

**CNMI PUBLIC SCHOOL SYSTEM
SCHOOL-WIDE IMPROVEMENT PLAN**



School Name:

School Year:

Saipan Southern High School

SY 2019-2020

Overview

Saipan Southern High School (SSHS) opened its doors on August 16, 2002, and has remained a vanguard of excellence in education in the Commonwealth of the Northern Mariana Islands (CNMI). SSHS is one of the three public high schools on the island of Saipan, and serves the village communities of Koblerville, San Antonio, and Dandan. Compared to the opening of the school, currently our student population is at 747. With the increase in demand of offering many more classes that will help the students' college and career readiness, we must look into building more classrooms to better serve our students and community.

SSHS has become a symbol of pride for the CNMI. Our students have represented the Commonwealth in national and international competitions. Since the school opening, our Manta Band has traveled to New York to compete and performed at the 2012 Summer Olympics in London, England. Our students matriculate at colleges and universities across the United States and around the world, and they also serve in the U.S. Armed Forces.

“Un Eskuela, Un Korason. One School, One Heart.” Is our school motto. Each day every member of our school family strives to live this motto. These words resonate with administrators, counselors, teachers, staff members and the students who remain at our campus and those who have passed through this campus and have moved on to other ventures.

Our students come from many parts of Asia and from many of the island territories and nations of the Pacific. The students

we serve come from families who have come to the CNMI to work and many more who now call the CNMI home. Because SSHS' high academic standards, many in our community have come to associate our school with prestige and honor. Many of our students come from the bottom of the socio-economic ladder, and SSHS stands equipped to serve them regardless of ethnicity or socioeconomic status.

Many Members of our teaching staff are local hires, while many still come from the U.S. We also have 7 alumni who teach in the English and Math departments. They are a testament to the work that SSHS has done and the work that SSHS will continue to do with our current students.

SSHS has one administrative office which houses the offices of the principal, vice principal, administrative officer, secretary and computer network room. The school conference room is also in this building. The counseling building holds the counseling offices for our two school counselors, the registrar's office, the nursing station and Manta Student Pride store.

SSHS has nine classroom buildings. Building A has four classrooms and two special education resource classrooms. Building B houses two JROTC classrooms and five classrooms. Building C has six classrooms, and Building D has five classrooms. Building E houses the Art classroom, Building F has Woodworking and Physical Education classroom, Building G has the band classroom, and building H is the ceramics classroom. Building I holds four classrooms. Adjacent to Building I is the library. The library provides students with over 5,000 books, references, magazines and internet research area. The JROTC training pad is located on the east side of the campus across the Manta Stage which hosts many student activities around the school year. The Manta Stage was added to our site in 2015 with the tremendous help from our PTSA and community members. The basketball and volleyball courts are adjacent to Building H.

Our first full Western Association for Accrediting Schools and Colleges accreditation self-study resulted in a six-year accreditation with a midterm visit, and as such, we have maintained the highest expectations of ourselves and our students in ensuring that we provide all our students with every opportunity to excel. With a few recommendations from the mid-term visit, we continue to work towards making our school the best it can possibly be to the best of our abilities.

Armed with a "Students First" work ethic and collaborative spirit, the Manta Ray faculty and staff have achieved full affirmation of the school's accreditation status through the North Central Association Commission on Accreditation and School Improvement, AdvanceED.

Purpose

Through shared leadership and collaboration with all stakeholders, the SSHS Leadership Team facilitated the revision of

the school's Mission, Vision, Philosophies, Belief Statements, and Expected School-wide Learning Results to reflect the changing needs of our student population and community.

Mission: The mission of Saipan Southern High School in the 21st century is to develop students into academically fit, ethically guided, culturally award, socially responsible, independently articulate, and technologically literate individuals.

Vision: Through learning, we strive for virtue and greatness with the purpose of serving the community.

Philosophy: As a community, we share the responsibility of educating our students in a challenging and nurturing environment. By accommodating different learning styles within a diverse community, we seek to foster motivation for life-long learning in each student.

Beliefs

- Each member of our school community plays an integral part in fostering student success.
- With the proper resources and opportunities, all students will become critical thinkers, effective communicators, technologically literate, and socially responsible.
- Our school provides an environment where all students are supported in reaching their fullest potential.
- As a diverse community, we promote and exhibit tolerance, understanding, and compassion.
- We have pleasant and environmentally conscious educational community.

Students are encouraged to embrace the mission, vision and philosophy of SSSH in a variety of ways. ESLRs are incorporated into lesson plans, many of which utilize cooperative learning opportunities and provide outlets for “thinking outside the box.” We also offer students the chance to apply their knowledge and skills in real-life situations such as raising money to participate in The Olympics because we acknowledge and respect students as stakeholders in their education and that education is not relegated to four walls in a school. Perhaps our greatest means of embodying our school's purpose is the continued growth of programs that challenge our students, such as the Teacher Academy as part of Career Pathway project. This is a vital aspect of our school's purpose of raising the bar, so that students continue to reach and surpass expectations of the school, community and self.

Notable Achievements and Areas of Improvement

Arts Collaboration – On an annual basis, the fine arts instructors and their students collaborate to present the school community with a holiday extravaganza that includes musical performances, visual arts displays and backdrops, ceramics creations and other student-created handicrafts. The arts programs in conjunction with other student organization (STUCO, NHS, Interact Club) participates in community-wide events that occur annually such as the Christmas in the Marianas, Japanese Autumn Festival, Flame Tree Arts Festival, Marianas March Against Cancer and other artistic endeavors and competitions. In the past school year, our Arts program produced two very talented students who won a Bridge Capital’s Art Contest (open to all CNMI schools) and another was named as Congressional Arts winner.

