

CNMI PUBLIC SCHOOL SYSTEM SCHOOL-WIDE IMPROVEMENT PLAN

School Name:

School Year:

Francisco Mendiola Sablan Middle School (FMS)

SY 2018 - 2019

Overview (Background and summary of data analysis from Step 1 in Standard Operating Procedures for School-Wide Improvement Plans):

In SY 2014 - 2015, San Antonio Elementary School was transformed to a middle school to serve the middle school aged students of San Antonio and Koblerville villages. In July 2017, San Antonio Middle School was renamed as Francisco M. Sablan Middle School after PL was signed Governor Ralph Torres.

Francisco M. Sablan Middle School (FMS) is a feeder school for students from Koblerville Elementary School and serves the middle school families of San Antonio Village and Koblerville Village. As of May 31, 2018 FMS has 310 students :

- 6th Grade: 108 students
- 7th Grade: 106 students
- 8th Grade: 97 students

Since school year 2018-2019, all students throughout the school district were eligible for free meals.

The school has 1 principal, 1 vice-principal, 12 classroom teachers (1 teacher vacancy - 8th Grade Social Studies), 1 – Counselor, 2- SPED Teachers, 2 – CTE Teachers, 1 Leadership Corps Instructor, 2 CCLHS (Chamorro and Carolinian instructors), 6 teacher aides, 1 librarian aide, 1 admin assistant, 1 school-aide, and 1 maintenance.

FMS is a STEM school in the CNMI Public School System. SY 2019 will be our 3rd year of implementation for the Project Lead the Way STEM curriculum: Energy and the Environment for 6th grade, Design and Modeling for 7th grade, and Automation and

Robotics for 8th grade. We hope for a successful year with PLTW. We continue to look for ways on how to provide continuous training and support for our teachers and students as they engage in Project Lead the Way. This year, we will send four teachers to attend core trainings for PLTW Design & Modeling and Automation & Robotics in Minneapolis, Minnesota from June 17 - 30, 2018.

ACHIEVE 3000

Grade	September 2016 (Avg. Lexile Level)	May 2017 (Avg. Lexile Level)	Increase/Decrease of Lexile Level from Pre and Post SY 2018
6th	610L	686L	+76L
7th	647L	766L	+120L
8th	648L	723L	+76L
Total Average	635L	723L	+88L

ACT ASPIRE ASSESSMENTS**Interim 1: SY 2017 – 2018**

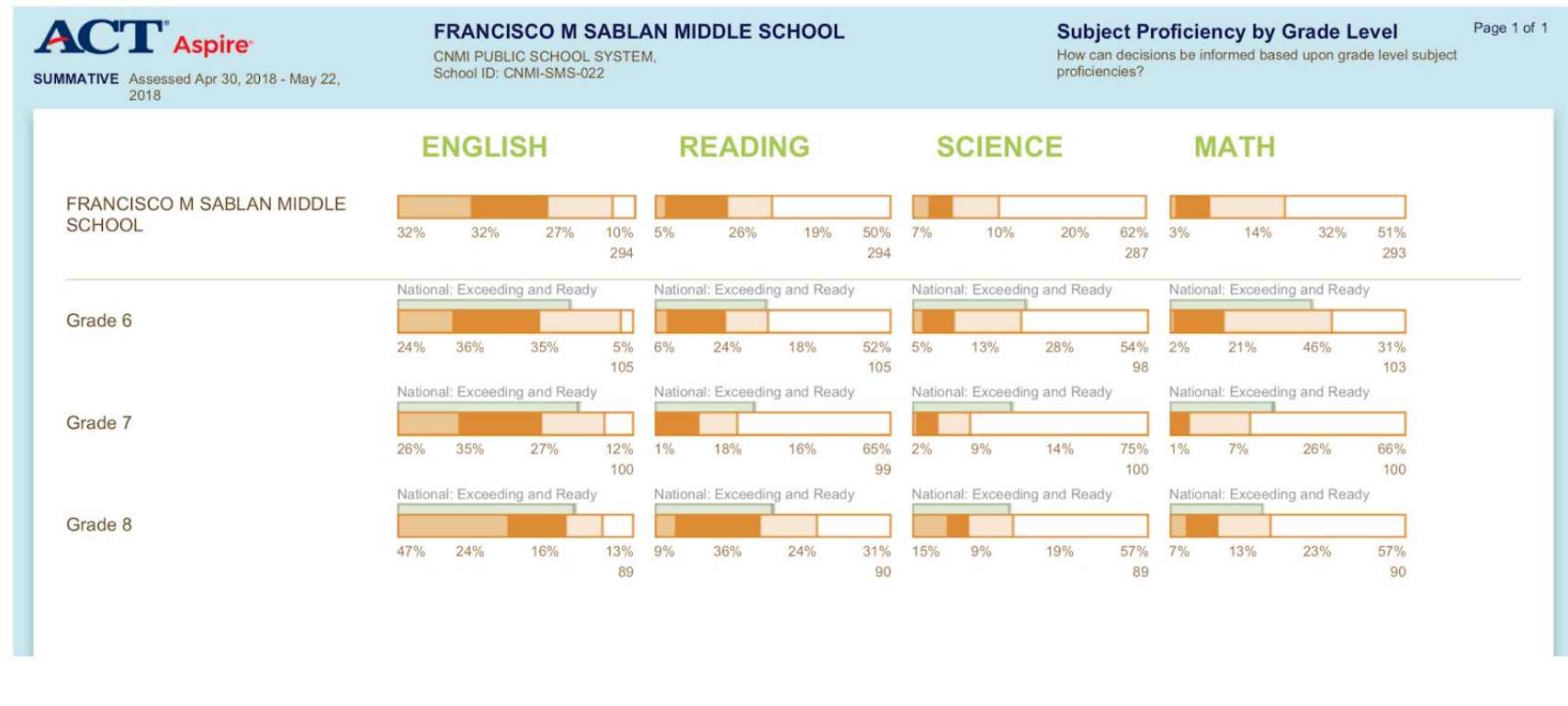
	6th Grade	7th Grade	8th Grade	Overall
English	44%	49%	47%	47%
Reading	49%	48%	50%	49%
Science	38%	48%	49%	43%
Mathematics	23%	21%	30%	25%

Interim 2: SY 2017 – 2018

	6th Grade	7th Grade	8th Grade	Overall
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English	60%	69%	75%	68%
Reading	25%	25%	37%	28%
Science	26%	17%	30%	24%
Mathematics	28%	11%	25%	21%

