

Our Direction

Pocahontas High School

Date of Report: 7/16/2018

Vision:

To prepare students to accept and succeed in the challenges of tomorrow, the Pocahontas High School is committed to: providing a safe, quality, learning environment in which all students have the opportunity to master grade level content, perform at their highest academic ability , and develop positive and healthy self-worth; to distributing resources with fairness and accountability; and to engaging in cooperative relationships with school, parents, and community.

2018-2019 School Year

Values:

We strive to build professional personal relationships with our students. We show them that we care about them and support them. We build relationships with our colleagues as a team. We support one another and work toward the same vision. We believe creating a caring environment is key to our teachers' and students' success. We work daily to have a caring and supportive environment.

Mission:

To prepare students to accept and succeed in the challenges of tomorrow, the Pocahontas School District is committed to: providing a safe, quality, learning environment in which all students have the opportunity to master grade level content, perform at their highest academic ability , and develop positive and healthy self-worth; to distributing resources with fairness and accountability; and to engaging in cooperative relationships with school, parents, and community.

Goals:

- All students will have a Student Success Plan.

Performance Measure(s)

Performance Indicator: Eschool and SEGP folders		
Data Source:	Baseline Year:	Baseline:
Target Date:	Target:	Actual:

Performance Indicator: MTV03 All teachers help students articulate their personal aspirations and connect their learning to the pursuit of these aspirations. (5539)		
Data Source:	Baseline Year:	Baseline:
Target Date:	Target:	Actual:

- All students will take interim tests to determine growth.

Performance Measure(s)

Performance Indicator: Act Aspire Interims - Reading, Science, Math, and ELA Non tested areas will provide assessments based on their content area frameworks.		
Data Source:	Baseline Year:	Baseline:
Target Date:	Target:	Actual:

Performance Indicator: IIB01 Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (91) 3 X a year testing IIA02 Units of instruction include standards-based objectives and criteria for mastery. (89) IID02 The school tests each student at least 3 times each year to determine progress toward standards-based objectives. (100)		
Data Source:	Baseline Year:	Baseline:
Target Date:	Target:	Actual:

- All students will work toward improving their reading skills.

Performance Measure(s)

Performance Indicator: 10th grade - ACT Aspire Interim tests 11th grade - Practice ACT tests and the ACT 12th grade - Practice ACT tests		
Data Source: Aspire, Interim test, ACT, ACT practice tests	Baseline Year:	Baseline:
Target Date:	Target:	Actual:

Performance Indicator: IID11 Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109) CC02 All teachers include vocabulary development (general vocabulary and terms specific to the subject) as learning objectives. (5531)		
Data Source:	Baseline Year:	Baseline:
Target Date:	Target:	Actual:

- Over all, the goals we have set should provide a culture of caring, clear expectations, and learning. The principals will observe in and out of classrooms to ensure expectations are clear, goals are being implemented, and students are engaged in learning.

Performance Measure(s)

Performance Indicator: An indicator that the culture is one of caring, clear expectations, and learning is to examine the data from interim tests as well as the Student Success Folders. Observation data will be a measure of what is occurring.		
Data Source: interim testing and student success folders	Baseline Year: 2018-2019	Baseline:
Target Date:	Target:	Actual:

Performance Indicator: IF01 The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (65)		
Data Source:	Baseline Year:	Baseline:
Target Date:	Target:	Actual:

Selected Indicators:

Align classroom observations with evaluation criteria and professional development

- IF01 The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(65)
- IF02 The Leadership Team reviews the principal’s summary reports of classroom observations and takes them into account in planning professional development.(66)
- IF06 Teachers are required to make individual professional development plans based on classroom observations.(70)

Assess student learning frequently with standards-based assessments

- IID02 The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)

IID11 Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).(109)

Cognitive Competency: Intentionally address students' accessible background knowledge to facilitate new learning

CC02 All teachers include vocabulary development (general vocabulary and terms specific to the subject) as learning objectives.(5531)

Engage teachers in aligning instruction with standards and benchmarks

IIA02 Units of instruction include standards-based objectives and criteria for mastery.(89)

Engage teachers in assessing and monitoring student mastery

IIB01 Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.(91)

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)

Establish a team structure with specific duties and time for instructional planning

ID01 A team structure is officially incorporated into the school governance policy.(36)

ID04 All teams prepare agendas for their meetings.(39)

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)

ID11 Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)

Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction

IE07 The principal monitors curriculum and classroom instruction regularly.(58)

Motivational Competency: Promote a growth mindset, stretch students' interests, connect learning to student aspirations to enhance students' engagement and persistence with learning

MTV03 All teachers help students articulate their personal aspirations and connect their learning to the pursuit of these aspirations.(5539)