

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 JUNIOR HIGH SCHOOL NCES - 51161001438

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

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:	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:	Working to implement a Leadership Team that meets on a regular basis and not just "when we have too." The goal is to better having a sense of empowerment among staff to look at continuous school improvement for our students and staff. The leadership team and department teams should meet monthly to ensure continued collaboration. Moreover, this will enable staff to further address the learning objectives put forth by the school and district.	
Plan	Assigned to:	Brent Miller	
	How it will look when fully met:	Leadership team and department teams will be meeting on a monthly basis, with clear, measurable objectives in place for school improvement. Agendas and minutes from meetings will need to be provided as evidence that this objective is fully met.	
	Target Date:	01/29/2016	
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:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Parent/Community teams are currently preparing own agendas. Department teams have a hand in developing agendas, but that role needs to increase.	
Plan	Assigned to:	Taftnee Cox	
	How it will look when fully met:	All teams are equally responsible for developing agendas for team meetings.	
	Target Date:	03/31/2016	
Indicator	ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams,		

Indicator	and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: No development or Implementation 11/06/2015	
	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:	The process has already begun to implement a Leadership Team. The first meeting is scheduled for later this month and they will begin the process of meeting to ensure continuous improvement for our school.	
Plan	Assigned to:	Brent Miller	
	How it will look when fully met:	Once fully implemented, the Leadership Team will be meet twice monthly and discussing continuous school improvement. We will have evidence in the form of meeting agendas, minutes, and documented activities that take place in said meetings.	
	Target Date:	05/01/2016	

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 professional development needs.(45)		
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:	The school currently uses data from a variety of sources to drive instruction. We use data from TESS informal and formal observations, as well standardized and formative assessment data to for school improvement decisions. This is well implemented into our school culture, however, more staff input and decisions in regards to professional development is what needs some improvement to lead to full implementation.	
Plan	Assigned to:	Brent Miller	
	How it will look when fully met:	Not a priority at this time.	
	Target Date:	08/21/2017	

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 11/06/2015	
	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

	Opportunity Score:	current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	As stated in our other highest priority indicator, we need to develop a consistent Leadership Team. This team is already being developed for continuous improvement. As part of those meetings that are going to be held, the principal can easily being to include reports of classroom informal observations and walk-through observations that take place in each time frame. This data will become vital as we begin conversations, as a leadership team in regards to setting goals for improvement. With Bloomboard, sharing of this data will be much easier than it may have been in years past. Thus, the team can be provided with a report detailing observation data and determine steps that can be taken to continue the positive results and analyze areas for potential growth moving forward.
Plan	Assigned to:	Emily Hausman
	How it will look when fully met:	Once implemented the Leadership Team will be provided with regular (hopefully quarterly) reports as to the status of classroom observations and data therein. This data will be better used to guide professional development decisions. Evidence that may be used would be agendas from team meetings that will be found here and also copies of the reports shared.
	Target Date:	05/23/2016
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 11/06/2015
	Evidence:	The Teacher Excellence and Support System (TESS) has been fully implemented in our school. All teachers have developed Professional Growth Plans (PGP) based on classroom observation and conferences with school leaders. As part of the PGP requirement, 18 hours of professional development must be tied directly to the PGP goals which were developed based on individual assessments and observations. All PGPs are on file in the school office and available on Bloomboard.
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 11/18/2015
	Evidence:	we feel this is fully implemented because all staff are involved in planning of professional development. Staff are able to complete surveys, discuss PD needs in department meetings and voice needs at any time. This information gleaned is used plan continuous professional development for staff. While we have extensive PD in the summer, we realize that that cannot be all of the PD and it must be an ongoing process to truly be effect. Therefore, we extend PD into department meetings and conversations throughout the year. The TESS model allows us to differentiate PD for all staff because 18 hours of their PD must be directly aligned to their own professional growth plan (PGP). This allows for very job specific and differentiated PD that is designed to meet the needs of the individual teacher. While some professional development, each year, is state mandated, the vast majority is designed with staff input to meet their needs. Also, with TESS the state has essentially allowed for a differentiated approach to PD so that all staff can ensure their needs are being met each year. Also, with the mid-year and end of year reviews, the PGP and subsequent PD

becomes a continuous improvement document for each teacher and allows that PD and growth to remain at the highest standard and be an on-going conversation and growth piece throughout the year.

