

POCAHONTAS JR. HIGH SCHOOL VISION

To become the premiere school in the state, while developing well-rounded leaders.

POCAHONTAS JR. HIGH SCHOOL MISSION STATEMENT

Using academics, activities, and accountability as tools, we will prepare today's students for tomorrow.

ADMINISTRATION & STAFF CORE BELIEFS

1. All students can learn (each may have an individual pace) and will be promoted on merit alone.
2. The student is more important than the score and has their own, individual talents.
3. Fundamentals and accountability are the foundation of success.
4. Reading, writing, and communication skills are the basic tools in which knowledge is acquired.
5. A cooperative partnership must exist between the home, community, and school.

2019-2020 SCHOOL IMPROVEMENT GOALS:

1. Literacy

- a. All students will have mandatory vocabulary instruction/testing over Greek/Latin Root Words, Prefixes, and Suffixes in every classroom.
 - i. The roots, prefixes, and suffixes were chosen from the Reading Rockets website and example words were selected from both Reading Rockets as well as the Etymology.com website.
 - ii. Students are assessed on one root, prefix, suffix at a time as well as four example words at a time.
 1. There must be a minimum of 80% student mastery to move on from each set of words (**at Week 12, 89% Cohort Mastery**).
 2. Students are also cumulatively tested on sets of roots, prefixes, suffixes in multiples of five (**at Week 12, 92% Cohort Mastery**).
 3. From an individual student basis, we have **333 students (75%) who have achieved mastery** and **112 students (25%) who have not achieved mastery or have not tested**.
- b. All teachers will need either awareness or proficiency in the Science of Reading as well as a login to AIMSWeb.
 - i. Administrators will be trained as assessors (via ArkansasIDEAS portal & Science of Reading Categorical Training).
 1. Administrators will incorporate these assessments into the existing, monthly evaluation schedule.
 - ii. General Education Teachers grades 7-9 will need an awareness of the Science of Reading (via ArkansasIDEAS portal).

- iii. Special Education Teachers grades 7-9 will attend Connections training (via the APPLE Group) or SPED RISE training (via the Northeast Arkansas Educational Cooperative).
- c. Students identified with the characteristics of Dyslexia will have access to remediation led by Mrs. Deb Kester focusing on Structured Reading.
 - i. Students are tested for Dyslexia characteristics first at the Elementary level by Mrs. Lillie Sutton.
 - ii. PJHS teachers who spot signs of struggling readers have been instructed to report it to the office.
 - iii. The PJHS Principal, Mack Skelton, will then follow up with the student to determine whether or not additional Special Education testing will follow (via 504 and/or IEP referral).
- d. Students are also offered enrichment (Book Study Club) through the Library/Media Center led by Mrs. Emily Hausman.
 - i. Mrs. Hausman both visits the English Language Arts classrooms as well as hosts book talks in the Library Media Center.
 - ii. Students are then allowed to check out the book being discussed or books of similar genre/subject.
 - iii. Multiple teachers also participated in a recorded book talk, discussing their favorite book(s).
- e. All PJHS teachers have been trained in Level 1 Interventions, including, but not limited to, the following strategies in the Summer of 2019 by Mrs. Tracy Leone of the NEA Co-Op:
 - i. Fist to Five
 - ii. Clock Appointments
 - iii. Anticipation Guide
 - iv. Word Wall with Pictures
 - v. Total Physical Response
 - vi. Chunk & Chew
 - vii. Talking Points/Fish Bowl
 - viii. Give One/Get One
 - ix. Thumbs Up/Sideways/Down
 - x. Golden Line Response
 - xi. Think, Pair, Share
- f. Rationale & Progress Monitoring (***Percentages in Bold/Italics***)
 - i. This is due to our low student reading scores identified via AIMSWeb Reading Testing as well as ACT Aspire Reading Testing.
 - 1. Data is collected and evaluated in August, December, and May via both AIMSWeb and ACT Aspire.
 - 2. According to 2018-2019 data, ***70% of our students were below grade level in reading. *2019-2020 data was not collected due to COVID-19.***
 - ii. We will progress monitor on a weekly, quarterly, and summative basis through testing.

