

Comprehensive Progress Report

Mission:

The mission of Pocahontas Jr. High School is to provide students with a program of instruction so that they will have the opportunity to acquire the academic, social, and decision-making skills needed during these transitional years. We believe that reading, writing, and communication skills are the basic tools by which knowledge is acquired. Therefore, we are committed to enhancing these three fundamentals. Pocahontas Junior High School encourages a cooperative partnership among the home, community, and school. Working with these groups, the staff functions to develop the students’ self-esteem, individual abilities, and awareness of responsibility.

Goals:

- All students will have access to Chromebooks in every classroom.
- All students will have a Student Success Plan prior to leaving our campus.
- All students and parents will be notified of their reading levels twice a year.
- All students will receive their annual immunizations according to state law.
- Alter the text and click the 'Update' link. Be sure to 'Save' when done.

 Activity in the last 12 months

! = Past Due Actions KEY = Key Indicator						
Core Function:		School Leadership and Decision Making				
Effective Practice:		Establishing a team structure with specific duties and time for instructional planning				
!		ID01	A team structure is officially incorporated into the school governance policy.(36)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have implemented a building leadership team via Google Classroom that we put pertinent information on regularly. When face-to-face meetings are required, we do so and store all minutes digitally so that everyone can review.		Full Implementation 10/23/2015		
!		ID04	All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All minutes are stored digitally on Google Classroom.		Full Implementation 10/23/2015		
		ID05	The principal maintains a file of the agendas, work products, and minutes of all teams.(41)	Implementation Status	Assigned To	Target Date

<i>Initial Assessment:</i>		Principal has access to all building and departmental Google Classrooms where minutes are stored.	Full Implementation 09/21/2017		
	ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently meet via Google Classroom. We do not set an hour time frame, however.	Limited Development 11/06/2015		
<i>How it will look when fully met:</i>		The hour time frame isn't a priority.		Mack Skelton	05/01/2018
<i>Action(s)</i>	<i>Created Date</i>				
<i>Notes:</i>					
	ID08	The Leadership Team serves as a conduit of communication to the faculty and staff.(43)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We do this via departmental Google Classroom meetings.	Full Implementation 09/21/2017		
	ID09	The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.(44)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Via Google Classroom, we address various issues pertaining to curriculum, instruction, and professional development.	Full Implementation 09/21/2017		
!	ID10	The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)	Implementation Status	Assigned To	Target Date

Initial Assessment:		Both the Building Leadership Team and building faculty regularly address student achievement data in late summer prior to the school year (which is when we receive that data). The team decided to use the progress report data to identify students who were not engaged in school either through lack of interest in grades, non-participation in school activities, or excessive absences. the team decided to run weekly progress reports to go home to parents. The "F" list was correlated with the absentee list. There was a correlation between how many days a student missed class either by suspensions, illness, skipping, and tardies. Each student with one or more "F"s were called in either by the principal or counselor to discuss how we can better help the student to feel apart of the school and succeed. Working with the teachers and the students helps create a communication opportunity where students were allowed to make up work that was missed in a reasonable amount of time.	Full Implementation 11/06/2015		
	ID11	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We currently organize our departmental teams into both subject-area and grade-level teams.	Full Implementation 09/21/2017		
	ID12	Instructional Teams meet regularly (twice a month or more for 45 minutes each meeting) to conduct business.(47)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We meet regularly, at least twice a month, but do not meet for 45 minutes.	Limited Development 09/21/2017		
How it will look when fully met:					
Action(s)	Created Date				
<i>Notes:</i>					

Core Function:		School Leadership and Decision Making			
Effective Practice:		Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
	IE02	The principal develops the leadership capacity of others in the school. (53)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We are in the process of developing a Substitute Administrator program for staff that are interested in entering administrative roles.	Limited Development 09/21/2017		
How it will look when fully met:		For this objective to be met, we will need a more well-defined educational process for prospective administrators. We will develop that as the year goes and store it, digitally, on our Substitute Administrator Google Classroom.		Mack Skelton	01/31/2018
Action(s)	Created Date				
Notes:					
	IE03	The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices.(55)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The PJHS Student Policy Handbook is undergoing revision via our Student Handbook Policy Committee consisting of administrators, faculty, staff, parents, and students. We have also implemented the use of Educator's Handbook to address and track discipline. Faculty spent at least one day (every period) going over rules and procedures we are going to focus on this school year via a PowerPoint created by the principal.	Full Implementation 09/21/2017		
	IE05	The principal participates actively with the school's teams. (56)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The principal is enrolled in all subject-level and grade-level PLCs on Google Classroom.	Full Implementation 09/21/2017		
	IE07	The principal monitors curriculum and classroom instruction regularly. (58)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The principal conducts regular informal observations and will conduct regular formal observations throughout the school year, starting in September.	Full Implementation 09/21/2017		
	IE12	The principal personally engages parents and the community in the improvement process.(63)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The principal uses Orientation, email, Google Classroom, telephone calls, and various informal meetings to engage parents in the improvement process.	Full Implementation 09/21/2017		

		IE13	The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.(64)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			We have implemented a building leadership team via Google Classroom that we put pertinent information on regularly. When face-to-face meetings are required, we do so and store all minutes digitally so that everyone can review and make suggestions for improvement.	Full Implementation 09/21/2017		
Core Function:		School Leadership and Decision Making				
Effective Practice:		Aligning classroom observations with evaluation criteria and professional development				
		IF02	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Principal will use all EdReflect summary data into account in planning future professional development.	Full Implementation 11/06/2015		
		IF03	Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.(67)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Principal uses EdReflect during all observations (informal and formal).	Full Implementation 09/21/2017		
		IF04	Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. (68)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The building has implemented a Teachers Visiting Teachers program during faculty prep periods. Teachers visit other teachers' rooms and fill out a Google Form noting interesting ideas.	Full Implementation 09/21/2017		
		IF05	Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (69)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Principal uses EdReflect to have teachers do a self-assessment/review prior to second half of the year observations.	Full Implementation 09/21/2017		
		IF07	Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			All professional development must relate to indicators of effective teaching.	Full Implementation 09/21/2017		
		IF10	The principal plans opportunities for teachers to share their strengths with other teachers.(74)	Implementation Status	Assigned To	Target Date

Initial Assessment:	The building has implemented a Teachers Visiting Teachers program during faculty prep periods. Teachers visit other teachers' rooms and fill out a Google Form nothing interesting ideas.	Full Implementation 09/21/2017		
Core Function:	School Leadership and Decision Making			
Effective Practice:	Helping parents to help their children meet standards			
	IG01	Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success.(76)	Implementation Status	Assigned To
Initial Assessment:		Building Leadership Team will develop a regular method of communication (absent jargon) about learning standards, their children's progress, and parents' role in their children's success. We use Thrillshare currently to communicate with parents, but we do not communicate the parents' role very well.	Limited Development 09/21/2017	
How it will look when fully met:		We will have a document of some type (digital or hard copy) that will address all of the aforementioned areas.		Chandra McDowell
Action(s)	Created Date			05/25/2018
<i>Notes:</i>				

Core Function:		School Leadership and Decision Making			
Effective Practice:		Expanded time for student learning and teacher collaboration			
	IH01	The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently have tutoring in all subject areas after school and before school. We also make our media center available to all students each day for technology assess and project based learning activities. We also have numerous classroom sets of Chromebooks available to students so that they can work on various classroom activities and online instructional programs such as Khan Academy. We do not currently have a systematic approach to monitoring this endeavor. After school programs and extended learning time are limited because of transportation issues that many of our students have. However, we do have them available each day. Moving forward this approach does need to be more systematic to increase capacity and availability for students. However, this is currently not a priority for us in planning. We have the opportunities in place and that is working well. Where the struggle becomes is the assessing of its success and working towards the overall school improvement goals. We consistently hear from stakeholders that the individualized attention provided in our after school programs are a huge help to struggling students, but again, we need to develop systematic approach to gauging that validity as we work toward improvement.	Limited Development 11/06/2015		
<i>How it will look when fully met:</i>		I want there to be some type of log (digital or hard copy) of all programs. We will then store this log digitally.		Emily Hausman	05/25/2018
Action(s)	Created Date				
<i>Notes:</i>					

Core Function:		School Leadership and Decision Making			
Effective Practice:		Ensuring High Quality Staff - Recruitment, Evaluation, and Retention			
	IH01	The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)	Implementation Status	Assigned To	Target Date

Initial Assessment:	<p>The school works extensively to ensure that all teacher we hire are highly qualified. Our school is 100% highly qualified. We work diligently with both Arkansas State University and Williams Baptist College, which are the two closest 4-teacher colleges with teacher preparation programs. This relationships ensures that we are abreast of current trends in graduates and are able to recruit the best coming out of said programs. Moreover, the district and school work collaboratively throughout the recruitment process so that we are on the same page and continue a shared vision when making staffing decisions. All efforts are made to ensure the very best are recruited by vetting candidates extensively and also obtaining a clear picture as to whether or not they will contribute to our culture of continuous improvement for all students. The administrative team works diligently to support staff and ensure that they understand their value to our improvement, thus we are able to continue a high retention rate. Great effort is made to show appreciate to staff and support when needed. The TESS model for evaluation has greatly added a layer of support whereby the administrative team is able to support certified staff one on one and ensure that we continue that shared vision referenced above. Also, this has allowed for a strengthening of relationships with staff so that we are able, not only to better retain staff, but also see continuous growth in them and this in turn leads to continuous school improvement for students as well.</p>	Full Implementation 11/18/2015		
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Core Function:	Curriculum, Assessment, and Instructional Planning					
Effective Practice:	Engaging teachers in aligning instruction with standards and benchmarks					
		IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Pocahontas School District teachers participated in professional development and instructional coaching in various programs. Throughout the years the teachers have participation in Literacy Now, The Modern Red Schoolhouse Institute, school modeling, GIST, QAR, SORT word walls, Literacy Lab, and are currently researching systematic scientifically-based reading strategies to address low reading scores. All these tools were used in providing the foundation for building a unified cross curriculum alignment. TESS (Teacher Excellence and Support System) is being used as a tool to observe, monitor, and encourage teachers in their efforts to continue to grow and learn in their particular fields of teaching. We are a family here at PJHS. We work together and support each other. We achieve as a team and we fail as a team.

Subject area certified teachers will: develop instructional units, formative assessment, and instructional plans.

Sources: Use State learning standards, curriculum guides, and variety of resources to organize units in a way to align curriculum.

Master standard-based objectives at grade level teachers share planned units -- Alignment occurs when each grade level works together to master skills in a continuous learning sequence.

