

Comprehensive Plan Report

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

October 24, 2016

NEMO VISTA SCHOOL DISTRICT NCES - 510410

Key Indicators are shown in **RED**.

District Context and Support for School Improvement	
Improving the school within the framework of district support	
Indicator	IA10 - The district regularly reallocates resources to support school, staff, and instructional improvement.(10)(AllDistricts)
Status	Full Implementation
Level of Development:	Initial: Full Implementation 10/28/2015
Evidence:	<p>Nemo Vista School is a data driven school district. Data from the state required assessments as well as others chosen by the district is used to correlate to budgeted line items.</p> <p>If there are gaps in the students' learning, additional technology, personnel, and resources are allocated to meet those needs.</p> <p>As more pressing needs are brought to the attention of the school's leaders, there is reallocation of resources to meet those needs.</p> <p>It is important for there to be representation from all faculty and staff; therefore, there are inclusive committees that make decisions for changes in curriculum delivery, curriculum materials, and other resources.</p>
Added:	

Indicator	IA14 - The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.(14)(AllDistricts)		
Status	No decision has been made		
Level of Development:	Initial: Limited Development 10/28/2015		
	Objective Met -		
Index:	3	(Priority Score x Opportunity Score)	
Priority Score:	1	(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:	<p>Nemo Vista recruits through the AAEA job site as well as maintains contact with area colleges and universities. The district advertises all job opportunities through the local and regional newspapers. The Superintendent maintains a candid relationship with neighboring districts who inform him of worthy job candidates. These important relationships ensure that the district is recruiting quality candidates to meet their employment needs.</p> <p>Nemo Vista values and recognizes the potential of current faculty and staff and encourages additional training as well as professional education and growth to fill needed positions. The district works diligently to ensure that positions are announced in a timely fashion in order to fill those with quality faculty and staff.</p> <p>The district currently does not provide financial incentives for educators to work in high-need subject areas; however, the district will pay the costs of additional education and certification for high-quality teachers to fill the high-need subject areas. In the future, if it becomes necessary to provide financial incentives, the district is willing to provide them.</p>
Plan	Assigned to:	Cody Beene
	Added:	10/28/2015
	How it will look when fully met:	The Superintendent will review the need to offer financial incentives every hiring period to determine if it has become necessary in order to hire quality teachers in high-need areas.
	Target Date:	08/01/2016
	Tasks:	
	1. The Superintendent will review the need to offer financial incentives every hiring period to determine if it has become necessary in order to hire quality teachers in high-need areas.	
	Assigned to:	Cody Beene
	Target Completion Date:	08/01/2016
	Frequency:	once a year
	Comments:	
	Task Completed:	08/01/2016
Implement	Percent Task Complete:	1 of 1 (100%)

Indicator	IA15 - The district allows school leaders reasonable autonomy to do things differently in order to succeed.(15)(AllDistricts)		
Status	Tasks completed: 1 of 2 (50%)		
	Level of Development:	Initial: Limited Development 10/28/2015	
	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>Nemo Vista School District is a small school district; therefore, the district has the luxury of being able to be inclusive in decision making when it comes to the day-to-day operations of the district . . . scheduling, curriculum, resources, etc. The District believes in hiring quality leaders and giving them autonomy and authority over their decision making. This occurs because the leaders have implemented and are continuing to develop leadership teams within their buildings. These teams include a cross-section of faculty and staff to adequately represent the faculty and staff as a whole. The leadership teams take ownership in the student data curriculum changes, policy issues, allocation of resources, and budget needs. In particular, the leader of the middle school is working to revive the vision of the middle school because of faculty and staff changes that have occurred over the past 15 years when the vision was first developed. The Superintendent is passionate about additional committees to address the areas of math and literacy to implement seamless communication between Kindergarten through grade 12 to eliminate educational gaps.</p> <p>The district recognizes that there needs to be more intentional transparency. While it is not intended to keep the reasons behind decisions made hidden, the leaders of the district realize that there is occasionally a lack of understanding of the decisions made.</p>
Plan	Assigned to:	Cody Beene
	Added:	10/28/2015
	How it will look when fully met:	<p>The Superintendent is developing a Super Committee that will include representatives from all areas of the school as well as parents and community members. The intention is that this will allow everyone to have a voice in the decision making as well as learn about the decisions that are made in all areas of the district. Those representatives will then go back and report to their respective groups to ensure that there is intentional transparency. The hope is that this will identify and address any gaps in meeting all of the students' needs.</p> <p>In addition, the middle school leader is reviving the vision of the school and developing a leadership team.</p>
	Target Date:	12/15/2015
Tasks:		
	1. The Superintendent is developing a Super Committee that will include representatives from all areas of the school as well as parents and community members. The intention is that this will allow everyone to have a voice in the decision making as well as learn about the decisions that are made in all areas of the district. Those representatives will then go back and report to their respective groups to ensure that there is intentional transparency.	
	Assigned to:	Cody Beene
	Target Completion Date:	12/15/2015
	Comments:	<p>The Super Committee has been formed. The members are Shade Gilbert, Tresa Virden, Johnna Setzer, Kyle Payne, Logan Williams, Katie Hartman, Regina Riedmueller, Tori Duncan, Barbara Wilson, Dena Smith, David Lisenby, Melinda Anderson and Lynda Hensley. At the present time, the committee has not had a meeting yet.</p>
	Task Completed:	03/14/2016

