

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 HIGH SCHOOL NCES - 51041000760

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

Indicator	ID01 - A team structure is officially incorporated into the school governance policy.(36)		
Status	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 09/22/2015	
	Explain why not a Priority or Interest:	The current model of practice by Nemo Vista School District provides the team with the flexibility to meet the needs of our students and building. Our district has implemented the concepts of the school improvement team;however, we have not adopted policy 5.4. Incorporating this model into district policy could restrict this current flexibility; therefore, there is no intention to write it into policy. Currently Nemo Vista High School has a Leadership Team in place consisting of the Principal, Counselor, Gifted and Talented Administrator, Librarian, and teacher representatives in the areas of Literacy, Math, and Science.	
Indicator	ID04 - All teams prepare agendas for their meetings.(39)		
Status	Objective Met 3/4/2016		
Assessment	Level of Development:	Initial: Limited Development 09/22/2015	
		Objective Met - 03/04/2016	
	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 High School ACSIP team determines meeting agendas based on indicators in need of assessment. Indicators which have no level or limited development or implementation are considered high priority. In order to manage the team's time effectively, agendas are prepared online in the Indistar program by the team leader and shared with members via email while a hard copy is presented at the start of the meeting for note-taking purposes by members. The team leader is also responsible for recording minutes throughout the meeting and entering them into the Indistar online document which upon completion is later shared with members. The team leader is responsible for maintaining hard copies of meeting documentation which are currently and will continue to be organized in a designated file as recorded proof of full and continued implementation of meeting preparedness. The School's RTI team and Leadership team in the beginning stages but will also follow similar procedures for maintaining documentation.	
Plan	Assigned to:	Regina Riedmueller	
	How it will look when fully met:	When this objective is fully implemented, all school and district wide	

	How it will look when fully met:	teams will have an established procedure for scheduling meetings and recording information/data discussed at the meetings. Evidence will be in the form of an established calendar in which meetings are scheduled located in the Principal's office. As well, agendas will be documented and maintained in a central location in the High School office for easy access by team members and those responsible for preparing agendas and other documentation.	
	Target Date:	05/20/2016	
	Tasks:		
	1. Email Nemo Vista High School teams both RTI and Leadership and notify them of current procedure for establishing a meeting date by accessing and documenting both the date and time of upcoming meeting on calendar located in the principal's office, as well as, notifying them of policy of creating a meeting agenda and then maintaining documentation in the central location in the High School Office.		
	Assigned to:	Shade Gilbert	
	Added date:	02/16/2016	
	Target Completion Date:	02/26/2016	
	Comments:	Riedmueller will remind Gilbert that above task is to be complete by 2/26/16 and supply him with a list of team members for each school team.	
	Task Completed:	02/17/2016	
Implement	Percent Task Complete:		
	Objective Met:	3/4/2016	
	Experience:	3/4/2016 Team was established by Principal. Team members were notified through email of duties and responsibilities.	
	Sustain:	3/4/2016 A date for the first Team meeting will be set to go over Teacher observations.	
	Evidence:	3/4/2016 Copy of email	
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)		
Status	No decision has been made Tasks completed: 1 of 1 (100%)		
Assessment	Level of Development:	Initial: Limited Development 11/13/2015	
	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 High School Leadership Team consists of the principal, counselor, G/T Coordinator, and teacher representatives from each department. In the past, when student achievement needs to be addressed, content area teachers communicate to the principal, parents, teachers, and counselor through email, face-to-face meetings at lunch or prep periods, IEP meetings, Parent-Teacher conferences, and after school scheduled staff meetings. Being such a small school with easy access to one another, there has not been a need for regularly scheduled instructional team meetings. When a need arises for a scheduled team meeting during the school day where a teacher needs to step out of his/her classroom, the principal typically hires substitutes to monitor	

