		● **<u>Implementation of Network 1 Priorities</u>** Math teachers learn/implement discourse, academic monitoring, and exit	● Schoolkit training for all math teachers ● 100% of math teachers will plan for and implement math discourse(MLR), mathematical writing, and/or problem solving strategies in

		ticket strategies using HQIM	daily lessons ● Lesson Rehearsals/Unit Internalizations ● 100% of math teachers are knowledgeable on high leverage instructional practices (discourse, writing, problem solving) from participating in PD, coaching, and observations. ● All math teachers will develop and use Exemplars to help student understanding and help alleviate misconceptions. ● 100% of Math teachers will be trained in the instructional strategies of Write First; Talk Second, Exit Tickets, and Academic Monitoring. ● 100% of Math teachers will implement and maintain the use of Write First; Talk Second, Exit Tickets, and Academic Monitoring practices. ● 100% of teachers will plan for monitoring and developing a protocol for recording and responding to student work. ● 100% of math teachers will identify root causes for students struggling with concepts. ● 100% of math teachers will provide specific instructional intervention for struggling learners. ● Teachers will participate in target instructional improvement professional development (Title One- Consultants & Conferences) ● 100% of Math teachers will engage students with HQIM daily.
2	**Data Collection and Analysis** Increasing data-informed decision-making practices for planning effective instruction and	**Weekly Data/PLC Collaboration Meetings:** ● Weekly planning meetings to analyze student work ensuring instruction is data informed using Data Analysis Protocol with focus upon Essential Standards	● Increase the percentage of math teachers who identify essential standards taught each quarter by 20%. ● 100% of math teachers attend one weekly data meeting per week to analyze data from formative assessments created by teachers and/or district

	assessments as a result of weekly data meetings to close student learning gaps.	(**c**onceptual understanding to procedural understanding) from Interim/Classroom Formative Assessment data.	• 100% of math teachers attend one weekly collaboration meeting to collaborate plans using information from the data meeting to provide targeted actions plans needed for reteach/enrichment. • The PHMS Math Department will develop and use a system for tracking data.
		Quarterly Data Days: • Schedule set times for analysis of interim data comparing to classroom formative assessments using Data protocol Template with focus on areas/questions around conceptual understanding to procedural understanding	• 100% of math teachers will participate in quarterly data meetings to analyze interim data for effective reteaching and enrichment action plans
		Instructional Planning and Preparation: • Plan assessments with focus upon Essential Standards (**c**onceptual understanding to procedural) • Analyze data to identify the root cause of struggles for students. Create a plan for reteaching and reassessment of struggling students.	• 100% of math teachers will develop plans which make learning inclusive and accessible for all academic performance levels (not yet, developing, ready/exceeding) • 100% of math teachers will use curriculum and district assessments to measure growth or gaps in student learning. • All math teachers will attend weekly planning collaborations to align curriculum at grade-level and vertically and create/share assessments.

Drivers	Action Steps	Deliverables	Progress

Tier One Instruction. Instruction that leads to high student performance/growth in mathematics which closes learning gaps and promotes grade level mastery.	1. Plan for effective data analysis meetings to drive instruction (Math Collaboration) a. Data analysis meetings are scheduled weekly during departmental collaborations. b. Teacher teams will share CFA and formative assessment data results to determine student areas of growth, deficiencies, and misconceptions. c. Teacher teams plan response actions (i.e. reteaching strategies, foundational practice, interdepartmental support efforts). d. Teacher teams will prepare/collect all relevant documentation for subsequent meetings (i.e. students work, CFA, formative assessments, etc.)	1. Designation of weekly focus standards intervention strategies and dates. 2. CFA, formative assessment data, and student work. 3. Lesson plan development and resource determination. 4. Follow-up schedule - classroom observations of intervention practices. 5. Principal participates in Executive Coaching with CRUX LLC (1003 Funding & Title One Funding)	On Going
	1. Build weekly administrative/ILT targeted observation schedules. a. PHMS administrators will adhere to a targeted daily observation schedule based on TESS components and data analysis results. b. Administrators provide observational feedback to teachers through electronic mail, collaborations, and individual meetings. c. Administrators and the ILT plan and promote professional development for teachers based on observations	1. Quarterly observation schedule (administrators and Lead Teachers). 2. Weekly action steps monitoring spreadsheets. 3. Meeting protocols, tasks assignments, and schedule for future actions. 4. A professional development schedule is created by administrators and the ILT based on observational feedback and PD surveys. 5. Administrators observe classrooms for Network 1 priorities compliance.	On Going

