Our Direction

Pocahontas High School   **Date of Report: 8/9/2020**

Vision:

Pocahontas High School Vision

To become a leading high-reliability school in the state while developing confident, well-rounded, and successful individuals. Preparing young people of today for the challenges of tomorrow.

2019-2020 School Year

Values:

Pocahontas High School Values and Core Beliefs

1. All students can learn.

2. We will build professional personal relationships with students.

3. A caring and positive environment is the key to success.

4. Our students and staff shall be safe and secure while at school and during extra-curricular activities.

5. A positive and cooperative relationship between home, community, and school is vital.

6. We will work with students to increase their reading scores on the ACT Aspire and on the ACT.

Mission:

Pocahontas High School Mission

Collaboration, caring, effective teaching, a viable curriculum, activities, and accountability are the means by which we will prepare our students for the challenges of tomorrow.

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 assessments 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:

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

- 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:

- We will provide blended learning using Google Classroom as the Learning Management System.

   Performance Measure(s)

Performance Indicator: Teachers will use Google Classroom to provide instruction in the classroom and through online. Students in the classroom will use the Google Classroom platform as well as those students who will be receiving instruction through online means.		
Data Source:	Baseline Year: 2020-2021	Baseline:
Target Date:	Target:	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

In a Student Needs Assessment survey - one of the biggest needs for our students is knowing how to prepare for college admissions.

In a PD Needs Assessment survey - teachers needed assistance with engaging all students, activities to engage students, and designing assessments.

Student Outcome Data:

My School Info - site - https://myschoolinfo.arkansas.gov/Schools/Detail/6103010

https://adeedfi.arkansas.gov/Dashboard/Districts/POCAHONTASSCHOOLDIST/Schools/POCAHONTAS-HIGH-SCHOOL/Information

Arkansas School Report Card https://adesrc.arkansas.gov/

Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

Our Leadership team (School Improvement Team) has reviewed data, had discussions, and shared information with faculty. We strive daily to meet the needs of our students.

We will be working on our goals in 2018-2019.
1. All students will have Student Success plans. (Working with SEGP, Career day, bringing in guest, preparing them for college and career, etc)

2. All students will test three times per year to determine growth. (Aspire Interims, non-tested areas - test on standards, record growth, etc)

3. All students will work to improve their reading skills. (Aspire Interim tests - three times a year, other areas - ACT practice, comprehension, building background knowledge, etc. Aspire testing cohorts - year to year and Aspire to ACT)

4. 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.

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)