For the past eight years, our school has won the state level Junior Reserve Officer Training Corps (JROTC) competition. This is an annual competition where all high school JROTC compete to go to California to compete at the National Level.

Although we are a school with many accomplishments, there are areas that we need to address to better our services. One of the areas for improvement is on instruction.

We are fortunate to have experienced teachers sharing their knowledge in instructional delivery thru modeling, observations, and / or coaching. In addition, we have a close working relationship with the Office of Instructional Services that provides support and services through their monitoring and coaching activities.

In the next three years, I am hoping to see more AP / Pre AP courses offered. To do this, more teachers need to receive training and support.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted for in the previous sections.

Our school additionally understand and value the partnerships with the community. We recognize all our students and work extra hard with students who struggle with traditional instruction. We have created a bond with the Office of Vocational Rehabilitation, Workforce Investment Agency, Northern Marianas College University Center for Excellence and CNMI Youth Affairs office. As a result, many of our students under the Special Education Program have more opportunities to seek and secure employment.

Emphasizing the bond between the community organization, we have a partnership with Marianas Island Nature Alliance (MINA). Our school’s Youth Environment Ambassador and Environmental Club both take part with this organization to clean the beaches, create public information brochures and support MINA endeavors. Recycling contest, Coral Watch

Programs and many other programs creates an opportunity for the students to connect with Division of Environmental Quality. SSHA's students has a first-hand experience with the workforce as well as career options after they graduate.

Community involvement and volunteerism is emphasized in students day to day life. Students are given multiple opportunities to volunteer in community activities. As they experience these community activities, students become more aware of the surroundings they are in.

SSHA has always encouraged its educators to attend Professional Learning Community (PLC) meetings according to their respective subject areas, where they work together to analyze and improve classroom practices. Each department has a delegate to attend these meetings where ongoing cycles of questions and answers to promote team learning. In turn, these delegates come back to the school and share what was discussed to their relevant departments and may also share with the rest of the school's administrators and educators during staff meetings and school wide professional development days.

Leadership team which is made up of teachers from each department takes part in the decision making process. Discussions take place during staff meetings and department meetings and concerns or recommendations gathered will be shared at leadership meetings. This ensures participation of all stakeholders.

Extra help for students are provided during lunchtime and after school by teachers from different content areas. In addition, student leaders provide extra support through various activities during and after school hours.

BUDGET ALLOCATION BREAKDOWN

Personnel Budget

Local

No. of FTEs	Total Budget Amount (including all benefits)
50	\$2,016,269

Personnel Budget

Federal

No. of FTEs	Total Budget Amount (including all benefits)
9	\$236,250

Local Budget

Other Allocation: \$75,000

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4305	Supplies and Operations	Expenditures for supplies and materials needed for operations.	Supplies for restrooms, classrooms and school facility	\$30,000
4216	Licenses and Fees	Cost of licenses and fees for the benefit of the organization	DPW and DPH Fees	\$500
4235	Cleaning Services	Janitorial and lawn care, disposal of trash and others.	Floor buffing	\$15,000
4224	Repairs and Maintenance	Repair and Maintenance ADA Requirement	Repair and Maintenance	\$10,500
4406	Building Improvement	Painting, roofing tin, gutters, benches	Building improvement	\$10,000

4431	Office Equipment	To install an intercom system in all classrooms and offices	Intercom System / Office Furniture	\$15,000
4224	Repairs and Maintenance	A/C repair and maintenance	A/C	\$16,000
4281	Security	Security Services	Security / Cameras	\$12,000
4450	Vehicle	To purchase a school vehicle / van for student transportation and other purposes	Vehicle	\$35,000
4212	Communication	To have working phones in all classrooms and offices, to include the counseling office	Phone System	\$3,000
Total				\$147,000

Local Budget

CIP Allocation: \$128,000

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4224	Construct a softball field	Softball Field for students use		\$80,000
4224	Repairs and Maintenance	Additional Classrooms (4)		\$80,000
TOTAL:				\$160,000

Federal Budget Allocation:

SWP : \$468,000

Wellness : \$17,862

CTE : \$28,392

Parent Engagement : \$3,000

ATD : \$2,000 - Local

Total : \$517,254

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4304	Supplies – Office	Rechargeable batteries with charging port	SWP	\$7,500
4216	Licenses and Fees	Ren Learn, Achieve 3000, PSAT, AP Exams, Subscriptions, NFL	SWP	\$75,000
4116	Other Differential	Credit Recovery Differential, PLC participant, tutorial services differential, Summer School pay diff	SWP	\$20,000
4301	Instructional Materials	Instructional Materials / Supplies for all content areas	SWP	\$175,000
4225	Travel Outside CNMI	<ol style="list-style-type: none"> 1. Pre AP Institute (3 teachers Adm) 2. AP Conference (2 teachers and Adm, 2019 and 2020) 3. Model School (3 teachers, 1admin) 4. ISTE Conference (2 teacher, 1 adm) 5. PEC (4 staff) 6. PIBBA (4 staff) 7. ASCA (2 counselors) 8. School Library Conference (1 librarian) 	SWP	\$65,000

