

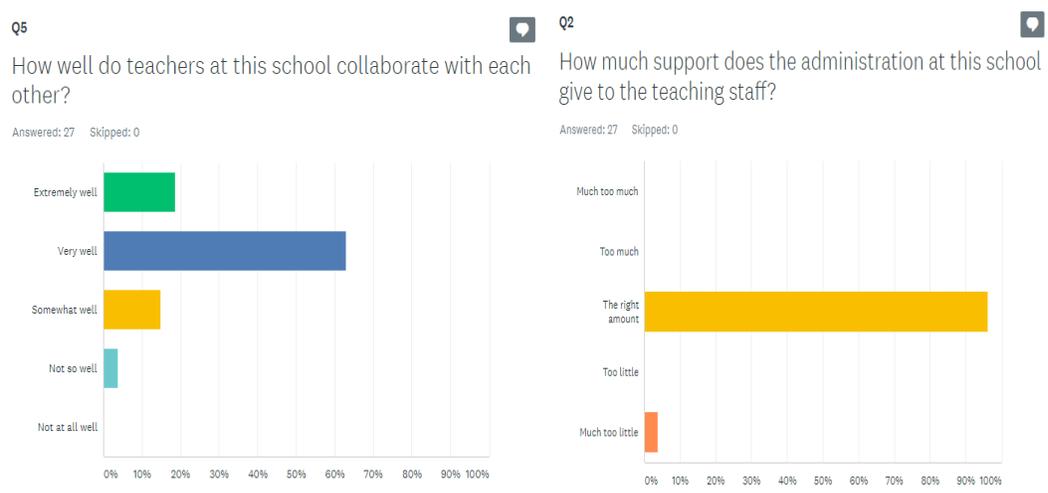
Pulaski Heights Elementary School  
2018 – 2019 School Improvement Plan

**Focus Area 1: Leadership**

**Goal:** The PHE leadership team determined that we will collect, review and analyze student achievement data (i.e. NWEA, writing samples, DRA scores, etc.) at least monthly in order to support and make recommendations for instructional practices for use by all staff to ensure all students are growing and meeting grade level competencies.

The PHE leadership team is comprised of a selection of grade level and content area staff members. Collectively, we engage in shared decision making to improve adult practices that support student achievement. The Leadership Team meets to focus on vertical alignment, professional development needs, data disaggregation and strategies to address improvement in school climate and academics.

**Data:** May 2018 a survey was distributed to all staff members. Most staff returned surveys. Over 80% of returned surveys indicated the staff effectively collaborates and school leadership provides the appropriate support.



As a result of collected responses, the Leadership Team determined collaboration to improve practice builds on the strengths we already hold.

**Professional Development:**

- PLC – focused on supporting student instruction
- Kagan (RTI and team building) \$10,000
- The Pulaski Heights Elementary school staff has participated in school professional development to analyze Charlotte Danielson’s framework of effective teaching as evidenced in TESS. Teachers worked in groups to create lists of key indicators of effective teaching.
- Staff will participate in professional development to analyze strengths and areas in need of improvement from classroom observations of indicators of effective teaching.
- Our school-level data will determine additional professional learning needs for our staff.

**Other Support tied to specific Barriers:** Teachers and administrator will visit colleagues within the school and district to observe instructional teams and meetings. A colleague visit form will be used to share learning with other staff.

**Monitoring:** We will monitor our collaboration and support by reviewing feedback forms and student achievement data.

**Outcome(s):** Leadership Team will increase knowledge and understanding of practices occurring within the building and become more effective at collaborating and supporting colleagues in improved practices.

## **Focus Area 2: Effective Instructional Practice**

**Goal:** Linked directly to the above goal, we will improve instructional practices, specifically small group instruction across grades and content areas.

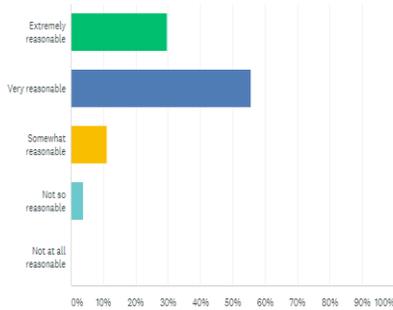
Pulaski Heights Elementary will continue to use the team structure to ensure *sound instructional practices to support student achievement*. During our instructional team planning time by grade level, content discipline/department or in our professional learning communities (PLCs), our instructional staff ***will continue to refine and implement selected evidenced based strategies that have proven effective in our core content areas*** (such as Step Up to Writing and RISE). Our expectation is that 100% of our core content teachers will use these selected strategies daily with fidelity.