2018 ACT Aspire Summative Scores for FMS



STAR Reading Trend – SY 2017 – 2018

	Pre-Test	Initial Test	Mid – Progress	Post Test
6th - Grade	4.3	4.3	4.2	4.5
7th - Grade	4.7	4.8	4.7	4.8
8th - Grade	5.3	5.5	5.5	5.8

STAR Math Trend – SY 2017- 2018

	Pre-Test	Initial Test	Mid – Progress	Post Test
6th – Grade	5.1	5.2	5.3	5.8
7th – Grade	5.3	5.4	5.5	5.7
8th – Grade	6.1	6.4	6.6	6.9

Our instructional focus for the school year are the following:

1. **To increase math proficiency of FMS students by 5% as measured by the ACT Aspire Summative test on Math.** The math data from summative tests shows that our students continue to struggle with math. Based on the data, the school has been implementing strategies to integrate math in all content areas in order to assist the math teachers in reinforcing students' math skills. Though our main focus for this school year is to increase the proficiency level in math, it is also our goal to increase proficiency levels in all subject areas. The school will continue to invest in improving our instructions through the purchase of various software licenses, on-line learning resources, and instructional materials for the classroom.
2. **To implement the Project Lead the Way, STEM curriculum:**

- a. **6th Grade - Energy and the Environment:** Students are challenged to think big and toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They use what they've learned to design and model alternative energy sources, as well as evaluate options for reducing energy consumption. (www.pltw.org)
 - b. **7th Grade - Design and Modeling:** Students will discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are challenged and empowered to use and apply what they have learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.
 - c. **8th Grade -Automation and Robotics:** Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use VEX Robotics platform to design, build, and program real world objects such as traffic lights, toll booths, and robotic arms.
3. **To increase the use of technology by students and teachers in the classroom as measured by Power-Walk-Throughs.**

BUDGET ALLOCATION BREAKDOWN

Personnel Budget

Local

No. of FTEs	Total Budget Amount (including all benefits)
25	\$975,745

Personnel Budget

Federal

No. of FTEs	Total Budget Amount (including all benefits)
6	\$149,267

Local Budget**Operations Allocation: \$31,500.00**

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4235	Cleaning Services	Janitorial Services (6hrs/day from August 2019 – June 2020)	Janitorial Services will be for the restrooms, the admin office, and library.	\$6,000.00
4305	Operational Supplies	To replenish the annual use of paper tissues, paper towels, and cleaning supplies	For student and staff restroom use.	\$3,000.00
4224	Repairs and Maintenance	Service of AC Units	AC Units was one of the biggest issue for FMS. The school had to repair several units that have issues with Freon leaks, compressor, and thermostats.	\$5,000.00
4406	Building Improvement	Repair and Maintenance of Security Camera	Prevention of Robbery	\$5,000.00
4406	Building Improvement	Upgrade of Electrical	To provide more outlets in Bldg. B classrooms, replacement of bulbs, and to add lights to the outside of Bldg. A.	\$1,000.00
4431	Office Equipment	Office Counter and Desk	Office Counter and Desk	\$3,000.00

4304	Operational Supplies	Classroom Supplies	Essential supplies to be used by teachers for their classrooms.	\$8,000.00
4304 4223	Operational Supplies Rental- Office	Office Supplies Venue Rental	Replenish Supplies at the office FMS Promotional Ceremony Venue	\$500.00
Total:				\$31,500.00

Local Budget

CIP Allocation: \$55,000

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4406	Building Improvements	Tiling of Classroom	Retile Classrooms Tiles \$5.50/sq.ft.	\$7,500
4406	Building Improvements	Demolition of Dilapidated Bldg. (Bldg. C)	Demolition	\$10,000
4406	Building Improvements	Shutters & School Windows	Installation and Shutters	\$25,000
Total:				\$55,000.00

Local Budget**ATOD Allocation: \$12,404.50**

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4225	Seminar/Training	ASCA Conference	Annual Conference for School Counselors	\$5,000.00
4304	Instructional Materials and Supplies	Natural Helpers	Natural Helpers after school session, meetings, supplies and activities.	\$3,000.00
4225	Seminar/Training	Family Engagement	In collaboration with CHCC, PTSA joint training that addresses health topics and prevention	\$2,500.00
4225	Seminar/Training Support	Challenge Masters	Support, materials, and continued training	\$1,904.50

Federal Budget (all funds)**Allocation:****SWP: \$130,094****Wellness: \$9,221****Parent Involvement: \$2,000****CTE: \$9,397**

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4216	Licenses and Fees	Renaissance License Renewal	Access for STAR Reading and Math & Accelerated Reading and Math	\$6,000.00

4216	Licenses and Fees	PLTW Renewal Of License	School Participation Fee	\$750.00
4304	Instructional Materials and Supplies	PLTW Materials and Supplies	Supplies to be used for PLTW Courses	\$10,000.00
4225	Seminar/Training	AMLE 2018 Conference Safe and Civil Schools Conference July 2019	Annual conference for Middle School Level 23rd Annual Conference: Safe & Civil Schools Multi-Tiered system of behavior/academic support	\$10,000.00
4225	Seminar/Training Official Travel	PLTW Professional Development	Annual Training/Refresher Courses for PLTW Teachers/Summit **We are sending five teachers for the PLTW Core Training. Due to the new ETC funds directive, we had to amend our SWP funds to cover expenses for the Training.	\$15,000.00 +7,000 (From classroom supplies and materials) +8,000 (From Electronics & Technology) Total: \$30,000
4216	License and Fees	Concourse Book System – renewal of license	To track book circulations Actual Quote of license renewal is \$525 Transferred the balance of \$475 to PLTW PD.	\$1,000.00 \$525.00
4216	License and Fees	Kuder – renewal of License	Annual Fee	\$750.00
4310	Library Materials and Supplies	Purchase of Books for the Library	New Books for circulation Computers for Library	\$10,000.00

4304	Instructional Materials and Supplies	Classroom Supplies and Materials	Each teacher will be provided with funds for their needs in the classroom Transferred \$7,000 to PLTW Professional Development.	\$33,000.00 \$26,000
4216 4225	Licenses and Fees Seminar/Training Official Travel	Learning.com Pacific Islands Bi-Lingual and Bi-Cultural Association (PIBBA)	Participation Fee Due to the Typhoon, we were not able to implement this curriculum. 2019 PIBBA Conference in Palau	\$3,000.00
4304	Instructional Materials and Supplies	Electronics/Technology for various departments (laptops, projectors, monitors, software)	Laptops, projectors, monitors, software Transferred \$7,525 to PLTW PD. Transferred \$5,000 and added it to Safe & Civil Schools Training *Transferred \$2,000 to ASCA Conference	\$27,000.00 \$22,000.00 \$14,475 \$12,475
4216	License and Fees	Membership dues	Thespians, NJSDA, and Spelling Bee	\$500.00
4216	License and Fees	Achieve3000	Renewal of License	\$10,000.00
4304 4225	Instructional Materials and Supplies Seminar/Training	Art Supplies ASCA Conference	Teachers will be provided with art supplies for their use in the classrooms. Annual ASCA Conference for School Counselors	\$4,094.00 + \$2,000 (from Instructional