		9. Carnegie - Math Quantway (1 teacher) 10. National High School Dropout Prevention (2 teachers/counselors, 1 admin) 11. Student Leadership Conference (Guam) 12. LEAD Conference (Mainland)		
4310	Library Books and Materials	Purchase additional books and materials for library	SWP	\$45,000
4304	Supplies Office / classroom	Create student centers and resources for counseling	SWP	\$25,000
4219	Professional Services	First Aid Training, Rigor and Relevance PD, Nursing Program	SWP	\$25,000
			Total	\$437,500

Wellness: \$17,862

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4116	Other Differential	Coaching Stipend for PSS Quarterly program	SWP	\$3,000
4306	Controlled Assets	Sports equipments, School Garden, PE Equipment	SWP	\$14,862

CTE Allocation: \$28,392

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4301	Instructional Materials	Classroom Supplies, school website, subscriptions to online resources, Computers		\$28,392

ATD Allocation: \$2,000

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4219	Training	PD		\$2,000

Parent Engagement Allocation: \$3,000

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4219	Training	Parent Summit School Level		\$3,000

Non-Appropriated Funds (Educational Tax Credit, PTSA fundraising, etc)**Collection:\$5,000**

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4326		Funds are normally used for a/c repair and janitorial supplies.		\$5,000

**Add additional rows as needed*

Goal 1: High Student Performance

By June 2023, SSHS student cohort groups will increase their scaled scores by 5% or more as measured by Star Math.

School Quality Factors - List all that apply (Clear Direction - Healthy Culture - High Expectations - Impact of Instruction - Resource Management - Efficacy of Engagement - Implementation Capacity)

Healthy Culture - Efficacy of Engagement - Impact of Instruction
(The capacity to have instructional staff demonstrate the impact of learning through formative, summative, and / or other outcome data).

Measurable Objective 1:

By June 2020, students taking math classes will show an increase of 5% or more in their scaled scores as measured by star Math.

Measurable Objective 1A:

By June 2020, students with IEP taking math classes will show an increase of 5% or more in their scaled scores as measured by STAR Math.

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by

Measurable Objective Progress Update 2 (March 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by	

Measurable Objective Progress Update 3 (June 6)

Status (Met/Not Met)	Progress Notes	Created on	Created by

Evidence - List data that support the Goal and Objective(s):

Star Math - Average Scaled Scores at the Beginning of the Year and at the End of Year by Cohort

	Class of 2019								Class of 2020						Class 2021				Class of 2022	
	SY18-19	Growth	SY17-18	Growth	SY16-17	Growth	SY15-16	Growth	SY18-19	Growth	SY17-18	Growth	SY16-17	Growth	SY18-19	Growth	SY17-18	Growth	SY18-19	Growth
Pre-test	803	2.86%	799	6.13%	739	5.55%	766	2.09%	826	2.42%	788	5.58%	724	7.60%	796	1.63%	744	7.26%	751	2.26%
Post-test	826		848		780		782		846		832		779		809		798		768	

***Note: Post-tests for SY18-19 were taken mid-year, January 2019. Post-tests in other years were taken in May or June of the SY.**

Strategy 1 - Must cite research:

The accelerated math program is a hybrid system where a teacher can generate tests and activities online for each student, print them, and have students scan their assignments. This way, students are provided instant feedback.

Research Cited:

Core Progress for Math Empirically validated learning progressions. (2013, July 17)

Griffin, W., & AFIRM Team. (2015). *Exercise*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/exercise>

“Constructive Feedback is an effective teaching strategy when used according to research. And, for English Language Learners, it provides real time check for understanding. Additionally, The Renaissance Star is a tool we use to assess student math proficiency in 21 domains for grades 9-12.”

Research Cited:

Hill, J. D , and Miller. K. B. (2013), *Classroom Instruction that Works with English Language Learners*. 2nd ed., McRel, College Board; Advanced Placement

Add updates of strategies if changed.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
1. Math Teachers will set individual goals for each student. Goals will be shared to all teachers and staff.	August 2019	June 2020	\$0	SWP	Math Teachers and Adm
2. Renaissance Learning Daily Practice through Accelerated Math to include scanners (4) http://doc.renlearn.com/kmnet/r005828934729006.pdf	August 2019	June 2020	\$22,000	SWP	Math Teachers and Adm

Daily practice addresses each student's level. Work is printed according to their grade level. As they accelerate, their practice work is adjusted accordingly.					
3. Lunch Time / After school Tutorial / Credit Recovery This is open to all students including those who are struggling and those who are at / or above proficient to further strengthen their math skills.	August 2019	June 2020	\$8,000	SWP	Math and Adm
4. Teacher Leaders serving as Mentors for Novice and Experience Teachers	October 2019	June 2020	\$5,000	SWP	Math Teachers and Adm
5. Share and Discuss with Parents Student Results during PTSA and through school newsletter	November 2019	June 2020	\$2,000	SWP	All Teachers / Adm
6. Share and discuss data during ½ day sessions. Invite OCI and other partners for feedback and next steps.	August 2019	June 2020	\$1,000	SWP	Math and Adm
7. Provide Summer School intervention	June 2020	July 2020	\$15,000	SWP	Math and Adm
8. Provide quarterly incentives for students and classes increasing their scaled scores.	August 2019	June 2020	\$12,000	SWP	Math TEachers and Adm
9. Purchase instructional / classroom supplies for teachers and student use on daily basis (consumables).	August 2018	June 2019	\$15,000	SWP	Math and Adm

10. Work closely with OCI Math Program Specialist in identifying areas for improvement in instruction (depth of knowledge, technology in the classroom, and providing effort and recognition) and identifying other resources needed to increase Math Skills.	September 2018	July 2019	\$0	SWP	Math Teachers, Adm, OCI
11. Monitor and discuss student progress on STAR Math and Accelerated math (School Leadership)	September 2018	June 2018	\$0		Adm / Math Teachers
		Total	\$80,000		

Strategy 2 - Must cite research: 8 Mathematical Practices

Common Core has identified 8 Mathematical Practices that frame the way the content should be approached. The 8 practices were adopted from the National Council of Teachers of Mathematics Process Standards and the National Research Council's strands of mathematical proficiency. These practices "describe varieties of expertise that mathematics educators at all levels should seek to develop in their students." (NGA, & CCSSO, 2010)

The mathematics department will highlight 1 Mathematical Practice a month for the entire school to display in their classrooms to help students become more cognizant of each practice and how it can be applied outside of the mathematics classroom.