**Data:** Staff reported student achievement is attainable and reasonable at PHE. Evidence of this is a pre/post assessment from 5<sup>th</sup> grade literacy.

Q3

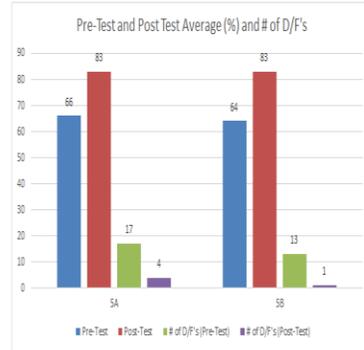
How reasonable are the expectations for student achievement at this school?

Answered: 27 Skipped: 0



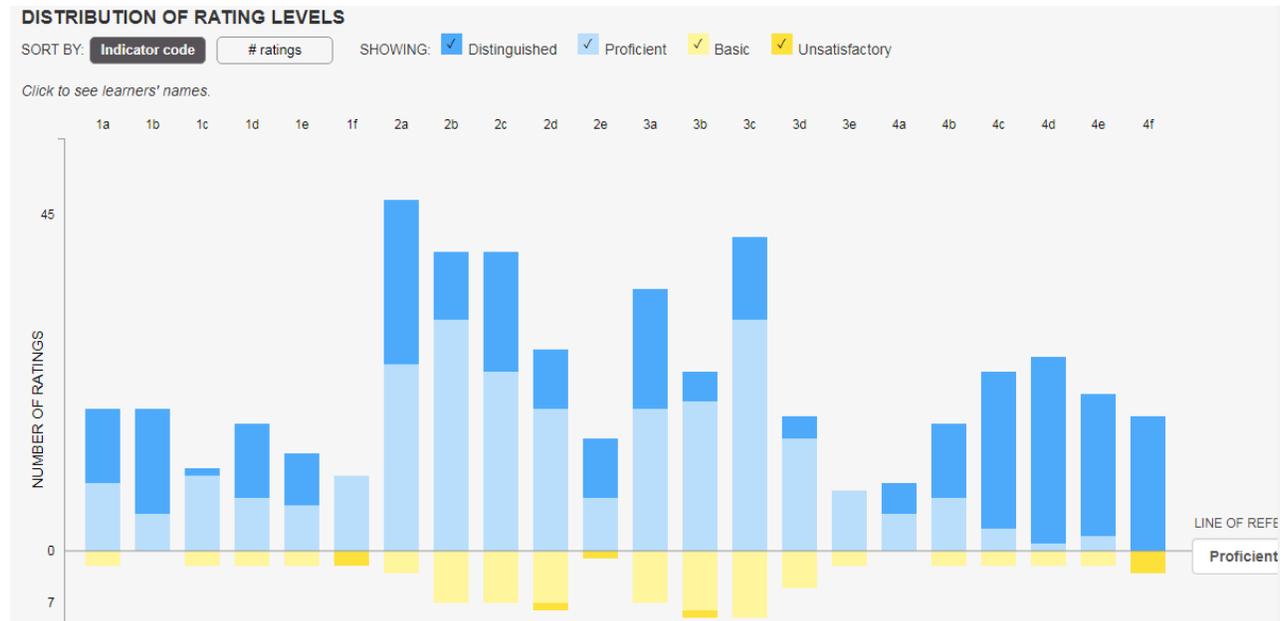
## 5th Grade Literacy

Standards Skills Assessed: CS.RL.5 Sequence of Events, S.RI.2 Summarize, SRL.4 Infer



In addition, recent formal and informal observation ratings indicate areas of potential growth in domain 3B (questioning) and 3D (assessment).

Strengths and Opportunities graph from EdReflect:



### Professional Development:

- On-going training to use the district selected assessment instrument for progress monitoring our students and as an intermittent assessment
- Improved questioning including increased awareness of strategic questioning through feedback forms, and planning for questioning in PLC's and grade-level teams.