	and PD surveys.		
	2. Mastery goals for departmental and individual teachers are jointly established to include schoolwide and individual action steps.	1. Half-day semesterly-based core subject workshops are conducted to determine mastery and schoolwide goals (Literacy, math, science, and social studies).	On Going
	3. Administrators will create shared plans for instructional leaders to plan for collaborative meetings (i.e. meeting scripts, action steps, and teacher effectiveness growth).	4. Administrators and ILTs meet at the *beginning of each semester* to create plans for participation in instructional meetings.	On Going

Drivers	Action Steps	Deliverables	Progress
Data Collection and Analysis Increasing data-informed decision-making practices for planning effective instruction and assessments as a result of weekly data meetings to close student learning gaps.	1. Plan for weekly data assessment meetings To identify the most impactful evidence based instructional practices effective in promoting high student performance.	1. Provide teacher teams schedules for bi-weekly collaborations to include data analysis. 2. Administrators participate by researching and investing in evidence based instructional strategies and resources. Teachers receive training opportunities and resources for these strategies.	On Going
	2. Collaborate with ILT and teachers to essential/focus standards for Tier 1 instruction related to conceptual knowledge.	1. Collaborative agendas describe essential and focus standards related to Tier 1 instructional efforts. 2. Teacher teams share Tier 1 lesson plans for conceptual to procedural instruction. Plans are shared via a shared Google folder or through electronic mail.	On Going

	3. Collaborate with ILT and teachers to develop conceptual to procedural assessments and data analysis sessions.	1. Collaborative common assessments are created. 2. Administrators participate in data analysis sessions.	

Quarter 1				
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?				
Initiative	**Progress (Data)**	**Successes**	**Additional Focus**	**Next Steps**
Whiteboard Protocols	Administrative Observations Google Docs & EES			
ELA planning & data meetings	Administrative Observations / PLC Sign-In Forms			

Completion of the LRSD IA Data Analysis & Assessment Tool	PLC & Data Day Sign-In Forms			

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?

Initiative	Progress (Data)	Successes	Additional Focus	Next Steps
Bailey Education Group Support	3 Documented Days with Bailey Educational Group			

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?

Initiative	Progress (Data)	Successes	Additional Focus	Next Steps

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?

Initiative	Progress (Data)	Successes	Additional Focus	Next Steps

School Culture (LRSD Board Goals)	
Current data that can be used for this section of the plan includes, but is not limited to: ● Attendance ● Level 1 discipline infractions ● Perceptual Surveys ● PHMSIncidentReport2425.pdf	

Smart Goal: By the end of the 2025-2026 School Year, Tier 1 of the multi-tiered system of support (MTSS) for behavior will be fully implemented. Achievement in this goal will be measured by a 20% decrease in Level 1 Infractions			
Priority 1			
MTSS for Student Behavior **Implement Tier 1 framework/system to provide tiered behavior support for all students**			
End of Year Outcomes ● School-wide expectations have been developed, taught, and reinforced for all teachers and students ● School-based intervention teams (SBIT) have been trained on the Tier I MTSS behavior model and SEL strategies. ● There is a decrease in Level 1 infractions as compared to the previous year			
Benchmarks:			

• During preschool professional development, school-wide expectations are introduced and taught to all staff. • By the end of August school-wide expectations have been communicated and taught to all students. • By the end of the first nine weeks, a minimum of 85% of students indicate that they know the school-wide expectations for behavior. • By the end of the first nine weeks, 100% of teachers and staff can articulate the school-wide expectations for behavior.			