				Materials and Supplies) Total: \$6,094.00
4290	Seminar/Training	Professional Development for CTE teachers	Ongoing PD	\$1,000.00
4304	Instructional Materials and Supplies	Supplies for Computer Lab	Funds provided to be used by teacher for classroom supplies	\$1,000.00
4290	Seminar/Training	Parent Literacy Days	PD and Data Dialogue for Parents	\$2,000.00
Total:				\$130,094.00

Wellness:

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4304	Instructional Supplies	P.E. Equipment		\$1,000.00
4304	Instructional Supplies	Tanita Scale	Received Tanita Scale March 2019	\$6,000.00

4116	Other Differential	Interscholastic/Afterschool Programs		\$2,221.00
			Total:	\$9,221.00

Parent Involvement:

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4304	Instructional Materials and Supplies	Parent Resource Center	Computers and Materials to be used by Parents; Incentives will also be included	\$2,000.00
			Total:	\$2,000.00

CTE:

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4304	Instructional Materials and Supplies	Classroom Supplies and Materials	Each teacher will be provided with funds for their needs in the classroom.	\$4,500.00
4224	Repairs and Maintenance	Maintenance of equipments (Laptops, printers, ipads)	Services and maintenance on an as needed basis.	\$1,397.00
4431	Office Equipment	Procurement of Laptops (2)	Laptops will be used in the classroom to support instructional activities.	\$3,500.00

Total:	\$9,397.00
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Non-Appropriated Funds (Educational Tax Credit, PTSA fundraising, etc.)

Collection:

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4216	License and Fees	Renewal of Occupancy Permit	License renewal- BEH	\$220.00

Goal 1:

By June 16, 2019, all students will be provided equitable and challenging learning experiences as measured in the Power Walk Throughs Observation, Instructional Review Process, and the McREL Evaluation tool that are aligned to the school's curriculum, instructional design, and assessment to develop learning, thinking, and life-skills that lead to college and career readiness.

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

1. Clear Direction – the capacity to define and clearly communicate to stakeholders the direction, mission, and goals that the institution is committed to achieving.
2. Health Cultures – the shared values, beliefs, written and unwritten rules, assumptions and behavior of stakeholders within the school community that shape the school’s social norms and create opportunities for everyone to be successful.
3. High Expectations – an institution’s stated commitment to expectations for all stakeholders, including student learning outcomes, teacher quality, leadership effectiveness, community engagement, and parent involvement.
4. Impact of Instruction – the capacity of every teacher to purposefully and intentionally create an environment that empowers all learners to the next level of learning or career pathway.
5. Efficacy of Engagement – the capacity to engage learners and other stakeholders in an effective manner to improve learning outcomes.
6. Implementation Capacity – the ability of an institution to consistently execute actions designed to improve organizational and instructional effectiveness.

Measurable Objective 1:

By June 6, 2019, FMS students will achieve a 73 Lexile average gain or more as measured by Achieve 3000.

Measurable Objective 1a:

By June 6, 2019, FMS Students with IEPs will achieve a 20 Lexile average gain or more as measured by Achieve 3000.

Measurable Objective 1b:

By June 6, 2019, FMS English Language Learners students will achieve a 50 Lexile average gain or more as measured by Achieve 3000.

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

Achieve 3000

Grade	September 2017 (Avg. Lexile Level)	June 2018 (Avg. Lexile Level)	Increase/Decrease of Lexile Level from Beginning to End of SY
6th	575L	653L	+79L
7th	699L	748L	+64L
8th	813L	852L	+88L
Total Average	641L	745L	+77L

Achieve 3000 – SPED

Grade	September 2017 (Avg. Lexile Level)	June 2018 (Avg. Lexile Level)	Increase/Decrease of Lexile Level from Beginning to End of SY
6th	343L	396L	+53L
7th	305L	340L	+35L
8th	310L	314L	+4L
Total Average	319L	350L	+31L

Achieve 3000 – ELL

Grade	September 2017 (Avg. Lexile Level)	June 2018 (Avg. Lexile Level)	Increase/Decrease of Lexile Level from Beginning to End of SY
6th	480L	557L	+77L
7th	550L	623L	+73L
8th	579L	718L	+139L
Total Average	536L	633L	+97L

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can gain this foundation only when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success. (NGA Center & CCSSO, 2010a, p. 10)


http://doc.achieve3000.com/marketing/A3K12-0007_CCR_TechnicalPaper-MidYear.pdf

Measurable Objective Progress Update 1 (December 31)