- R.I.S.E. training for grades 3-5 which will allow for a seamless instructional approach building on what K-2<sup>nd</sup> grade teachers started in 2017-2018.

**Other Support tied to specific Barriers:**

- LRSD testing department will assist in providing school based PD on NWEA data and support systems

**Monitoring:** We will monitor with small group data walks and ongoing progress monitoring related to student growth (NWEA, SMI, WRAP, Universal screener).

**Outcome(s):** Leadership Team will increase knowledge and understanding of practices occurring within the building and become more effective at collaborating and supporting colleagues in improved practices. Additionally, the administrator will conduct daily classroom observations, review lesson plans, and provide high-quality feedback for teachers.

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**Focus Area 3: Achievement**

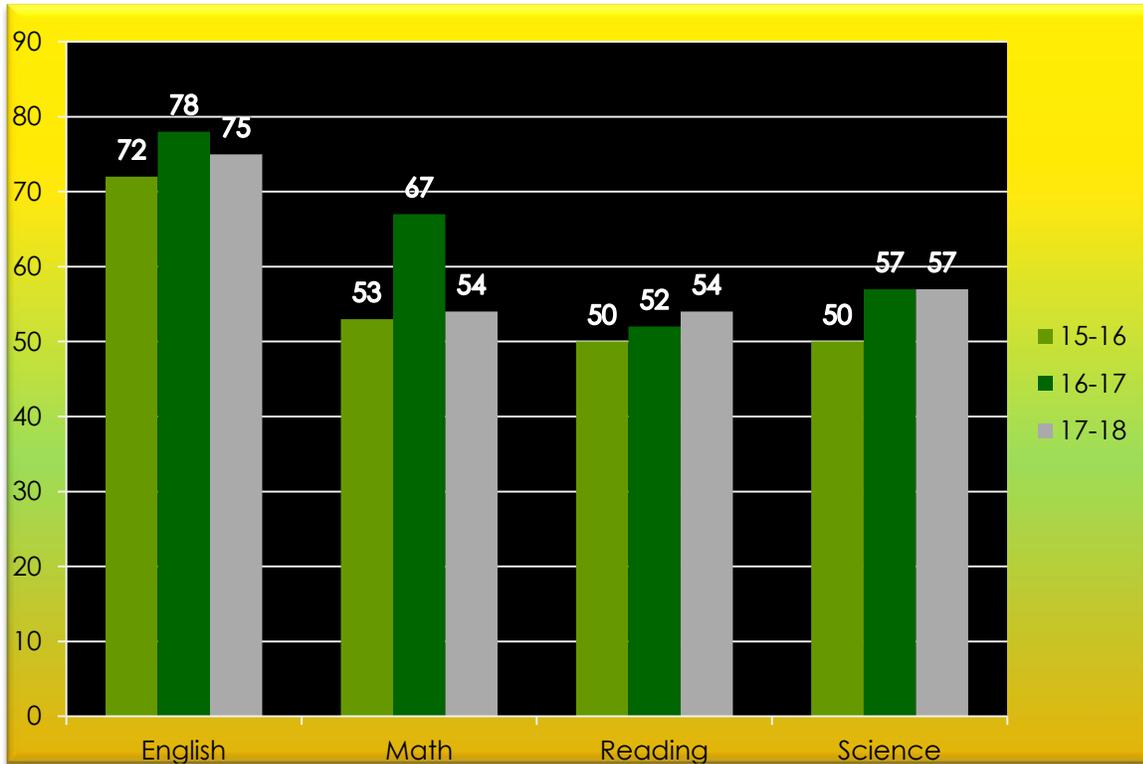
**Goal:** All students will demonstrate increased proficiency in math, literacy and science by attaining at least one year measureable growth as evidenced in fall to spring achievement comparison. Additionally, all grade-level teams will meet with the leadership team in September 2018 to determine their grade-level goals for student growth and progress on NWEA and ACT Aspire.

During our instructional team planning time by grade level, content discipline/department 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 guided reading groups and using data to drive instruction based on student needs. By implementing STEM training and learning, our students will have increased achievement in science and math.