		2. The middle school leader is reviving the vision of the school and developing a leadership team.
	Assigned to:	Tresa Virden
	Target Completion Date:	08/08/2016
	Comments:	The middle school is working on reviving the vision of the school and developing a leadership team. Some members have been identified as part of the leadership team; however, due to a change in staff, some positions have not been filled until later in the summer. This task should be completed by May 2017 for the new school year.
Implement	Percent Task Complete:	1 of 2 (50%)

District Context and Support for School Improvement

Taking the change process into account

Indicator	IB13 - The district monitors progress of the extended learning time programs and other strategies related to school improvement.(4542)(AllDistricts)		
Status	Tasks completed: 1 of 2 (50%)		
	Level of Development:	Initial: Limited Development 11/23/2015	
	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:	<p>Middle School converted to block scheduling in Fall 2013. Prior to the conversion, 20% of students were earning D's and F's. Block scheduling allowed for teachers to double dose core subjects as well as provide additional individualized instruction in a lab setting. Currently, the number of students who earn D's and F's in core subjects has dropped to 2%. Universal screening scores of students are monitored throughout the year. These data will be used to continuously monitor progress of the students participating in the block scheduling.</p> <p>The District provides an additional 25 minutes of instruction per day above the required 360 minutes per day. This adds up to 125 extra minutes of instruction and opportunities of engagement per week.</p> <p>Students who did not score at the Proficient or Advanced level receive remediation during elective classes or during study hall. Students meet individually or in small groups to maximize engagement and instruction.</p>	
Plan	Assigned to:	Shade Gilbert	
	Added:	11/23/2015	

	How it will look when fully met:	<p>Full implementation will include:</p> <p>Continued use of block scheduling in the middle school. Continued inclusion of 25 additional minutes per day. Continued individual or small group remediation.</p> <p>In addition, the high school will restructure the school day to implement a response to intervention period. Twenty-five students with the greatest literacy deficiencies will be assigned to a teacher with a 5-1 ratio. This allows for intense instruction and engagement. The remaining students will participate in secondary physical activity. Research shows that increased physical activity is correlated to improved learning.</p> <p>The middle school teachers who are new to the block scheduling will receive additional professional development on using extra instruction time effectively. Planning will begin in January and be provided in the Fall.</p>	
	Target Date:	01/07/2016	
	Tasks:		
	1. The high school will restructure the school day to implement a response to intervention period. Twenty-five students with the greatest literacy deficiencies will be assigned to a teacher with a 5-1 ratio.		
		Assigned to:	Shade Gilbert
		Target Completion Date:	01/07/2016
		Frequency:	twice a year
		Comments:	<p>Nemo Vista High School currently exceeds the 360 minute required instructional day by 25 minutes. Restructuring of the master schedule has created a 20 minute X-period aimed at giving individualized support to those students currently 2 levels or more below their grade equivalent in Reading determined by the Universal Screener. Small group instruction (5:1) ensures students receive the level of support needed. Students will be progressed monitored by AIMSweb to ensure intervention strategies are successful. Students not participating in individualized instruction during X-period will be participating in scheduled seminar classes dealing with current events, finance, physical education/life-long sports, and music appreciation. Remediation classes for students scoring basic or below on standardized tests were built into the master schedule, and once students mastered deficient skills at 70% accuracy according to their AIP are released from the Remediation program.</p>
		Task Completed:	01/11/2016
	2. The middle school teachers who are new to the block scheduling will receive additional professional development on using extra instruction time effectively. Planning will begin in January and be provided in the Fall.		
		Assigned to:	Tresa Virden
		Target Completion Date:	08/18/2016
		Frequency:	once a year
		Comments:	

