

OVERARCHING SCHOOL GOAL:

Pulaski Middle School will improve student academic achievement and performance in order to achieve benchmark levels on all Reading (77%) state assessments and benchmark levels on all Math (81%) state assessments during the 2019-2020 academic year.

STRAND I: TEACHING FOR LEARNING						
1	ENGLISH LANGUAGE ARTS (ELA)			2	MATHEMATICS	
	SMART Goal(s): Students with disabilities (SWD) subgroup will increase pass rates on the Reading SOL assessment by at least 3 percentage points (from 34% to 41% as per the federal target) in 2019-2020.				SMART Goal(s): Students with disabilities pass rates on Mathematics SOL assessment will increase by 7 percentage points (from 32% to 39% per the federal target) in the 2019-2020 school year.	
3	SCIENCE			4	HISTORY/SOCIAL SCIENCE	
	SMART Goal(s):				SMART Goal(s):	
5 Other (specify):				SMART Goal(s):		

ACTION PLAN					
1. Essential Action/Research-Based Strategy: To provide intensive and individualized instruction for struggling readers in small group settings					
Focus Area <i>[Domain(s)/Student Group(s)]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
Reading, Students with Disabilities (SWD)	Teachers will analyze data from quarterly benchmark tests, as well as STAR Reading, to measure student growth and adjust instruction to meet student needs. <ul style="list-style-type: none"> Aligned Lesson Plans which include interventions Teacher developed student watchlists Lesson plans will be reviewed weekly Teacher walkthroughs will be quarterly 	Reading Content Area Teachers and SWD Teachers (Grades 6-8)	Aug. 2019- May 2020	Benchmark Test Results/Remediation Plans/Lesson Plans/SOL Test Results/Teacher Observations/Classroom Walkthroughs	Principal/Assistant Principal/School Testing Coordinator Weekly PLCs
Reading Domain, SWD	The reading specialist will utilize small group and one-on-one remediation to assist the lowest performing students <ul style="list-style-type: none"> Research- and evidence-based strategies will be used (including but not limited to Mindplay) To provide intensive and individualized instruction for struggling readers in a small group setting on average 30 minutes/2-3 days weekly. 	School-based Reading Specialist/Classroom English/LA Teachers and SWD Teachers Grades 6-8	Aug. 2019- May 2020	Individual Student Assessments/SOL Test Results/Benchmark Test Results/Reading Specialist Lesson Plans/Classroom Walkthroughs/Teacher Observations/Collaboration Notes/Agendas/ Mindplay student logs	Principal/Assistant Principal Alternating exploratory Days

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Reading Domain, SWD	Hire a part-time instructional coach for E/LA support with dedicated time for direct support of students, including students with disabilities, during co-taught E/LA classes.	Principal	Aug. 2019- May 2020	HR Paperwork	Principal
Reading Domain, SWD	Teachers will meet jointly in Professional Learning Communities (PLCs) on a weekly basis and monthly leadership team meetings to: <ul style="list-style-type: none"> disaggregate student data utilize the curriculum framework to ensure alignment of the written, taught, and tested curriculum to state standards plan differentiated lessons, using differentiated novel sets, that provide equitable access to the curriculum for all students 	E/LA Content Area Teachers and SWD (Grades 6-8)	Aug. 2019- May 2020	Specific Documentation in Lesson Plans/PLC Agendas and Minutes/Teacher Observations/Classroom Walkthroughs	Principal/Assistant Principal Weekly PLCs

2. Essential Action/Research-Based Strategy: To provide individualized and intensive instruction in Math for students with disabilities

Focus Area <i>[Domain(s)/Student Group(s)]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
Mathematics Domain, Students with Disabilities (SWD)	Teachers will analyze data from quarterly benchmark tests, as well as STAR Math, to measure student growth and adjust instruction to meet student needs. <ul style="list-style-type: none"> Purchase and secure license for Accelerated Math for use in identifying and supporting struggling students including Students with Disabilities (SWD) Provide teachers with one (1) day of Professional Development for training for use of Accelerated Math Teachers will utilize Accelerated Math reports to <i>inform</i> instruction 	Mathematics Content Area Teachers and SWD Teachers (Grades 6-8)	Aug. 2019- May 2020	Benchmark Test Results/Remediation Plans/Lesson Plans/SOL Test Results/Teacher Quarterly Observations / Weekly Classroom Walkthroughs	Principal/Assistant Principal/School Testing Coordinator Weekly PLCs