	Priority	Drivers	Success Metrics
1	**MTSS for Student Behavior:**	MTSS/PBIS Implementation	• Implementation Plan for MTSS/PBIS supported incentives • 100% of Staff is trained and aware of the MTSS/PBIS local plan.
		Implementation of Minute-by-Minute Plans	• 100% of staff are trained to implement plans • The school has a clear implementation and monitoring plan • Level 1 and above infractions decrease in areas of focus • 100% of staff consistently implement plans.

		Implementation and Training plan for MTSS Tier I Behavior and SBIT	• 100% of the staff is trained on MTSS Tier I behavior plan and its purpose and structure of the school's SBIT team. • 100% of the SBIT is trained on the team's purpose, role, and responsibilities • The SBIT team has a regular meeting schedule that is adhered to. • The SBIT shares data and updates with staff at least quarterly. • 100% of staff are trained in the MTSS Tier I behavior framework at the site (i.e. Leader in Me, PBIS, etc.) • 100% of staff is trained and fully implementing Tier I behavior expectations. • 100% of staff utilizes Tier I behavior flow chart on how staff responds to inappropriate behavior • 100% of students are aware of the Tier I behavior expectations
		Tier I Acknowledgement Plan	• There is a plan that provides periodic incentives for students who meet specified criteria (grades, attendance, and behavior) • 100% of the staff are trained on the implementation of the plan. • 100% of the students know what the incentives are and the criteria for receiving them.

Priority	Drivers	Action Steps	Deliverables	Drivers
	Implementation of Minute-by-Minute Plans	Identify areas where a high percentage of level 1 infractions occur/of highest level 1 infraction and use them to create plans	• Discipline Data • Minute-by-Minute Plans	Not Started
		Train all staff and students on minute-by-minute plans	• Training Schedule • Slide Decks or other training materials	Not Started

MTSS for Student Behavior:		Create signs, reminders, and signals to visually reinforce MbM expectations	• Posters, announcements, videos, etc.	Not Started
		Implement MbM plans on Day 1 and track levels of implementation through observation	• Observation Data • Feedback Log	Not Started
		Create a plan of support and accountability for students **and** staff who are not meeting the expectations	• Support Plan Document	Not Started
		Create a plan to regularly monitor implementation throughout the year and adjust based on data collected	• Monitoring Plan and Tools • Feedback and Next Steps Documentation	Not Started
	Implementation & Training plan for MTSS Tier I Behavior and SBIT	Identify LRSD/ADE staff to provide training or train administration to provide training on MTSS tier I behavior framework for our campus	• Correspondence • Calendar Invites/Confirmation	Not Started
		Determine what programs or supports will be incorporated into the school's Tier I behavior plan and provide training for all staff (i.e. Leader in Me, Second Step, PBIS, etc.)	• Implementation plan for behavior support curriculum • Attendance documentation for staff	Not Started
		Train all staff on the MTSS tier I behavior process and what it looks like in our building	• Training Schedule • Slide Decks or other training materials	Not Started
		Train all staff and students on Tier I behavior expectations and behavior flow chart on how staff responds to inappropriate behavior	• Training Schedule • Slide Decks or other training materials • Behavior Expectations • Behavior Flow Chart	Not Started
		Identify and train members of the SBIT team on processes and outcomes for the team	• Training Schedule • Slide Decks or other training	Not Started

			materials	
		Teach Tier I behavior expectations and acknowledgment plan to all students	• Training Schedule • Slide Decks or other training materials	Not Started
		The SBIT committee facilitates the implementation of the MTSS tier I behavior framework, address student behavior supports, plan and implement Tier I behavior incentives, and track the school's behavior data to use for next steps planning and determine the effectiveness of the current tier I teaching plan.	• Meeting Agendas and Notes • Student Trackers • Sample student support plans • Tiered Fidelity Inventory (evaluation tool to measure effectiveness - Tier I implementation PBISApps | Tiered Fidelity Inventory (TFI)	Not Started
	Tier I Incentive Plan	Develop and implement a Tier I behavior incentive plan based on identified criteria (attendance, grades, behavior, etc.)	• Incentive Plan Document	Not Started
		Train all staff on the Incentive Plan and criteria for participation	• Slide Deck or other training materials • Attendance Documentation	Not Started
		Inform students and parents of incentives and criteria for participation	• Parent Communication • Student-facing training/information materials	Not Started
		Implement incentives - at least one each quarter	• Evidence of quarterly incentive implementation (student lists, pictures, postings, etc.)	Not Started
		Monitor participation and track infractions in the incentive criteria areas to determine effectiveness	• Monitoring Documents • Student data	Not Started

Quarter 1

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?

