

# 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.

10/24/2016

NEMO VISTA ELEMENTARY SCHOOL NCES - 51041000759

NEMO VISTA 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

<b>Indicator</b>	<b>ID01 - A team structure is officially incorporated into the school governance policy.(36)</b>		
<b>Status</b>	Tasks completed: 1 of 1 (100%)		
<b>Assessment</b>	Level of Development:	Initial: <span style="color: red;">Limited Development</span> 11/30/2015	
	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:	Our district has implemented the concepts of the school improvement team; however, we have not adopted policy 5.4 for school improvement teams. NVE has operated 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. NVE has a Leadership Team consisting of the principal, K-2 literacy and math facilitator, 3-5 literacy facilitator, and the 3-5 math facilitator. Our Instructional Teams (grade level teams) and School Community Council (parent involvement) are in place. Effectiveness of Instructional Teams is determined by looking at standardized test scores. We look to see how well our students are doing compared to the state average. The School Community Council determines if we are meeting parents' needs by looking at the parent surveys.	
<b>Plan</b>	Assigned to:	Lindsey Ketchum	
	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	
	<b>Tasks:</b>		
	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:	Lindsey Ketchum	
	Added date:	11/30/2015	
	Target Completion Date:	11/30/2015	
	Comments:		
	<b>Task Completed:</b>	<span style="color: green;">11/30/2015</span>	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 1 (100%)	

<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings.(39)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/27/2015	
	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:	Our strength is that we have an agenda for ACSIP team meetings. However, our weakness is the assignment of a time keeper and note taker.	
<b>Plan</b>	Assigned to:	Katie Hartman	
	How it will look when fully met:	Teams will prepare agendas before meetings, keep detailed notes, and have a time keeper to keep the meeting on track. Teams will keep a copy of their agenda and minutes and file a copy in the office.	
	Target Date:	05/20/2016	
	<b>Tasks:</b>		
	1. Our teams consist of Leadership, RTI, ACSIP, and Curriculum.		
	Assigned to:	Regina Tilley	
	Added date:	02/16/2016	
	Target Completion Date:	05/20/2016	
	Comments:		
	2. Send an email to the committee chairs notifying them of the practice of preparing agendas for meetings, keeping detailed notes and having a time keeper.		
	Assigned to:	Regina Tilley	
	Added date:	11/30/2015	
	Target Completion Date:	05/20/2016	
	Frequency:	once a year	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<b>Objective Met</b> 10/14/2016		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/27/2015	
		<b>Objective Met</b> - 10/14/2016	
	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:	The Leadership Team consists of the elementary principal, the K-2 literacy and math facilitator, 3-5 literacy facilitator and the 3-5 math facilitator. The team currently meets as needed to discuss progress	

	development:	monitoring.
<b>Plan</b>	Assigned to:	Tresa Virden
	How it will look when fully met:	Meetings will be scheduled and added to the principal's calendar. Meetings will be held twice a month for an hour each meeting. These meeting times will be used to plan instruction and improvements for student achievement and school improvement.
	Target Date:	11/30/2015
	<b>Tasks:</b>	
	1. Schedule meetings on the principal's calendar.	
	Assigned to:	Tresa Virden
	Added date:	11/30/2015
	Target Completion Date:	11/30/2015
	Frequency:	twice monthly
	Comments:	
	<b>Task Completed:</b>	<b>05/20/2016</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	10/14/2016
	Experience:	10/14/2016 Meetings were scheduled and added to the principal's calendar. Meetings were held twice a month for an hour each meeting. These meeting times were used to plan instruction and improvements for student achievement and school improvement.
	Sustain:	10/14/2016 Meetings will continue to be scheduled on the principal's calendar each school year. The meetings will be held twice a month to plan instruction and improvements for student achievement and school improvement.
	Evidence:	10/14/2016 Meeting sign in sheets and minutes provides evidence that this objective is fully and effectively implemented.

