

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.

Vision: 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 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 district parents and patrons.

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.



! = Past Due Objectives		KEY = Key Indicator			
Core Function:		School Leadership and Decision Making			
Effective Practice:		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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		PJHS Leadership Team - Google Classroom For the 2018-2019 school year, I want to streamline the PJHS Leadership Team and assign specific tasks to everyone.	Full Implementation 12/08/2017		

		ID04	All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			We are currently accomplishing this with the vast majority of meetings, but not all meetings.	Limited Development 12/08/2017		
<i>How it will look when fully met:</i>						
<i>Actions</i>						
<i>Notes:</i>						
		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>			All current agendas and minutes are on Google Classroom. There is no hard-copy file.	Limited Development 12/08/2017		
<i>How it will look when fully met:</i>						
<i>Actions</i>						
<i>Notes:</i>						
		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>Actions</i>						
<i>Notes:</i>						

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
<i>Initial Assessment:</i>	We meet regularly, at least twice a month, but do not meet for 45 minutes.	Limited Development 09/21/2017		
<i>How it will look when fully met:</i>				
<i>Actions</i>				
<i>Notes:</i>				

Core Function:	School Leadership and Decision Making
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Effective Practice:	Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction
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IE02	The principal develops the leadership capacity of others in the school. (53)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	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		
<i>How it will look when fully met:</i>	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
<i>Actions</i>				
<i>Notes:</i>				
IE07	The principal monitors curriculum and classroom instruction regularly. (58)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>Informal and Formal Observations on EdReflect</p> <p>For the 2018-2019 school year, I want to include both Reading Strategies evidence and Supervision Evidence (Duty) on both Informal and Formal Observations.</p>	Full Implementation 04/23/2018		

Core Function:		School Leadership and Decision Making			
Effective Practice:		Help 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	Target Date
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		We will have a document of some type (digital or hard copy) that will address all of the aforementioned areas.		Chandra McDowell	05/25/2018
<i>Actions</i>					
<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
<i>Actions</i>					
<i>Notes:</i>					

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Engage 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 know 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

Actions

Notes:

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Assess student learning frequently with standards-based assessments			
	IID09	Instructional Teams use student learning data to plan instruction. (107)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>During the 2018-2019 school year, we will be meeting to discuss RISE initiative strategies to address literacy and implement strategies in the classroom. We met during the 2017-2018 school year to begin discussions about what the accountability piece would look like during observations.</p> <p>We currently use ACT Aspire Assessment data to drive instruction and curriculum. We meet in June of each year to break down interim data and then again in August to break down the actual test results data.</p>	No Development 06/13/2018		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		The strategies will be shared with teachers and teachers will be held accountable for their implementation.	Objective Met 06/14/18	Mack Skelton	05/24/2019
Actions					
	6/13/18	Teachers meet to break down student assessment data.	Complete 06/04/2018	Mack Skelton	06/04/2018
	<i>Notes:</i>				
Implementation:			06/14/2018		
Evidence		6/14/2018			
Experience		6/14/2018			
Sustainability		6/14/2018			
Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor sound instruction in a variety of modes			

	IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>All teachers within subject area departments have a method of alignment to standards, curriculum... All subject areas are aligned with the Common Core State Standards (CCSS). In mathematics, CCSS is used and the EngageNY curriculum is used in grades 7 and 8. This model provides for uniform assessment and instruction by following the given standards and curriculum. Our 9th grade, Algebra I, uses varying resources that continue with the CCSS standards for grade 9, but it is not aligned as well to what happens in grades 7-8 from a curricular standpoint. Therefore, the assessments and instruction may vary from alignment found in the previous grades. We are currently working, district wide, the develop a systematic approach to reviewing math curriculum and better align it across the district. Teachers and administrators are beginning the process of meeting to develop rubrics to evaluate curricular options and decide on a process for better alignment of curriculum. This model is being applied to math right now, but the hope is that the end result will be a systematic approach that can be used routinely with any subject area to make informed, researched based decisions. Our English is well aligned with CCSS standards and adopted the Gates Units to align curriculum. They meet regularly and ensure that assessment and instruction and matching the standards. Also, our social studies department met last year and adopted a new curriculum that would align with the new standards and coursework but forth by the Arkansas Department of Education. This was a collaborative efforts in which teachers and building administrators met to ensure that all curriculum decisions aligned with the new standards that had been released. Moreover, instructional practices were reviewed to ensure consistency. Lastly, our science department is currently transitioning to Next Generation Science Standards (NGSS). They have attended much training provided by the cooperative and the local STEM coalition to ensure they are familiar with the new standards and are able to align curriculum and instruction. Science is a key area we will focus on this year, much like social studies last year. The goal will be to ensure that the new standards are fully aligned with curriculum and instructional decisions. One key area that needs to be worked on in both social studies and science is common assessments.</p>	Limited Development 11/18/2015		
<i>How it will look when fully met:</i>		No a priority at this time.		Mack Skelton	05/26/2017
<i>Actions</i>					