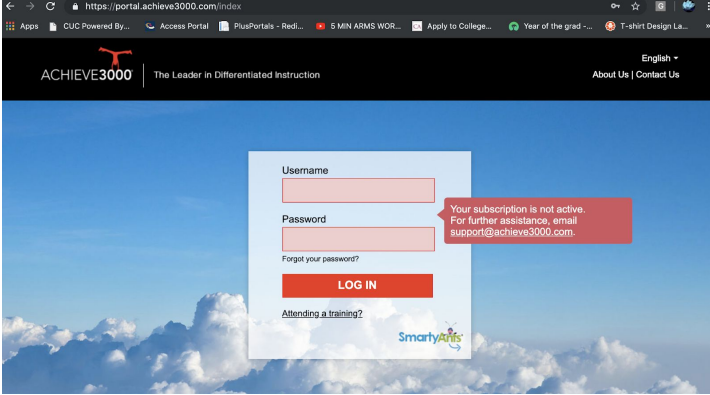
Status (Met/Not Met)	Progress Notes	Created on	Created by
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<p>In Progress</p>	<p>We have only completed the level set (initial for all students). Due to the Typhoon Yutu (power and internet access) students were unable to complete any activity in the months of November, December, and January. Students with access to the internet at home were able to complete some activities.</p> <hr/> <p style="text-align: center;"><i>Track changes in Lexile/reading activity performance</i></p> <p style="background-color: #d9ead3; padding: 2px;">Francisco Mendiola Sablan Middle School</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Total Students</th> <th>August 2018</th> <th>September 2018</th> <th>October 2018</th> <th>November 2018</th> <th>December 2018</th> <th>January 2019</th> <th>GROWTH</th> <th>Initial Expected Post-Test Score</th> <th>Current Expected Post-Test Score</th> </tr> </thead> <tbody> <tr> <td>+ Grade: 6</td> <td>98</td> <td></td> <td>86/98 lexiles adjusted Avg Lexile: 556L</td> <td>12/98 lexiles adjusted Avg Lexile: 578L</td> <td></td> <td>1/98 lexiles adjusted Avg Lexile: 325L</td> <td></td> <td>+2L</td> <td>635L</td> <td>635L</td> </tr> <tr> <td>+ Grade: 7</td> <td>110</td> <td></td> <td>110/110 lexiles adjusted Avg Lexile: 682L</td> <td>94/110 lexiles adjusted Avg Lexile: 710L</td> <td></td> <td>1/110 lexiles adjusted Avg Lexile: 550L</td> <td>1/110 lexiles adjusted Avg Lexile: 650L</td> <td>+31L</td> <td>740L</td> <td>755L</td> </tr> <tr> <td>+ Grade: 8</td> <td>101</td> <td></td> <td>95/101 lexiles adjusted Avg Lexile: 746L</td> <td>55/101 lexiles adjusted Avg Lexile: 750L</td> <td></td> <td></td> <td>2/101 lexiles adjusted Avg Lexile: 493L</td> <td>+13L</td> <td>795L</td> <td>800L</td> </tr> <tr> <td>School Total</td> <td>309</td> <td></td> <td>291/309 lexiles adjusted Avg Lexile: 666L</td> <td>161/309 lexiles adjusted Avg Lexile: 711L</td> <td></td> <td>2/309 lexiles adjusted Avg Lexile: 494L</td> <td>3/309 lexiles adjusted Avg Lexile: 545L</td> <td>+16L</td> <td>725L</td> <td>735L</td> </tr> </tbody> </table>		Total Students	August 2018	September 2018	October 2018	November 2018	December 2018	January 2019	GROWTH	Initial Expected Post-Test Score	Current Expected Post-Test Score	+ Grade: 6	98		86/98 lexiles adjusted Avg Lexile: 556L	12/98 lexiles adjusted Avg Lexile: 578L		1/98 lexiles adjusted Avg Lexile: 325L		+2L	635L	635L	+ Grade: 7	110		110/110 lexiles adjusted Avg Lexile: 682L	94/110 lexiles adjusted Avg Lexile: 710L		1/110 lexiles adjusted Avg Lexile: 550L	1/110 lexiles adjusted Avg Lexile: 650L	+31L	740L	755L	+ Grade: 8	101		95/101 lexiles adjusted Avg Lexile: 746L	55/101 lexiles adjusted Avg Lexile: 750L			2/101 lexiles adjusted Avg Lexile: 493L	+13L	795L	800L	School Total	309		291/309 lexiles adjusted Avg Lexile: 666L	161/309 lexiles adjusted Avg Lexile: 711L		2/309 lexiles adjusted Avg Lexile: 494L	3/309 lexiles adjusted Avg Lexile: 545L	+16L	725L	735L		
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Measurable Objective Progress Update 2 (March 31)

<p>Status (Met/Not Met)</p>	<p style="text-align: center;">Progress Notes</p>	<p>Created on</p>	<p>Created by</p>																																																																						
<p>Not Met</p>	<div style="text-align: right; margin-bottom: 5px;"> Send to Printer Export to Excel Close </div> <div style="text-align: center;">  <p>How has Lexile performance changed over time? 1 August 2018 - 29 March 2019</p> <hr/> <p style="text-align: center;"><i>Track changes in Lexile/reading activity performance</i></p> <p style="background-color: #d9ead3; padding: 2px;">Francisco Mendiola Sablan Middle School</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Total Students</th> <th>August 2018</th> <th>September 2018</th> <th>October 2018</th> <th>November 2018</th> <th>December 2018</th> <th>January 2019</th> <th>February 2019</th> <th>March 2019</th> <th>GROWTH</th> <th>Initial Expected Post-Test Score</th> <th>Current Expected Post-Test Score</th> <th>MC Activities</th> </tr> </thead> <tbody> <tr> <td>+ Grade: 6</td> <td>99</td> <td></td> <td>82/99 lexiles adjusted Avg Lexile: 556L</td> <td>12/99 lexiles adjusted Avg Lexile: 578L</td> <td></td> <td>1/99 lexiles adjusted Avg Lexile: 325L</td> <td>54/99 lexiles adjusted Avg Lexile: 585L</td> <td>49/99 lexiles adjusted Avg Lexile: 576L</td> <td>15/99 lexiles adjusted Avg Lexile: 567L</td> <td>+20L</td> <td>620L</td> <td>595L</td> <td>926</td> </tr> <tr> <td>+ Grade: 7</td> <td>111</td> <td></td> <td>109/111 lexiles adjusted Avg Lexile: 681L</td> <td>93/111 lexiles adjusted Avg Lexile: 710L</td> <td></td> <td>1/111 lexiles adjusted Avg Lexile: 550L</td> <td>98/111 lexiles adjusted Avg Lexile: 722L</td> <td>66/111 lexiles adjusted Avg Lexile: 729L</td> <td>2/111 lexiles adjusted Avg Lexile: 725L</td> <td>+43L</td> <td>740L</td> <td>735L</td> <td>2387</td> </tr> <tr> <td>+ Grade: 8</td> <td>103</td> <td></td> <td>93/103 lexiles adjusted Avg Lexile: 753L</td> <td>55/103 lexiles adjusted Avg Lexile: 757L</td> <td></td> <td></td> <td></td> <td>92/103 lexiles adjusted Avg Lexile: 777L</td> <td>4/103 lexiles adjusted Avg Lexile: 790L</td> <td>+17L</td> <td>795L</td> <td>780L</td> <td>702</td> </tr> <tr> <td>School Total</td> <td>313</td> <td></td> <td>284/313 lexiles adjusted Avg Lexile: 669L</td> <td>160/313 lexiles adjusted Avg Lexile: 714L</td> <td></td> <td>2/313 lexiles adjusted Avg Lexile: 494L</td> <td>152/313 lexiles adjusted Avg Lexile: 672L</td> <td>207/313 lexiles adjusted Avg Lexile: 699L</td> <td>21/313 lexiles adjusted Avg Lexile: 689L</td> <td>+27L</td> <td>720L</td> <td>705L</td> <td>4015</td> </tr> </tbody> </table> </div>		Total Students	August 2018	September 2018	October 2018	November 2018	December 2018	January 2019	February 2019	March 2019	GROWTH	Initial Expected Post-Test Score	Current Expected Post-Test Score	MC Activities	+ Grade: 6	99		82/99 lexiles adjusted Avg Lexile: 556L	12/99 lexiles adjusted Avg Lexile: 578L		1/99 lexiles adjusted Avg Lexile: 325L	54/99 lexiles adjusted Avg Lexile: 585L	49/99 lexiles adjusted Avg Lexile: 576L	15/99 lexiles adjusted Avg Lexile: 567L	+20L	620L	595L	926	+ Grade: 7	111		109/111 lexiles adjusted Avg Lexile: 681L	93/111 lexiles adjusted Avg Lexile: 710L		1/111 lexiles adjusted Avg Lexile: 550L	98/111 lexiles adjusted Avg Lexile: 722L	66/111 lexiles adjusted Avg Lexile: 729L	2/111 lexiles adjusted Avg Lexile: 725L	+43L	740L	735L	2387	+ Grade: 8	103		93/103 lexiles adjusted Avg Lexile: 753L	55/103 lexiles adjusted Avg Lexile: 757L				92/103 lexiles adjusted Avg Lexile: 777L	4/103 lexiles adjusted Avg Lexile: 790L	+17L	795L	780L	702	School Total	313		284/313 lexiles adjusted Avg Lexile: 669L	160/313 lexiles adjusted Avg Lexile: 714L		2/313 lexiles adjusted Avg Lexile: 494L	152/313 lexiles adjusted Avg Lexile: 672L	207/313 lexiles adjusted Avg Lexile: 699L	21/313 lexiles adjusted Avg Lexile: 689L	+27L	720L	705L	4015	<p>March 29, 2019</p>	<p>Admin</p>
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School Total	313		284/313 lexiles adjusted Avg Lexile: 669L	160/313 lexiles adjusted Avg Lexile: 714L		2/313 lexiles adjusted Avg Lexile: 494L	152/313 lexiles adjusted Avg Lexile: 672L	207/313 lexiles adjusted Avg Lexile: 699L	21/313 lexiles adjusted Avg Lexile: 689L	+27L	720L	705L	4015																																																												