### School Leadership and Decision Making

#### Aligning classroom observations with evaluation criteria and professional development

<b>Indicator</b>	<b>IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)</b>		
<b>Status</b>	Tasks completed: 2 of 2 (100%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/27/2015	
	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	The elementary principal performs teacher classroom observations	

	development:	using the TESS model to record indicators of effective practice. She uses the feedback to seek out and assign appropriate helpful professional development for individuals and staff. At this time, the leadership team is not a part of the process. We must find a way to evaluate the observations as a team in order to ensure effective practice is occurring in the classroom while still ensuring the privacy of the teacher.
<b>Plan</b>	Assigned to:	Tresa Virden
	How it will look when fully met:	When observations are complete, the leadership team will review the observations to plan professional development to improve the deficits of individual teachers or to introduce a new skill.
	Target Date:	04/29/2016
	<b>Tasks:</b>	
	1. The principal will hold observations. She will note the strengths of one teacher that might assist another teacher struggling in that area.	
	Assigned to:	Tresa Virden
	Added date:	11/30/2015
	Target Completion Date:	04/08/2016
	Frequency:	monthly
	Comments:	
	<b>Task Completed:</b>	<b>04/08/2016</b>
	2. The leadership team will review the observations to plan professional development.	
	Assigned to:	Regina Tilley
	Added date:	11/30/2015
	Target Completion Date:	04/29/2016
	Frequency:	once a year
	Comments:	
	<b>Task Completed:</b>	<b>04/29/2016</b>
<b>Implement</b>	Percent Task Complete:	Tasks completed: 2 of 2 (100%)
<b>Indicator</b>	<b>IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/18/2015
	Evidence:	Each teacher develops an individual professional development plan. The principal conducts informal and formal observations to evaluate each teacher and then collaborates with them to help develop their individual professional development plan. It is all individualized through BloomBoard.
<b>Indicator</b>	<b>IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 12/01/2015
	Evidence:	NVE found that we use 14 resource tools that were mentioned in Indicator IF11. Our professional development is in-depth, and not an overview. Our professional development is data driven and we exceed the state requirement of 36 professional hours. NV School District requires all certified staff to receive 60 hours of professional

development that aligns with the standards or individualized professional development plans. In addition, NV School District funds the professional development opportunities for its employees. Last, the professional development is not always presented or chosen by administration; the professional development is differentiated. For example, if a PD does not pertain to a certain grade or area, those teachers are provided with an alternate professional development.

### School Leadership and Decision Making

#### Expanded time for student learning and teacher collaboration

<b>Indicator</b>	<b>IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 11/30/2015	
	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 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.	
<b>Plan</b>	Assigned to:	Brittany Paladino	
	How it will look when fully met:	We will restructure the school day to implement larger blocks of instructional time spent on reading to improve achievement. Teachers will receive professional development in using extra instruction time effectively. We will continue the inclusion of 25 additional minutes per day.	
	Target Date:	08/18/2016	
	<b>Tasks:</b>		
		1. NVE will restructure the school day to implement larger blocks of instructional time spent on reading to improve achievement. Teachers will receive professional development in using extra instruction time effectively.	
	Assigned to:	Brittany Paladino	
	Added date:	11/30/2015	
	Target Completion Date:	08/18/2016	
	Frequency:	once a year	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

### School Leadership and Decision Making

#### Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

<b>Indicator</b>	<b>II01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/18/2015	
	Evidence:	Nemo Vista Elementary advertises open teaching positions on the AAEA website and the superintendent is in contact with the local colleges for referrals of potential teachers. The hiring committee	

reviews resumes and applications to select the candidates to be interviewed by a committee. Our district works on the salary schedule to keep it above the state. The administration moves teachers as needed to meet the needs of our school/students. NVE has a desire to achieve outstanding results as our leadership influences the results. We are a data driven school that the public sees as focused and committed.