Math, Literacy, Science and Reading instructional teams will determine what skills, principles and concepts will be covered in each unit identified and referred according to the applied Arkansas standards; development of objectives and assurance that objectives are visible/clear to students; development of pre/post test items that would provide evidence of student improvement and mastery; use of Common Core State Standards, collaborative learning, student centered learning environments with the teacher as more of a facilitator. ELL students are to be immersed in the English Language culture and curriculum.

Students with disabilities are serviced through resource learning room, regular classroom placement and team teaching environments.

Chromebooks are available and all the core curriculum teachers have their own class set of Chromebooks for each student to use.

Presently, NWEA, Compass, ACT Aspire Interim I, II, III, and pre/post tests are being used to collect data.

Limited Development
11/18/2015

How it will look when fully met:

The administration and staff will continue professional development and instructional coaching in various programs approved by the district and state.

New to our cross curriculum alignment this 2017-2018 year is the Pearson Mathematics K-12 curriculum. This has helped our math department to finally align a curriculum.

Cross curriculum alignment is an ongoing process. Each department will need to establish meeting times and planning professional development within our school district K-12 programs.

TESS will continue to be used by the principals to observe, monitor and encourage their teaching staffs.

Each certified teaching team will have in place developed instructional units, formative assessment, and instructional plans that can and will be shared with one another, as well as continued development with other grade levels and buildings in the Pocahontas District.

By using Arkansas State learning standards, curriculum guides, and proven resources, certified teachers and administrations will use the developed units to align the curriculum. Each building will appoint a team leader to share the plans with other building and grade levels. An example would be, Lori Steimel who is a certified secondary math teacher, has made it known that she strongly believes in getting the K-12 math curriculum aligned. Mrs. Steimel wants to work closely with each math department in the school district to map out a progression of learning in our district's math curriculum. Through staff professional development,

leaders could expose math teachers to the many programs and tools that the Pocahontas District is using - Big Ideas, math builders, Engage New York, Google Docs and many more.

One to two days each summer will need to be set aside for professional development with just the department team; so they can look at what is being offered, and share what works with the other grade levels.

Rubrics could be made for collecting data from NWEA, Compass, ACT Aspire Interim I, II, III tests, and pre/post tests to use for guidance in recognizing each grade level's weakness and strength; as well as assist teachers in preparing lessons that would help every student in the class.

Time to communicate is the key to a successful curriculum alignment.

Taftnee Cox

08/17/2018

Action(s)	Created Date				

Notes:

		IIA02	Units of instruction include standards-based objectives and criteria for mastery.(89)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			All teachers base their classroom instruction on the Arkansas Curriculum Frameworks.	Full Implementation 09/21/2017		
		IIA03	Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work).(90)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			We currently use NWEA testing, the COMPASS program, and the ACT Aspire to target learning for individual students.	Full Implementation 09/21/2017		

Core Function:	Curriculum, Assessment, and Instructional Planning
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Effective Practice:	Engaging teachers in assessing and monitoring student mastery
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		IIB01	Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.(91)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			We currently use NWEA and the ACT Aspire to do pre-test, post-test in relation to standards-based objectives.	Full Implementation 09/21/2017		
		IIB04	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Our teachers use NWEA and ACT Aspire to guide their development of curriculum and enhance learning opportunities.	Full Implementation 09/21/2017		
		IIB05	All teachers re-teach based on post-test results.(95)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Using the ACT Aspire results, teachers focus on re-teaching various concepts that students are struggling with throughout the year.	Full Implementation 09/21/2017		

Core Function:	Curriculum, Assessment, and Instructional Planning
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Effective Practice:	Engaging teachers in differentiating and aligning learning activities
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		IIC01	Units of instruction include specific learning activities aligned to objectives.(96)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teachers use the Arkansas Curriculum Frameworks to align their activities to their content's objectives.	Full Implementation 09/21/2017		

Core Function:	Curriculum, Assessment, and Instructional Planning
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Effective Practice:	Assessing student learning frequently with standards-based assessments
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		IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)	Implementation Status	Assigned To	Target Date

<i>Initial Assessment:</i>	We test students two times a year using the NWEA test and four times a year using the ACT Aspire.	Full Implementation 11/18/2015		
	IID03	Teachers receive timely reports of results from standardized and objectives-based tests.(101)	Implementation Status	Assigned To
<i>Initial Assessment:</i>	Teachers receive results immediately from the ACT Aspire Interim tests and NWEA tests. We receive ACT Aspire overall scores in the summer prior to the beginning of the school year.	Full Implementation 09/21/2017		
	IID04	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers.(102)	Implementation Status	Assigned To
<i>Initial Assessment:</i>	We currently use the Arkansas TRIAND system that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers.	Full Implementation 09/21/2017		
	IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)	Implementation Status	Assigned To
<i>Initial Assessment:</i>	During our Beginning of the Year Staff Meeting, we set the learning goals for the upcoming year.	Full Implementation 09/21/2017		
	IID07	The Leadership Team monitors school-level student learning data. (105)	Implementation Status	Assigned To
<i>Initial Assessment:</i>	Both the District Leadership Team and Building Leadership Team monitor school-level student learning data.	Full Implementation 09/21/2017		
	IID08	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)	Implementation Status	Assigned To
<i>Initial Assessment:</i>	Our subject-level instructional teams use data collected from the ACT Aspire to assess strengths and weaknesses of the curriculum and instructional strategies during the first week of building professional development.	Full Implementation 09/21/2017		
	IID09	Instructional Teams use student learning data to plan instruction.(107)	Implementation Status	Assigned To
<i>Initial Assessment:</i>	Subject-level instructional teams use student learning data to plan instruction.	Full Implementation 09/21/2017		
	IID10	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)	Implementation Status	Assigned To
<i>Initial Assessment:</i>	Grade-level instructional teams use student learning data to identify students in need of instructional support or enhancement via NWEA testing as well as our At Risk Google Form.	Full Implementation 09/21/2017		

Core Function:		Classroom Instruction			
Effective Practice:		Expecting and monitoring sound instruction in a variety of modes			
	IIIA02	All teachers develop weekly lesson plans based on aligned units of instruction.(111)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers use MyLessonPlanner, Microsoft PowerPoint, and Microsoft Word to create weekly lesson plans based on the Arkansas Curriculum Frameworks.	Full Implementation 09/21/2017		
	IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results.(115)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All teachers either use Google Classroom, Google Forms, Google Sheets, or hard copy tests to evaluate students and they maintain a record of the results either via Eschool and/or a grade book as well as various filing methods.	Full Implementation 09/21/2017		
	IIIA09	All teachers clearly state the lesson's topic, theme, and objectives. (118)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All teachers clearly state the lesson's topic, theme, and objectives via white board, Google Classroom, or Google Slides.	Full Implementation 09/21/2017		
	IIIA11	All teachers use modeling, demonstration, and graphics.(120)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All teachers use modeling, demonstration, and graphics during various classroom activities observed during evaluations.	Full Implementation 09/21/2017		
	IIIA13	All teachers explain directly and thoroughly.(122)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All teachers explain directly thoroughly during instruction as observed in classroom evaluations.	Full Implementation 09/21/2017		
	IIIA14	All teachers maintain eye contact.(123)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All teachers maintain eye contact with students during instruction as observed in evaluations.	Full Implementation 09/21/2017		
	IIIA15	All teachers speak with expression and use a variety of vocal tones. (124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All teachers speak with expression and use a variety of vocal tones during instruction as observed in evaluations.	Full Implementation 09/21/2017		
	IIIA16	All teachers use prompting/cueing.(125)	Implementation Status	Assigned To	Target Date

<i>Initial Assessment:</i>	All teacher use prompting/cueing during instruction as observed during evaluations.	Full Implementation 09/21/2017		
	IIIA17	All teachers re-teach when necessary.(126)	Implementation Status	Assigned To
<i>Initial Assessment:</i>	All teachers re-teach when necessary basing their decisions off of NWEA testing, ACT Aspire testing, and various classroom exams.	Full Implementation 09/21/2017		
	IIIA19	All teachers review with questioning.(128)	Implementation Status	Assigned To
<i>Initial Assessment:</i>	All teachers review with questioning as observed during evaluations.	Full Implementation 09/21/2017		
	IIIA24	All teachers encourage peer interaction.(133)	Implementation Status	Assigned To
<i>Initial Assessment:</i>	All teachers encourage peer interaction via collaborative group settings or classroom discussions.	Full Implementation 09/21/2017		
	IIIA27	All teachers verbally praise students.(136)	Implementation Status	Assigned To
<i>Initial Assessment:</i>	All teachers verbally praise students as observed during evaluations.	Full Implementation 09/21/2017		
	IIIA30	All teachers encourage students to help each other with their work. (139)	Implementation Status	Assigned To
<i>Initial Assessment:</i>	All teachers encourage students to help each other with their work via peer tutoring, collaborative learning, and or group projects.	Full Implementation 09/21/2017		
	IIIA31	All teachers interact instructionally with students (explaining, checking, giving feedback).(140)	Implementation Status	Assigned To
<i>Initial Assessment:</i>	All teachers interact instructionally with students (explaining, checking, giving feedback) as observed during evaluations.	Full Implementation 09/21/2017		
	IIIA32	All teachers interact managerially with students (reinforcing rules, procedures).(141)	Implementation Status	Assigned To
<i>Initial Assessment:</i>	All teachers interact managerially with students (reinforcing rules, procedures) utilizing Educator's Handbook and our Informal Staff Meetings Google Classroom.	Full Implementation 09/21/2017		
	IIIA33	All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family). (142)	Implementation Status	Assigned To
<i>Initial Assessment:</i>	All teachers interact socially with students as observed during evaluations and everyday interactions.	Full Implementation 09/21/2017		

		IIIA34	All teachers verbally praise students.(143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			All teachers verbally praise students as observed in evaluations and everyday interactions.	Full Implementation 09/21/2017		
		IIIA35	Students are engaged and on task.(144)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Students are engaged and on task as observed in evaluations.	Full Implementation 09/21/2017		
		IIIA37	All teachers travel about the room to assist students.(146)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			All teachers travel about the room to assist students as observed in evaluations.	Full Implementation 09/21/2017		
		IIIA40	All teachers assess student mastery in ways other than those provided by the computer program.(149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			All teachers assess student mastery in ways other than those provided by the computer programs we use, including (but not limited to) formal assessments, quizzes, exit tickets, bell ringers, and summative evaluations.	Full Implementation 09/21/2017		