Initiative	Progress (Data)	Successes	Additional Focus	Next Steps
Classroom Rituals & Routines Established for Learning & Conduct Expectations	Classroom Teachers post, review, and submit rituals and routines	Not Started	Share Learning & Conduct Expectations with stakeholders via Schoology & parent communication	Administrative Observation of Ritual & Routines Compliance
Incentive for academic success	Not Completed 1st quarter	Not Started	Plan for Implementation 2nd quarter	Identify teacher leaders to implement for 2nd quarter
SEL for Identified Students	Provided by: Counselors, Interventionist, Administrators, & staff as required	Not Started.	Employ external resources for SEL provision (TENDAJI)	Administrative Observation and Documentation of SEL provision. SBIT & ALE
CCCS Dissemination to all Stakeholders	Completed: Via LRSD & PHMS Website	Not Started	Strict Enforcement of CCCS	SBIT, Intervention, & ALE Referrals as Required

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?

Initiative	Progress (Data)	Successes	Additional Focus	Next Steps
Incentives for Academic & Behavioral Success	Front Hallway Bulletin Board	Established (Teacher Leader & Counselors)	Expand Incentive Efforts	Expand Incentive Efforts; Include PTSA & School Partners
SEL for Identified Students				

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?

Initiative	Progress (Data)	Successes	Additional Focus	Next Steps

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?

Initiative	Progress (Data)	Successes	Additional Focus	Next Steps

RECRUITMENT & RETENTION (LRSD Board Goals)

SMART Goal:	To increase student enrollment by 5 % annually.

Current Supporting Data (add or link all data around this category here):

26-27 570 Total Enrollment
25-26 539 Total Enrollment
24-25 570 Total Enrollment
23- 24 658 Total Enrollment
22-23 545 Total Enrollment
21- 22 522 Total Enrollment

Priority 1	Priority 2	Priority 3
Increase student enrollment through planned and targeted recruitment activities (targeted LRSD elementary campuses, private, and public charter schools).	**To recruit, train/support and retain highly qualified teachers and support staff.**	
End of the Year Outcomes: **PHMS administration, staff, and PTSA leadership have participated in multiple recruitment activities (ie. school visits, guided tours, scheduled shadowing, recruitment nights, and social media/website initiatives.**	**End of the Year Outcomes:** **New staff have participated in and completed new employee support initiatives (i.e. new teacher orientation, classroom management training, instructional strategy training, and data support training)**	**End of the Year Outcomes:**
Benchmarks: **24-25 Total Enrollment 690**	**Benchmarks:** ● **August 2024 New teacher orientation** ● **August 2024 Classroom management** ● **Monthly instructional strategy & data support meetings.**	**Benchmarks:**

	Priority	Drivers	Success Metrics
1	**Increase student enrollment through planned and targeted recruitment activities**	Organize recruitment trips to PHMS feeder schools and elementary schools within the locality of PHMS	• Multiple (4 or 5) elementary campuses have received visits from the principal, former students, and recruitment teams.
		In Conjunction with the PTSA, PHMS staff will plan and coordinate guided tours (parents) and shadowing days for 4th and 5th grade students.	• Semesterly tour dates are scheduled and completed. • Shadowing days are established and completed.
		PHMS will designate a day for a recruitment night and maintain a social media presence.	• PHMS family recruitment nights are planned and completed. • Social Media
2	**To recruit, train/support and retain highly qualified teachers and support staff.**	Administration organizes and implements new teacher orientation for new teachers.	• All new teachers have completed the new teacher orientation meetings, assignment, and training. • All New Teachers are provided necessary technology for classroom success (laptops & chromebooks)
		Classroom management training opportunities are required for new teachers and teachers who need additional support.	• Teachers (new & tenured) participated in classroom management strategic planning sessions.
		Research based instructional strategies are introduced to staff during faculty meetings and PLCs.	• Teachers are involved in action research inquiry efforts to improve planning and instruction.
		Teachers receive data disaggregation training in faculty meetings and PLCs.	• Core teachers receive weekly planned data disaggregation trainings