Research Cited:

NGA, & CCSSO (Eds.). (2010, June). Standards for Mathematical Practice. Retrieved May 15, 2019, from <http://www.corestandards.org/Math/Practice/>

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
1. Welcome inservice training to share School Vision, Model school rigor and relevance and SWP with all teachers. This training will create an open dialog among staff and leadership on the expectations and best practices for Activity 2.	September 2019	October 2019	\$8,000	SWP	Admin Leadership
2. Once a month, all teachers will highlight a math problem / practice that is relevant to their topic.	September 2019	June 2020	\$0	SWP	Math Teachers and Adm
3. Quarterly Inservice to share information and data on Activity 2 and to assess effectiveness.	October 2019	June 2020	\$0	SWP	Admin Leadership Teachers
4. Rigor and Relevance Peer-Observation/ Feedback	October 2019	June 2020	\$0	SWP	Admin and Teachers
5. Students will self track engagement with Activity 2 by taking photos of QR codes posted in the classroom. Data will be collected via a google form.	September 2019	June 2020	\$5,000	SWP	Teachers Students
		Total	\$13,000		

Activities Progress Update 1 (December 31)

Status (In Progress / Completed)	Progress Notes	Created On	Created By

Activities Progress Update 2 (March 31)

Status (In Progress / Completed)	Progress Notes	Created On	Created By

Activities Progress Update 3 (July 31)

Status (In Progress or Completed)	Progress Notes	Created On	Created By

Goal 2: High Student Performance

By June 2023, SSHS students cohort will increase their GE by 3 grade levels or more as measured by the STAR.

Measurable Objective 2:

By June 2020, students taking English will see an increase of an average 1 grade level or more as measured by the STAR GE Score.

Measurable Objective 2A:

By June 5 2020, our 9th and 10th grade Students on an IEP/ ELL taking English will see an average increase of 1 grade level as measured by the star reading.

Measurable Objective 2 Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by

Measurable Objective 2A Progress Update 2 (March 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by

Measurable Objective 2A Progress Update 3 (July 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by

Star Reading - Average GE at the Beginning of the Year and at the End of Year by Cohort

	Class of 2019								Class of 2020						Class 2021				Class of 2022	
	SY18-19	Growth	SY17-18	Growth	SY16-17	Growth	SY15-16	Growth	SY18-19	Growth	SY17-18	Growth	SY16-17	Growth	SY18-19	Growth	SY17-18	Growth	SY18-19	Growth
Pre-test	7.4	1.1	7.0	0.3	6.4	0			7.3	0.7	6.5	0	6.3	0.1	6.4	0	6.4	0.3	6.4	0.1
Post-test	8.5		7.3		6.4				8.0		6.5		6.4		6.4		6.7		6.5	

***Note: Pre-tests for SY18-19 were taken in January 2019. Post-tests for SY18-19 do not show a complete picture because not all teachers had administered their post-tests as of the reporting of these scores. No tests were administered to record growth in SY15-16.**

Strategy 1- Must cite research:

All English language arts teachers will incorporate reading instruction, assignments, and assessments into the department curriculum. Some teachers call it "Silent Independent Reading" (SIR) or "Drop Everything, and Read" (DEAR), but the goal is still the same: get students to read more. In addition, these reading activities are coupled with informal and formal assessments and creative projects. Students use a reading log, and parents help students remain accountable for the amount of reading they perform by signing a take-home reading log sheet. To support this initiative, library of resources will be needed for students as reading materials. Intervention programs are to be implemented to support the responses to intervention. Teachers will receive PD in reading instruction, so that they can better gauge students' reading levels, and after determining reading levels through formal and informal assessments, develop a plan of action to help each child move up in her or his reading proficiency. Finally, successful readers are successful writers and vice versa. Writing instruction is a key component of the reading program, so students will have many opportunities to produce a variety written work to complement their reading.

Research Cited:

Accelerated Reader/Reading Renaissance. What Works Clearinghouse Intervention Report. (2007). What Works Clearinghouse.

Strategy 2- Must cite research:

Achieve3000

Based on decades of scientific research, Achieve3000®'s proven and patented method of online differentiated instruction engages all learners at their individual reading levels and constantly challenges them to improve their literacy skills.

Across all demographics, students using Achieve3000®'s patented literacy solutions regularly exceeded their expected Lexile® reading growth by an average of 72 points, or more than 2X times the expected reading gains. Achieve3000's *Pro* literacy solutions (KidBizPro® for grades 2-5, TeenBizPro® for grades 6-8, and EmpowerPro™ for grades 9-12) are uniquely designed to meet the needs of classrooms with a diverse mix of student abilities and needs: every student in class reads the same grade-appropriate

content differentiated at their individual reading level, empowering all students to fully participate in whole-class instruction and discussions.(<http://www.achieve3000.com/learning-solutions/english-language-arts/>)

Achieve3000. Adolescent Literacy. What Works Clearinghouse Intervention Report.