Notes:

Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor sound classroom management			
	IIIC08	All teachers display classroom rules and procedures in the classroom. (163)	Implementation Status	Assigned To	Target Date
Initial Assessment:		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
Actions					
<p>Notes:</p>					

Core Function:		Family Engagement in a School Community			
Effective Practice:		Provide two-way, school-home communication linked to learning			
	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
<i>Initial Assessment:</i>		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		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		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 04/23/18	Taftnee Cox	09/29/2017
Actions					
	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
<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.					
Implementation:			04/23/2018		
	Evidence	4/23/2018			
	Experience	4/23/2018			
	Sustainability	4/23/2018			

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
<i>Initial Assessment:</i>		<p>Pocahontas Parent and Family Engagement Meeting Title I Meeting on September 18, 2018. The meeting was called to order by Taftnee Cox, the parent engagement coordinator, at 6:00 p.m. in the PJHS library on Tuesday evening. Five people signed the attendance log for the meeting. Agenda for Parent and Family Engagement Meeting 9/18/2018, 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 and Family Engagement Title 1 - PHS Principal: Lesa Grooms and PJHS Principal, Mack Skelton presented information on Title 1 spending from each school. It was expressed that this is an important meeting for parents as it will be explained where the money comes from for certain activities, special services offered and the following:</p> <ul style="list-style-type: none"> * School Curriculum * Academic Assessment - Student Progress 	Limited Development 09/25/2017		

* Rights of parents to ask for meetings to be part of the decisions making

* Parents' right to know: teacher/paraprofessional qualifications, and letter/notification to each parent that their child receives Title I services.

* Annual Report Card

* Individual student assessment reports

* Progress Review - written

* Complaint Procedure:

* Disabled Parent rights for auxiliary aids and services

* Parent Engagement Plan

* Parent Compacts

* Parent Engagement funding should be spent:

Parents were encouraged to come to the meeting by emails, hard copy of meeting sent home by each child, and newspaper advertisement.

On Monday September 17, 2018 the Pocahontas Public School held their Public Meeting in the Jr. High Library at 7:00 p.m. Parents and patrons had opportunities to make suggestions and ask questions about the school year.

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: 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 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, Registrations, 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. Mr. Skelton explained the difference in a “0” recorded for Jr. High and High School. He 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. Meigs to enter into the system. “MY Profile” allows them to change their profile and will alert Mrs. Meigs 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. Meigs 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. Meigs 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. 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.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

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.

**Objective Met
10/11/18**

Taftnee Cox

10/13/2017

Actions

9/26/17

Parents Make a Difference @PJHS2017-2018
Please PRINT the following information.

PJHS Student’s Name: _____ Grade: _____

Parent/Guardian Name: _____

Phone# _____

Parent Email Address: _____

Complete 09/29/2017

Taftnee Cox

09/29/2017

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

Internet use:

Available at home: Yes or No

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.

9/25/17	Make parents aware of all the ways they may communicate with the school staff and teachers concerning their child.	Complete 10/13/2017	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.					
Implementation:		10/11/2018			
Evidence	6/14/2018				
Experience	6/14/2018				
Sustainability	6/14/2018				
	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
Initial Assessment:		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
Actions					
<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
Actions					

Notes:

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
Initial Assessment:		<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. 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		
How it will look when fully met:		Not a priority for us at this time.		Taftnee Cox	05/25/2018
Actions					
Notes:					

Core Function:		Student-Focused Learning			
Effective Practice:		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)	Implementation Status	Assigned To	Target Date
		<i>Initial Assessment:</i>	Pocahontas School District has purchased the Pearson curriculum for math. Math vocabulary has been a week 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		
		<i>How it will look when fully met:</i>	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
Actions				0 of 1 (0%)		
		9/27/17	<p>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.</p> <p>Bridget Phelps Sep 21 Class comments</p> <p>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.</p> <p>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.</p> <p>Rhonda McCallisterSep 22 My students just completed their first assignment on Pearson Realized!</p>		Taftnee Cox	12/15/2017

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 information! I am very excited about this program!

Melodie Murray Sep 22

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 PhelpsSep 24

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

Carol MasseySep 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 BeaverSep 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 MurraySep 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.