



# **Pocahontas Jr. High School**

**2019 Annual Report to Patrons**

# Information

**Principal - Mack Skelton**

**Assistant Principal - Harlan Davis**

**Counselor - Taftnee Cox**

**Grades Served - 7, 8, 9**

**Enrollment - 496 (as of 9/6)**

- **7th Grade: 158**
- **8th Grade: 148**
- **9th Grade: 190**

# Statistics

**Student to Teacher Ratio: 8-1 (Actual: 23-1)**

**Average Class Size: 11 (Actual: 23)**

- Above assumes listed teachers are 100% ours.

**English Learners: 7%**

**Low Income: 60%**

**Avg. Years Teaching Experience: 13.45**

**SPED: 14%**



# Report Card

**2016-2017 - 77.2 (B)**

**2017-2018 - 69.28 (C)**

**2018-2019 - TBA Oct. 1 to Administrators**

# Report Card Breakdown



# Report Card Breakdown

**Overall ESSA Index Includes:**

**Weighted Achievement Indicator (35% of Score)**

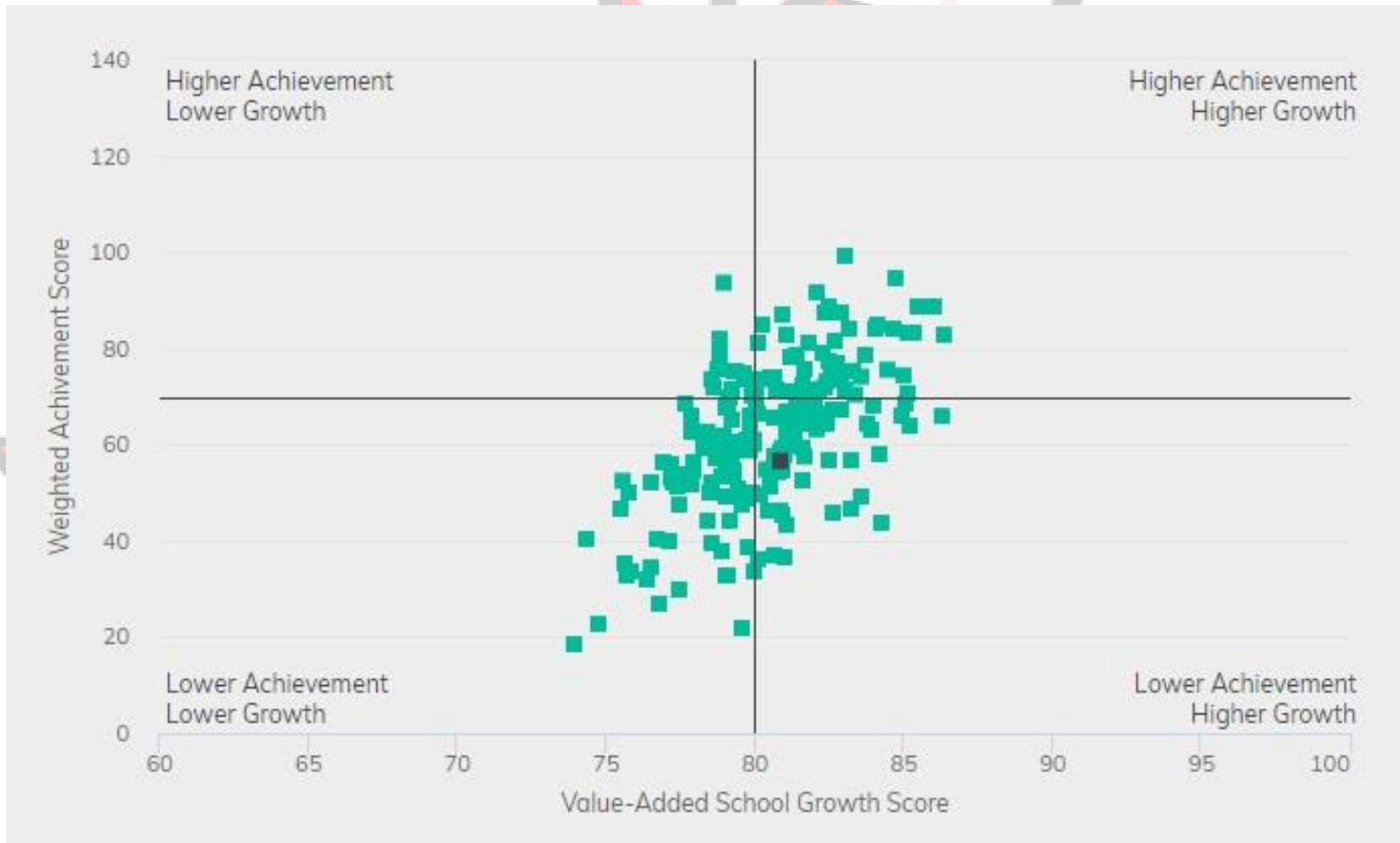
- **Very difficult to change (students).**

