

# 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

University Heights Intermediate Center NCES - 51044000060

Nettleton 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>	<b>Objective Met</b> 2/11/2016		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/20/2015	
		<b>Objective Met</b> - 02/11/2016	
	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:	Currently we have Building Leadership Teams and Grade Level Teams with common planning times. On professional development days and/or after school, various committees meet such as data, curriculum, parent involvement, school climate, and student services. Extended planning time is needed for new science standards and new units of study in all content areas. A parent involvement committee meets with the building facilitator, principals, a teacher representative and parents. The majority of this committee is comprised of parents.	
<b>Plan</b>	Assigned to:	Debbie Bean	
	How it will look when fully met:	Several UHI teachers will attend training provided by our local co-op during the summer (June, 2016) for the Science Standards. When fully implemented, content level teams will meet a minimum of once per quarter to assess data and needs of teachers/students. Substitutes will need to be hired for each teacher.	
	Target Date:	12/16/2016	
	<b>Tasks:</b>		
		1. Content level teams will meet quarterly.	
	Assigned to:	Debbie Bean	
	Added date:	10/20/2015	
	Target Completion Date:	12/19/2016	
	Frequency:	four times a year	
	Comments:	Schedule meetings and agenda for each content level team. Email teachers dates of when data should be turned in to Data Chair.	
	<b>Task Completed:</b>	<b>02/10/2016</b>	
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		

	Objective Met:	2/11/2016
	Experience:	2/11/2016 Teachers were given dates of when data should be turned in and analyzed.
	Sustain:	2/11/2016 This will be ongoing for every school year. Dates will need to be revised but required data from each teacher may be tweaked.
	Evidence:	2/11/2016 Minutes from the data review meetings.
<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings.(39)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/07/2015
	Evidence:	Each grade level meets at least twice per month. The grade level meetings consist of all teachers in that grade along with resource teachers and interventionists. Principals are always invited to the meetings. Principals attend a minimum of one meeting per month. Grade representatives take notes and email the agenda and minutes to the principals along with everyone who attended the meeting. Grade level meetings begin in the summer and continue throughout the school year.
<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>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/07/2015
	Evidence:	A leadership team has been established consisting of the principal, assistant principal, one teacher per grade level, data committee chair, media specialist, an interventionist and special staff representative. The committee meets twice per month including one meeting during the summer.
<b>Indicator</b>	<b>ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 02/11/2016
	Evidence:	Immediately after BLT meetings, the reps meet with teachers they are assigned to. This usually happens within a week. After the meeting the rep emails the agenda to administrators.
<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 02/11/2016
	Evidence:	The data committee gathers DRA, DIBELS, STAR Reading/Math, etc and meets to desegregate the findings. Interventionists then review student groups and change them according to need. The BLT reviews survey completed by CRESC to plan PD for the following year.
<b>Indicator</b>	<b>ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 02/11/2016
	Evidence:	

	Evidence:	All support staff are assigned a particular grade level that they attend instructional meetings with. There are also 5 PLC's that include all staff members. These PLC's meet at least once per semester face to face but more often than that via email.	
<b>Indicator</b>	<b>ID13 - Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(48)</b>		
<b>Status</b>	<b>Objective Met</b> 10/20/2016		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 02/11/2016	
		<b>Objective Met</b> - 10/20/2016	
	Index:	1	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently instructional teams meet a minimum of twice monthly for one hour each time. They do not meet for a 4 to 6 hour block during the school year but they do meet for that amount of time in the summer. During most PD days they meet for at least a portion of the day. In order for teams to meet monthly for 4-6 hours, it would require hiring substitutes for those staff members.	
<b>Plan</b>	Assigned to:	Lisa Hogan	
	How it will look when fully met:	Scheduled 4-6 hour monthly meetings will be held at UHI. Substitutes will be scheduled to cover the classes.	
	Target Date:	11/22/2016	
	<b>Tasks:</b>		
	1. Meet with the principal to schedule days for the staff to meet in instructional groups for the 2016-17 school year.		
	Assigned to:	Lisa Hogan	
	Added date:	02/11/2016	
	Target Completion Date:	06/02/2016	
	Comments:	Look at the calendar and set dates for teachers to have instructional meetings throughout the year.	
	<b>Task Completed:</b>	<b>10/07/2016</b>	
	2. Create a skeletal agenda for instructional teams to go by when they meet.		
	Assigned to:	Debbie Bean	
	Added date:	02/11/2016	
	Target Completion Date:	11/22/2016	
	Comments:	Look at PD survey and brainstorm an agenda for the first instructional meeting. Some areas on the agenda will need to be addressed at each meeting.	
	<b>Task Completed:</b>	<b>10/17/2016</b>	
<b>Implement</b>	Percent Task Complete:		
	Objective Met:	10/20/2016	
	Experience:	10/20/2016 Meetings were scheduled.	