Core Function:		Classroom Instruction				
Effective Practice:		Expecting and monitoring sound homework practices and communication with parents				
		IIIB01	All teachers maintain a file of communication with parents.(150)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			All teachers maintain a file of communication with parents including (but not limited to) a Parent/Teacher Night sign-in sheet and PDFs of e-mails.	Full Implementation 09/21/2017		
		IIIB03	All teachers check, mark, and return homework.(152)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			All teachers who give homework, check, mark, and return homework in a timely manner.	Full Implementation 09/21/2017		
		IIIB05	All teachers count homework toward the student's report card grade.(154)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			All teachers that assign homework count homework toward the student's report card grade.	Full Implementation 09/21/2017		

Core Function:		Classroom Instruction			
Effective Practice:		Expecting and monitoring sound classroom management			
	IIIC01	When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.(156)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Students always have in-class assignments as observed in evaluations.	Full Implementation 09/21/2017		
	IIIC03	Students maintain eye contact and are attentive.(158)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Students maintain eye contact and are attentive as observed in evaluations.	Full Implementation 09/21/2017		
	IIIC04	Students raise hands or otherwise signal before speaking.(159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Students raise hands or otherwise signal before speaking as observed in evaluations.	Full Implementation 09/21/2017		
	IIIC08	All teachers display classroom rules and procedures in the classroom.(163)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The majority of teachers display either classroom procedures or classroom rules, but we want to move to getting both displayed in every classroom.	Limited Development 09/21/2017		
How it will look when fully met:		All classrooms will have a displayed list of classroom rules and procedures.		Mack Skelton	08/31/2018
Action(s)	Created Date				
<i>Notes:</i>					
	IIIC09	All teachers correct students who do not follow classroom rules and procedures.(164)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers use Educator's Handbook to send referrals in digitally.	Full Implementation 09/21/2017		

Core Function:		Conditions for Learning			
Effective Practice:		Meeting the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed			
	CL12	All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students.(5197)	Implementation Status	Assigned To	Target Date

<i>Initial Assessment:</i>	We have an increasingly diverse staff and student population, including a recent influx of Marshallese students. We have used professional development time to research the Marshallese culture and various strategies to more effectively work with those students.	Full Implementation 09/21/2017		
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Core Function:	Family Engagement in a School Community			
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Effective Practice:	Explain and communicate the purpose and practices of the school community			
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		FE01	Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.(5496)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	The principal invites all members of our Parental Involvement Team to participate on various committees via e-mail and Google Classroom.	Full Implementation 09/21/2017		
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		FE02	The school's key documents (Parent Involvement Guidelines, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students.(5497)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

POCAHONTAS JUNIOR HIGH

Pocahontas, Arkansas

ESSA Parent and Family Engagement
2017-2018

Every Student Succeeds Act and Parent & Family Engagement

Junior High Parent and Family Engagement
Committee

Mr. Mack Skelton, Principal - 573-717-6742
Taftnee Cox, Parent Involvement Facilitators - 870-219-3872

Advisory Team Members include:
Parent - (Student) - Phone #

Tonya Throesch- (Seth Throesch) - 870-758-0757
Blair O'Donnell - (Grace O'Donnell) - 870-810-8691
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Luke Lane - (Matthew Lane) - 870-323-3361
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A child's education is a responsibility shared by the Pocahontas School District and its families during the entire time a child attends its schools. To support the goal to educate all students effectively, the Pocahontas

Full Implementation
09/26/2017

School District and parents/guardians must work as knowledgeable partners.

“Family engagement refers to the systematic inclusion of families in activities and programs that promote children’s development, learning, and wellness, including tin the planning, development, and evaluation of such activities, programs, and systems.”

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The Pocahontas School District believes that engaging parents/guardians in their children’s educational endeavors is essential to improving student achievement and that the District should foster and support actual parent/guardian involvement in all of its educational endeavors.

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The Parent/Family Engagement at Pocahontas Junior High School shall:

Engage parents/guardians of students at grade levels 7, 8, 9 in a variety of roles,

Be comprehensive and coordinated by sharing information.

Recognize that communication between the home and the District should be regular, two-way and meaningful.

Establish shared goals for education.

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Parent & Family Engagement Packets

(See Act 603, Page 2, Line 14)

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a regular, two-way and meaningful manner with their children's
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parents who provide the school with email addresses)

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Promoting/Supporting Responsible Child Care
(See Act 603, Page 2, Line 32)

To promote/support responsible childcare, Pocahontas Junior High shall:

Ensure the purchase of child care books, magazines and other informative materials regarding responsible child care,
Ensure promotion of current selection of such books, magazines and other informative materials,
Provide parents/guardians opportunities to borrow books, magazines and other informative materials for review from counselor's office, library and parent center.
Ensure that the respective district schools publish a notice in the local newspaper at the end of each school year to recognize/honor parents/guardians who attend parent/teacher conferences scheduled by the school (district article in the Star Herald)
Maintain an effective Parent Center in an area designated by the principal (Redskin Parent Center)
Plan and engage in other activities determined by the school to be beneficial for the promotion and support of responsible childcare.

Acknowledgement That Parents/Guardians Play
An Integral Role in Assisting Student Learning
(See Act 603, Page 13, Line 10)

“Parents for PJHS”, the junior high parent involvement organization, in collaboration with the ACSIP Parent & Family Engagement Committee and the administration will sponsor parent meetings/activities focusing on current issues of core academics, parenting, and/or social/emotional issues involving teenage students.

Welcoming Parents/Guardians in the School (See Act 603, Page 3, Line 27)

To assist in welcoming parents/guardians in the school and to assist in seeking parents/guardians support and assistance, the Pocahontas Junior High will ensure that:

Policy and procedures will not discourage a parent/guardian from visiting the school,

Parents/Guardians are encouraged to participate in all school activities. Participation surveys will be distributed at the beginning of the school year to determine availability of volunteers for school activities.

Print and distribute statements which attest to the school’s commitment to parents’/guardians’ involvement,

Engage in other activities determined by the school to be designed to welcome parents/guardians in the school.

Parents/Guardians as Full Partners in Decision-Making (See Act 603, Page 14, Line 14)

To encourage parents/guardians to participate as full partners in the decisions that affect their children and families, Pocahontas Junior High shall:

Pocahontas Junior High will compile a volunteer resource spreadsheet and share it with teachers through Google Drive. Volunteer information is collected from the Parent Participation Surveys updated each fall.

Parents/guardians will be encouraged to work with their children and SEGP advisors to design their child's 4-year graduation plan.
Publish the process for resolving parents/guardians concerns-including how to define the problem, whom to first approach and how to develop solutions for solving the problem in the PJHS student handbook.

Community Resources

To take advantage of community resources Pocahontas Junior High will:

Create an advisory committee to provide advice and guidance for school improvement on that campus,

Contact local and regional community members and parents to volunteer their unique abilities at Career Day, a Technology Workshop and a Health/Wellness Fair.

Development, Implementation and Evaluation of Parent/Family Engagement Program

Pocahontas Junior High will support the development, implementation and regular evaluation of the Parent/Family Engagement Program – to involve parents/guardians in the decisions and practices of the District while using to the degree possible – the components listed below:

The principal will designate one certified staff member – to be compensated by school funds – as a parent/guardian facilitator for the purpose of (See Act 603, Page 15, Line10):

Organizing meaningful training for staff and parents/guardians for the purpose of promoting and encouraging a welcoming atmosphere to parents/guardians involved in the school (See Act 603, Page 5, Line 19),
Undertaking efforts to ensure that parent/guardian participation is recognized as an asset to the school.

PFE Policy - new under ESSA: LEA PFE Policy must establish the expectations and objectives: Jointly developed (Parents and staff) and Disseminated annually

Professional Staff Development

The law uses the term "parent and family engagement," rather than parental involvement.

The LEA must establish expectations and objective for meaningful Parent and Family Engagement (PFE) in its policy.

LEAs with over \$500,000 allocation - of the one percent of Title I, Part A funds mandated to fund PFE, the school's LEA now must send 90% of these funds directly to the school. In the Elementary and Secondary Education Act (ESEA), the distribution funds to schools was 95%, The LEA must carry out at least one of the following strategies to engage families effectively: Professional development (PD) for school and staff, which includes parents; and home-based programs, information dissemination, collaboration with community organizations and other related activities..

Schools are permitted to establish a parent advisory board that represents families as staff develop and evaluate school policy.

The Pocahontas School District will design professional development opportunities for teachers to include no less than 2 hours of professional development which are designed to enhance teacher understanding of effective parent/guardian involvement strategies. The two hours may be included in the required sixty hours of professional development. (See Act 603, Page 5, Line 19) Pocahontas Junior High teachers will participate in the sessions designed by the district or receive other approved, appropriate training to meet these requirements.

The Pocahontas School District will design a minimum of 3 hours of professional development opportunities for administrators. This is included in the sixty hours of professional development already required. The three hours of professional development are designed to enhance the understanding of (See Act 603, 5, Line 25)(ESSA)

Effective parent involvement strategies,

The importance of administrative leadership in setting expectations and creating a climate conducive to parent/guardian participation.

Review of Parent and Family Engagement Plan
(See Act 603, Page 5, Line 35)

The Pocahontas School District and each building in the district shall

review and update the District Parent and Family Engagement Plan and will file a copy of the Plan with the Department of Education. A committee consisting of parents and other community members, certified and classified staff, and members of the administration shall do the review.

Planning for family engagement will consider the following:

Why are we doing this?

Who should be included?

When will it be done (day/time/session)?

Where will we meet?

What will we do?

How will we engage families? How will we...

Welcome all families

Communicate effectively

Link this to student achievement & development

Build community

Build capacity of school staff & families

Empower families

This policy shall be part of the school's Title I plan and shall be distributed to parents/guardians of the district's students and provided, to the extent practicable, in a language the parents can understand.

Implementation of Federal Requirements

The Pocahontas School District agrees to implement the following statutory requirements:

The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with Section 1118 of the Elementary and Secondary Education Act (ESSA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children. Parents and families must be involved in the decision-making process that impacts PFE policy, program and activities.

Consistent with Section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the

requirements of Section 1118(b) of the ESSA, and each include, as a component, a School–Parent Compact consistent with Section 1118(d) of the ESSA.

The school district will incorporate this district-wide parental involvement policy into its LEA plan developed under Section 1112 of the ESSA.

In carrying out the Title I, Part A Parent and Family Engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children and will provide information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.

If the LEA plan for Title I, Part A developed under Section 1112 of the ESSA is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the state department of education.

The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1% of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95% of the 1% reserved goes directly to the schools.