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	<ul style="list-style-type: none"> Lesson plans will document the use of Accelerated Math in daily instruction. Feedback will be given to teachers in alignment of Accelerated Math within lessons. Students will use Accelerated Math 30 minutes per class 3 days per week to gauge student mastery of concepts 				
Mathematics Domain, SWD	<p>Teachers will meet jointly in Professional Learning Communities (PLCs) on a weekly basis and monthly leadership team meetings to:</p> <ul style="list-style-type: none"> disaggregate student data utilize the curriculum framework to ensure alignment of the written, taught, and tested curriculum to state standards plan differentiated lessons that provide equitable access to the curriculum for all students 	Mathematics Content Area Teachers and SWD (Grades 6-8)	Aug. 2019-May 2020	Specific Documentation in Lesson Plans/PLC Agendas and Minutes/Teacher Observations/Classroom Walkthroughs	Principal/Assistant Principal Weekly PLCs
Math Domain, SWD	<p>Pursue the possibility of employing a part-time instructional coach for Math Support. This math specialist will utilize small group and one-on-one remediation to assist the lowest performing students</p> <ul style="list-style-type: none"> Research- and evidence-based strategies will be used (including but not limited to Accelerated Math). 	Principal	Aug. 2019-May 2020	HR Paperwork	Principal

STRAND II: SCHOOL ENVIRONMENT

6	Leadership and Governance	7	Commitment to Professional Learning
	SMART Goal(s):		SMART Goal(s)

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8	Safe and Orderly Environments	9	Family and Community Engagement
	SMART Goal(s):		SMART Goal(s): Pulaski Middle School will decrease the chronic absenteeism rate by at least 3% during the 2019-2020 school year, to reach Level One status on the Chronic Absenteeism indicator.

Other (specify): (i.e. chronic absenteeism) **SMART Goal(s):**

ACTION PLAN

1. Essential Action/Research-Based Strategy:

Focus Area <i>[Domain(s)/Student Group(s)]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
Family and Community Engagement	Pulaski Middle School will inform parents and students of attendance success plans and attendance improvement plans.	Classroom Teachers/Front Office Staff	Aug. 2019-May 2020	Powerschool Attendance data/Parent contact logs/Signed Attendance Success Plans/Attendance Improvement Plans	Principal/Assistant Principal/Attendance Officer Quarterly
Family and Community Engagement	Pulaski Middle School will use Life After School, PBIS activities to engage with parents and students regarding the importance of attendance	LAS Staff/PBIS Team	Aug. 2019-May 2020	LAS Activities/Observations/PBIS Activities including selected movie nights and student dances	Principal/Assistant Principal/Attendance Officer/LAS Staff/PBIS Team Quarterly
Family and Community Engagement	The attendance coordinator/assistant principal will contact parents and guardians to address attendance needs	Attendance Coordinator/Assistant Principal	Aug. 2019-May 2020	Powerschool Attendance data	Principal/Assistant Principal/Attendance Officer Quarterly
Family and Community Engagement	Daily attendance rates, by grade level and homeroom are shared weekly to celebrate student attendance and promote competition.	Teachers	Aug. 2019-May 2020	Powerschool Attendance data	Principal/Assistant Principal/Attendance Officer Quarterly

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Family and Community Engagement	Teachers, administrators, and support staff will reinforce the <u>importance</u> of daily attendance with all students through rewards, incentives, and recognition of individual students, homerooms, and grade levels	Pulaski Middle School Staff	Aug. 2019- May 2020	Powerschool Attendance data	Principal/Assistant Principal/Attendance Officer Quarterly
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2. Essential Action/Research-Based Strategy:

Focus Area <i>[Domain(s)/Student Group(s)]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
Commitment to Professional Learning					

3. Essential Action/Research-Based Strategy:

Focus Area <i>[Domain(s)/Student Group(s)]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.