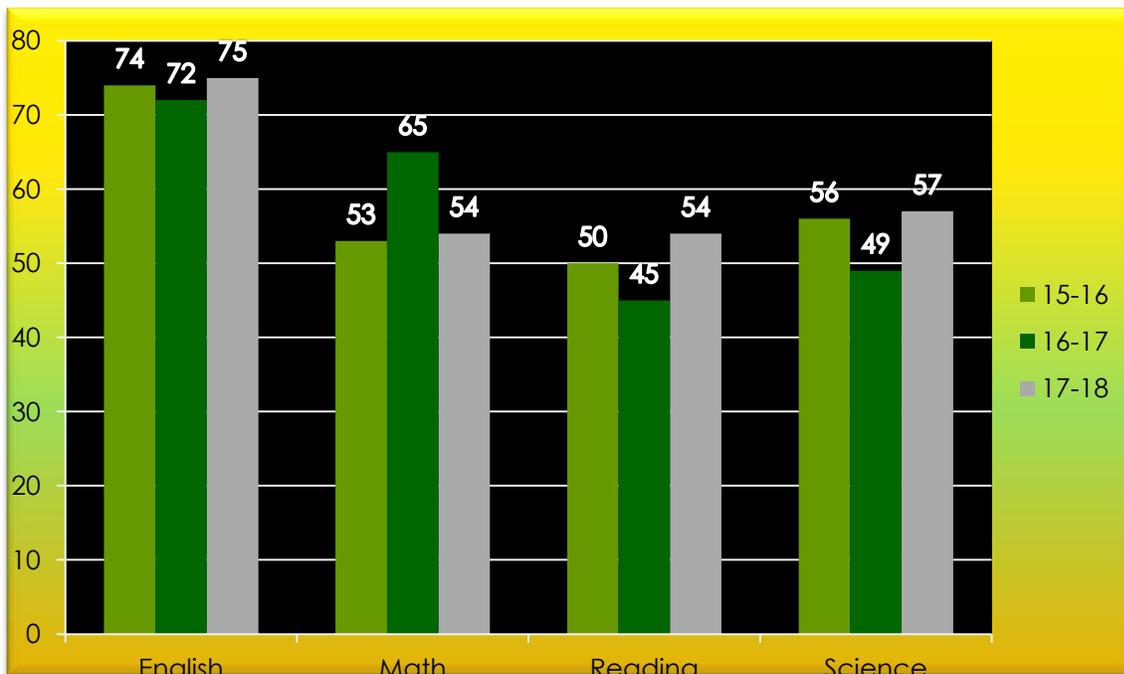
In order to maximize instructional time, an academic interventionist has been hired to work directly with students who need to make accelerated progress to meet our goal for the year.