1. We will have testing on both Google Forms as well as AIMSWeb.
 - a. Data from AIMSWeb Reading Data will be reported to stakeholders in December and May per state law. ****May reporting was not collected/distributed due to COVID-19.***
- iii. We are looking for an increase in every student's reading score as well as a 5% overall increase on the AIMSWeb (***8.5% increase as of the Winter Assessment***) & ACT Aspire Summative Assessments (***was not taken in 2019-2020 due to COVID-19***), and an overall 80% mastery level of selected vocabulary (***88% of students showed mastery on building vocabulary in 2019-2020 - cut short due to COVID-19***).

2. Student Success Plans

- a. All students will have a Student Success Plan prior to leaving our campus.
 - i. We are looking for 100% mastery of this goal by the end of the school year for current students (***data was not collected due to COVID-19***).
- b. All teachers will need Student Success Plan training and training on the Xello program we purchase to use to store Student Success Plans (***training will be moved to 2020-2021 due to COVID-19***).
- c. Rationale & Progress Monitoring
 - i. This is due to state law and will be monitored closely for all students, but especially transfer students.
 - ii. We will track this both through our online Student Success Plan program (Xello) and via our SEGP meetings.
 1. Stakeholders will be involved in the entirety of the process (***2019-2020 SEGP Meetings were cancelled due to COVID-19 - Course Requests/Schedules mailed out instead***).

3. Student Schedules

- a. All students will have a schedule in place prior to the end of the current school year.
 - i. We are looking for 100% mastery of this goal by the end of the school year for current students.
- b. There is no teacher training required for this initiative.
- c. Rationale & Progress Monitoring
 - i. This is due to state law and connected to the Student Success Plan and will be monitored closely for all students, but especially transfer students.
 1. We will track this both through our online Student Success Plan program (Xello), Home Access Center, and via our SEGP meetings (***this data was not collected due to COVID-19***).
 2. Stakeholders will be involved in the entire process (***2019-2020 SEGP Meetings were cancelled due to COVID-19 - Course Requests/Schedules mailed out instead***).

4. Blended Learning

- a. On-Site
 - i. Offered Grades K-12
 - ii. Meet 5 Days Per Week
 - iii. Bus Transportation If Needed
 - iv. Chromebook Provided by District
 - v. Breakfast & Lunch Provided
 - vi. Cloth Masks Provided by District
 - vii. Masks Must Be Worn Without Distancing
 - viii. Extracurricular Activities Eligible
 - ix. Students Move to Off-Site If School Closes
- b. Off-Site (Remote/Virtual Learning)
 - i. Offered Grades K-12
 - ii. Meet 5 Days Per Week
 - iii. Instruction Presented Live or Recorded
 - iv. Chromebook Provided by District
 - v. Internet Access Available on Campus Parking Lots and Buses Placed Throughout District
 - vi. Students Have Ability to Move Back into On-Site Learning
 - vii. Extracurricular Activities Available
- c. Teachers received training on Google Meet during the summer of 2020 and Google Classroom since 2017.
- d. Rationale & Progress Monitoring
 - i. This is in response to the State of Arkansas' Ready For Learning Plan during the COVID-19 pandemic.
 - 1. We will monitor the progress of our program throughout the year through parental contact.
 - 2. Stakeholders will be involved in the entirety of the process.

PRIOR GOAL COMPLETION:

1. All students will receive their annual immunizations according to state law.
2. All students will have access to Chromebooks in every classroom.
3. 88% of students showed mastery on building vocabulary in 2019-2020 (cut short due to COVID-19).
4. 100% master of students having a schedule in place prior to the end of the 2019-2020 school year.