“Achieve3000 is designed to help students advance their nonfiction reading skills by providing differentiated online instruction. Teachers use the program with an entire class, but the assignments are tailored to each student’s reading ability level. The What Works Clearinghouse (WWC) identified three studies of “Achieve3000” that both fall within the scope of the Adolescent Literacy topic area and meet WWC group design standards.”Achieve 3000 Adolescent Literacy.

<https://eric.ed.gov/?q=achieve3000&pr=on&ft=on&id=ED581245>

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
1. Teachers will set individual goals for Achieve 3000 and STAR Assessments	September 2019	June 2020	\$0		Gen Ed Teachers and SPED Contact Teachers
2. Provide immediate recognition and incentives for achievement of goals.	Weekly for Achieve 3000 & Quarterly for STAR Assessments	June 2020	\$10,000	SWP	Admin, teachers
3. Monitor class section and school goal quarterly. Create a Goal chart and	Quarterly	June 2020	\$0		Admin, teachers

monitor success using intervention template.					
4. Provide structured, rigorous, and purposeful tutoring to support student (to include students with disabilities) learning using Achieve 3000 program and teacher made activities.	August 2019	June 2020	\$6,000	Recovery course	Teachers, Admin
5. Students with IEP's will receive a vision screening	September 2019	June 2020	\$0		Special Education Contact Teachers
6. Upgrade teacher technology support for efficient planning and instruction	October 2019	June 2020	\$35,000	SWP	Teacher & Admin
7. Provide teachers and office staff with needed materials and supplies to efficiently conduct instruction and/or operate effectively	October 2019	June 2020	\$5,000 (250 per quarter)	SWP	Teacher & Admin
8. Teachers (ELA and SS) will identify allotted time (two days out of the week) specifically for Achieve 3000	August 2019	June 2020	\$0		Teachers

9. Students will complete 2 or more Achieve 3000 activities every week.	August 2019	June 2020	\$0		Teachers
10. Provide Summer School intervention	June 2020	July 2020	10,000	SWP	Teachers
11. ALL Teachers will structure and dedicate time for Drop Everything And Read (DEAR) once a week.	September 2019	June 2020	\$0		School Leadership Team
12. Renew Achieve 3000 license	August 2019	June 2020	\$30,000	SWP	School Leadership Team
		Total:	\$96,000		

Activities Progress Update 1 (December 31)

Status (In Progress / Completed)	Progress Notes	Created On	Created By

Activities Progress Update 2 (March 31)

Status (In Progress / Completed)	Progress Notes	Created On	Created By

Activities Progress Update 3 (July 31)

Status (In Progress / Completed)	Progress Notes	Created On	Created By

Strategy 3 - Must cite research:

Response to Intervention

RTI, is a multi-tier framework that begins with high quality instruction in the General Education classroom. While SSHS SPED department is concerned with students being serviced by IEP's a school wide RTI program will help us identify students who previously have not been identified as needing an IEP.

Tier 3 – Students lag behind their peers by one or more years, demonstrate very weak progress on Screening measures, and require intensive intervention.

Tier 2- Students lag well behind their peers, demonstrate weak progress on screening measures, and require some form of intervention.

Tier 1- Students who learn at roughly grade level or above, and are the least likely to fall behind or need intervention.

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2013, March). Beginning Reading intervention report: Fast ForWord®. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
<p>1. Teacher training - SPED LAW & IDEA Compliance</p> <p>SSHS SPED and Admin will attend specific training on IDEA compliance. The team will then provide a school wide training on SPED law and IDEA Compliance as part of an overall approach to the school wide multi-tier framework. This training will be directed to meeting the needs of Tier 1, but will also be useful in Tier 2 & 3.</p>	September 2019	June 2020	\$25,000	SWP	SPED Teachers and Adm
<p>2. Remedial Instruction / Credit Recovery</p> <p>SSHS will provide students with opportunities to participate in 30 minute remedial instruction in reading, before school, during lunch, and afterschool. With students being able to attend such blocks of instruction for credit recovery in the ELA classes. This will be used primary for Tier 2 intervention, but depending on the circumstance may be useful in Tier 3.</p>	September 2019	June 2020	\$5,000	SWP	GEN ED/ SPED Teachers Adm
<p>3. Share and Discuss with Parents Student Results during PTSA and through school newsletter Tier 1 intervention tool.</p>	November 2019	June 2020	\$2,000	SWP	All Teachers / Adm

<p>4. Parent and Community outreach on disability awareness for struggling readers. SSHS SPED teachers will hold separate information meetings for community stakeholders and invite their input on ways to expand literacy across the community.</p> <p>Tier 1 intervention tool.</p>	September 2019	June 2020	\$3,000	SWP	SPED Teachers Admin
<p>5. A-C-T Assessment Fees, SSHS, SPED will cover the cost of the A-C-T assessment fee for 11th and 12th grade students on an IEP.</p> <p>CNMI PSS, currently uses ACT Aspire as it's end of instruction assessment. CNMI PSS is committed to creating Career and Community bound Citizens in the CNMI. SSHS will cover the fees for the A-C-T to students serviced by an IEP, and all students will be highly encouraged to participate in the A-C-T as a transition tool to help the school and student prepare for post-secondary education.</p> <p>Tier 1,2, & 3 intervention and data collection.</p>	August 2019	June 2020	\$1,000	SWP	Admin