**Data:** Statements and charts provided below support the goal for achievement.

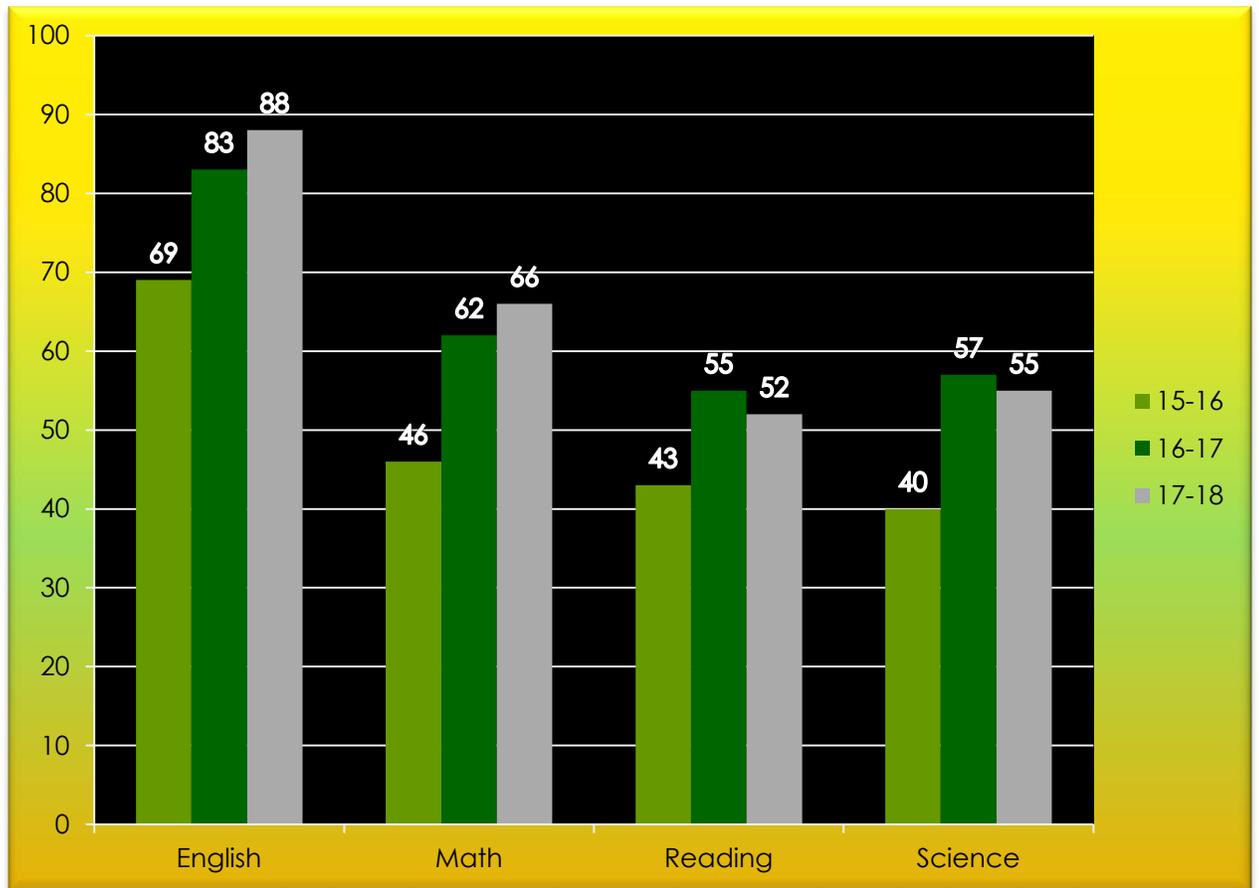
- Students in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades all showed growth in reading and science. Chart below is combined population and grade levels.



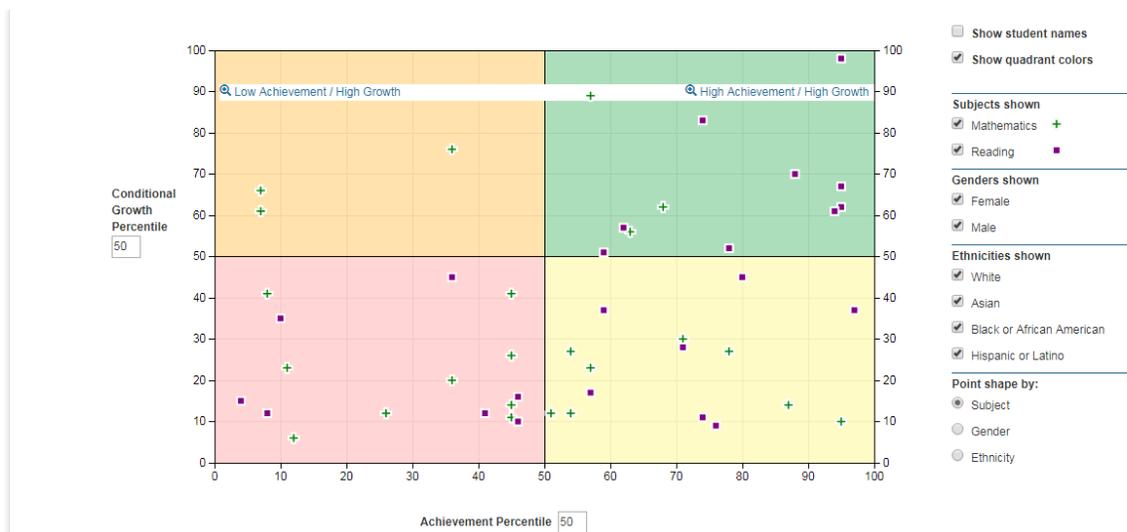
- Third grade shows an increase in reading and science and a large decrease in math scores. Chart below is third grade scores over three years.