	Sustain:	10/20/2016 Continue to meet.
	Evidence:	10/20/2016 Calendar

### 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>	<b>Objective Met</b> 2/11/2016	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/20/2015 <b>Objective Met</b> - 02/11/2016
	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:	Currently principals observe according to ADE regulations. The 2014-15 TESS data has been systematically shared with all certified staff members.
<b>Plan</b>	Assigned to:	Debbie Bean
	How it will look when fully met:	The BLT will analyze patterns of practice in the classroom to determine areas for observation while performing classroom walkthroughs. Data gathered from observations will help determine what professional development is needed.
	Target Date:	12/16/2016
	<b>Tasks:</b>	
	0. BLT will be trained on collecting patterns of practice for classroom walkthroughs.	
	Assigned to:	Lisa Hogan
	Added date:	10/20/2015
	Target Completion Date:	08/01/2016
	Comments:	Research best practices for peer observations.
	<b>Task Completed:</b>	<b>11/12/2015</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	2/11/2016
	Experience:	2/11/2016 The principal met with each instructional group and provided a summary of TESS results.
	Sustain:	2/11/2016 Annually the principal will need to share TESS results.
	Evidence:	2/11/2016 Minutes of meeting with instructional teams with copy of data.
<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> 10/07/2015

	Evidence:	Since TESS has been implemented state-wide all, certified staff members are required to complete a professional growth plan (PGP) using Bloomboard. Administrators meet and discuss the PGP with teachers.
<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> 10/20/2015
	Evidence:	Professional Growth Plans are written to support teachers where growth is indicated based on data. The following resources are provided: Bloomboard Market Arkansas IDEAS Crowley's Ridge Educational Cooperative Community Resources UHI Faculty Resources

### 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>	<b>Objective Met</b> 2/11/2016		
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 12/09/2015	
		<b>Objective Met</b> - 02/11/2016	
		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:	Most of the descriptors for this indicator must be addressed as a district. We are in the brainstorming phase of discussing the future of learning at Nettleton.	
<b>Plan</b>	Assigned to:	Debbie Bean	
	How it will look when fully met:	The district will create a plan for innovative learning and changes will be made accordingly.	
	Target Date:	08/01/2016	
	<b>Tasks:</b>		
		1. January 2016 BLT brainstorming meeting with superintendent and curriculum specialist.	
	Assigned to:	Debbie Bean	
	Added date:	12/09/2015	
	Target Completion Date:	01/20/2016	
	Comments:	We will wait on notification of specific date and time of meeting. Note: January 20 is a tentative date. While waiting, BLT representatives will meet with their PLC's to brainstorm goals as a building, what we want students to know and be able to do when they leave UHI and ultimately graduate from Nettleton.	

Task Completed: 02/10/2016

<b>Implement</b>	Percent Task Complete:	
	Objective Met:	2/11/2016
	Experience:	2/11/2016 On February 3, Mr. Dunivan, Dr. Curtner, Mrs. Baker, Mrs. Petersen and the BLT met at UHI.
	Sustain:	2/11/2016 During all BLT meetings, we will have a brainstorming session.
	Evidence:	2/11/2016 Minutes of the meeting with CO staff and the BLT.

**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> 11/04/2015
	Evidence:	University Heights Intermediate maintains a highly qualified staff. Nettleton Public Schools participates in the Arkansas State University Career Fair each year. NPS develops high and unyielding standards for the identification and selection of candidates. In the last few years NPS has developed an online application process. There are approximately 350-400 applications on file each year. Applicants are interviewed through a variety of ways: person to person, phone, Facetime, etc. UHI partners with ASU's Education Department to host interns and field students each semester on a regular basis.

**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>	<b>Objective Met</b> 10/20/2016		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/20/2015	
		<b>Objective Met -</b> 10/20/2016	
	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:	Currently we have a common planning time organized by grade/content level. Standards are used to create instructional plans and formative assessments. Strategies, materials and activities are shared. Special education teachers are included in grade/content teams. Teachers implement ELL modifications and work collaboratively with the ELL tutor.	
<b>Plan</b>	Assigned to:	Debbie Bean	
	How it will look when fully met:	There will be an increase in the development of units of study across the curriculum which would include ELL and sped students.	
	Target Date:	05/19/2017	

**Tasks:**

1. Purchase materials for unit of study.

Assigned to: Debbie Bean

Added date: 10/20/2015

Target Completion Date: 08/15/2016

Comments: Develop a list of materials needed to teach units.

**Task Completed:** 08/31/2016

2. Revisit and/or develop a plan of study.

Assigned to: Debbie Bean

Added date: 10/20/2015

Target Completion Date: 08/01/2016

Comments: Teachers will meet to work on pacing guides and brainstorm new ideas for upcoming units of study.