6. Fast ForWord- CNMI Office of Special Services, as part of an initiative to increase reading scores in students with disabilities has provided a number of license to be used. SSHS would like to use additional funds to increase that number from 11 to 20. This will be used to meet our Tier 2 and Tier 3 intervention needs.	September 2019	June 2020	\$0	Paid for by Special Services.	SPED Teachers, Adm, and ELA Teachers
		Total	\$36,000		

Activities Progress Update 1 (December 31)

Status (In Progress / Completed)	Progress Notes	Created on	Created by

Activities Progress Update 2 (March 31)

Status (In Progress / Completed)	Progress Notes	Created On	Created By

Activities Progress Update 3 (July 31)

Status (In Progress or Completed)	Progress Notes	Created On	Created By

Strategy 4 - Must cite research:

Provide classroom guidance and support via visits to classrooms and collaboration with teachers. Work with teachers and students in implementing various character building activities in all grade levels. Guidance and counseling, or guidance counseling, refers to the services and programs that promote personal, social, social-emotional, educational and career development.

Research Cited:

Brown, D. (1999). *Proven strategies for improving academic achievement*. Greensboro, NC: CAPS Publications.

Geltner, J., & Clark, M. (2005). Engaging Students in Classroom Guidance: Management Strategies for Middle School Counselors. *Professional School Counseling*, 9(2), 164-166. doi:10.5330/prsc.9.2.ep275j6064637461

Add updates of strategies if changed.

Strategy 5 - Must cite research:

Provide academic counseling to students to ensure they are scheduled for classes they need according to assessment results and for graduation as well as prepare them for post high school.

According to the ASCA Standards, under Delivery: Individual Student Planning, “School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.”

Research Cited: ASCA National Model: Delivery. (n.d.). Retrieved June 26, 2018, from <https://www.schoolcounselor.org/school-counselors/asca-national-model/delivery>

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
1. Professional Development (ASCA Conference, online)	June 2020	July 2020	\$8,000	SWP	Counselors and Admin
2. Create a student center and resources	September 2019	June 2020	\$10,000	SWP	Counselors and Admin
3. College / Scholarship Tests (PSAT, AP)	September 2019	June 2020	\$8,000	SWP	Counselors and Admin
4. Resources (ASCA membership, student consumables, books)	September 2019	June 2020	\$10,000	SWP	Counselors and Admin
5. Visiting classrooms 10 per quarter to facilitate activities for character development	September 2019	June 2020	\$5,000	SWP	Admin / Counselors

6. Send student leaders to Guam Youth to Youth Conference	March 2020	June 2020	\$5000	SWP	Admin / Stuco Advisor
7. Improving School Climate (Character Development, Saturday activities), Student Activities	September 2019	June 2020	\$10,000	SWP	Adm / Counselors / Teachers
8. Direct Interventions After School Programs (sports and wellness programs to include canoe paddling, softball, basketball, volleyball and Tutorials)	September 2019	June 2020	\$35,000	SWP	Adm / Counselors
9. Involving Parents thru parent consultation, parent education classes	September 2019	June 2020	\$10,000	SWP and Parent Involvement	Adm / Counselors

that teach parents how to support their children in schools as well as parenting skills, and by advocating for parents and students when students are not treated fairly by the educational establishment. encouraging teachers to communicate more frequently with parents than once per grading period.					
10. Meet with all students to discuss grade standings and graduation credit requirements	September 2019	June 2020	\$0	SWP	Counselors / Teachers / Adm
		Total	\$101,000		

Activities Progress Update 1 (December 31)

Status (In Progress / Completed)	Progress Notes	Created On	Created By

Activities Progress Update #3 (March 31)

Status (In Progress / Completed)	Progress Notes	Created On	Created By

Activities Progress Update #3 (July 31)

Status (In Progress / Completed)	Progress Notes	Created On	Created By

Strategy 6 - Must cite research:

Promoting Reading in Social Studies Classrooms

Dixie, M. D. (2004, September/October). Promoting Reading Comprehension in Social Studies. Retrieved June/July, 2019, from https://www.researchgate.net/publication/250055520_Promoting_Reading_Comprehension_in_Social_Studies

“Researchers suggest there is a reading crisis in middle and secondary schools. However, many content area teachers do not consider themselves reading teachers, nor do they know how to help students develop comprehension skills. Using the Scaffolded Reading Experience approach as a framework, this article provides content area teachers with concrete techniques for teaching reading and content through textbook, primary, and fictional sources”.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
1. Pre Reading “Teacher establishes purpose for reading”	September 2019	June 2019	Included in the instructional supplies	SWP	Social Studies Teachers and Adm
2. During Reading Understanding the arrangement of the text thru Graphic organizers	September 2019	June 2020		SWP	Social Studies and Adm
3. Post Reading -Monitoring comprehension through questioning Teacher technique: Reciprocal questioning	September 2019	June 2020		SWP	Social Studies and Adm
		Total:	\$0		

Activities Progress Update 1 (December 31)

Status (In Progress / Completed)	Progress Notes	Created On	Created By

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Activities Progress Update 2 (March 31)

Status (In Progress / Completed)	Progress Notes	Created On	Created By

Activities Progress Update 3 (July 31)

Status (In Progress / Completed)	Progress Notes	Created On	Created By

Strategy 7: Lead Conference Justification

Student Leadership Conferences:

We should empower student leaders by giving them opportunities to improve their skills and knowledge. The Lead Conference are considered *must attend* sessions for National Honor Society, Student Council students, advisors, and administrators. It promotes skills that will lead to successful organizations and furthermore, a successful school.