The school district will be governed by the following statutory definition of parental involvement and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring

that parents play an integral role in assisting their child's learning;
that parents are encouraged to be actively involved in their child's education at school;

that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and

the carrying out of other activities, such as those described in Section 1118 of the ESSA. [Section 9101(32)ESSA]

PFE Funding Under ESSA -Part 2, LEAs with over \$500,000 Allocation:
Starting School Year 2017-2018

Parents and families must be involved in the decision -making process that impacts PFE policy, programs, and activities:

Funding Requirement:

Allocate and distribute no less than 90 (previously 95%)percent of the 1% set-aside for parent and family engagement to participating schools--with priority given to high need schools.

PFE Requirements:

Track PFE expenditures with proper coding at the LEA or school level.

Unspent LEA or schools PFE set-aside from previous year must be carried forward and added to current year budget for PFE activities.

Comments:

Something to keep in mind: If LEA decides to distribute PFE funding only to Title I high priority need schools, the LEA must have plan in place for the other Title I schools that did not receive PFE funds. Since, those school still have to fulfill PFE requirements.

The school district will inform parents and parental organizations of the existence and purpose of the Parental Information and Resource Center in the state.

PJHS Parent and Family Engagement Opportunities:

The following is a list of activities in which parents and/or local and regional community volunteers can be involved in the education process of our students:

Academic conferences

ACSIP Plan
Athletic Booster Clubs and Supporters/Banquet/Pep Rallies
Academic Awards Assembly
Weekend Food Backpacks
Band Booster Club/Banquet/Competitions/Concerts
Behavior Conferences
Beta Club Initiation Ceremony
Career Day
District Parent and Family Engagement Activities that vary from year to year
FFA Alumni Association/Banquet
Food Drives
Guest Speakers/Visitors in individual classrooms
Handbooks
News Releases (newspaper, radio, cable TV)
Nurse—Hearing, Vision & Scoliosis Screenings
Open Parent Conferences—available daily
“Parents for PJHS” Activities
Parent /Teacher Conferences
PJHS Parent Involvement Calendar
Physical Exams for Athletes
Private/Business Donations
Progress Reports
Randolph County School Backpack and Supplies
Redskin Parent Center
Quiz Bowl
School Board Meetings/Member
Special Education Activities/Conferences
Special Olympics Activities
Substitute Teachers
Surveys (Parent Perception Survey & Parent Participation Survey)
SEGP Conferences
Summer Registration & Orientation
Tour of Schools
Web Page
Weekly Emails for parents who provide their email addresses

Implementation of Junior High Plan

Pocahontas Junior High will take the following actions to involve parents in the joint development of its district-wide parental involvement plan under Section 1112 of the ESSA: PFE Funding 2017-2018 Part I Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies. Supporting programs that reach parents and family members at home, in the community, and at school.

PFE Funding Under ESSA-Part II,

Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

Collaborating, or providing subgrants to schools to enable such school to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.

PFE Funding Under ESSA- Part III

Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with such agency's parent and family engagement policy.

Include parents on planning & advisory committees,
Present the plan in a public meeting and accept public comment(s) regarding said plan.

Pocahontas Junior High will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:

Include parents on review and evaluation committees,
Present the findings of the review and evaluation committees in a public meeting and accept public comment(s) on said findings,

Pocahontas Junior High will provide the necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental engagement activities to improve student academic achievement and school performance:

Pocahontas Junior High will take the following actions to conduct, with the engagement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities:

Barriers to family participation:

Families don't understand usefulness of participation

Families don't see themselves reflected in leadership

Families are too busy with family work , kids...

Ineffective outreach strategies

Cultural backgrounds

Uncomfortable with format, language, rules

Don't know purpose of the program

Inconvenient meeting times

Don't speak English

Don't have transportation

Focus with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement and to revise, if necessary (and with the involvement of parents), its parental involvement policies.

The Junior High Parent and Family Engagement Advisory Committee will be responsible for evaluating the Parent and Family Engagement Plan on an annual basis.

Parent surveys, conducted at either the district or school levels, will provide the foundation of the evaluation process.

Based on parental feedback, aligned with research-based best practice regarding parent and family engagement, the plan will be revised, as needed, to facilitate greater parent and family engagement within the district.

Pocahontas Junior High will work with the Pocahontas School District to build capacity of school staff and parents to create strong parent and family engagement programs, in order to ensure effective engagement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.

The following strategies will be used:

A. The school and district will host informational sessions, with the assistance of its Title I, Part A schools, during Open House, Parent/Teacher Conferences, SEGP Conferences, etc. to provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:

the state's academic content standards,
the state's student academic achievement standards,
the state and local academic assessments including alternate assessments,
the requirements of Title I, Part A,
how to monitor their child's progress, and
how to work with educators.

In addition, additional information regarding these issues may be obtained by visiting the counselor's office at each school.

B. The school and district will, with the assistance of its schools, provide materials and/or training to help parents work with their child to improve their child's academic achievement, such as math training and using technology by providing:

Parents Make a Difference @PJHS 2017-2018

Orientation: 3 sessions (7th, 8th, 9th grades) -August (2017)

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C. The school and district will educate its teachers, pupil services personnel, principals and other staff in how to reach out to,

communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by

All administrative staff will receive, at a minimum, three hours of professional development designed to improve parental involvement, Additional training related to parental involvement will be made available to classified staff and parent volunteers.

D. The school and district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their child, by

Providing these organizations access to the materials in the district's parent resource centers and libraries.

E. The school and district will take the following actions to ensure that information related to the school and parent and family engagement programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

Provide hard copies of the plan to each parent if requested,
Place the plan on the district website, and provide directions on how to locate
Share the plan with parents in public formats, i.e. board meetings, school programs, etc.

F. The school and district will provide other reasonable support for parent and family engagement activities under Section 1118 as parents may request.

PART IV. ADOPTION

The district-wide parental and family engagement policy has been

developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the adoption and approval of the district’s Parental Involvement Committee.

The District policy was adopted by the Pocahontas School District Board of Directors on September 29, 2017 and will be in effect for the period of September 29, 2017 through September 29, 2018. The school district will distribute this policy to all parents of participating Title I, Part A children on or before October 31, 2017. The district plan will be revised/updated regularly and posted on the school website each prior to September 1 each year.

The Pocahontas Junior High Parent and Family Engagement Plan was developed in cooperation with the “Parents for PJHS” Advisory Committee and the Pocahontas School District Parent and Family Engagement ACSIP Committee. The plan is revised and adopted at the spring “Parents for PJHS” Advisory Committee meeting each year for the following year.

	FE03	The school’s Parent (Family) Involvement Guidelines includes a vision statement about the importance of family-school partnership in a school community.(5498)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		POCAHONTAS JUNIOR HIGH Pocahontas, Arkansas ESSA Parent and Family Engagement 2017-2018 Every Student Succeeds Act and Parent & Family Engagement Junior High Parent and Family Engagement Committee	Full Implementation 09/26/2017		

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After school Tutoring Schedule, when needed

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At SEGP conferences, PJHS parents will receive:

A copy of the 4-year graduation plan

A copy of the 3 diploma options

Extra copy of ACT Aspire results if not already taken home

Directions to Online Course Catalog

Updated graduation requirements

A copy of academic transcript

Information regarding Concurrent Credit (online in Course Catalog)

One-on-One time with the BRTC representative on Concurrent Credit, FAFSA

Building-level Parent Perception Survey

Items available to peruse but not take home include:

Career and vocational interest inventories

Class selection for following year

Career Coach inventories/ suggestions

Promoting/Supporting Responsible Child Care

(See Act 603, Page 2, Line 32)

To promote/support responsible childcare, Pocahontas Junior High shall:

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An Integral Role in Assisting Student Learning
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"Parents for PJHS", the junior high parent involvement organization, in collaboration with the ACSIP Parent & Family Engagement Committee and the administration will sponsor parent meetings/activities focusing on current issues of core academics, parenting, and/or social/emotional issues involving teenage students.

Welcoming Parents/Guardians in the School
(See Act 603, Page 3, Line 27)

To assist in welcoming parents/guardians in the school and to assist in seeking parents/guardians support and assistance, the Pocahontas Junior High will ensure that:

Policy and procedures will not discourage a parent/guardian from

visiting the school,

Parents/Guardians are encouraged to participate in all school activities. Participation surveys will be distributed at the beginning of the school year to determine availability of volunteers for school activities.

Print and distribute statements which attest to the school's commitment to parents'/guardians' involvement,

Engage in other activities determined by the school to be designed to welcome parents/guardians in the school.

Parents/Guardians as Full Partners in Decision-Making
(See Act 603, Page 14, Line 14)

To encourage parents/guardians to participate as full partners in the decisions that affect their children and families, Pocahontas Junior High shall:

Pocahontas Junior High will compile a volunteer resource spreadsheet and share it with teachers through Google Drive. Volunteer information is collected from the Parent Participation Surveys updated each fall. Parents/guardians will be encouraged to work with their children and SEGP advisors to design their child's 4-year graduation plan. Publish the process for resolving parents/guardians concerns-including how to define the problem, whom to first approach and how to develop solutions for solving the problem in the PJHS student handbook.

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Organizing meaningful training for staff and parents/guardians for the purpose of promoting and encouraging a welcoming atmosphere to parents/guardians involved in the school (See Act 603, Page 5, Line 19), Undertaking efforts to ensure that parent/guardian participation is recognized as an asset to the school.

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The LEA must establish expectations and objective for meaningful Parent and Family Engagement (PFE) in its policy.

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Effective parent involvement strategies,
The importance of administrative leadership in setting expectations and creating a climate conducive to parent/guardian participation.

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(See Act 603, Page 5, Line 35)

The Pocahontas School District and each building in the district shall review and update the District Parent and Family Engagement Plan and will file a copy of the Plan with the Department of Education. A committee consisting of parents and other community members, certified and classified staff, and members of the administration shall do the review.

Planning for family engagement will consider the following:

Why are we doing this?

Who should be included?

When will it be done (day/time/session)?

Where will we meet?

What will we do?

How will we engage families? How will we...

Welcome all families

Communicate effectively

Link this to student achievement & development

Build community

Build capacity of school staff & families

Empower families

This policy shall be part of the school's Title I plan and shall be distributed to parents/guardians of the district's students and provided, to the extent practicable, in a language the parents can understand.

Implementation of Federal Requirements

The Pocahontas School District agrees to implement the following statutory requirements:

The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with Section 1118 of the Elementary and Secondary Education Act (ESSA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children. Parents and families must be involved in the decision-making process that impacts PFE policy, program and activities.

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alternative formats upon request and, to the extent practicable, in a language parents understand.

If the LEA plan for Title I, Part A developed under Section 1112 of the ESSA is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the state department of education.