Drivers	Action Steps	Deliverables	Progress
Organize recruitment activities for LRSD elementary schools, organize tours, organize recruitment night.	1. PHMS Administration and the PTSA indicate recruitment dates on the school calendar (ie. elementary school visits, shadowing dates, tour dates, recruitment night, etc.)	• Fall/Spring elementary school visits are completed with a checklist of participants. • The School Media Center Specialist maintains a google sign up space for shadowing. • The PTSA maintains touring schedules for prospective parents & students.	On Going
	2. Update and maintain school websites and social media outlets.	• The school web master and social media specialist provide weekly website and social media updates.	On Going

Drivers	Action Steps	Deliverables	Progress
Employ, maintain, and support highly qualified teachers and specific orientations and trainings for management and instructional success.	1. Post available positions and review applicants for interviews with content specific teachers. 2. PHMS administrators facilitate professional development for new and tenured teachers (classroom management, effective instruction, data disaggregation, and SEL training).	• Available positions posted and interviews scheduled for existing vacancies. • New teacher orientations are facilitated and documented by assistant principals and tenured teachers. • Teacher teams/ILT provide documented professional development opportunities related to classroom management, Tier 1 instruction, data disaggregation, and SEL.	On Going

Quarter 1

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?

Initiative	Progress (Data)	Successes	Additional Focus	Next Steps
Coordinate Recruitment Efforts with PTSA	Pre-School Meeting w/PTSA Recruitment Chair Person	Recruitment Meeting Notes	Expand Opportunities for PTSA school tours & 6th grade shadowing	Expand Opportunities for PTSA school tours & 6th grade shadowing Coordinate with Network 1
New Teacher Orientation	Implemented for all teaches new to PHMS (AP Grandy)	Completed: Documentation (AP Grandy)	Continue to support staff new to PHMS (PLC, Partner Teachers, LRSD Mentoring)	Continue to support staff new to PHMS (PLC, Partner Teachers, LRSD Mentoring)

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?

Initiative	Progress (Data)	Successes	Additional Focus	Next Steps
Expand Opportunities for PTSA school tours & 6th grade shadowing Coordinate with Network 1	Participation in LRSD Recruitment Fair. Check Us Out Days Principal Elementary School Visits	Completed	Expand Opportunities for PTSA school tours & 6th grade shadowing	Expand Opportunities for PTSA school tours & 6th grade shadowing
Continue to support staff new to PHMS (PLC, Partner Teachers, LRSD Mentoring	Mentors Assigned for Novice Teachers, Partner Teachers Correspond with Teachers New to PHMS	Completed / Ongoing	Continue Initiative of Support	Continue Initiative of Support

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?

Initiative	Progress (Data)	Successes	Additional Focus	Next Steps

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?

Initiative	Progress (Data)	Successes	Additional Focus	Next Steps

PARENT & FAMILY ENGAGEMENT (LRSD Board Goals)			
SMART Goal:	**To provide a variety of activities and opportunities for parent, stakeholder, and community involvement. Parent volunteer hours will increase by 2% from the previous year as determined by documented VIPS hours.**		
Current Supporting Data (add or link all data around this category here):			
https://www.lrsd.org/o/phms/documents/2024_parent_engagment_document.pdf/501041			
Priority 1	**Priority 2**	**Priority 3**	
To create an updated parent involvement plan inclusive of school-parent compact, volunteer opportunities, and resources for parents.	**To plan and provide a calendar of events to encourage stakeholder engagement.**		
End of the Year Outcomes: **All stakeholders have access to and demonstrate utilization of the current parent involvement plan.**	**End of the Year Outcomes:** **All stakeholders have access to a calendar of school related events. Parents attendance at school related events increased by 3% from the previous school year.**	**End of the Year Outcomes:**	
Benchmarks: Parent Involvement Plan is submitted and provided on the school webpage.	**Benchmarks: Parent Calendar is submitted and provided on the school webpage. PHMS**	**Benchmarks:**	