“At LEAD, students and advisers sharpen their leadership skills to improve their school culture and community while networking with their peers from around the country. Training opportunities for both students and advisers will tackle a variety of topics, including leadership, student voice, civic engagement, service, and activities.”

LEAD Conferences - About. (n.d.). Retrieved May 31, 2019, from <http://www.leadconferences.org/about/>

Wabisabi Learning mentioned that in order for a school to be successful, we need to train future leaders.

“Great leaders will inspire people who work under them if they give those who have grown professionally more responsibility and leadership roles. The school is better off if it has two great leaders instead of one, 10 instead of five. Great leaders also look for people who can fill future leadership positions.” (Watanabe-Crockett)

This ideology spans out to the context of our students. Student leaders are looked up on a pedestal by others. **They are encouraged to be role models to others, and in doing so, they will embody a better character and will do better academically - they will lead by example.** Going to these conferences will allow our leaders to become more knowledgeable and successful. Our leaders will then inspire other students to become better citizens of the school and then our island.

Watanabe-Crockett, L. (n.d.). The 10 School Leadership Best Practices That Make a Difference. Retrieved May 31, 2019, from <https://www.wabisabilearning.com/blog/10-school-leadership-best-practices>

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
1. SSHS Student Leadership Workshop – To boost school morale and develop ways to better lead the school.	March 2020	June 2020	\$500	SWP	Admin, teachers
2. LEAD Workshop – Where students and advisers can gain more strategies in becoming better leaders and/or advisers.	March 2020	June 2020	\$25,000	SWP	Teachers, School Leadership, Admin

3. Island Wide High School Student LEAD Workshop – To share knowledge learned from the LEAD Workshop to the other leaders of our island	April 2020	June 2020	\$1500	SWP	Admin, teachers, students
		Total	\$27,000		

Activities Progress Update 1 (December 31)

Status (In Progress / Completed)	Progress Notes	Created On	Created By

Activities Progress Update 2 (March 31)

Status (In Progress / Completed)	Progress Notes	Created On	Created By

Activities Progress Update 3 (July 31)

Status (In Progress / Completed)	Progress Notes	Created On	Created By

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Goal 3:

Saipan Southern High School staff and teachers (100%) will all be Highly Qualified and Highly Effective Personnel as measured by pd tracker and BOE Certification.

School Quality Factors - List all that apply (Clear Direction - Healthy Culture - High Expectations - Impact of Instruction - Resource Management - Efficacy of Engagement - Implementation Capacity)

Impact of Instruction, Efficacy of Engagement, and Healthy Culture

Measurable Objective 1:

All teachers will complete their required 60 hour professional development and required courses for certification by July 2019 as measured by BOE Certification and signed pd trackers.

Measurable Objective 1 Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by

Measurable Objective 1 Progress Update 2 (March 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by

Measurable Objective 1 Progress Update 3 (July 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by

Evidence:

PD Trackers, BOE Certification Requirements		
SY 2017-2018	SY 2018-2019	
HQT 28 NHQT 2 HQC 2 34/34 certified staff met the 60 hours of PD requirements.	HQT 28 NHQT - 2 HQC - 2 NHQC -0 1 out of content	

Strategy 1 - Must cite research:

It is in the quality of instruction (inside the classroom and outside) where we can make the biggest academic impact. The impact though is dependent on the quality of teachers and administrators. Therefore, there is a need to continuously better our instructional delivery through related professional developments.

“Professional development refers to many types of educational experiences related to an individual’s work . . . In education,

research has shown that teaching quality and school leadership are the most important factors in raising student achievement. For teachers and school and district leaders to be as effective as possible, they continually expand their knowledge and skills to implement the best educational practices. Educators learn to help students learn at the highest levels.”

Research Cited:

Hayes, M. (2010). *Why professional development matters*. Retrieved from <http://learningforward.org>

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
1. Data Dialogue and Instructional strategies discussion during half day sessions	September 2019	June 2020	\$5,000	SWP	Adm / Teachers and Counselors
2. Participate in pre ap summer institute (3 teachers and adm)	June 2019	July 2020	\$15,000	SWP	Adm / Teachers (ELA and CTE)
3. Subscribe to online articles related to teacher / leadership improvement	September 2019	June 2020	\$8,000	SWP	Adm / Teachers and Counselors
4. Survey Staff on pd needs and use	September 2019	June 2020	\$5,000	SWP	Adm / Teachers

pwt and / or eleott to determine pd needs					
5. Assign teachers and staff to attend state and school level pd	September 2019	June 2020	\$0	None	Adm / Teachers
6. Peer observation using the Rigor and Relevance Rubric	September 2019	June 2020	\$0	None	Adm / Teachers
7. Calibrate with OCI using Rigor and Relevance template observation tool	September 2019	June 2020	\$5,000	SWP	Adm / Teachers
8. Discuss observation findings during half day session, includes room rental	September 2019	June 2020	\$10,000	SWP	Adm / Teachers
9. Ensure that all staff meet their yearly pd hours requirements.	September 2019	June 2020	\$0	SWP	Adm / Teachers
10. Attend the AP Conference and Model School	June 2020	July 2020	\$24,000	SWP	Adm / Teachers

11. ISTE Conference	June 2020	July 2021	\$8,000	SWP	Adm / 2 Teachers
		Total	\$80,000		

Activities Progress Update 1 (December 31)

Status (In Progress / Completed)	Progress Notes	Created On	Created By

Activities Progress Update 2 (March 31)

Status (In Progress / Completed)	Progress Notes	Created On	Created By

Activities Progress Update 3 (July 31)

Status (In Progress / Completed)	Progress Notes	Created On	Created By

Goal 4:

<p>Safe and Orderly Campus 50% of students will be provided a safe, clean, and healthy environment conducive to learning as measured by checklist from school monitoring list and other govt agencies by June 2019.</p>

School Quality Factors - List all that apply (Clear Direction - Healthy Culture - High Expectations - Impact of Instruction - Resource Management - Efficacy of Engagement - Implementation Capacity)

Implementation Capacity
Resource Management

Measurable Objective 1:

By June 30, 2020, all of the recommendations from the School Monitoring Report and other agencies will be addressed as measured by the Facilities Improvement List.