**Task Completed:** 10/07/2016**Implement**

Percent Task Complete:

Objective Met: 10/20/2016

Experience: 10/20/2016  
Teachers attended PD and worked on new science standards.Sustain: 10/20/2016  
Principal will monitor.Evidence: 10/20/2016  
Lesson plans. Observations.**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 10/07/2015

Evidence: All students at University Heights Intermediate Center are assessed three times a year in both literacy and mathematics. In literacy, the Developmental Reading Assessment (DRA), the Dibels Oral Reading Fluency Assessment, and the Star Reading Assessment are being administered and analyzed. In mathematics, MBSP Math Computation probes, MBSP Math Concept and Application probes, and the Star Math Assessment are administered and analyzed. All students are also assessed in spelling twice a year using the Developmental Spelling Assessment (DSA). Once benchmark data is collected, the Data Committee compiles and analyzes classroom data as well as school-wide data. Results are then shared and reviewed by the Leadership Team, Grade-Level Teams, and individual teachers. From here, decisions are made concerning instructional plans, tools, and strategies being used. Decisions are also made regarding individual students who need extra support within the classroom as well as in alternative sites (interventions, special education, etc.). Because all students, including those with Individualized Educational Plans and Language Proficiency Acquisition plans, are given these assessments, appropriate accommodations and modifications are provided based on the individual plans.

In order to sustain these efforts, we will continue to administer

these assessments. Data will be collected and recorded on appropriate data charts that administrators, classroom teachers, and interventionists will be able to access and analyze. The Building Leadership Team, as well as Grade-Level teams, will meet quarterly to evaluate data and make adjustments to instructional plans and programming as necessary.

**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 Full Implementation**

**Assessment** Level of Development: Initial: **Full Implementation** 10/20/2015

Evidence: Through the use of The Learning Center pacing guides and Common Core State Standards teachers develop detailed and differentiated unit plans and lesson plans.

**Indicator IIIA33 - All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).(142)**

**Status** Tasks completed: 0 of 2 (0%)

**Assessment** Level of Development: Initial: **Limited Development** 10/20/2016

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: Students are greeted by duty teachers upon arrival. Some teachers conference with students. Some attend ballgames or extracurricular events.

**Plan** Assigned to: Cheryl Lenards

How it will look when fully met: There will be more social interactions between staff and students. Survey students.

Target Date: 05/10/2017

**Tasks:**

1. Create student survey and administer in December and May.

Assigned to: Cheryl Lenards

Added date: 10/20/2016

Target Completion Date: 05/01/2017

Comments: Lenards will meet with West to create a google survey for students to complete then compare results.

2. Create a mentoring group to meet 3-4 times per year.

Assigned to: Cheryl Lenards

Added date: 10/20/2016

Target Completion Date: 04/28/2017

Comments: Students will be assigned one staff member that they will meet with for mentoring meetings. A sample lesson will be given. Google docs will be used to create rosters. Lenards will update and share rosters with staff before meetings. Lenards will set dates/times.



<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
<b>Classroom Instruction</b>		
<b>Expecting and monitoring sound classroom management</b>		
<b>Indicator</b>	<b>IIIC05 - All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).(160)</b>	
<b>Status</b>	Tasks completed: 0 of 1 (0%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/20/2016
	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:	At this time, we have some teachers who use a variety of strategies for teaching.
<b>Plan</b>	Assigned to:	Debbie Bean
	How it will look when fully met:	Teachers will teach using technology small group, whole group, computer based, individual, etc.
	Target Date:	03/31/2017
	<b>Tasks:</b>	
	1. Increase the amount of teachers using google classroom.	
	Assigned to:	Debbie West
	Added date:	10/20/2016
	Target Completion Date:	05/26/2017
	Comments:	Meet with Debbie West to check the number of teachers using Google Classroom. Have West provide necessary PD.
<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>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 12/09/2015
	Evidence:	Annually teachers send home a student/parent/teacher compact. All three parties sign the compact. The compact consists of parent, teacher and student responsibilities. A copy of grade level expectations and curriculum is sent home annually. A parent friendly (Refrigerator) curriculum is posted on the UHI website. For a minimum of twice per year, teachers meet with parents to discuss grade level learning and behavior expectations. Weekly, teachers update class websites with lesson plans and assignments.

<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>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/04/2015
	Evidence:	<p>University Heights Intermediate schedules a Mini-Course Day annually where community members speak and demonstrate their career. During Fifth Grade Girls and Boys Clubs, the sponsor presents and schedules speakers to introduce students to various careers and job expectations. During the Gifted and Talented Classes, the teacher brings in community leaders from various careers to share experiences, expertise, and aspects of their occupations. Inviting community leaders to speak to students is ongoing during morning assembly and class time. NHS students are often asked to come and help with various activities helping to create positive connections between intermediate and high school students.</p>