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Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring

that parents play an integral role in assisting their child's learning;
that parents are encouraged to be actively involved in their child's education at school;
that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
the carrying out of other activities, such as those described in Section 1118 of the ESSA. [Section 9101(32)ESSA]

PFE Funding Under ESSA -Part 2, LEAs with over \$500,000 Allocation:
Starting School Year 2017-2018

Parents and families must be involved in the decision-making process that impacts PFE policy, programs, and activities:

Funding Requirement:

Allocate and distribute no less than 90 (previously 95%)percent of the 1% set-aside for parent and family engagement to participating schools--with priority given to high need schools.

PFE Requirements:

Track PFE expenditures with proper coding at the LEA or school level. Unspent LEA or schools PFE set-aside from previous year must be carried forward and added to current year budget for PFE activities.

Comments:

Something to keep in mind: If LEA decides to distribute PFE funding only to Title I high priority need schools, the LEA must have plan in place for the other Title I schools that did not receive PFE funds. Since, those school still have to fulfill PFE requirements.

The school district will inform parents and parental organizations of the existence and purpose of the Parental Information and Resource Center in the state.

PJHS Parent and Family Engagement Opportunities:

The following is a list of activities in which parents and/or local and regional community volunteers can be involved in the education process of our students:

Academic conferences

ACSIP Plan

Athletic Booster Clubs and Supporters/Banquet/Pep Rallies

Academic Awards Assembly

Weekend Food Backpacks

Band Booster Club/Banquet/Competitions/Concerts

Behavior Conferences

Beta Club Initiation Ceremony

Career Day

District Parent and Family Engagement Activities that vary from year to year

FFA Alumni Association/Banquet

Food Drives

Guest Speakers/Visitors in individual classrooms

Handbooks

News Releases (newspaper, radio, cable TV)

Nurse—Hearing, Vision & Scoliosis Screenings

Open Parent Conferences—available daily

“Parents for PJHS” Activities

Parent /Teacher Conferences

PJHS Parent Involvement Calendar
Physical Exams for Athletes
Private/Business Donations
Progress Reports
Randolph County School Backpack and Supplies
Redskin Parent Center
Quiz Bowl
School Board Meetings/Member
Special Education Activities/Conferences
Special Olympics Activities
Substitute Teachers
Surveys (Parent Perception Survey & Parent Participation Survey)
SEGP Conferences
Summer Registration & Orientation
Tour of Schools
Web Page
Weekly Emails for parents who provide their email addresses

Implementation of Junior High Plan

Pocahontas Junior High will take the following actions to involve parents in the joint development of its district-wide parental involvement plan under Section 1112 of the ESSA: PFE Funding 2017-2018 Part I
Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies.
Supporting programs that reach parents and family members at home, in the community, and at school.
PFE Funding Under ESSA-Part II,
Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
Collaborating, or providing subgrants to schools to enable such school to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent

and family engagement.

PFE Funding Under ESSA- Part III

Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with such agency's parent and family engagement policy.

Include parents on planning & advisory committees,
Present the plan in a public meeting and accept public comment(s) regarding said plan.

Pocahontas Junior High will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:

Include parents on review and evaluation committees,
Present the findings of the review and evaluation committees in a public meeting and accept public comment(s) on said findings,

Pocahontas Junior High will provide the necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental engagement activities to improve student academic achievement and school performance:

Pocahontas Junior High will take the following actions to conduct, with the engagement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities:

Barriers to family participation:

Families don't understand usefulness of participation

Families don't see themselves reflected in leadership

Families are too busy with family work , kids...

Ineffective outreach strategies

Cultural backgrounds

Uncomfortable with format, language, rules

Don't know purpose of the program

Inconvenient meeting times

Don't speak English

Don't have transportation

Focus with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement and to revise, if necessary (and with the involvement of parents), its parental involvement policies.

The Junior High Parent and Family Engagement Advisory Committee will be responsible for evaluating the Parent and Family Engagement Plan on an annual basis.

Parent surveys, conducted at either the district or school levels, will provide the foundation of the evaluation process.

Based on parental feedback, aligned with research-based best practice regarding parent and family engagement, the plan will be revised, as needed, to facilitate greater parent and family engagement within the district.

Pocahontas Junior High will work with the Pocahontas School District to build capacity of school staff and parents to create strong parent and family engagement programs, in order to ensure effective engagement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement. The following strategies will be used:

A. The school and district will host informational sessions, with the assistance of its Title I, Part A schools, during Open House, Parent/Teacher Conferences, SEGP Conferences, etc. to provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Title I, Part A,
- how to monitor their child's progress, and
- how to work with educators.

In addition, additional information regarding these issues may be obtained by visiting the counselor's office at each school.

B. The school and district will, with the assistance of its schools, provide materials and/or training to help parents work with their child to improve their child's academic achievement, such as math training and using technology by providing:

Parents Make a Difference @PJHS 2017-2018

Orientation: 3 sessions (7th, 8th, 9th grades) -August (2017)

Open House: August (2017)

Title I Meeting: September (2017)

Math Evening: October (2017)

Parent Teacher Conference: October (2017)

SEGP Conference: October (2017)

APNA Report(Drug use in Randolph County) for Jr. High: October (2017)

Mother-Daughter Banquet to teach edict (STEM): January (2018)

Annual Art Show K-12: April (2018)

Wellness Day PJHS: November (2017)

National Jr. Honor Society Inductions: May (2018)

Cornerstone Coalition Teen Leaders/PRIDE/LINK Program: February (2018)

C. The school and district will educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by

All administrative staff will receive, at a minimum, three hours of professional development designed to improve parental involvement, Additional training related to parental involvement will be made available to classified staff and parent volunteers.

D. The school and district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their child, by

Providing these organizations access to the materials in the district's parent resource centers and libraries.

E. The school and district will take the following actions to ensure that information related to the school and parent and family engagement programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

Provide hard copies of the plan to each parent if requested,
Place the plan on the district website, and provide directions on how to locate
Share the plan with parents in public formats, i.e. board meetings, school programs, etc.

F. The school and district will provide other reasonable support for parent and family engagement activities under Section 1118 as parents may request.

PART IV. ADOPTION

The district-wide parental and family engagement policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the adoption and approval of the district's Parental Involvement Committee.

The District policy was adopted by the Pocahontas School District Board of Directors on September 29, 2017 and will be in effect for the period of September 29, 2017 through September 29, 2018. The school district will distribute this policy to all parents of participating Title I, Part A children on or before October 31, 2017. The district plan will be revised/updated regularly and posted on the school website each prior to September 1 each year.

The Pocahontas Junior High Parent and Family Engagement Plan was developed in cooperation with the "Parents for PJHS" Advisory Committee and the Pocahontas School District Parent and Family Engagement ACSIP Committee. The plan is revised and adopted at the spring "Parents for PJHS" Advisory Committee meeting each year for the following year.

Core Function:		Family Engagement in a School Community			
Effective Practice:		Provide two-way, school-home communication linked to learning			
	FE05	The “ongoing conversation” between school personnel and parents (families) is candid, supportive, and flows in both directions.(5499)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Administration, faculty, and staff communication with parents is continuous, candid, supportive, and flows in both directions as observed in daily interactions.	Full Implementation 09/21/2017		
	FE06	The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5500)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		POCAHONTAS JUNIOR HIGH Pocahontas, Arkansas ESSA Parent and Family Engagement 2017-2018 Every Student Succeeds Act and Parent & Family Engagement Junior High Parent and Family Engagement Committee Mr. Mack Skelton, Principal - 573-717-6742 Taftnee Cox, Parent Involvement Facilitators - 870-219-3872 Advisory Team Members include: Parent - (Student) - Phone # Tonya Throesch- (Seth Throesch) - 870-758-0757 Blair O'Donnell - (Grace O'Donnell) - 870-810-8691 Amanda Snyder - (Julie Snyder) -870-378-9810 Angela Maynard - (Benjamin Thompson) - 870-378-7653	Full Implementation 09/26/2017		

Emily Hausman - (Abigail Finney) - 501-548-5690

Luke Lane - (Matthew Lane) - 870-323-3361

Tara Todd - (Faith Sharp) - 870-878-1058

A child's education is a responsibility shared by the Pocahontas School District and its families during the entire time a child attends its schools.

To support the goal to educate all students effectively, the Pocahontas School District and parents/guardians must work as knowledgeable partners.

"Family engagement refers to the systematic inclusion of families in activities and programs that promote children's development, learning, and wellness, including in the planning, development, and evaluation of such activities, programs, and systems."

Parents/guardians in the Pocahontas School District are diverse in culture, language and needs, and they are an integral component of the District's ability to provide for the educational successes of the children.

The Pocahontas School District believes that engaging parents/guardians in their children's educational endeavors is essential to improving student achievement and that the District should foster and support actual parent/guardian involvement in all of its educational endeavors.

Parent & Family Engagement Program Guidelines

The Parent/Family Engagement at Pocahontas Junior High School shall:

Engage parents/guardians of students at grade levels 7, 8, 9 in a variety of roles,

Be comprehensive and coordinated by sharing information.

Recognize that communication between the home and the District should be regular, two-way and meaningful.

Establish shared goals for education.
Set expectations for learning and behavior.
Keep up on classroom activities and home events.
Help teachers understand out of school time.
Avoid misunderstandings.

Parent & Family Engagement Packets
(See Act 603, Page 2, Line 14)

To encourage communication with parents/guardians, Pocahontas Junior High shall prepare Family Eng Kits – appropriate for students in grades 7, 8, 9 – which describe:

The school's Parent and Family Engagement Information and Invitation for engagement in "Parents for PJHS"

The recommended roles of the parents/guardians, students, teachers and school
Outlined in the Title I Parent, Student, Instructional Facilitator Compact

Options for the parents/guardians to become involved in their children's total educational program,
Activities and Meetings throughout the year sponsored by "Parents for PJHS" to encourage parent & family engagement:

Orientation (3 sessions) August

Open House: August

Title I meeting: September

Math Evening: October

Parent Teacher conference: October

SEGP Conferences (4 yr. plan) - April

APNA Report (Drug use in Randolph County): October

Mother-Daughter Banquet to teach edict (STEM): January

Annual Art Show K-12: April

Wellness Day PJHS: November

National Jr. Honor Society Inductions: May

Cornerstone Coalition Teen Leaders/PRIDE/LINK Program: February

Ways to volunteer at PJHS (see attached volunteer information form)

A system to permit parents/guardians and teachers to communicate in a regular, two-way and meaningful manner with their children's teachers and their children's principals.

Parent/Teacher Conferences in the fall
Email (special announcements are emailed via a distribution list to parents who provide the school with email addresses)
HAC (Home Access Center)
SEGP Conferences in the spring
Teacher's planning periods
Phone calls
Home visits
Academic Supervision

Parents/Guardians and Teacher Conferences
(See Act 603, Page 2, Line 26)

To encourage communication with parents/guardians, the Pocahontas School District shall schedule not less than two parent/guardian and teacher conferences per school year. The District and its several schools may plan and engage in other activities determined by them to be beneficial in the fostering of effective communication with parents/guardians.

