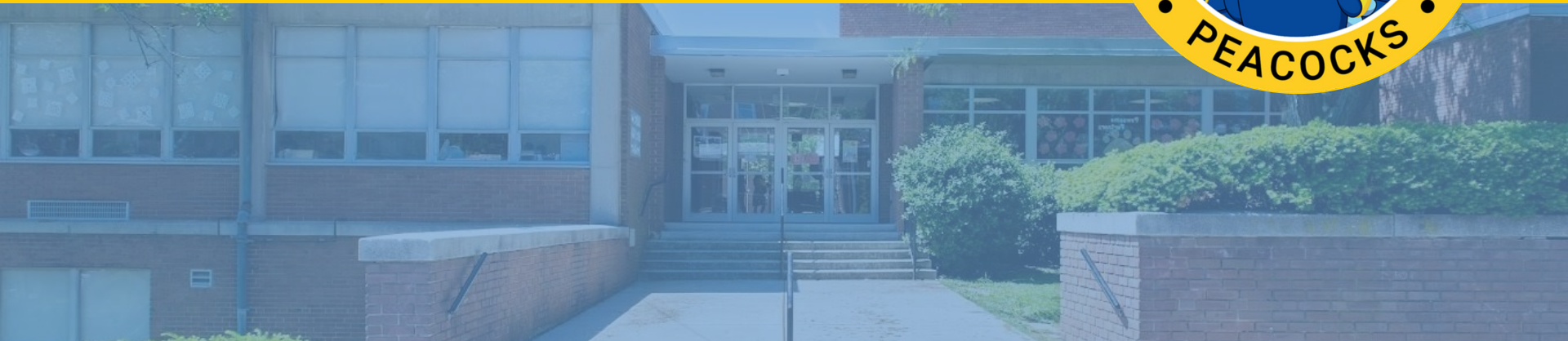


State of the School

Tessa Wallace, Principal



Vision for Success: Leader's Vision

Leader vision is that every student experiences high-quality instruction, meaningful relationships, and a strong sense of belonging. This vision reflects Pulaski's unwavering belief that all children can learn and achieve at high levels when provided with equitable opportunities, effective instruction, and a nurturing environment.

Pulaski's work is guided by four core priorities:

- **Tier I Instruction:** Every student, in every classroom, every day, receives rigorous, standards-based instruction that challenges and supports all learners, ensuring access to grade-level content for all.
- **Intentional Use of Data:** Staff use data to inform instruction, monitor student progress, plan centers, small groups and guide decisions that drive continuous improvement
- **A Culture of Belonging and Care:** Pulaski is committed to building a safe, inclusive, and supportive school community where every student and adult feels valued, respected, and connected.
- **Implementation of Conscious Discipline:** Conscious Discipline is about Adult-first transformation. Pulaski continues to embed Conscious Discipline practices to strengthen relationships, emotional regulation, and positive school culture. This approach is essential in shaping how staff view, support, and interact with students, fostering empathy, consistency, and connection in every classroom interaction.

These priorities are the foundation for achieving Pulaski's goals of improved academic outcomes, stronger attendance, staff collaboration, and a thriving school climate. Through this shared commitment, Pulaski continues to create a learning environment where both students and educators are empowered to succeed.