Measurable Objective Progress Update 3 (July 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
Not Met	<p>**Unable to access Achieve3000**</p>  <p>The screenshot shows a web browser window with the URL https://portal.achieve3000.com/index. The page header includes the Achieve3000 logo and the tagline 'The Leader in Differentiated Instruction'. The main content area features a login form with fields for 'Username' and 'Password', a 'LOG IN' button, and a link for 'Forgot your password?'. A red error message box is overlaid on the form, stating: 'Your subscription is not active. For further assistance, email support@achieve3000.com.' The background of the page is a blue sky with white clouds. The SmartyAds logo is visible in the bottom right corner of the page.</p>	July 29, 2019	Admin

Strategy 1 - Must cite research:

Students are required to read at least 2 articles per week using the tools available. After reading an article students must take a quiz based on the article they have read. The article will be presented to students based on their reading level and they must have a 75% passing grade on the quiz. In addition, teachers and students may track their college and career readiness through Achieve3000.

Research shows that the more time students spend reading, the better readers they become. Achieve3000 brings literacy instruction into content-area classrooms to build key reading skills while developing disciplinary knowledge and vocabulary.

<https://www.achieve3000.com/learning-solutions/literacy-in-the-content-area/>

Achieve3000 today unveiled a new release of its online differentiated literacy solutions that have been shown to rapidly accelerate literacy gains, boost academic performance across the curriculum, and prepare students for rigorous new standards and state assessments. Millions of U.S. students currently use Achieve3000's KidBiz3000™, TeenBiz3000™, and Empower3000™ to build the literacy skills required for college and career readiness. Data show that students who use Achieve3000 regularly show remarkable gains in Lexile® reading scores—up to triple the expected norms. The Lexile Framework is unique because it measures text difficulty and reader ability on the same scale. This makes for an exceptionally effective matching of readers to appropriate texts.

<https://edtechtimes.com/2013/08/28/achieve3000-expands-on-successful-formula-for-accelerating-literacy-through-differentiated-instruction/>
<https://ies.ed.gov/ncee/wwc/InterventionReport/691>

According to an article from What Works Clearinghouse “Achieve3000®. Adolescent Literacy. What Works Clearinghouse Intervention Report,” the general findings show a +6 Comprehension when the program is used with fidelity. Based on this article, “Achieve3000® had potentially positive effects on comprehension and general literacy achievement for adolescent readers.”

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

All students will take the Kuder Assessment. This will provide each student a snapshot of their potential college and career choices. The students will be able to have a snapshot of the career assessment, education planning and guidance resources to help visualize which industry or career, field of study, or school to pursue after high school. Attending the ASCA conference will strengthen the counseling program with best practices of

Social Emotional Behavior and will enhance the Counselor's role in enabling our students improve their academic achievement.
 file:///Users/owner/Downloads/Outcomes+Associated+with+Use+of+KCS-FL%20(1).PDF

Add updates of strategies if changed.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
Achieve3000	August 2018	June 2019	\$10,000.00	SWP	Administrators and ELA Teachers
Kuder	August 2018	June 2019	\$750.00	SWP	School Counselor
ASCA Workshop	June 2019	July 2019	\$5,000.00	ATOD	School Counselor

Activities Progress Update 1 (December 31)

Status (In progress /Completed)	Progress Notes	Created on	Created by
IN Progress	Typhoon YUTU: Classes suspended from Oct. 24 – December 10, 2018.		

Activities Progress Update 1 (March 31)

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

In Progress			
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Activities Progress Update 1 (July 31)

Status (In progress /Completed)	Progress Notes	Created on	Created by
Not Completed	Kuder assessment was not implemented during the school year.		

Measurable Objective 2:

By June 26, 2019, FMS students will increase their Scaled Score by 30 points or more as measured by the STAR Reading Assessments.

Measurable Objective 2a:

By June 26, 2019, FMS Students with IEPs will increase their Scaled Score by 5 points or more as measured by the STAR Reading Assessments.

Measurable Objective 2b:

By June 26, 2019, FMS English Language Learners will increase their Scaled Score by 10 points or more as measured by the STAR Reading Assessments.

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

STAR Reading Trend SY 2017 - 2018 Scaled Score

	Pre	Post	Average Progress		
6th - Grade	546	578	32		
7th - Grade	651	704	53		
8th - Grade	713	785	72		

STAR Reading Trend SY 2017 - 2018 Scaled Score SPED

	Pre	Post	Average Progress		
6th - Grade	399	327	-72		
7th - Grade	232	222	-10		
8th - Grade	256	270	14		

STAR Reading Trend SY 2017 - 2018 Scaled Score ELL

	Pre	Post	Average		
--	------------	-------------	----------------	--	--

			Progress		
6th – Grade	465	468	4		
7th – Grade	460	560	100		
8th – Grade	621	690	69		

Scaled Score (SS) is useful for comparing student performance over time and across grades. A scaled score is calculated based on the difficulty of questions and the number of correct responses. Because the same range is used for all students, scaled scores can be used to compare student performance across grade levels. Star Reading scaled scores range from 0 to 1400. All norm-referenced scores are derived from the scaled score.