At the Seventh grade Orientation Social, PJHS parents will receive:
Student schedules
Student Planners, Webpages
Emails in bulk daily
A copy of standardized test scores ACT Aspire)
Electronic Gradebook (TAC) Teacher Access Center) Password
Review of the Title I Parent, Student, Instructional Facilitator Compact
Information regarding clubs
Parent Participation Survey
Maps of school layout & teacher locations

At the 8th and 9th grade registration and orientation, PJHS parents will receive:
Student schedules
Student Planners, Webpages
Emails in bulk daily
A copy of standardized test scores ACT Aspire)
Electronic Gradebook (TAC) Teacher Access Center) Password
Review of the Title I Parent, Student, Instructional Facilitator Compact

Information regarding clubs
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Maps of school layout & teacher locations

At the fall Parent/Teacher Conferences, PJHS parents will receive:
An update of student progress
A copy of student's' grades
Updates to Smart Core
Recommendations for improvement
After school Tutoring Schedule, when needed
A hard copy of the current year Parent & Family Engagement Plan

At SEGP conferences, PJHS parents will receive:
A copy of the 4-year graduation plan
A copy of the 3 diploma options
Extra copy of ACT Aspire results if not already taken home
Directions to Online Course Catalog
Updated graduation requirements
A copy of academic transcript
Information regarding Concurrent Credit (online in Course Catalog)
One-on-One time with the BRTC representative on Concurrent Credit, FAFSA
Building-level Parent Perception Survey
Items available to peruse but not take home include:
Career and vocational interest inventories
Class selection for following year
Career Coach inventories/ suggestions
Promoting/Supporting Responsible Child Care
(See Act 603, Page 2, Line 32)

To promote/support responsible childcare, Pocahontas Junior High shall:
Ensure the purchase of child care books, magazines and other informative materials regarding responsible child care,
Ensure promotion of current selection of such books, magazines and other informative materials,
Provide parents/guardians opportunities to borrow books, magazines and other informative materials for review from counselor's office, library and parent center.
Ensure that the respective district schools publish a notice in the local newspaper at the end of each school year to recognize/honor parents/guardians who attend parent/teacher conferences scheduled

by the school (district article in the Star Herald)
Maintain an effective Parent Center in an area designated by the principal (Redskin Parent Center)
Plan and engage in other activities determined by the school to be beneficial for the promotion and support of responsible childcare.

Acknowledgement That Parents/Guardians Play
An Integral Role in Assisting Student Learning
(See Act 603, Page 13, Line 10)

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Communicate effectively

Link this to student achievement & development

Build community

Build capacity of school staff & families

Empower families

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that parents play an integral role in assisting their child's learning;
that parents are encouraged to be actively involved in their child's education at school;
that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
the carrying out of other activities, such as those described in Section 1118 of the ESSA. [Section 9101(32)ESSA]

PFE Funding Under ESSA -Part 2, LEAs with over \$500,000 Allocation:
Starting School Year 2017-2018

Parents and families must be involved in the decision -making process that impacts PFE policy, programs, and activities:

Funding Requirement:

Allocate and distribute no less than 90 (previously 95%)percent of the 1% set-aside for parent and family engagement to participating schools--with priority given to high need schools.

PFE Requirements:

Track PFE expenditures with proper coding at the LEA or school level. Unspent LEA or schools PFE set-aside from previous year must be carried forward and added to current year budget for PFE activities.

Comments:

Something to keep in mind: If LEA decides to distribute PFE funding

only to Title I high priority need schools, the LEA must have plan in place for the other Title I schools that did not receive PFE funds. Since, those school still have to fulfill PFE requirements.

The school district will inform parents and parental organizations of the existence and purpose of the Parental Information and Resource Center in the state.

PJHS Parent and Family Engagement Opportunities:

The following is a list of activities in which parents and/or local and regional community volunteers can be involved in the education process of our students:

Academic conferences

ACSIP Plan

Athletic Booster Clubs and Supporters/Banquet/Pep Rallies

Academic Awards Assembly

Weekend Food Backpacks

Band Booster Club/Banquet/Competitions/Concerts

Behavior Conferences

Beta Club Initiation Ceremony

Career Day

District Parent and Family Engagement Activities that vary from year to year

FFA Alumni Association/Banquet

Food Drives

Guest Speakers/Visitors in individual classrooms

Handbooks

News Releases (newspaper, radio, cable TV)

Nurse—Hearing, Vision & Scoliosis Screenings

Open Parent Conferences—available daily

“Parents for PJHS” Activities

Parent /Teacher Conferences

PJHS Parent Involvement Calendar

Physical Exams for Athletes

Private/Business Donations

Progress Reports

Randolph County School Backpack and Supplies

Redskin Parent Center

Quiz Bowl

School Board Meetings/Member

Special Education Activities/Conferences

Special Olympics Activities

Substitute Teachers
Surveys (Parent Perception Survey & Parent Participation Survey)
SEGP Conferences
Summer Registration & Orientation
Tour of Schools
Web Page
Weekly Emails for parents who provide their email addresses

Implementation of Junior High Plan

Pocahontas Junior High will take the following actions to involve parents in the joint development of its district-wide parental involvement plan under Section 1112 of the ESSA: PFE Funding 2017-2018 Part I
Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies.
Supporting programs that reach parents and family members at home, in the community, and at school.

PFE Funding Under ESSA-Part II,
Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

Collaborating, or providing subgrants to schools to enable such school to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.

PFE Funding Under ESSA- Part III
Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with such agency's parent and family engagement policy.

Include parents on planning & advisory committees,
Present the plan in a public meeting and accept public comment(s) regarding said plan.

Pocahontas Junior High will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:

Include parents on review and evaluation committees,
Present the findings of the review and evaluation committees in a public meeting and accept public comment(s) on said findings,

Pocahontas Junior High will provide the necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental engagement activities to improve student academic achievement and school performance:

Pocahontas Junior High will take the following actions to conduct, with the engagement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities:

Barriers to family participation:

Families don't understand usefulness of participation

Families don't see themselves reflected in leadership

Families are too busy with family work , kids...

Ineffective outreach strategies

Cultural backgrounds

Uncomfortable with format, language, rules

Don't know purpose of the program

Inconvenient meeting times

Don't speak English

Don't have transportation

Focus with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement and to revise, if necessary (and with the involvement of parents), its parental involvement policies.

The Junior High Parent and Family Engagement Advisory Committee will be responsible for evaluating the Parent and Family Engagement

Plan on an annual basis.

Parent surveys, conducted at either the district or school levels, will provide the foundation of the evaluation process.

Based on parental feedback, aligned with research-based best practice regarding parent and family engagement, the plan will be revised, as needed, to facilitate greater parent and family engagement within the district.

Pocahontas Junior High will work with the Pocahontas School District to build capacity of school staff and parents to create strong parent and family engagement programs, in order to ensure effective engagement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement. The following strategies will be used:

A. The school and district will host informational sessions, with the assistance of its Title I, Part A schools, during Open House, Parent/Teacher Conferences, SEGP Conferences, etc. to provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Title I, Part A,
- how to monitor their child's progress, and
- how to work with educators.

In addition, additional information regarding these issues may be obtained by visiting the counselor's office at each school.

B. The school and district will, with the assistance of its schools, provide materials and/or training to help parents work with their child to improve their child's academic achievement, such as math training and using technology by providing:

Parents Make a Difference @PJHS 2017-2018

Orientation: 3 sessions (7th, 8th, 9th grades) -August (2017)

Open House: August (2017)

Title I Meeting: September (2017)

Math Evening: October (2017)

Parent Teacher Conference: October (2017)
SEGP Conference: October (2017)
APNA Report(Drug use in Randolph County) for Jr. High: October (2017)
Mother-Daughter Banquet to teach edict (STEM): January (2018)
Annual Art Show K-12: April (2018)
Wellness Day PJHS: November (2017)
National Jr. Honor Society Inductions: May (2018)
Cornerstone Coalition Teen Leaders/PRIDE/LINK Program: February (2018)

C. The school and district will educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by

All administrative staff will receive, at a minimum, three hours of professional development designed to improve parental involvement, Additional training related to parental involvement will be made available to classified staff and parent volunteers.

D. The school and district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their child, by

Providing these organizations access to the materials in the district's parent resource centers and libraries.

E. The school and district will take the following actions to ensure that information related to the school and parent and family engagement programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

Provide hard copies of the plan to each parent if requested,
Place the plan on the district website, and provide directions on how to

locate
Share the plan with parents in public formats, i.e. board meetings, school programs, etc.

F. The school and district will provide other reasonable support for parent and family engagement activities under Section 1118 as parents may request.

PART IV. ADOPTION

The district-wide parental and family engagement policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the adoption and approval of the district’s Parental Involvement Committee.

The District policy was adopted by the Pocahontas School District Board of Directors on September 29, 2017 and will be in effect for the period of September 29, 201 through September 29, 2018. The school district will distribute this policy to all parents of participating Title I, Part A children on or before October 31, 2017. The district plan will be revised/updated regularly and posted on the school website each prior to September 1 each year.

The Pocahontas Junior High Parent and Family Engagement Plan was developed in cooperation with the “Parents for PJHS” Advisory Committee and the Pocahontas School District Parent and Family Engagement ACSIP Committee. The plan is revised and adopted at the spring “Parents for PJHS” Advisory Committee meeting each year for the following year.