		classrooms and students while meetings take place. Now that the High School Leadership team has been established, the team will meet to discuss such issues as results from data and testing in order to grow areas of weakness and make changes in curriculum, as well as, discuss teacher observations and options for professional development in areas of need.
Plan	Assigned to:	Jared Brice
	How it will look when fully met:	The Leadership Team will meet twice monthly in order to discuss trends and areas of weakness based on assessment data. The team will also meet when needed to discuss teacher observations and possible option for professional development or ideas to address areas of weakness in teaching or curriculum. Evidence of meetings will be documented in the form of agendas and minutes which will be kept in a central location in the High School Office for easy access and transparency.
	Target Date:	05/20/2016
	Tasks:	
	1. Establish a meeting with members to discuss teacher observations and expected professional development for the summer and beginning of next school year.	
	Assigned to:	Shade Gilbert
	Added date:	02/17/2016
	Target Completion Date:	04/29/2016
	Comments:	<p>According to Shade Gilbert via email, eighteen licensed staff members were evaluated with the TESS model during the 2015-16 school year. As a high school staff our average was a 3.048 sum of all domains. Three areas seemed to dominate the data from these observations.</p> <p>1. We as a staff have a near perfect score on 2a "Creating an Environment of Respect and Rapport." The results show an average score north of 3.8 in this particular framework. Almost every teacher during each evaluation showed concern for the students' lives outside of their respective classroom.</p> <p>2. Managing classroom procedures appeared to be a greater concern among teachers with less experience. While not completely the case, the less experience, the less firm the procedures.</p> <p>3. Inside of Domain 3, we need a greater emphasis on teacher lead activities than student lead. In our staff's defense, getting to the 4 level in Domain 3 could be a great challenge.</p> <p>4. "Communications with Students" 3a is an area that our staff does well.</p> <p>5. Conversely, "Using Questioning and Discussion Techniques" 3b rely too much on the general knowledge level of questioning and not on higher order "Thinking" type questions.</p>
	Task Completed:	09/13/2016
Implement	Percent Task Complete:	Tasks completed: 1 of 1 (100%)

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	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: No development or Implementation 10/13/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(2 - Highest 3 - medium 4 - lowest)

	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 High School Principal performs teacher classroom observations using the TESS model as a rubric/guide for observable behaviors and practices. He 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. The evidence acquired from observations along with input from the Leadership Team will assist the principal in order to best address the needs of teachers and curriculum concerns.	
Plan	Assigned to:	Shade Gilbert	
	How it will look when fully met:	Team members will meet twice monthly in order to use summary reports created through TESS observations conducted by the principal and testing data in order to help principal determine areas for appropriate professional development for individual teachers and areas for all staff. Team meetings will be documented through the creation of agendas which will then be filed in a central location in the High School office area where they can be easily accessed.	
	Target Date:	06/01/2016	
	Tasks:		
	1. Principal will complete all teacher observations and create summary reports to present to the Leadership Team.		
	Assigned to:	Shade Gilbert	
	Added date:	02/17/2016	
	Target Completion Date:	04/15/2016	
	Comments:		
	2. The High School Leadership Team will schedule a meeting to discuss Principal Summary reports created after all teacher observations are complete in order to discuss professional development options for summer and the 2016-17 school year.		
	Assigned to:	Shade Gilbert	
	Added date:	02/17/2016	
	Target Completion Date:	04/29/2016	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
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 11/13/2015	
	Evidence:	Teachers will continue to draft their Professional Growth Plans(PGPs) online in Bloomboard and must have them approved by the principal in the spring before year of implementation. PGPs include personal, building along with district goals in which the administration can align with professional learning in the summer,fall, or throughout the school year; 18 of the 36 required hours of professional learning must address PGP goals. Goals are written based on self-evaluation, principal classroom observations, and areas of concern or low academic	