<http://doc.renlearn.com/kmnet/r001316312gb442f.pdf>

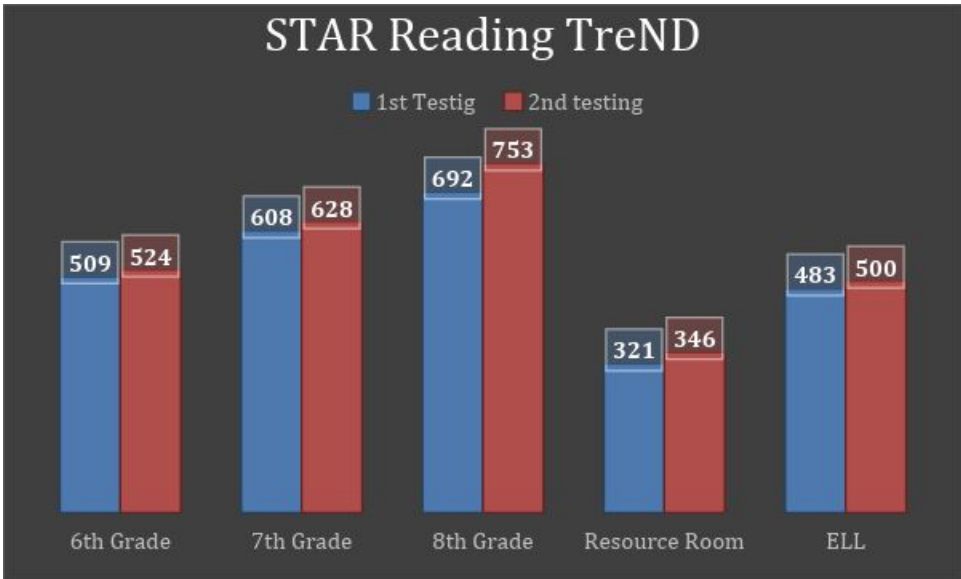
<https://resources.renlearnrp.com/us/STARReading/SRRTICutScores.pdf>

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
Not Met	We have complete the initial testing for all students.	1/11/19	Admin

Measurable Objective Progress Update 2 (March 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
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Not Met	 <p>STAR Reading TreND</p> <p>■ 1st Testig ■ 2nd testing</p> <table border="1"> <thead> <tr> <th>Category</th> <th>1st Testig</th> <th>2nd testing</th> </tr> </thead> <tbody> <tr> <td>6th Grade</td> <td>509</td> <td>524</td> </tr> <tr> <td>7th Grade</td> <td>608</td> <td>628</td> </tr> <tr> <td>8th Grade</td> <td>692</td> <td>753</td> </tr> <tr> <td>Resource Room</td> <td>321</td> <td>346</td> </tr> <tr> <td>ELL</td> <td>483</td> <td>500</td> </tr> </tbody> </table>	Category	1st Testig	2nd testing	6th Grade	509	524	7th Grade	608	628	8th Grade	692	753	Resource Room	321	346	ELL	483	500	March 29, 2019	Adming
Category	1st Testig	2nd testing																			
6th Grade	509	524																			
7th Grade	608	628																			
8th Grade	692	753																			
Resource Room	321	346																			
ELL	483	500																			

Measurable Objective Progress Update 3 (July 31)

Status (Met/Not Met)	Progress Notes				Created on	Created by
Not Met	3rd Testing				July 29, 2019	Admin
		1st Testing	2nd Testing	3rd Testing		
	6th Grade	509	524	533		
	7th Grade	608	628	657		
	8th Grade	692	753	690		

	Resource Room	321	346	351		
	ELL	483	500	528		

Strategy 1 - Must cite research:

All FMS students have been enrolled into a PLTW class.

6th Grade: Energy and the Environment

7th Grade: Design and Modeling

8th Grade: Automation and Robotics

FMS was chosen as one of the STEM schools in PSS. We are hoping the elementary and high schools will adopt Project Lead The Way as their curriculum for STEM. As a school, we have witnessed students working collaboratively promoting critical thinking strategies and real world problem solving. Our teachers and students are passionate about PLTW and look forward to the hands-on projects and transformational experience.

By exposing students to STEM and giving them opportunities to explore STEM-related concepts, they will develop a passion for it and hopefully pursue a job in a STEM field. A curriculum that is STEM-based has real-life situations to help the students learn.

Science, Technology, Engineering, and Mathematics (STEM) is embedded in the lives of our children, most especially digital natives. By exposing students to STEM and providing them the opportunities to explore in STEM activities in the classroom, we hope students will find a passion for a career in STEM will be developed. Project Lead the Way has a curriculum that has real-life situations for students to learn. As a school, we have take the concept of teacher facilitated classes and student active reading and learning.

<https://files.eric.ed.gov/fulltext/EJ1057109.pdf>

<https://www.livescience.com/43296-what-is-stem-education.html>

<http://www.sanfordresearch.org//education/educators/pltw/>

Strategy 2 - Must cite research:

All FMS teachers will receive ongoing and continuous training for Project Lead the Way. This opportunity provides our teachers with the tools they need to engage, inspire and empower our students.

<https://www.pltw.org/our-programs/professional-development/core-training>

<https://eric.ed.gov/?q=PLTW+professional+development&id=EJ1055635>

“An analysis of teachers' changing views indicated that nascent PLTW teachers increased their reporting of effective STEM integration over time, above and beyond pre-existing group differences and re-testing effects. In light of these data we explore the challenges of implementing effective STEM integration in high school classrooms, examine issues of attracting underrepresented students to engineering, and discuss some of the inherent tensions of engineering education at the K-12 level.”

