

Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

10/26/2016

POCAHONTAS HIGH SCHOOL NCES - 51161000884

POCAHONTAS SCHOOL DISTRICT

School Success Indicators

Key Indicators are shown in RED.

School Leadership and Decision Making

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

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| Indicator | ID01 - A team structure is officially incorporated into the school governance policy.(36) | | |
| Status | In Plan / No Tasks Created | | |
| Assessment | Level of Development: | Initial: Limited Development 10/23/2015 | |
| | Index: | 1 | (Priority Score x Opportunity Score) |
| | Priority Score: | 1 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 1 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | Currently, we have instructional teams and school/parent/community team in place. The instructional teams meet at least twice a month and led by the principal. The school/parent/community team advisory committee meets twice a year. There are school/parent/community meetings throughout year. Parent/student orientation; Open House; Title I meeting; Parental Involvement meeting; Technology night; Financial Aid Night; Parent Teacher Conferences; Family Fun Night; SEGP Conferences (advising students/parents for student schedules the following year.) | |
| Plan | Assigned to: | Lesa Grooms | |
| | How it will look when fully met: | Instructional teams will meet at least twice a week. School/parent/Community team - advisory team will meet twice a year. Will continue to have meetings as stated above. | |
| | Target Date: | 05/31/2016 | |
| Indicator | ID04 - All teams prepare agendas for their meetings.(39) | | |
| Status | In Plan / No Tasks Created | | |
| Assessment | Level of Development: | Initial: Limited Development 10/23/2015 | |
| | Index: | 9 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 3 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | At present, the agenda for PLC meetings is developed by the principal. The meetings are currently being facilitated the principal. The agenda is important because time is always an issue. An agenda will help ensure time is used efficiently. | |
| Plan | Assigned to: | Not yet assigned | |
| Indicator | 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) | | |

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| Status | Tasks completed: 0 of 1 (0%) | | |
| Assessment | Level of Development: | Initial: No development or Implementation 11/03/2015 | |
| | Index: | 3 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 1 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | There is not a leadership team in place at this time. | |
| Plan | Assigned to: | Lesia Grooms | |
| | How it will look when fully met: | The Leadership team will be a team of selected leaders who will work with the principal and assistant principal to look at data from testing and walk-throughs. The team will meet regularly - at least twice a month for at least an hour each meeting. This group will work with principal and help plan PD and diffuse misconceptions of policies or plans that will be implemented. | |
| | Target Date: | 10/21/2016 | |
| | Tasks: | | |
| | 1. Document members of team and how members are selected. | | |
| | Assigned to: | Lesia Grooms | |
| | Added date: | 11/03/2015 | |
| | Target Completion Date: | 10/21/2016 | |
| | Comments: | Person who is a leader in department, school, and/or district. Person who meets requirements of school (lesson plans, update grades, attends required PD, etc) Person who works well with others and students. | |
| Implement | Percent Task Complete: | Tasks completed: 0 of 1 (0%) | |
| Indicator | ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43) | | |
| Status | In Plan / No Tasks Created | | |
| Assessment | Level of Development: | Initial: No development or Implementation 10/23/2015 | |
| | Index: | 2 | (Priority Score x Opportunity Score) |
| | Priority Score: | 1 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | The Principal serves as the leader of communication to the faculty and staff. The plan is to establish a leadership team from the current faculty and staff. This leadership team will meet regularly to assess needs and concerns for school improvement. | |
| Plan | Assigned to: | Lesia Grooms | |
| | How it will look when fully met: | Lesia Grooms, Principal will select a leadership team from the faculty and staff. This team will meet regularly to discuss school improvement needs. The team will be available to staff to communicate concerns that they have for school improvement. | |
| | Target Date: | 10/20/2016 | |
| Indicator | 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 | | |

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| | professional development needs.(45) | | |
| Status | In Plan / No Tasks Created | | |
| Assessment | Level of Development: | Initial: No development or Implementation 10/23/2015 | |
| | Index: | 6 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | Pocahontas High School has operated in the past with a strong leadership team that was focused on the school improvement and quality instruction meeting academic needs of each individual student. Classroom observation data was also a key tool used at that time in measuring the schools progress. However, the leadership of the school change and at that time the leadership team was dissolved for a period of two years. At this point a team is being reestablished educated to be put in place. | |
| Plan | Assigned to: | Not yet assigned | |

School Leadership and Decision Making

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

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| Indicator | IE05 - The principal participates actively with the school's teams. (56) | | |
| Status | In Plan / No Tasks Created | | |
| Assessment | Level of Development: | Initial: Limited Development 10/23/2015 | |
| | Index: | 9 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 3 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | The principal creates agendas for the instructional teams. The principal leads the instructional teams. The principal has participated in the Title I presentation to the public, technology night, and consults with the Parental Involvement liaison about upcoming meetings and activities. Currently, a leadership team does not exist, but is the the planning and development stages. The principal will work to create and work with this team. | |
| Plan | Assigned to: | Not yet assigned | |
| Indicator | IE07 - The principal monitors curriculum and classroom instruction regularly.(58) | | |
| Status | In Plan / No Tasks Created | | |
| Assessment | Level of Development: | Initial: Limited Development 10/23/2015 | |
| | Index: | 9 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 3 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | The Principal and Assistant Principal are involved observations as in walk-through and evaluations. They will use the data gathered to have conversation with one another about the quality practices observed and concerns in practice observed. The Principals can then work together to | |