**Growth Indicator (50% of Score)**

**SQSS Indicator (15% of Score)**

- **These are pretty easy to change (us).**

# Report Card Breakdown



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# Report Card Breakdown

**Overall Weighted Achievement Includes:**

**Students In Need of Support - 0 Points**

**Students Close - 0.5 Point**

**Students Ready - 1 Point**

**Students Exceeding - 1 or 1.5 (Depending on Total Numbers)**

**MySchoolInfo.com - Weighted Achievement**

# Report Card Breakdown



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**Value Added Growth Includes:**

**Positive Scores - Exceeded Yearly Expectations**

**At or Around Zero Scores - Met Yearly Expectations**

**Negative Scores - Did Not Meet Yearly Expectations**

**MySchoolInfo.com - Value-Added Growth**

# Report Card Breakdown



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**Student Attendance**

**Student Science Achievement**

**Student Science Growth**

**Student Reading at Grade Level**

**Student 9th Grade On Time Credit**

- **Attendance is the easiest fix via FINS petitions. Each student counts!**

# **Adapting Teacher Mindsets**

**Prior to No Child Left Behind and ESSA, there was an emphasis placed on your higher scoring students. That mindset must now be replaced with a Nobody Stays the Same mentality.**

**The biggest challenge that we face (and the rest of the state is currently facing) deals with Reading - hence the RISE Initiative. If you can't read, you can't achieve. EVERYONE has to be focused on teaching reading in some form.**

# **Our School Improvement Plan**

- 1. All students will have mandatory vocabulary instruction/testing in every classroom.**
  - a. Also, we're looking at implementing a Intervention/Enrichment Block and a Book Club. The Intervention/Enrichment Block is of the utmost importance.**
- 2. All students will have a Student Success Plan prior to leaving our campus.**
- 3. All students will have a schedule in place prior to the end of the current school year.**

# **Intervention/Enrichment Block**

**This would require adjusting our schedule (PJHS/PHS).**

- Would even out all of our periods to 50 Minutes, taking 10 minutes away from lunch and 4th Period, 3 minutes away from 6th Period, and cutting our transitions from 7 and 6 minutes to 5 minutes. All of this would give us an additional 30 minutes without changing our start or dismissal times.**



# **Intervention/Enrichment Block**

- **ALL teachers would be trained in Level 1, 2, or 3 Interventions and ALL teachers would provide Intervention or Enrichment during this block (preferably after lunch).**
- **Classes/groups would be based upon current reading level (Ready/Exceeding - Green; Close - Yellow; Below Readiness/In Need of Support - Red. Groups would be fluid.**

# **Intervention/Enrichment Block**

**This would provide us with critical Intervention for struggling students and Enrichment for higher performing students that does not affect class time/instruction.**

**It would also put us into compliance with the 2015 Dyslexia law which requires us to provide evidence-based instruction to students with Level 2 Dyslexia Characteristics.**