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
PLTW Materials	August 2018	June 2019	\$10,000.00	SWP	Admin
PLTW PD	August 2018	June 2019	\$15,000.00	SWP	Admin and PLTW Teachers
PLTW Fee	August 2018	June 2019	\$750.00	SWP	Admin

Activities Progress Update 1 (December 31)

Status (In progress/Completed)	Progress Notes	Created on	Created by
In Progress	FMS received Design & Modeling Materials on December 21, 2018.	12/31/18	Admin

Activities Progress Update 2 (March 31)

Status (In progress/Completed)	Progress Notes	Created on	Created by
In Progress	<ul style="list-style-type: none"> ● Mr. James Sablan attended the annual Project Lead the Way Summit in Indianapolis, IN from Feb. 17 - 20, 2019. ● Core Training Sites have been posted and the following will participate for the summer training: <ul style="list-style-type: none"> ○ Automation and robotics: Fatima Manaloto and Joseph Guerrero <ul style="list-style-type: none"> ■ June ○ Design and Modeling: Alex Borja, Nina Manglona, and Beverly Surla 	March 29, 2019	Admin

Activities Progress Update 3 (July 31)

Status (In progress/Completed)	Progress Notes	Created on	Created by
Completed	FMS successfully sent five teachers to a two week PLTW Core Training in Los Angeles, California. Three of the teachers attended the Design and Modeling Core training while two attended the Automation and Robotics Core training.	July 29, 2019	Admin

Measurable Objective 3:

By June 6, 2019, FMS students will increase their Scaled Score by 25 points as measured through STAR Math Assessments.

Measurable Objective 3a:

By June 6, 2019, FMS Students with IEPS will increase their Scaled Score by 15 points as measured through STAR Math Assessments.

Measurable Objective 3b:

By June 6, 2019, FMS English Language Learners will increase their Scaled Score by 15 points as measured through STAR Math Assessments.

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

STAR Math Trend SY 2017 - 2018 Scaled Score

	Pre	Post	Average Progress		
6th - Grade	651	688	37		
7th - Grade	688	706	18		
8th - Grade	711	754	43		

STAR Math Trend SY 2017 - 2018 Scaled Scored SPED

	Pre	Post	Average Progress		
6th - Grade	500	569	69		

7th - Grade	439	513	74		
8th - Grade	527	512	-15		

STAR Math Trend SY 2017 - 2018 Scaled Score ELL

	Pre	Post	Average Progress		
6th - Grade	614	649	35		
7th - Grade	672	711	39		
8th - Grade	670	692	22		

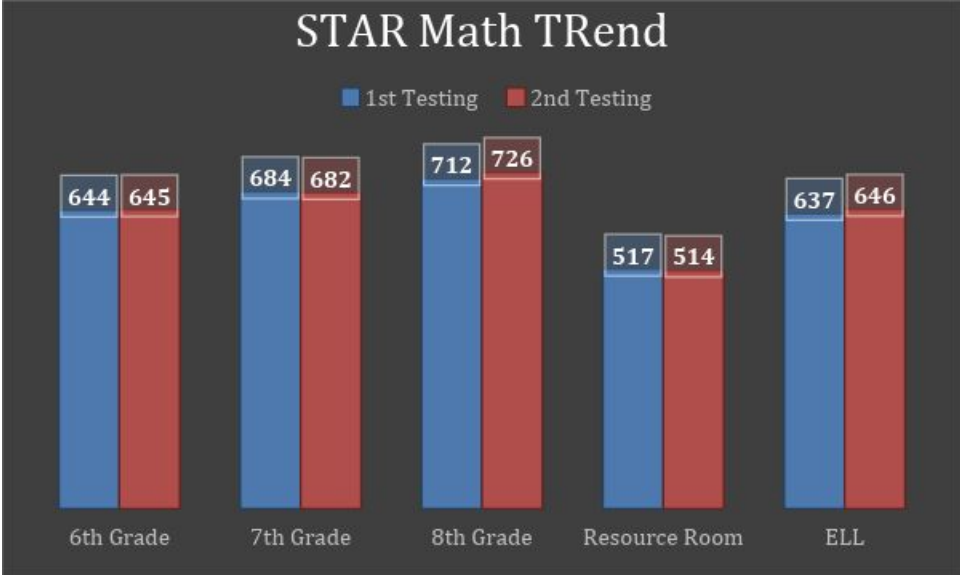
Scaled Score (SS) is useful for comparing student performance over time and across grades. A scaled score is calculated based on the difficulty of questions and the number of correct responses. Because the same range is used for all students, scaled scores can be used to compare student performance across grade levels. Star Reading scaled scores range from 0 to 1400. All norm-referenced scores are derived from the scaled score.

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
Not Met	We have completed the initial testing for all students.	1/10/19	Admin

Measurable Objective Progress Update 2 (March 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
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Not Met	 <p>STAR Math TREnd</p> <p>■ 1st Testing ■ 2nd Testing</p> <table border="1"> <thead> <tr> <th>Grade/Category</th> <th>1st Testing</th> <th>2nd Testing</th> </tr> </thead> <tbody> <tr> <td>6th Grade</td> <td>644</td> <td>645</td> </tr> <tr> <td>7th Grade</td> <td>684</td> <td>682</td> </tr> <tr> <td>8th Grade</td> <td>712</td> <td>726</td> </tr> <tr> <td>Resource Room</td> <td>517</td> <td>514</td> </tr> <tr> <td>ELL</td> <td>637</td> <td>646</td> </tr> </tbody> </table>	Grade/Category	1st Testing	2nd Testing	6th Grade	644	645	7th Grade	684	682	8th Grade	712	726	Resource Room	517	514	ELL	637	646	March 20, 2019	Admin
Grade/Category	1st Testing	2nd Testing																			
6th Grade	644	645																			
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Resource Room	517	514																			
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Measurable Objective Progress Update 3 (July 31)

Status (Met/Not Met)	Progress Notes				Created on	Created by																
Not Met	<p>3rd Testing</p> <table border="1"> <thead> <tr> <th></th> <th>1st Testing</th> <th>2nd Testing</th> <th>3rd Testing</th> </tr> </thead> <tbody> <tr> <td>6th Grade</td> <td>644</td> <td>645</td> <td>664</td> </tr> <tr> <td>7th Grade</td> <td>684</td> <td>682</td> <td>707</td> </tr> <tr> <td>8th Grade</td> <td>712</td> <td>726</td> <td>727</td> </tr> </tbody> </table>					1st Testing	2nd Testing	3rd Testing	6th Grade	644	645	664	7th Grade	684	682	707	8th Grade	712	726	727	July 29, 2019	Admin
	1st Testing	2nd Testing	3rd Testing																			
6th Grade	644	645	664																			
7th Grade	684	682	707																			
8th Grade	712	726	727																			

	Resource Room	517	514	529		
	ELL	637	646	670		

Strategy 1 - Must cite research:

Students are required to borrow books based on the ZPD report of the student. Books will be available at the library for students to borrow and then take a test or quiz on Accelerated Reading. Each student is required to take an 5 AR test per quarter with a passing grade of not less than 85% reading books with their ZPD. Teachers are able to use STAR Reading results to provide differentiated instruction to the students. In addition, teachers keep track on the books the students read so it can track the student's academic growth.