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| | | praise the quality and improve the concerns. The principals have conversation with the teachers about the practices observed. The conversation should lead to improvements in the classroom and learning environment. The Principals have knowledge about the curriculum. |
| Plan | Assigned to: | Not yet assigned |
| School Leadership and Decision Making | | |
| Aligning classroom observations with evaluation criteria and professional development | | |
| Indicator | IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66) | |
| Status | In Plan / No Tasks Created | |
| Assessment | Level of Development: | Initial: No development or Implementation 11/03/2015 |
| | Index: | 4 (Priority Score x Opportunity Score) |
| | Priority Score: | 2 (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | There is not a leadership team at this time at the high school. Therefore the team cannot view summary of reports of classroom observation to help plan Professional Development. |
| Plan | Assigned to: | Lesa Grooms |
| | How it will look when fully met: | The Leadership Team will be able to use the summary of reports from classroom observations and walk throughs to help plan Professional Development. The principal and assistant principal will perform walk throughs and observations to gain information which will be shared with the leadership team. The leadership team will discuss how to help with problems that are found and what PD could be beneficial to alleviate problems. |
| | Target Date: | 11/25/2016 |
| Indicator | IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 11/03/2015 |
| | Evidence: | Each year the teachers assess areas of weakness using TESS. Based on the results the teacher completes a pre-evaluation conference and discusses the planned observation. After the observation the teacher and principle will conference on areas of needed improvement. The teacher will choose those areas for professional development. Teachers are required to submit certificates showing completion of professional development training. |
| Indicator | IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 11/03/2015 |
| | Evidence: | The Pocahontas School District provides staff with high quality Professional Development. The PD most commonly takes place at the beginning and ending of the school year. It is job-embedded as it pertains to needs in the district and provided on campus. Differentiated professional development may be supported by the school, but does not always provided differentiated professional |

development on the campus.
Differentiation may be off campus, but faculty and staff attend a variety of PD such as: AP, CTE, Coaching, Dyslexia, Special Education, e-school, Bloomboard, Google, departmental (English, math, science, social studies, etc) STEM, bullying, instructional strategies, etc.

School Leadership and Decision Making

Expanded time for student learning and teacher collaboration

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| Indicator | IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 11/03/2015 | |
| | Evidence: | The school provides after school tutoring. Students are required to rate themselves before starting tutoring and after they have completed tutoring. Teachers check grades for improvement during the tutoring process. The tutoring teachers also access the progress of the students to be tutored, | |

School Leadership and Decision Making

Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

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| Indicator | II01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 11/06/2015 | |
| | Evidence: | School hires Highly Qualified teachers. Administrators recommend HQT for positions within the school. School Board approves qualified teachers. | |

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

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| Indicator | IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88) | | |
| Status | In Plan / No Tasks Created | | |
| Assessment | Level of Development: | Initial: Limited Development 11/06/2015 | |
| | Index: | 4 | (Priority Score x Opportunity Score) |
| | Priority Score: | 2 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | Teachers do have the state frameworks and common core standards in which they follow and guide instruction. The 10th grade English Teachers have worked together to build a google classroom. Therefore, they have worked to build a similar structure. However, other areas who teach the same class may not have worked together in this manner. | |
| Plan | Assigned to: | Not yet assigned | |

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

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| Indicator | IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100) | | |
| Status | In Plan / No Tasks Created | | |

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|-------------------|--|--|--|
| Assessment | Level of Development: | Initial: No development or Implementation 11/03/2015 | |
| | Index: | 4 | (Priority Score x Opportunity Score) |
| | Priority Score: | 2 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | At this time we are not testing students three times a year to check for progress. At the present time teachers are using weekly test and ACT materials to check for student progress. | |
| Plan | Assigned to: | Not yet assigned | |

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

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| Indicator | IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 11/03/2015 | |
| | Evidence: | Teachers use Common Core to to align standards, curriculum, instruction and assessments. Evidence will be shown in TESS and lesson plans, which are due each week. | |

Family Engagement in a School Community

Explain and communicate the purpose and practices of the school community

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| Indicator | FE04 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 10/23/2015 | |
| | Evidence: | A compact was sent home or the parent/guardian and child to sign and return on the first day of school. Those forms are on file in the building office. The compact was reviewed, discussed, and approved at the parental involvement meeting. Parents are encouraged to use HAC (Home Access Center) to check on their child's progress. They may call teachers during the teacher's prep time or email the teachers if they have questions concerning their child's progress. | |

High School: Opportunity to Learn

Ensure content mastery and graduation

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| Indicator | HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541) | | |
| Status | In Plan / No Tasks Created | | |
| Assessment | Level of Development: | Initial: Limited Development 11/03/2015 | |
| | Index: | 3 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 1 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | Within the current level of development students in grades 8 and nine participate in a career interest inventory and career education class. | |

Describe current level of development:

Students are also assigned SEGP advisors (planning) to help prepare for college and career at this level. At tenth grade another career assessment and SEGP advisor is established to career out their high school career. A career coach also meets individually at least one time per year with each individual student in grades 9 - 12 to develop and assess college and career goals. A job shadowing program is currently in place along with college visit days for seniors. Seniors attend a college fair each year and a financial planning session provided by community stakeholders in the spring. Guest speakers from within the community meet with classrooms throughout the school year sharing information regarding their field of labor and expertise. The local chamber of commerce provides mentors within the community matching students with areas of interest for students allowing them to gain not only the professional knowledge of their field, but also a personal connection for future reference as they move forward in their area of interest. Graduates of PHS are also invited to return to speak to students to share college experience, work experiences, transition from school to work/school experiences. Each year in the fall a financial aid evening is planned with BRTC Financial Aid Office to give parents and students information to plan for preparing their FAFSA documents and applying for financial aid once high school graduation is complete.

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| Plan | Assigned to: | Lynne Hogan |
| | How it will look when fully met: | This will be addressed by a team consisting of the counselor, career coach, community stakeholders, students, and teachers. The goals and objectives will be established and implemented by the team. |
| | Target Date: | 11/30/2017 |