Implement	Percent Task Complete:	1 of 2 (50%)
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District Context and Support for School Improvement

Clarifying district-school expectations

Indicator	IC02 - The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (29)(AllDistricts)	
Status	Not a priority or interest	
	Level of Development:	Initial: No development or Implementation 11/30/2015
		Not a priority or interest
	Explain why not a Priority or Interest:	Our three schools are all located on one campus which allows decisions to be made collectively by the administration. The administration is the liaison between the schools which includes budgets, curriculum, and general operation of all campuses.
	Added:	

Indicator	IC05 - The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school.(32)(AllDistricts)	
Status	Tasks completed: 0 of 4 (0%)	
	Level of Development:	Initial: Limited Development 12/07/2015
	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:	<p>As of December 2015, the school district does not have a cohesive district curriculum guide aligned with state standards. The reasons are as follows:</p> <ul style="list-style-type: none"> * The curricular expectation is placed on each school. * With the change to Common Core, a curriculum guide was not developed. The original intent of Common Core was for it to serve as a curriculum guide from the district level to the national level. * Because of our District size, there is only one teacher per grade which eliminates the problem of teachers presenting material or teaching concepts differently. <p>For several years, the elementary school has had literacy and mathematics facilitators who serve as monitors to ensure that the intended curriculum is being taught. The middle school added the use of facilitators over the past three years as well. This has improved the alignment of the curriculum between elementary and middle school.</p>
Plan	Assigned to:	Melinda Anderson
	Added:	12/07/2015

	How it will look when fully met:	<p>The expectation of the curriculum guide will stay within each school. The administration finds this effective due to the size of the district. The following will occur to ensure a a seamless alignment of the curriculum district-wide:</p> <ul style="list-style-type: none"> * The Common Core standards are currently serving as the curriculum guide; however, the district is waiting on the new standards which will be released in 2016. Once the new standards are released, teachers, facilitators, and administrators will analyze, assess, and make any necessary adjustments. * Teachers will continue to document the standards that are being taught. The principal or facilitators can easily identify the standards that are being taught to ensure that concepts are not being overlooked or missed. * Team meetings will continue to allow opportunities for communication to ensure both vertical and horizontal alignment.
	Target Date:	12/16/2020
	Tasks:	
	1. Professional development will be provided to education the staff on the new standards.	
	Assigned to:	Tresa Virden
	Target Completion Date:	08/21/2017
	Frequency:	three times a year
	Comments:	
	2. Time will be provided for the teachers to analyze, assess, and make any necessary adjustments to the implementation of the curriculum.	
	Assigned to:	Tresa Virden
	Target Completion Date:	08/21/2017
	Frequency:	three times a year
	Comments:	
	3. Teachers will continue to be required to document the standard being taught on their lesson plans.	
	Assigned to:	Tresa Virden
	Target Completion Date:	08/21/2017
	Frequency:	weekly
	Comments:	
	4. Team meetings will continue to occur to ensure both vertical and horizontal alignment.	
	Assigned to:	Tresa Virden
	Target Completion Date:	08/21/2017
	Frequency:	three times a year
	Comments:	
Implement	Percent Task Complete:	0 of 4 (0%)

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) (AllDistricts)		
Status	Tasks completed: 0 of 1 (0%)		
	Level of Development:	Initial: No development or Implementation 11/30/2015	
		Will include in plan	
	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:	We have implemented the concepts of the school improvement team; however, we have not adopted policy 5.4 for school improvement teams. We have operated our buildings for many years without having a policy in place. The current model provides us with the added flexibility to better meet the needs of our students.	
Plan	Assigned to:	Cody Beene	
	Added:	11/30/2015	
	How it will look when fully met:	At the current time, we feel that we are meeting the requirements necessary for the leadership teams and instructional teams using the current practice without having a written policy defined. This allows our small school the flexibility to make decisions and recommendations on curriculum, instruction and professional development.	
	Target Date:	11/30/2015	
	Tasks:		
		1. Teams will continue work as normal. The current practice will be reviewed to determine if there needs to be a policy adopted.	
		Assigned to:	Cody Beene
		Target Completion Date:	11/30/2016
		Comments:	
Implement	Percent Task Complete:	0 of 1 (0%)	