School Leadership and Decision Making

Expanded time for student learning and teacher collaboration

Indicator	IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 11/06/2015	
	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:	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 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.	
Plan	Assigned to:	Brent Miller	
	How it will look when fully met:	Not a priority at this time.	
	Target Date:	05/24/2019	

School Leadership and Decision Making

Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

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 11/18/2015	
	Evidence:	The school works extensively to ensure that all teacher we hire are highly qualified. Our school is 100% highly qualified. We work diligently with both Arkansas State University and Williams Baptist College, which are the two closest 4-teacher colleges with teacher preparation programs. This relationships ensures that we are abreast of current trends in graduates and are able to recruit the best coming out of said programs. Moreover, the district and school work collaboratively throughout the recruitment process so that we are on the same page and continue a shared vision when making staffing decisions. All efforts are made to ensure the very best are recruited by vetting candidates extensively and also obtaining a clear picture as to whether or not they will contribute to our culture of continuous improvement for all	

students. The administrative team works diligently to support staff and ensure that they understand their value to our improvement, thus we are able to continue a high retention rate. Great effort is made to show appreciate to staff and support when needed. The TESS model for evaluation has greatly added a layer of support whereby the administrative team is able to support certified staff one on one and ensure that we continue that shared vision referenced above. Also, this has allowed for a strengthening of relationships with staff so that we are able, not only to better retain staff, but also see continuous growth in them and this in turn leads to continuous school improvement for students as well.

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

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 11/18/2015	
	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:	Pocahontas School District teachers participated in professional development and instructional coaching of Literacy Now. Previous participation in The Modern Red Schoolhouse Institute, school modeling, GIST, QAR, and SORT were foundations for building a unified cross curriculum alignment. TESS, Teacher Excellence and Support System	
Plan	Assigned to:	Not yet assigned	

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

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		
Assessment	Level of Development:	Initial: Limited Development 11/18/2015	
	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:	All students are given pre and post testing to determine progress towards mastery of content. Students not scoring at proficiency at state based testing are tested throughout the year using the NWEA assessment to track content mastery. This also aides teachers in instructional practices, as they are able to adjust instruction to meet the needs of the most struggling students. Routine assessments are completed to assess students by unit assessments throughout the year in all grade/subject areas. However, we do not have a systematic approach to testing 3 times a year for each student. The testing is done more by department assessments and pre/post testing. Again, for remediation purposes we do track our non-proficient students and	

		complete regular NWEA assessments and learning paths for them. This data is shared with teachers of a particular student so that they can better design instruction. It also is used to determine individualized learning paths for students through computer-based remediation. I feel confident we are testing and assessing student progress well, but I also know that it may not be as formalized or systematic as it needs to be.
Plan	Assigned to:	Brent Miller
	How it will look when fully met:	Not a priority at this time.
	Target Date:	01/08/2018

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 11/18/2015	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	<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, to 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.</p> <p>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 are 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 for by the Arkansas Department of Education. This was a collaborative effort 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</p>	

		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.
Plan	Assigned to:	Brent Miller
	How it will look when fully met:	No a priority at this time.
	Target Date:	05/26/2017

Family Engagement in a School Community

Explain and communicate the purpose and practices of the school community

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 11/19/2015
	Evidence:	<p style="text-align: right;">Pocahontas Jr. High School Student/Teacher/Instructional Assistant/Parent</p> <p>Compact</p> <p style="text-align: right;">DATE: _____</p> <p>Parent/Guardian Agreement (Any person who is interested in helping this student may sign in place of the parent. I want my child to achieve; therefore, I will encourage him/her by doing the following:</p> <p>_____ See that my child is punctual and attends school regularly. _____ Support the school in its effort to maintain proper discipline. _____ Establish a time for homework and review it regularly. _____ Provide a quiet, well lighted place to study. _____ Encourage my child's efforts and be available for questions. _____ Stay aware of what my child is learning. _____ Provide a library card for my child. _____ Read with my child and let my child see me read.</p> <p>Signature: _____</p> <p>Student Agreement It is important that I work to the best of my ability; therefore, I shall strive to do the following: _____ Attend school regularly. _____ Come to school each day with pens, pencils, paper, and other tools needed for learning. _____ Complete and return homework assignments. (Turn in on assigned day.) _____ Observe regular study hours. _____ Conform to rules of student conduct. _____ Attend conferences with Teacher/Instructional Assistant, and Principal when needed.</p> <p style="text-align: right;">Grade _____ Student</p> <p>Signature _____</p> <p>Teacher/Instructional Assistant Agreement It is important that students achieve; therefore, I shall strive to do the following: _____ Provide homework assignments for students. _____ Provide necessary assistance to parents so they can help with assignments.</p>