**Curriculum, Assessment, and Instructional Planning**

**Engaging teachers in aligning instruction with standards and benchmarks**

<b>Indicator</b>	<b>IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 12/01/2015	
	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:	At NVE there are two classes per grade. Our K-2 teachers work together in teams to build the taught curriculum. Our grades 3-5 are departmentalized having one teacher per grade in each specific content area. Instructional teams do work together on the vertical alignment of standards and curriculum within specific content areas.	
<b>Plan</b>	Assigned to:	Regina Tilley	
	How it will look when fully met:	When this is fully implemented, K-2 teachers will share developed units with grade level partner teachers and draw from that collective work to provide differentiated instruction for each student. Nemo Vista Elementary School does not have a need for teacher instructional teams in grades 3-5 which develop instructional unit plans because there's only one teacher per subject per grade level. They cannot design their units of study together. However, units of instruction are created by the teacher and aligned to the Common Core State Standards. The district is willing to and provides early release dates so that teachers in areas of instruction may come together and align the curriculum across grade levels as needed to address and avoid gaps in instruction. As well, specialist are available through the Arch Ford Co-op to aid teachers in this process.	
	Target Date:	08/18/2017	
	<b>Tasks:</b>		
	1. K-2 teachers will continue to meet with their grade level partner with an emphasis in differentiation instruction.		
	Assigned to:	Brittany Paladino	
	Added date:	02/23/2016	
	Target Completion Date:	05/31/2017	
	Frequency:	monthly	
	Comments:		
	2. NVE will vertically align Math, Literacy and Science in grades 3-6, which involves middle school.		
	Assigned to:	Tresa Virden	
	Added date:		

	Added date:	02/23/2016
	Target Completion Date:	05/31/2017
	Frequency:	twice a year
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

### Curriculum, Assessment, and Instructional Planning

#### Assessing student learning frequently with standards-based assessments

<b>Indicator</b>	<b>IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/30/2015
	Evidence:	NVE administers assessments to all students three times a year to help gauge their progress toward the year-end standards based assessment. Results of assessments are reviewed and broken down by administrator, facilitators, and teachers. In the past, we have used MAP, Target, Focus and STAR testing. For 2015-2016, the ACT Aspire screener will also be utilized upon its release.

### Classroom Instruction

#### Expecting and monitoring sound instruction in a variety of modes

<b>Indicator</b>	<b>IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)</b>	
<b>Status</b>	Tasks completed: 0 of 1 (0%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 12/01/2015
	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:	Over the past 4 to 5 years teachers have developed their own curriculum. This has proven to work due to test scores. We are in the process of developing a document that aligns standards, curriculum, instruction, and assessments.
<b>Plan</b>	Assigned to:	Tresa Virden
	How it will look when fully met:	When implemented, teachers will meet with instructional facilitators to review standards being taught and to help develop a document that aligns standards, curriculum, instruction, and assessment. Instructional Teams will organize the curriculum into unit plans that guide instructions for all students.
	Target Date:	08/18/2017

#### Tasks:

1. NVE will align the curriculum with the new Arkansas Core State Standards.

	Assigned to:	Tresa Virden
	Added date:	02/23/2016
	Target Completion Date:	05/31/2017
	Frequency:	four times a year
	Comments:	

<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
<b>Family Engagement in a School Community</b>		
<b>Explain and communicate the purpose and practices of the school community</b>		
<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	Tasks completed: 0 of 2 (0%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/30/2015
	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:	NVE currently has a compact in place. It is not detailed by grade levels and specific goals and responsibilities.
<b>Plan</b>	Assigned to:	Rhonda Wahrmund
	How it will look when fully met:	The revised detailed compact will outline how parents, school staff, and students will share the responsibility for improving academic achievement. It will describe how the school and parents can work together to help the students achieve their goals.
	Target Date:	08/18/2016
	<b>Tasks:</b>	
	1. NVE teachers will meet and select the major concepts for core subjects of their specific grade to be included in a revised detailed compact.	
	Assigned to:	Tresa Virden
	Added date:	12/01/2015
	Target Completion Date:	08/18/2016
	Comments:	
	2. A parent meeting will be held to get input from parents on the goals the teachers have developed. Explanations of the responsibilities will be explained as to how parents can help their child reach their full potential in learning the grade-level concepts.	
	Assigned to:	Tresa Virden
	Added date:	12/01/2015
	Target Completion Date:	08/18/2016
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
<b>High School: Opportunity to Learn</b>		
<b>Ensure content mastery and graduation</b>		
<b>Indicator</b>	<b>HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/30/2015
	Evidence:	NVE has college days for students in grades 3-5. We give tours to different grades at local colleges. We also have School Counts program



for grades K-5. This program entails that all students can attend college. The elementary counselor invites local businesses and different professions to an annual career day. Students participate in a career week in which they dress as their career choice. The counselor will continue to explore new possibilities to involve our students in college and career choices.