Evidence - List data that support the Goal and Objective(s):

Number of Recommendations

SY 2017-2018	SY 2018-2019	
Total Recommendations from School Monitoring List - 113 Total Recommendations from School List - 5	No report from School Monitoring Team as of May 28, 2019. DPW, BECQ, Fire Department will conduct their inspections over the summer.	

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by

Measurable Objective Progress Update 2 (March 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by

Measurable Objective Progress Update 3 (July 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by

Strategy 1 - Must cite research:

To have and maintain a “safe and orderly school environment”, the school needs to purchase the necessary tools and materials to address the needed minor repairs in all classrooms, restrooms, and offices. In addition, there is a need to have our maintenance crew trained to better perform their roles so that our campus can be a more safe and orderly environment.

According to Sherry Jones “education and health agency actions in developing and implementing evidence-based tools, policies, programs, and interventions to ensure a safe and healthy physical school environment”

Research cited: Everett, S. J. (2007, October). Healthy and Safe School Environment, Part II, Physical School Environment: Results from the School Health Policies and Programs Study 2006. Retrieved September 28, 2018, from [https://eric.ed.gov/?q=healthy and safe school environment part II&id=EJ854525](https://eric.ed.gov/?q=healthy+and+safe+school+environment+part+II&id=EJ854525)

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
1. Purchasing additional riding Mower and brush cutters	August 2019	June 2020	\$7,000	Local Budget	Adm / Maintenance
2. Have working smoke detectors in all classrooms.	September 2019	June 2020	\$3,000	Local	Adm / Teachers / Maintenance
3. Repair of Exterior Light and Electrical	October 2019	June 2020	\$5,000	Local	Adm / Maintenance
4. Purchase additional Water Blaster for Hallways and other needed areas and cleaning supplies (rakes/ machetes/ others)	October 2019	June 2020	\$4,000	Local	Adm / Maintenance
6. Repair of Rain Gutters	November 2019	June 2020	\$5,000	Local	Adm / Maintenance / PTSA
7. Purchase Paints and accessories	November 2019	June 2020	\$7,000	Local	Adm / Maintenance

8. Purchase Lumber and Roofing Tin to replace rusted tins and to repair benches around the campus	November 2019	June 2020	\$7,000	Local	Adm / Maintenance
9. Purchase school vehicle for official school business such as home visits, meetings, errands, and so on.	August 2019	June 2020	\$25,000	Local	Adm
10. Repair Library and other classroom damaged windows and Door Sealants	July 2019	June 2020	\$6,000	Local	Adm / Librarian / Maintenance
11. Purchase outlet covers and emergency evacuation procedures posters, light bulbs	October 2019	June 2020	\$10,000	Local	Adm / Maintenance

12. Contract out lawn care during weekends 2x a month	October 2019	July 2020	\$10,000	Local	Adm / School Maintenance Crew
13. Security Services for Sy 19-20, weekends	October 2019	July 2020	\$10,000	Local	Adm
14. A/C repair and maintenance for all classrooms and offices 2x year	August 2019	July 2020	\$15,000	Local	Adm
15. Monthly meeting with maintenance and support staff to determine activities completed.	September 2019	July 2020	\$1,000	Local	Adm / support staff and maintenance crew
		Total	\$115,000		

Activities Progress Update 1 (December 31)

Status (In Progress / Completed)	Progress Notes	Created On	Created By
In Progress		2/1/2019	Vince

Activities Progress Update 2 (March 31)

Status (In Progress / Completed)	Progress	Created On	Created By

Activities Progress Update 3 (July 31)

Status (In Progress or Completed)	Progress Notes	Created On	Created By

Goals Summary:

#	Goal Name	Goal Details (Number of SQFs, Number of Objectives, Number of Strategies, Number of Activities)	Goal Type (Organizational or Academic)	Total Funding
1	High Student Performance By June 2023, SSHS student cohort	SQFs:3 Objectives:1	Academic	\$113,000

	groups will increase their scaled scores by 5% or more as measured by Star Math	Strategies:3 Activities:16		
2.	High Student Performance By June 2023, SSHA students cohort will increase their GE by 3 grade levels or more as measured by the STAR.	SQFs:3 Objectives:10 Strategies:07 Activities:33	Academic	\$275,000
3	Highly Qualified Personnel Saipan Southern High School staff and teachers (100%) will all be Highly Qualified and Highly Effective Personnel as measured by pd tracker and BOE Certification.	SQFs:3 Objectives: 1 Strategies: 1 Activities: 11	Academic	\$80,000
4	Safe and Orderly Campus All students will be provided a safe, clean, and healthy environment conducive to learning as measured by checklist from school monitoring list and other govt agencies by June 2019.	SQFs:2 Objectives: 1 Strategies: 1 Activities:13	Organizational	\$115,000