	achievement according to student data such as standardized tests scores. Evidence of the completed 18 hours such as completion certificates acquired at PD, student work, or book study analysis must be uploaded into BloomBoard as required by the AR Department of Education. Novice teachers who are assigned a mentor draft PGP's according to both principal and mentor classroom observations and align to district goals. Continued teacher observations based on the TESS frameworks conducted by the building principal will continue to ensure the knowledge, management strategies, and/or skills presented to teacher through professional development, online modules, and or book studies are being implemented/utilized in the classroom setting to address personal, building, and district goals.		
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/29/2015	
	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 High School staff are required to obtain 36 hours of professional development with 18 hours focused in the areas addressed in their Professional Growth Plan. This year there was an intensive focus on our students in poverty in the Nemo Vista School District and addressing their needs.The Nemo Vista School District provided all staff professional development in areas of need or concern including poverty at the beginning of the school year and throughout the school year via early release days.</p> <p>Along with poverty, the focus for professional development has been preparing for the statewide assessment, the ACT Apire. Teachers and professional high school staff have been encouraged to attend trainings offered at the Arch Ford CoOp and other places around the state as well as Nemo Vista District personnel have brought trained professionals onsite to offer professional development and support staff during early release days. The training has been designed to assist teachers with preparing their students in an area of concern, reading, in order to foster student success during state wide testing.</p>	
Plan	Assigned to:	Shade Gilbert	
	How it will look when fully met:	<p>With the current formation and implementation of a High School Leadership Team, Nemo Vista High School staff will be provided high-quality professional development based on individual, staff or school wide areas of need, as well as, will be provided continued district need. Teachers will be required to obtain the continued 36 hours of professional development with 18 hours focused on their Professional Growth Plan (PGP) goals as directed by the state of Arkansas. Evidence of completion will be submitted upon principal's request and maintained by the teacher as proof of completion for renewal of educator licensure as required by the Arkansas Department of Education.The High School Leadership Team will meet and review achievement data in order to discern areas of need within the high school curriculum in order to provide job-embedded training to all teachers and staff. The team will meet and review teacher observation reports (TESS)created by the principal in order to help provide</p>	

		differentiated professional development for teachers at Nemo Vista High School. Nemo Vista School District will determine and continue to provide ongoing data-driven professional development for all staff in areas of need within the district at the beginning of the school year and throughout the year as needed through early-release days.
	Target Date:	08/26/2016
	Tasks:	
	1. Principal will complete all teacher observations and evaluate using TESS. Principal will present reports to the Leadership Team in order to determine professional development opportunities in areas of concern.	
	Assigned to:	Shade Gilbert
	Added date:	02/17/2016
	Target Completion Date:	04/15/2016
	Comments:	Once observations are complete, principal will prepare reports and present them to the Leadership Team at the scheduled meeting.
	2. 9th and 10th grade students must be administered a second Periodic/Interim II to look at areas of concern or gaps in curriculum and instruction that can be addressed through professional development opportunities.	
	Assigned to:	Regina Riedmueller
	Added date:	02/17/2016
	Target Completion Date:	04/08/2016
	Comments:	
	3. Students in 9th-11th grade will be administered a STAR test in Reading in order to determine if growth is being made in this area. Data will be provided to the Leadership Team to review and decide if there are curriculum or instruction issues that need to be addressed through professional development opportunities.	
	Assigned to:	Regina Riedmueller
	Added date:	02/17/2016
	Target Completion Date:	04/04/2016
	Comments:	
	4. The Leadership Team will meet to help principal determine high-quality differentiated professional development for the summer and for the upcoming 2016-17 school year.	
	Assigned to:	Shade Gilbert
	Added date:	02/17/2016
	Target Completion Date:	04/29/2016
	Frequency:	twice monthly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