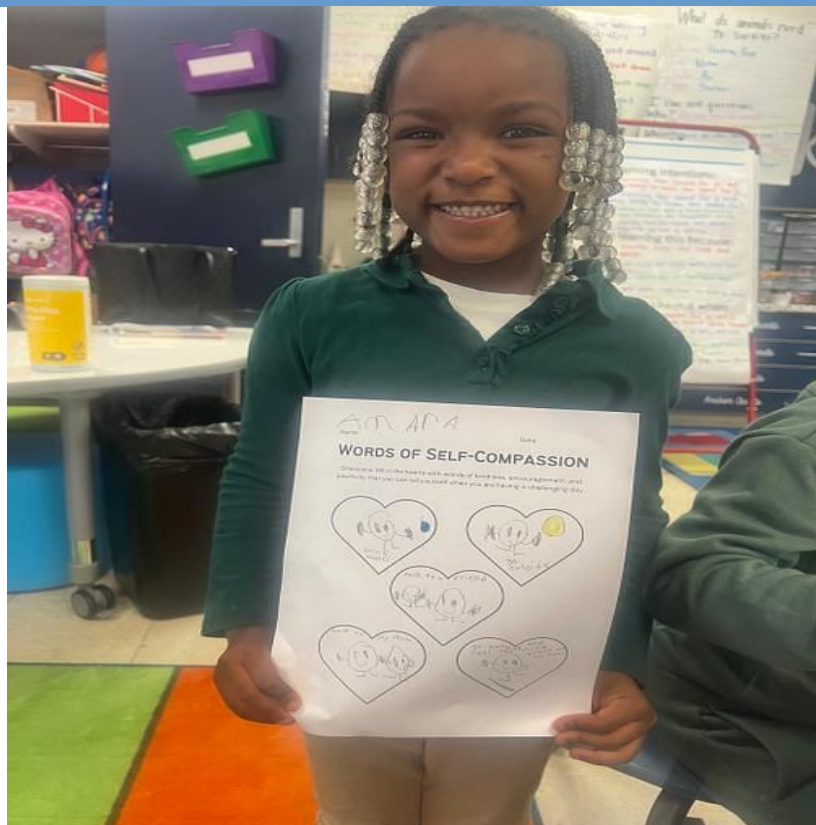
Vision for Success: Theory of Action

At Pulaski, we create a strong culture of learning grounded in the belief that all children can succeed. By delivering high-quality Tier I instruction, using rigorous standards-aligned materials, and embedding Conscious Discipline, Restorative Practices, and PBIS, we foster a culturally responsive environment where every student feels a true sense of belonging.

When we differentiate instruction, set clear learning goals, invest in our professional growth, implement the Christina 7 with fidelity, and strengthen family partnerships, we increase student engagement, accelerate learning, and close achievement gaps, preparing every student for college, career, and life.



Data Snapshot: Demographics



Enrollment



93

93 students were enrolled in school as of September 30, 2024.

Grades Served	EC-KN
Race/Ethnicity	
American Indian or Alaska Native	0.00%
Asian American	1.08%
Black or African American	61.29%
Hispanic or Latino	23.66%
Multi-Racial	5.38%
Native Hawaiian or Other Pacific Islander	0.00%
White or Caucasian	8.60%
Residence	
Foster Care	*
Homeless	*
Migrant	*
Military Family	*
Other Characteristics	
English Learners	12.9%
Low Income	65.59%
Students with Disabilities	31.18%

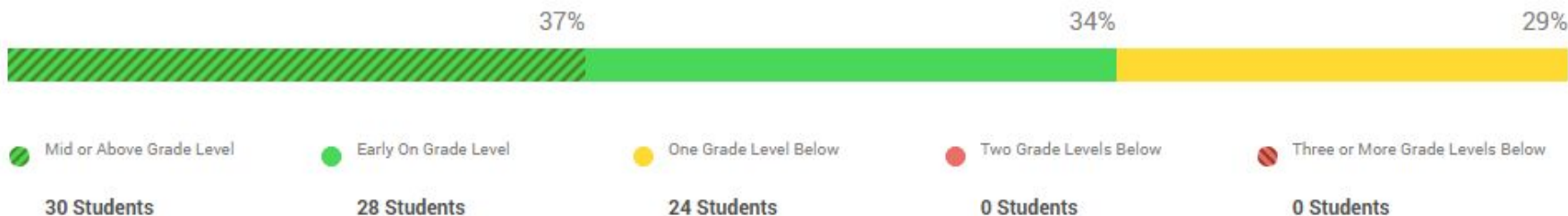


Data Snapshot: SY25 EOY iReady ELA

71% of Kindergarten students performed on grade-level, as indicated by the end of the year iReady assessment

Overall Placement

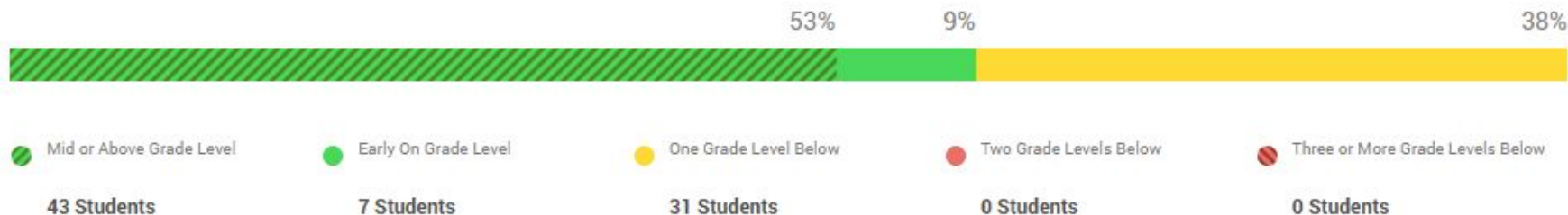
Students Assessed/Total: 82/84



Data Snapshot: SY25 EOY iReady Math

Overall Placement

Students Assessed/Total: 81/84

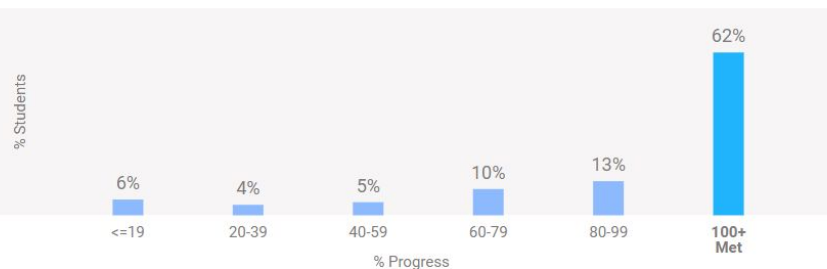


62% of Kindergarten students performed on grade-level, as indicated by the end of the year iReady math assessment