		FE07 The school's website has a parent (family) section that includes information on home support for learning, announcements, parent activities/resources, and procedures on how families may post items. (5501)	Implementation Status	Assigned To	Target Date
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Initial Assessment:		The PJHS website has information on home support for learning, announcements, and parent activities/resources, but does not have procedures on how families may post items. We will look into giving family the ability to post somewhere on the website. The Pocahontas School District Technology team has created an APP and has linked communication between parents and school through Google Classroom.	Limited Development 09/21/2017		
How it will look when fully met:		Pocahontas School District has designed an APP that will allow parents to leave messages and communicate with the school. Teachers, staff, and administration all have school email addresses and most have websites. The Pocahontas School District also has a webpage. Bonnie Bandy does the APP and the calendar. Google Classroom allows the calendar and other communication to transfer to the school webpage.	Objective Met 09/26/17	Taftnee Cox	09/29/2017
Action(s)	Created Date				
1	9/26/17	Align communication between school, staff and parents through the use of Pocahontas School District APP, Google Classroom, Emails and webpages.	Complete 09/29/2017	Taftnee Cox	09/29/2017
<p><i>Notes:</i> Bonnie Bandy - PJHS registrar and APP/Website monitor will be utilized. The Pocahontas School District technology team, Adam Hand, Brandon, and Terence Haley will keep everything up and running. PJHS teachers will update their websites for parents to check and keep tabs on grades and attendance. Letters will be sent home by the office on excessive absences. Progress Reports go home every Friday to parents.</p>					

Core Function:		Family Engagement in a School Community			
Effective Practice:		Educate parents to support their children's learning and teachers to work with parents			
	FE08	Professional development programs for teachers include assistance in working effectively with families.(5502)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>Pocahontas Parent Involvement Meeting Minutes of Technology Night</p> <p>The meeting was called to order by Taftnee Cox, a parent involvement coordinator, at 5:46 p.m. in the PJHS library on Tuesday evening. Bridget Phelps was introduced as the presenter for a quick overview for helping parents find the Pocahontas Public School webpage. She explained how to find different teacher's pages and HAC. Some of her instructions were as follows:</p> <ol style="list-style-type: none"> 1. Go to www.pocahontaspsd.com (school webpage) 2. Choose your school and child's class 3. Click on the Parents Tab 4. Click Home Access Center 	Limited Development 09/25/2017		

5. Select Pocahontas School District in the drop down menu
6. Enter in Username & password Click Log In
7. Click on the Student Name to go to Daily Summary. On the left of the screen you will find a menu that includes: Daily Summary, Schedule, Attendance, Discipline, Class work, Interim Progress, Report Card, Registration, My Students, My Profile, My Alerts.

She finished up by showing parents how to find her webpage and other teacher's pages as well as the LINK webpage. Teacher name's printed in RED means their webpage is up and running.

Bonnie Bandy then took over the meeting to continue showing parents more about HAC (Home Access Center) and the new changes to the system. Some of the discussed items were as follows:

1. How to find the District Calendar
2. How to find Press Releases
3. How to find the Parent Tab
4. How to login and create a password to look at the "Dash Board" where they could find their child's attendance, ISS, suspensions, lunch detentions, teacher assignments, tardies and much more. (Parents asked several questions about this part of the presentation.)
5. How to interpret the Daily Summary, Student Schedule, Attendance, Discipline, Class work, Interim Progress, Report Card, Registration, My Student, My Profile and My Alerts.

Two parents asked for Mrs. Bandy to repeat some of the instructions on how to get to these locations on the webpage. She did so.

Parents had questions about the class work/homework section which has replaced our old "Homework Hotline". Mrs. Bandy explained about looking at their child's score on a test or assignment and how that connects with their average. Mrs. Bandy continued to explain the difference in a "0" recorded for Jr. High and High School. She also explained about and "I" for incomplete work and "EX" for excused assignments which do not count against them due to a catastrophic event in the child's life. Transcripts are available on line for High School parents, but will not be online until after Christmas break for the Jr. High students. Registration information was discussed so that parents knew they could update phone numbers online, but had to send in all other information for Mrs. Bonnie to enter into the system. "MY Profile" allows them to change their profile and will alert Mrs. Bandy every time a parent has gone into HAC (Home Access Center). Her computer keeps a record of it. A concern was noted on correct email addresses. If they are not getting email, then we may have their email address wrong. The "Alerts" section provides parents a place where they can input for their computer to notify them if their child drops below a certain grade

in each class. Mrs. Bandy set hers to notify if her child dropped below a "C" average in any class.

Parents are encouraged to visit the website daily to find the daily announcements. Mrs. Bandy posts for Jr. High the announcements and on Friday, a parent can see what is coming up for the next week.

Mr. Goodin explained how a "0" in high school is placed in a grade slot if the assignment has not been attempted or finished so as to help make the parents aware of the worst possible grade average, if the work is not done by the student.

A strong push was for all teachers and activity sponsors to use "REMIND", which use to be Remind 101. Mrs. Henderson explained that it took "a lot" of personal time to setup Remind. The administration said we would take it into consideration since so many parents preferred that line of instant communication.

Mrs. Melba Henderson and Mrs. Lori Steimel took over the meeting to talk about High School Math. They presented the parents with handouts on webpage links to help with math at the high school level. EngageNY: <https://www.engageny.org/> Search for High School Geometry. Big Ideas Math: <https://bigideasmath.com/> Search any math topic at any level. Khan Academy: www.KhanAcademy.com Search for help with Algebra III. Math Help Sessions are Monday/Wednesday/Friday from 3:30-4:30. Officer Rocky Jones provided secrets on how parents can check what is on their child's Smart Phone, I Phone, or Android. He discussed some APPs that parents should consider not allowing their children to use. Some examples are "POOF", "SnapChat", "Screen Shot", "KIK Messenger", "Vine", "Pheed", "Reddit", "Photo Vault" and "Whatsapp". He talked about the dangers on "Twitter", "Tumblr", and "Instagram". Major concerns were discussed with what is known as "My Destructible Text". No text or snapshot is completely gone in 10 seconds. The police and hackers can find any text, any picture, or any threat made by going into the "Cloud" storage programs. "Wicke", "Tiger Text", and "Cate" are apps that students use and think what they put on them will go away in 10 seconds forever. That is a lie. It does not go away. Officer Jones showed parents how to find files that were hidden by "POOF" and "Photo Vault".

Two parents asked Officer Jones to have a seminar on these apps for the students. They need to know what a Class "A" Misdemeanor means and they can spend 30 days in jail. Adults that participate in sending any cyber bullying (electronic messengers) can face 6 months in jail. Parents still are in charge – "My house, my rules." It is against the law to view "naked pictures of children". Anyone can be charged for viewing, transmitting, or taking pornographic photos.

It is possible to schedule an automatic timer "Internet Router" to shut off your internet system at a certain time as night. Officer Jones has his scheduled to shut down at 10:00 p.m. Parents wanted Officer Jones' email so they could ask him more questions. He stayed about 30 minutes after the meeting to explain some of the "How To" to parents. Officer Jones had two handouts with Internet Safety Tips. The floor was opened for questions. Several questions were answered openly while other parents wanted to discuss information after the meeting was over.

The meeting was adjourned at 6:55 p.m.

Linda DeShaw, her sister and her mother cooked and served chili, Fritos, drinks, cookies, and candy for the meal. Mrs. DeShaw assigned students to childcare for the younger children during the meeting. The PJHS cafeteria ladies made extra cinnamon rolls for the guests. Minutes were written down and typed by Taftnee Cox.

Agenda for Parent and Family Engagement Meeting
9/19/2017 6:00 P.M. Pocahontas Jr.High Library
Annual Title I Meeting

"Family engagement refers to the systematic inclusion of families in activities and programs that promote children's development, learning and wellness, including in the planning, development, and evaluation of such activities, programs, and systems." Dept. of Edu.

Welcome - Taftnee Cox

Handouts from Mack Skelton (PJHS Principal) and Lesa Gooms (PHS Principal)

Explanation of school's curriculum information on forms of academic assessment used to measure student progress information on the proficiency level students are expected to meet.

Parents have a right to ask for a meeting to discuss and formulate suggestions and to participate in decisions about the education of their children.

The qualifications of their child's teacher and the paraprofessional working with the child.

If their child has been instructed by a non-high qualified person for 4 consecutive weeks. (Parents should have received a letter explaining Title I services their child is receiving.)

Annual Report Card

Individual Student Assessment Reports

Progress Review

Written State Complaint Procedure

Disabled Parent Rights -- They have the right to ask for auxiliary aids and services to afford them and equal opportunity to participate in and enjoy the benefits of Title I, Part A Programs.

Get input for how Parent and Family Engagement funds should be spent.

Access Arkansas Department of Education 's Website,
(www.arkansased.org)

Three questions parents wants to know about their children:

What does the child know?

What does the child not know?

How as the parent can we help?

Parent Involvement to Family and Community Engagement

Title 1 - PHS

Principal: Lesa Grooms

Within the Main Agenda of the Meeting the following will be presented by PHS Principal Lesa Grooms:

Discuss spending of Title 1 Funding:

Parental Involvement

- supplies/food \$224.55

- Training for coordinator \$118.45

My Lesson Planner \$2,169.50

NWEA Testing (Northwest Evaluation) \$5,109.38

Total - \$7,621.88

Parent Copy below

How it will look when fully met:

Technology will be utilized by 80% of parents and students. We will have to base our objectives on information from parent surveys and access data logs. "Living Life Online" publications were handed out to each student to take home to parents. They were produced by the Federal Trade Commission. "Family engagement refers to the systematic inclusion of families in activities and programs that promote children's development, learning, and wellness, including in the planning, development, and evaluation of such activities, programs, and systems.

Taftnee Cox

10/13/2017

Action(s)	Created Date		0 of 2 (0%)		
1	9/25/17	Make parents aware of all the ways they may communicate with the school staff and teachers concerning their child.		Taftnee Cox	10/13/2017
<i>Notes:</i> Progress reports are sent home every Friday. Parents may contact any staff member through our assigned emails, telephone, or person-to-person.					
2		Parents Make a Difference @PJHS 2017-2018 Please PRINT the following information. PJHS Student's Name: _____ Grade: _____ Parent/Guardian Name: _____ Phone# _____ Parent Email Address: _____ Yes or No: I want my email address used to provide me alerts and school information. Do you need: Training on how to use your HAC accounts? Yes or No Information on communication systems at PJHS, so you will stay informed? Yes or No Are you willing to: Be a member of "Parents for PJHS"? Yes or No (No fees) Help plan and organize parent events for PJHS? Yes or No		Taftnee Cox	09/29/2017

Internet use:
Available at home: Yes or No

9/26/17

I would be interested in attending parent involvement activities focusing on the following:
Orientation: 3 sessions--August Yes or No
Open House: August --- Yes or No
Title I Meeting: September:-- Yes or No
Math Evening: September -- Yes or No
Parent Teacher Conference: October -- Yes or No
SEGP Conferences: April --Yes or No
APNA Report (Drug use in Randolph County) for Jr. High: October -- Yes or No
Mother-Daughter Banquet to teach edict (STEM): January -- Yes or No
Annual Art Show K-12: April -- Yes or No
Wellness Day PJHS: November -- Yes or No
National Jr. Honor Society Inductions: May -- Yes or No
Cornerstone Coalition/PRIDE/LINK Program: February -- Yes or No
Other suggestions:

I want to volunteer my time in the following ways:
Parent Center: Yes or No
Speak or do an activity with students during Wellness Day and/or Career Fair: Yes or No
Help with a club or organization: LINK, Student Council, FFA, FBLA, Band, Beta, Book Club, Anti-Bully Club; other

Notes: I must make sure each month that I have completed the parent engagement activities.