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	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 11/19/2015	
	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:	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.	
Plan	Assigned to:	Shade Gilbert	
	How it will look when fully met:	During X-period after lunch, identified Nemo Vista High School students in grades 9-12, which have been determined to be two grade levels or further below in reading, will be in small group instruction (5:1) for interventions designed to increase students' grade equivalent levels in Reading. Data collected from STAR testing at the end of each semester will be compared to previous data and be used by the RTI Team to determine if interventions are working and students are showing improvement/growth in their reading levels.	
	Target Date:	05/19/2017	
	Tasks:		
	1. A STAR Reading online assessment will be given to students in RTI. Data will be compared to original scores in order to show growth in the area of Reading.		
	Assigned to:	Kristen Grifen	
	Added date:	02/17/2016	
	Target Completion Date:	05/19/2017	
	Frequency:	three times a year	
	Comments:		
	2. This comparable data collected from the assessment will be reviewed by the Leadership Team as well as the Response to Intervention (RTI)team to determine if current interventions are making a positive impact on raising students'current reading levels. The teams may have to come up with new intervention strategies to meet the needs of the students. The RTI team must determine if some students have achieved a level of success where they may exit the program or identify students that may need to enter the program after further testing.		
	Assigned to:	Shade Gilbert	
	Added date:	02/17/2016	
	Target Completion Date:	05/19/2017	
	Frequency:	three times a year	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
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 11/19/2015	
	Evidence:	<p>Nemo Vista School District recruits teachers through the AAEA job site as well as maintains contact with area colleges and universities. Job opportunities are advertised through both local and regional newspapers. Nemo Vista School District does not provide financial incentives for educators to work in high-need subject areas; however, the district will pay the cost of additional education and certification for high-quality teachers to fill the high-need subject areas. If a need for financial incentives arises, the district is willing to provide them. Currently there is no need. Nemo Vista High School hires and retains Highly Qualified Teachers with the exceptions being new hires who may have recently gained certification or new hires who are on a non-traditional pathway to gaining their teaching certification but possess the skills for a particular position. In such instances, new hires are assigned a mentor until HQ status is obtained. Nemo Vista School District provides professional learning opportunities for its HQ teachers to become mentors and coaches.</p>	

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	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 11/23/2015	
	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:	<p>Nemo Vista High School does not have a need for teacher instructional teams which develop instructional unit plans. For example, Nemo Vista High School has two math teachers but they do not teach the same content areas; one teaches Geometry and upper level math while the other teaches Algebra. They cannot design their units of study together. However, units of instruction are currently created by the teacher and aligned to the Common Core State Standards. Future "units" will be based on implementation of the new Arkansas 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 CoOp to aid teachers in this process.</p>	
Plan	Assigned to:	Shade Gilbert	
	How it will look when fully met:	<p>Upon full implementation, Nemo Vista High School 9-12 teachers will meet with NVMS teacher representatives from each discipline in order to achieve school wide vertically aligned units that address gaps in instruction. Vertical alignment can be achieved through early release days and beginning of the year professional development days issued by the district. Specialists are available through the Arch Ford CoOp to aid teachers in the process since NVHS still has no need for Curriculum Coordinators/Specialists at this time.</p>	

	Target Date:	05/26/2017
	Tasks:	
	1. Nemo Vista High School teachers meet on an early out day or during in-service before the 2016-17 school year in order to discuss the new AR standards and vertical alignment.	
	Assigned to:	Shade Gilbert
	Added date:	03/07/2016
	Target Completion Date:	08/12/2016
	Frequency:	once a year
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)

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	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 11/23/2015
	Evidence:	In the past, Nemo Vista High School administered MAP testing three times per school year to high school students. This year due to changes in RTI implemented by the state, Nemo Vista High School will be administering STAR testing in the areas of math and Literacy to students. Thus far students have only completed an initial assessment. Results have been reviewed by the RTI committee and are being used to develop an Action Plan accomplished with staff wide PD through Arch Ford in areas of concern such as close reading strategies in order to address Tier I instruction in the classroom across the curriculum.

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	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 11/23/2015	
	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:	Nemo Vista High School does not have a need for a document or pacing guide for teachers that aligns standards, curriculum, instruction, and assessment. Nemo Vista High School teachers are required to create and submit lesson plans weekly in which their instruction aligns with the Common Core State Standards or current Arkansas Frameworks. Due to its limited staff size and lack of need, Nemo Vista High School employs no curriculum facilitators in the building to create such a document.	
Plan	Assigned to:	Shade Gilbert	
	How it will look when fully met:	Teachers will submit weekly lesson plans to the principal detailing	