_____Encourage students and parents by providing information about student progress.

_____Use special activities in the classroom to make learning enjoyable.

_____Attend conferences with Parent, Student and Principal when needed.

The following faculty signed the agreement:

Andrea Murray, Dara Honeycutt, Andrea Beaver, Gary Jackson, Kim Blanchard, Kim Nead, Joy Baltz, Rhonda McCallisater, Bridget Phelps, Carol Massey, Eric Housh, Brent Miller

Principal Agreement:

I support this form of parent involvement; therefore, I shall strive to do the following:

_____Provide an environment that allows for positive communications between the teacher, parent, and student.

_____Encourage teachers to regularly provide homework assignments that will reinforce classroom instruction.

_____Attend conference with Teacher/Instructional Assistant, Parent and Student when needed.

Principal signature,

(Please sign and return to your child's Title I Teacher.)

Pocahontas Junior High has a detailed Parent/Guardian Involvement Plan in place for 2015-2016 and each year prior which is designed to fulfill the requirements for ACT 603 of 2003.

Our Advisory Team Committee is made up of the following:

Parent President of Parents for PJHS

Parent Vice President of Parents for PJHS

Certified School Counselor as Parent Involvement Facilitator

Six Parent Members

Three staff members

We all agreed that a child's education is shared by the Pocahontas School District and its families during the entire time a child attends our school. We all agreed to support the goal to educate all students effectively. We must all work together as knowledgeable partners.

Our Plan includes the following:

Parent/Guardian Involvement Guidelines

Family Involvement Packet

Parent/Guardian and Teacher Conferences & SEGP Meetings

Promoting/Supporting Responsible Child Care

Acknowledge that Parents/Guardians Play an Integral Role in Assisting Student Learning

Welcoming Parents/Guardians in the school

Parents/Guardians as Full Partners in Decision Making

Community Resources

Development, Implementation and Evaluation of Parent/Guardian Improvement Program
 Professional Staff Development in Parent Involvement
 Review of Parent/Guardian Involvement Plan
 Implementation of Federal Requirements
 PJHS Parent Involvement Opportunities:

- *Academic Conferences
- *ACSIP Plan
- *Athletic Booster Clubs and Supporters/Banquet/Pep Rallies
- *Academic Award Assemblies
- *Donations/Food Backpacks
- *Band Boosters Club/Banquet/Competitions/Concerts
- *Behavior Conferences
- *Beta Club Initiation Ceremony
- *Career Day
- *Parent Involvement Activities that vary from year to year based on wants and needs
 - Math Night
 - Technology Night
 - Library Night
 - Family Fun Night
 - ACT Aspire Night
 - Annual Title I Meeting
 - Volunteer Training
 - Planning Meetings
- *FFA Alumni Association Banquet
- *Food Drives
- *Guest Speakers/Visitors in individual classrooms
- *HAC (Home Access Center)
- *News Releases (newspapers, radio, cable TV)
- *Multi-Media (Redskin APP, webpage, facebook, twitter, email...)
- *Handbooks
- *Nurse--Hearing Screenings, Vision Screenings, & Scoliosis Screenings

*open House
 *Daily Teacher Conferences During Planning Periods
 *Health and Wellness Day
 *Parents for PJHS Activities
 *Parent/Teacher Conferences
 *PJHS Parent Involvement Student Planners
 *Physical Exams for Athletics
 *Private/Business Donations or Partnerships
 *Progress Reports
 *Redskin Parent Center
 *Quiz Bowl
 *Chess Team
 *Odyssey Of the Minds
 *School Board Meetings/Member
 *Special Education Activities/Conferences
 *Special Olympic Activities
 *Substitute Teacher
 *Surveys (Parent Perception Survey & Parent Participation Survey)
 *SEGP (Secondary Education Graduation Plan) Conferences
 *Summer Registration and Orientation
 *Tours of School/Maps
 *Weekly Emails for parents who provide their email address (announcements, important dates...)

Implementation of Jr, High Plan

High School: Opportunity to Learn**Ensure content mastery and graduation**

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 11/18/2015	
	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:	<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.</p> <p>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>	
Plan	Assigned to:	Taftnee Cox	
	How it will look when fully met:	Not a priority for us at this time.	
	Target Date:	05/25/2018	