		FE11	The school provides parents (families) with practical guidance to encourage their children’s regular reading habits at home.(5505)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			We are currently promoting the Dolly Parton Imagination Library program in our city. As a District or building, we have not provided parents with practical guidance to encourage reading habits.	Limited Development 09/21/2017		

How it will look when fully met:		I want to put together a plan to send out to parents that will give them practical guidance to encourage reading habits at home. This will be a hard copy or digital copy that we can provide to parents at various times, including (but not limited to), parent teacher conferences and orientations.		Emily Hausman	05/31/2018
Action(s)	Created Date				
<i>Notes:</i>					
	FE12	The school provides parents (families) with practical guidance to model and encourage respectful and responsible behaviors.(5506)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We do not currently offer parents/guardians practical guidance to model and encourage respectful and responsible behaviors. We do, however, offer them both a District Policy Handbook and Student Policy Handbook.	Limited Development 09/21/2017		
How it will look when fully met:		I would like to have some additional things put together regarding responsible behavior to be able to send out to parents. Possibly something that provides graphic detail with Student Dress Code. This will be something we can send out via hard copy or digital modes.		Harlan Davis	05/31/2018
Action(s)	Created Date				
<i>Notes:</i>					

Core Function:		High School: Opportunity to Learn			
Effective Practice:		Ensure content mastery and graduation			
	HS04	The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. (4541)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Currently, all students in grade 7 take part in a semester course of Career Development. This course covers a wide array of career options catered to the individual needs of the student. Also, great length is gone in this course to teacher students about budgets, finances, and paths to career options. The requires much individualized study so that students are able to analyze their current goals and see what steps are necessary to ensure that they are carried out with fidelity. Also, all students at Pocahontas Junior High School take part in our SEGP program. In this program, groups of 15-20 students are paired with a teacher mentor who works to develop long term academic plans for the students on a individualized basis. In the spring, each student meets with their SEGP adviser and parents to discuss their academic and career plans. Therefore, representatives from a wide array of stakeholder groups involved in each child's education is present and able to plan for their future academic, college, and career endeavors. The SEGP process begins in 7th grade and follows them through graduation, so for six years this is an ongoing conversation.</p> <p>We listed this a limited because of the financial element within the indicator. Currently, our career development course does touch on this for 7th grade and all 9th grade students are enrolled in Economics, which deals with financial planning on a personal level a great deal. However, there is a gap with 8th grade and there could be more individualized instruction in this area.</p>	Limited Development 11/18/2015		
<i>How it will look when fully met:</i>		Not a priority for us at this time.		Taftnee Cox	05/25/2018
Action(s)	Created Date				
<i>Notes:</i>					
	HS05	The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs) to keep them on track for graduation.(5515)	Implementation Status	Assigned To	Target Date

<i>Initial Assessment:</i>	We currently provide Alternative Education, Virtual Arkansas, Summer School, Before/During/After School tutoring, and a summer STEM Camp to enrich their curricular activities as well as keep them on track for graduation.	Full Implementation 09/21/2017		
HS06	The school provides all students with opportunities for content and credit recovery that are integrated into the regular school day to keep them on track for graduation.(5516)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	We currently provide our students with both Alternative Education and Virtual Arkansas during the school day that are integrated into the regular school day to keep them on track for graduation.	Full Implementation 09/21/2017		

Core Function:	High School: Opportunity to Learn			
Effective Practice:	Prepare students for post-secondary options			
HS07	The school provides all students with opportunities to enroll in and master rigorous coursework for college and career readiness.(5517)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	We currently provide students with foundational courses in Agriculture, Business, and Family And Consumer Sciences (FACS).	Full Implementation 09/21/2017		
HS08	All teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula.(5518)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	All teachers are using the Arkansas Curriculum Frameworks with the goal in mind to teach skills that lead to students being productive employees.	Full Implementation 09/21/2017		

Core Function:	High School: Opportunity to Learn			
Effective Practice:	Extend learning opportunities for students			
HS11	The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).(5521)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Our school offers nontraditional educational settings in the form of the Virtual Arkansas online classroom platform.	Full Implementation 09/21/2017		

Core Function:	High School: Opportunity to Learn			
Effective Practice:	Assist students with transitions			
HS12	The school provides freshman students with formal supports as they make the transition to high school (e.g., summer bridge programs, freshman academies).(5522)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Our school currently has a 9th Grade Orientation to Pocahontas High School. We are implementing a similar program for incoming 7th Graders as well.	Full Implementation 09/21/2017		
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Core Function:	Student-Focused Learning			
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Effective Practice:	Blended learning: Mix traditional classroom instruction with online delivery of instruction and content, granting the student a degree of control over time, place, pace, and/or path			
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		BL01	All teachers receive initial and ongoing training and support in effective use of blended learning methods.(5526)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	PJHS teachers are trained in the use of the Google Software Suite, including Google Classroom. Training occurs every summer during staff professional development.	Full Implementation 09/21/2017		
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Core Function:	Student-Focused Learning			
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Effective Practice:	Cognitive Competency: Intentionally address students' accessible background knowledge to facilitate new learning			
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		CC02	All teachers include vocabulary development (general vocabulary and terms specific to the subject) as learning objectives.(5531)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Pocahontas School District has purchased the Pearson curriculum for math. Math vocabulary has been a weak area on standardized testing. By using the new program and referencing the results of ACT Aspire data, a plan is being developed.	Limited Development 09/21/2017		
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How it will look when fully met:	The team would like to have faculty develop a list of subject-area mastery vocabulary that students will be required to learn over the course of their time at Pocahontas Jr. High School. We will develop the list and a way to track progress across subjects and grade levels.		Taftnee Cox	08/31/2018
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Action(s)	Created Date		0 of 1 (0%)	
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QUESTION
STUDENT ANSWERS

Due Sep 22

Now that PJHS has access to our materials, we would like to know how PHS is using it with kids. I have spoken with a few of you, but would really like for us all to have a conversation that we can all have over these materials.

Bridget Phelps
Sep 21
Class comments

Bridget PhelpsSep 21

We have always had such great continuity! I'm sure I am not the only one that would like to see us keep that same trend. I don't mean all do the exact same thing, but to have some consistency.

Christian HelmsSep 21

Basically with the Math XL for School, I use it to give homework and am able to open it up specifically for those students who were not here for a few days or who were having trouble completing the assignment. I also use it to give study guides and tests, because it is such a quick feedback for the students due to the fact they can see their grade on it when they complete the test. The questions you select can be tiered to your classes, and it has a lot of flexibility to it. Overall, the main purpose of my use is for homework and for tests and study guides.

Rhonda McCallisterSep 22

My students just completed their first assignment on Pearson Realized! I taught a lesson to my students and I allowed them to use their notes on the assessment that I assigned. My students did really well! They enjoyed getting the instant feedback, too! I loved that my students got a second chance to try each problem, if they missed it the first time. This allowed them to hone into the information that I wanted them to learn! I also liked Pearson's scoring method! If the students got every problem correct, they made a 100. If the student got the problem wrong the first time, but got it right the second time they got some points, but not as many as they got for getting it correct the first time. If the students missed it both times, they did not receive any points, which made them take their time and try to understand the

Taftnee Cox

12/15/2017

information! I am very excited about this program!

Melodie Murray Sep 22

9/27/17

I basically use Mathxl the same way Christian does, but one thing I can add is the use of the study plan. For instance, the last time I quizzed Precal, they did not seem prepared. They had worked through the study guide and said they studied, but when we talked further they admitted to not trying to work all the problems out ahead of time without using the study aides. So when they got to the quiz and the study aides weren't available, they had trouble. For this next chapter, instead of assigning a study guide (homework), I assigned a test with the study plan prerequisite. I set it to 12/16 objectives. The way this works is Mathxl makes the students master those 12/16 objectives before it will allow them to open their test. To master an objective, they must first practice it with learning aides available, then quiz it without the learning aides. This ensures me that all students have successfully worked the problems without the learning aides. (Aka-They actually studied correctly for a math test.) Students that don't master enough objectives by test day must have their test manually opened by me, receiving a low grade for the incomplete study plan.

Lori Steimel Sep 24

I plan to assign a study plan for this upcoming chapter exam too! Some of my students have found it and utilize it already. But making it mandatory to complete a number of objectives really holds students accountable for knowing math concepts, along with teaching them study skills! Thanks Melodie!! Also, really glad you are seeing some great things about this program McCallister:))

Rhonda McCallister Sep 24

Thank you everyone for your support and input!

Bridget Phelps Sep 24

Yes! I am so glad to hear back about your experiences. I'm looking for the study plan.

Carol Massey Sep 25

We played around with the Pearson Realize last Friday and today they worked on their first assignment. It's slow going right now in the beginning. The kids are learning how to use it and so am I. Is anyone using the textbook examples and lessons or is everyone sticking to the MathXL lessons?

Andrea Beaver Sep 25
 +melodie.murray@pocahontaspsd.com Do all students take the test on the same day or do they have to master the skills first? I've assigned a study guide for the test that I am giving tomorrow, but I think they need to practice without those study aides available to be prepared for the test.

Melodie Murray Sep 25
 Andrea, I assign the test with a study plan prerequisite attached. Then I add a password requirement to open the test so even if they complete the study plan before test day, they still can't open it until they get to my class to take it. If they get to class on test day and haven't completed the study plan, I have to manually remove that prereq. for them so the test will open. But yes, they all take it together in class like a regular test, it's just digital.

Notes: With a new program from Pearson, this is a work in progress.

Core Function:		Student-Focused Learning			
Effective Practice:		Social/Emotional Competency: Provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency			
	SE01	The school promotes social/ emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5542)	Implementation Status	Assigned To	Target Date
Initial Assessment:		PJHS incorporates all of the above as observed in evaluations and everyday observations of procedures.	Full Implementation 09/21/2017		
	SE03	All teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5544)	Implementation Status	Assigned To	Target Date
Initial Assessment:		All teachers develop and share with students classroom procedures.	Full Implementation 09/21/2017		
	SE04	All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5545)	Implementation Status	Assigned To	Target Date
Initial Assessment:		PJHS utilizes a Behavior Management Specialist, Sensory Room, and positive classroom management strategies that are attentive to students' emotional states. Our counselor also meets regularly with students.	Full Implementation 09/21/2017		

		SE05	All teachers use cooperative learning methods and encourage questioning, seeking help from others, and offering help to others. (5546)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			All PJHS teachers use cooperative learning at different times during the course of the year and engage their students in various facilitated questioning.	Full Implementation 09/21/2017		