	How it will look when fully met:	classroom instruction. Lesson plans will include objectives, detailed activities, and the CCSS or AR Frameworks that are addressed in the lesson plan.	
	Target Date:	05/31/2016	
	Tasks:		
	1. The Leadership Team along with teachers in tested areas will review achievement data after standardized testing to see if there is a need for such a document.		
	Assigned to:	Kristen Griffin	
	Added date:	02/18/2016	
	Target Completion Date:	09/30/2016	
	Frequency:	once a year	
	Comments:		
	2. Teachers will align current units of instruction with the new Arkansas State Standards and continue to document standards on their lesson plans.		
	Assigned to:	Shade Gilbert	
	Added date:	02/18/2016	
	Target Completion Date:	05/19/2017	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
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	Tasks completed: 1 of 3 (33%)		
Assessment	Level of Development:	Initial: No development or Implementation 11/23/2015	
	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:	<p>Currently Nemo Vista High School has no compact between parents, teachers, and students of roles, responsibilities and expectations of parties involved concerning student learning. The Parent Involvement Liaison is working with teachers, parents, and other building level liaisons to develop such a document for High School to be placed in the district handbook. A contract exists for elementary; therefore, high school would like to take it into consideration in order to create a compact that serves students district wide.</p> <p>A high school compact needs to take into consideration responsibilities concerning communication that is currently happening at the high school level such as high school students participating on the handbook advising committee. As well two parent teacher conferences are held each school year to review student achievement and address areas of concern by all parties that would be involved in the compact.</p>	
Plan	Assigned to:		

Plan	Assigned to:	Regina Riedmueller
	How it will look when fully met:	High School will create a compact between parents, students, and teachers designed to address student learning accessed through the school district handbook. Compact will be drafted based on feedback, concerning the mission of Nemo Vista High School, from principal, teachers, staff, and parents. Evidence that the responsibilities of all parties involved are understood and are in agreement of their roles and expectations will be indicated by their signatures on the Compact. The finalized Compact will be located in the 2017-18 District Handbook. Copies of signed Compacts will be kept in student files and in high school office for accessibility.
	Target Date:	08/22/2016
	Tasks:	
	1. Revisit the Nemo Vista High School mission statement. Principal will pull examples of what he would like the vision of our school to be and share them with teachers and staff.	
	Assigned to:	Shade Gilbert
	Added date:	02/18/2016
	Target Completion Date:	03/14/2016
	Comments:	Principal has example statements that he feels fits the mission of our school prepared to share with staff.
	Task Completed:	03/18/2016
	2. Teachers and staff and NVHS will review principal's suggestions and ideas and select statements they think should be included in order to describe the vision of our building.	
	Assigned to:	Logan Williams
	Added date:	02/18/2016
	Target Completion Date:	04/08/2016
	Comments:	
	3. Ideas for anew mission statement will be shared with parents at the first opportune event or scheduled meeting in order to gather feedback.	
	Assigned to:	Sarah McVey
	Added date:	02/18/2016
	Target Completion Date:	08/31/2016
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 1 of 3 (33%)
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	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 11/23/2015
	Evidence:	Each student at Nemo Vista High School in grades 9-12 are assigned a CAPs advisor who works along side the counselor to guide and help them maintain their Career Development Portfolios. Portfolios are used to organize personal, educational, and work documents that affect student career choices and include but are not limited to grades/transcripts, transcript checklist designed to monitor required courses taken and plan scheduling, interest inventories, and aptitude

tests such as ASVAB. Meetings are held between a small number of students and their advisors to monitor portfolio progress, provide support, answer questions concerning scheduling, and guide students through activities provided by the counselor.

Nemo Vista High School employs a full time counselor to help them schedule classes, maintain portfolios, maintain test/personal records, provide and assist in filling out scholarship applications as well as college admissions applications. The counselor maintains a relationship with military recruiters and helps to schedule meetings on campus with students who have interests in areas of the military. The counselor organizes and maintains a student center of information about surrounding 2 and 4 year institutions, career opportunities, and information about local agencies that can provide added support for financial aid and assistance. Students are provided access to the Counselor's webpage where they have information concerning available scholarships and deadlines, testing opportunities and registration information, financial aid resources, college visit opportunities, and an upcoming job shadowing opportunity in the spring. Students can request transcripts and assistance from counselor directly from the page.

Nemo Vista High School also provides seniors with a parent/student informational meeting night in the fall facilitated by the counselor in which students are presented information from local colleges concerning early registrations, applying for scholarships, and applying for financial aid. As well seniors are provided the opportunity to attend an articulation College/Career Fair at a nearby college to visit with colleges from around the state. Students are also allowed two excused-absences to attend college visitation days to explore campuses of interest.