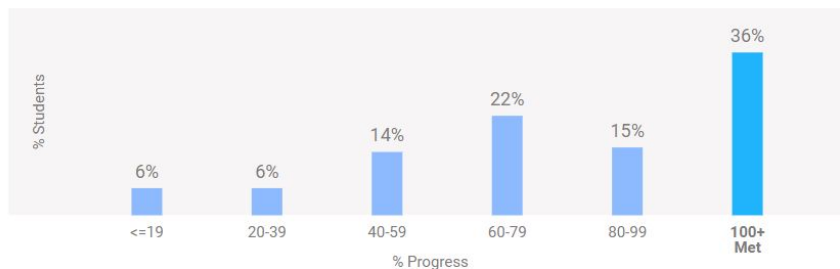


Data Snapshot: SY 25 EOY iReady Reading Stretch Growth and Typical Growth

Distribution of Progress to Annual
Typical Growth



Distribution of Progress to Annual
Stretch Growth®



Choose to Show Results By

504 Eligible

+ Add secondary demographic
to show results by

Showing 1 of 1

All

Annual Typical Growth ⓘ

Annual Stretch Growth® ⓘ

% Students with
Improved Placement

Students Assessed/Total

Progress (Median) ⌵

% Met ⌵

Progress (Median) ⌵

% Met ⌵

Not Reported

114% ✓

62%

84%

36%

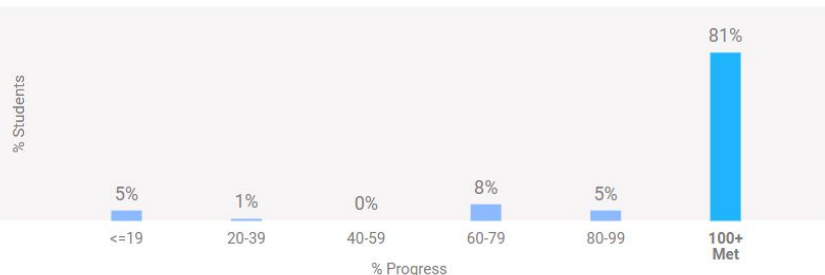
72%

78/84

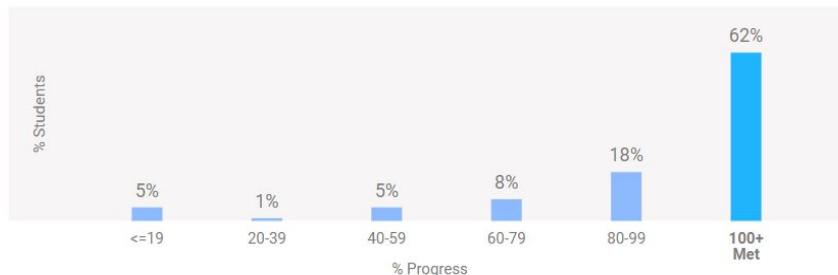


Data Snapshot: SY 25 EOY iReady Math Stretch Growth and Typical Growth

Distribution of Progress to Annual
Typical Growth



Distribution of Progress to Annual
Stretch Growth®



Choose to Show Results By

Diagnostic Language ▾



Add secondary demographic
to show results by

Showing 1 of 1

All ▾

English

Annual Typical Growth ⓘ

Progress (Median) ▴ ▾

% Met ▴ ▾

Annual Stretch Growth® ⓘ

Progress (Median) ▴ ▾

% Met ▴ ▾

% Students with
Improved Placement ▴ ▾

Students Assessed/Total

144% ✓

81%

115% ✓

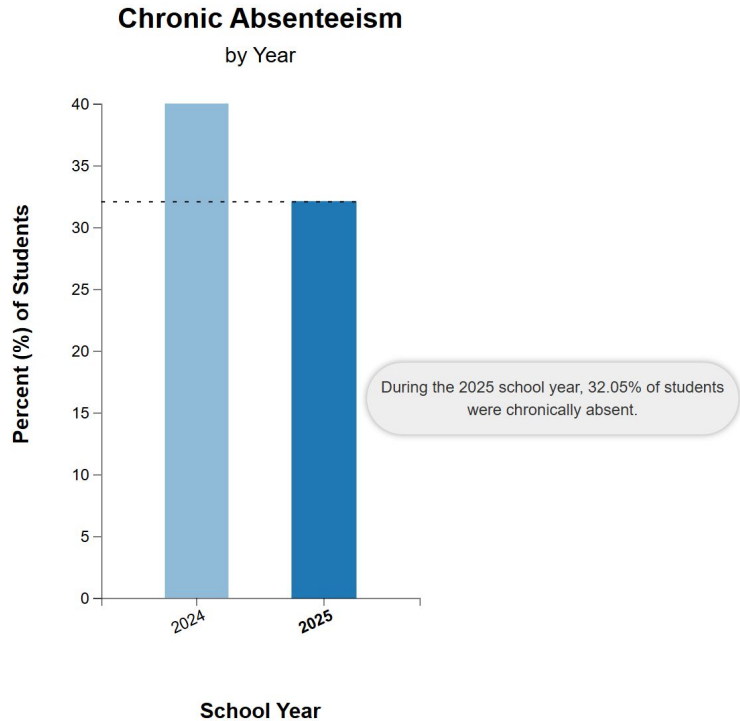
62%

64%

77/77



On Track Attendance



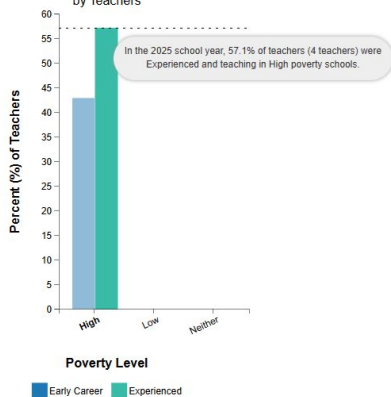
Data Snapshot: Certified Teachers and Current Vacancies



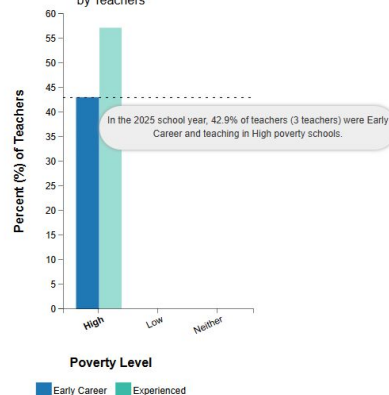
Current Vacancies:

- Kindergarten Teacher
- Instructional Para (New Position)
- Art Teacher

Educator Experience by Teachers



Educator Experience by Teachers



End of Year Goals

What student outcomes do we want to see by June 2026?



Overview of Action Plan

How are we going to get there?

EOY Student Outcome Goals

To improve student proficiency rates from 18% to 62% on iReady Reading and 9% to 66% on iReady Math, Pulaski will ensure full implementation of HQIM. Through professional learning communities and planning teachers engage in regular data analysis and backwards planning to inform small group instruction, target foundational reading and math skills, and provide differentiated instruction.