PHMS staff will track parent involvement each quarter to assess needs for improvement.	**staff will track parent involvement each quarter to assess needs for improvement.**	

	Priority	Drivers	Success Metrics
1	**To create an updated parent involvement plan inclusive of school-parent compact, volunteer opportunities, and resources for parents**	Parents are provided with various means to communicate with school personnel.	• Parents received phone numbers, email addresses, and available conference times for PHMS staff.
		Parents are provided a description of parent volunteer opportunities	• PHMS (along with the PTSA) publishes a full year list of school and community based volunteer needs.
		Parents receive a School-Parent Compact	• The School-Parent Compact is included in the Parent Involvement Plan and posted on the school webpage / parental eblast.
		PHMS provides parents with access to various parental resources.	• Resources for parental use are available in the Parent Center and described within the Parent Involvement plan.
2	**To plan and provide a calendar of events to encourage stakeholder engagement.**	PHMS provides a full year calendar to included dates for Title1, Family Night: National History Day, Conference Dates, Lunch w/Dad Dates, Family Nights: ELA, Math, EAST, Science, Career Day, Fine Arts Showcase Dates, Pantherfest, and 8th Grade Promotion Convocation and Picnic.	• Dates for school related activities are provided to parents through the Parent Involvement Plan, PTSA eBlast, and Schoology.
			•

Drivers	Action Steps	Deliverables	Progress
Parents are provided with various means to	• During pre-school orientation parents receive a parent compact inclusive of	• PHMS administration and staff create and provide a document descriptive of	Completed

communicate with school personnel, a parent compact, resources, and a description of volunteer opportunities.	communication protocols.	communication protocols and a parent compact.	
	• PHMS staff and PTSA collectively promote volunteer opportunities for parents via a weekly eblast and social media outlets.	• PHMS administration and PTSA provide weekly (daily) updates via the eblast and social media outlets (social media clerk).	On Going
	• A parent resource center is establish to provide resources for parents.	• The parent resource center is located at the Pine street entrance.	On Going
			On Going

Drivers	Action Steps	Deliverables	Progress
PHMS provides a full year calendar to included dates for Title1, Family Night: National History Day, Conference Dates, Lunch w/Dad Dates, Family Nights: ELA, Math, EAST, Science, Career Day, Fine Arts Showcase Dates, Pantherfest, and 8th Grade Promotion Convocation and Picnic.	• PHMS administration, Staff, and PTSA collectively create a calendar of school related activities.	• Events calendar created and shared with parents as a hardcopy, via eblast, and social media outlets.	On Going

Quarter 1

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?

Initiative	Progress (Data)	Successes	Additional Focus	Next Steps
Updated Parent Involvement Plan	Completed: Posted to Indistar	Fall Parent Engagement Activities planned and resourced	Re-engage Parents for Spring Activities	Continue to follow calendar; update as required
Updated calendar of activities	Completed: Shared with Stakeholders	Calendar of Event shared, update as necessary	Re-engage Parents for Spring	Continue to follow calendar; update as required

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?

Initiative	Progress (Data)	Successes	Additional Focus	Next Steps
Updated Parent Involvement Plan	Completed: Posted to Indistar	Fall Parent Engagement Activities planned and resourced	Re-engage Parents for Spring Activities	Continue to follow calendar; update as required
Updated calendar of activities	Completed: Shared with Stakeholders	Calendar of Event shared, update as necessary	Re-engage Parents for Spring	Continue to follow calendar; update as required
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?				
Initiative	**Progress (Data)**	**Successes**	**Additional Focus**	**Next Steps**

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?

Initiative	Progress (Data)	Successes	Additional Focus	Next Steps