- 5<sup>th</sup> grade showed increase in math and english scores over the previous 2 years. Science and reading scores decreased slightly but are elevated from the 15-16 school year.



- 2<sup>nd</sup> grade student achievement has declined and is an area of continued focus.



**Professional Development:**

- On-going training to implement STEM lessons and critical thinking – Carnegie Pathway through the Museum of Discovery.
- Intentional focus on monitoring student progress and achievement through data analysis in grade level and PLC's.

**Other Support Tied to Specific Barriers:**

- Academic Interventionist (expected cost \$70,000) even with expert classroom instruction, some students will require supplemental support.

**Monitoring:** Beginning of year student data will be released to teachers and leadership teams. Data binders compiled of: running records, formative assessments, screeners, DRA, SMI, etc. will be shared among staff members. Leadership team and administration will review data monthly and provide support for teachers and students utilizing interventionists and acceleration time.

**Outcome(s):** Students will make incremental progress as demonstrated on NWEA interim assessments.

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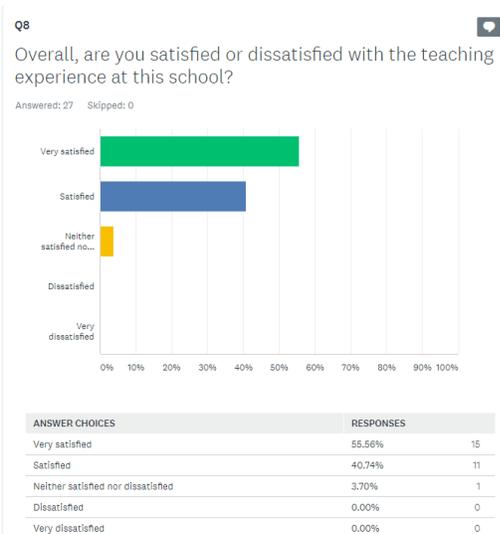
**Focus Area 4: School Culture**

**Goal:** The Leadership Team will support and foster a cultural shift to ensure that high achievement of all students becomes the culture at PHE.

Our school's culture reflects various beliefs, perceptions, relationships, attitudes, and rules that shape and influence many aspects of our school. Given the diversity of Pulaski Heights Elementary, it is important that every member of our school community experiences intrinsic motivation through student success. Based on our surveys, teachers already feel positive about teaching here. Throughout the previous year, we have publically celebrated teacher and student success.

**Data:**

Teacher survey collected in May of 2018 shows that teachers are mostly satisfied with the teaching experience at Pulaski Heights Elementary.



There is a growing perspective from the staff that what we do daily impacts student achievement. As the staff feel integral in student success, the importance and ability to support of student growth regardless of background becomes central to our approach.

**Professional Development:**

- Specific training and opportunities listed above feed the culture of our building.
- Additional PD will be determined as needed

**Other Needed Support tied to specific Barriers: None**

**Monitoring:** Student and staff surveys will be distributed quarterly regarding school culture and climate. Survey results will be reviewed and analyzed by the school leadership team.

**Outcome:** Monitor staff and student perceptions through a survey in the spring of 2019.

**Focus Area 5: Parent Engagement**

**Goal:** 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. Every family has representation in the classroom at least one time throughout the year to support, share, or collaborate with the class and provide an enhanced learning experience for students.

**Data:** Pulaski Heights Elementary School views families as partners within our school community. Our parents have had an integral role in the development of our School Improvement Plan. Our Parent Involvement Plan will serve as the basis of this priority. In

reviewing our parent survey data, we have jointly decided to address the following to improve our parent school partnership. Currently, we have a very active PTA. The PTA provides support to our school and parents in various ways (i.e. family spirit nights, community events, mass communication, and purchasing materials and resources for students.)

**Professional Development:**

- National Network of Partnership Schools (\$ 400.00 membership fee)
- Training for teachers to learn how to engage and utilize families more effectively.

**Other Needed Support tied to specific Barriers: None**

**Monitoring:** Teachers and leadership team will collect sign-in sheets from events such as meet and greet, parent/teacher conferences, STEM night, PTA meetings, performances, etc. Teachers will distribute volunteer engagement forms for parents to sign-up to assist in various areas.

**Outcome:** We will monitor invitations and opportunities for family involvement.