How will we get there?

- Professional Learning Communities (PLCs)
- Backwards Planning
- Learning Walks
- Progress monitoring
- Targeted Interventions
- Data-Driven Instruction (TSG and planning)
- Social-Emotional and Behavioral Supports
- Professional Learning & Family Engagement
- Lesson Internalization
- Coaching
- Educator Leadership Team (ELT)



Signature Programs & Initiatives

Equity and Innovation: Focus on multilingual learners and students experiencing poverty through MTSS/ Advisory/ AVID classes and strategies, and Christina 7 practices.

High-Quality Instruction: Full implementation of HQIM (i-Ready, Benchmark Advance, Creative Curriculum) to ensure rigorous, standards-aligned learning.

Social-Emotional and Enrichment Programs: SEL integration (Conscious Discipline) restorative practices, and wellness initiatives to support student growth and engagement,

Community Partnerships: Collaboration with the Boys & Girls Club (coming soon), Family Community Council, Children & Families First, Nemours SBHC, The Juice Joint, WLC, iReady, and local organizations to provide enrichment, resources, and wraparound support.

COMING SOON:

- *Digital Promise* Partnership for addressing chronic absenteeism (partnering with Bayard)
- RCA House Teams



How can the WLC community support our efforts?

- **Fund Instruction and Interventions:** Provide resources to strengthen core instruction, targeted small-group support, and enrichment opportunities. Provide resources for sensory and calm rooms.
- **Invest in STEM Programs:** Support hands-on STEM education (Hydroponics and Maker Spaces) for younger students, as well as **OST (out-of-school time) programs** that allow students to explore creativity and build confidence.
- **Enhance Enrichment and Wellness:** Help fund after-school programs, wellness initiatives, and professional development to promote student engagement and teacher effectiveness.



Thank you.

Tessa Wallace, Principal
Leslie Footman, Academic Dean