For math, students will be assigned a practice, test, diagnostic or exercise on the internet based on the objectives assigned by their teacher. A student will progress if they have met the objectives assigned to them.

Research:

STAR assessments are computer-adaptive tests designed to give you accurate, reliable, and valid data quickly so that you can make good decisions about instruction and intervention. STAR Reading, STAR Math, and STAR Early Literacy include skills-based test items, learning progressions for instructional planning, and in-depth reports. They bridge testing and instruction like never before.

http://www.liberty.k12.ga.us/pdf/TandL/TR_GettingTheMostOutOfSTARAssessments.pdf

STAR Math is a computer-adaptive assessment of general mathematics achievement for students in grades 1 to 12. STAR Math provides information on student performance on hundreds of skills within 32 domains. Mathematics computation, mathematics application, and mathematics concepts can be assessed. The difficulty of items is adjusted automatically to reflect the skill level of all students.

<http://www.intensiveintervention.org/progress-monitoring/star-math-3>

STAR provides educators with reliable data during the year so they can see the path ahead in time to impact it. This document will show how STAR can provide teachers with critical data for documenting instructional practice and building a body of evidence of student growth and achievement as part of their district's educator evaluation process. STAR assessments can be administered multiple times throughout the school

year, creating a trustworthy trend line that tells a story. Teachers and principals can demonstrate student progress toward incremental benchmarks, mid-course corrections in instruction and the resulting effects, efforts to screen and identify students in need of (and in response to) intervention, trends toward state proficiency, and patterns in learning.

<http://doc.renlearn.com/KMNet/R0057059516C84FF.pdf>

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
STAR Reading and Math	August 2018	June 2019	\$6,000.00	SWP	Administrators, Librarian, ELA Department, and math Department
Library Books	October 2018	May 2019	\$10,000.00	SWP	Administrators and Librarian
Concourse Book System	August 2018	August 2019	\$1,000.00	SWP	Librarian Aide

Activities Progress Update 1 (December 31)

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

In Progress	Receive notice of award in January 10, 2019. In addition, due to damages of Typhoon Yutu, need to work on rebuilding library resources	1/10/2019	Admin
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Activities Progress Update 2 (March 31)

Status (In progress/Completed)	Progress Notes	Created on	Created by
In Progress	<ul style="list-style-type: none"> ● Library <ul style="list-style-type: none"> ○ Purchase Order for Perma Bound – new books have been approved for \$5,000.00 ○ Submitted PO to replace technology lost during the Typhoon Yutu. ○ Submitted PO to renew concourse license. 	3/21/2019	Admin

Activities Progress Update 3 (July 31)

Status (In progress/Completed)	Progress Notes	Created on	Created by
Completed	<ul style="list-style-type: none"> ● FMS received new book orders from Perma Bound. ● Concourse license renewed 		

Goal 2: Highly Qualified and Effective Personnel

By August 2019, All homeroom teachers at Francisco Mendiola Sablan Middle School will be certified to teach in the CNMI-PSS and will demonstrate personal and professional growth. All teachers will demonstrate as we develop towards being a purposeful community that supports student learning and achievement.

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

1. Clear Direction – the capacity to define and clearly communicate to stakeholders the direction, mission, and goals that the institution is committed to achieving.
2. Health Cultures– the shared values, beliefs, written and unwritten rules, assumptions and behavior of stakeholders within the school community that shape the school’s social norms and create opportunities for everyone to be successful.
3. High Expectations – an institution’s stated commitment to expectations for all stakeholders, including student learning outcomes, teacher quality, leadership effectiveness, community engagement, and parent involvement.
4. Impact of Instruction – the capacity of every teacher to purposefully and intentionally create an environment that empowers all learners to the next level of learning or career pathway.
5. Resource Management – the ability of an institution to plan, secure, and allocate its resources (human, material, and fiscal) to meet the need of every learner.
6. Efficacy of Engagement – the capacity to engage learners and other stakeholders in an effective manner to improve learning outcomes.
7. Implementation Capacity – the ability of an institution to consistently execute actions designed to improve organizational and instructional effectiveness.

Measurable Objective 1:

By June 6, 2019, all student directed technology will increase by 20% as measured Power Walk Throughs.

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

Based on the ELEOT, FMS teachers and students showed an increase in the use of technology in the classroom.

ELEOT (Administered by OCI Team)

2017-2018 IRP Results https://drive.google.com/file/d/1HbEO4kpP-j3sYvWoXewv_UKs7KfhiJA-/view

2018-2019 IRP Results <https://drive.google.com/file/d/1kzf0-AwRjtR0eCSE4x-0WizH4QwmgpLv/view>

FMS Data Comparison of PWT and ELEOT <https://drive.google.com/file/d/1Q4DZqK5X6eJm4MhXGC0TSt5b1hlesW5R/view>

Power-walk-through Data

In SY 2017-2018, the leadership team identified which days a content may use the TOWS. This initiative allowed students and teachers the regular use of technology on a weekly basis. This has been effective in meeting our goals to address the use of technology in the classroom.

Teacher Directed Technology

School Year	Non-Use Of Technology	Use of Technology
SY 2015 - 2016	37.7%	62.3%
SY 2016 – 2017	27.8%	72.2%
SY 2017 - 2018	38.5%	61.5%
SY 2018 - 2019	36%	64%

Student Directed Technology

School Year	Non-Use Of Technology	Use of Technology
SY 2015 - 2016	76%	24%
SY 2016 – 2017	51%	49%

SY 2017 - 2018	50.8%	49.2%
SY 2018 - 2019	49.6%	50.4%

<https://drive.google.com/file/d/1Q4DZqK5X6eJm4MhXGC0TSt5b1hlesW5R/view>

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
Not Met	FMS Instructional Review Process has been completed in October 2018. FMS Admin will continue to conduct PWTs throughout the year.	12/31/18	FMS Admin

Measurable Objective Progress Update 2 (March 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
Not Met	FMS PWT Data is still being collected.	March 29, 2019	Admin

Measurable Objective Progress Update 3 (July 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
Met	PWT Data shows that there is an increase in the use of Teacher Directed and Student Directed technology.	July 29, 2019	Admin

Strategy 1 - Must cite research:

As a STEM school, we must continue to provide the equipment all teachers' need for the 21st century classroom. We must continue to invest in technology to keep up with the ever changing world of our profession.

The new 21st century learners must master more than the core curriculum to succeed in secondary and postsecondary institutions, as well as in the workplace. The Partnership for 21st Century Skills, a national organization advocating for 21st century readiness for every student, explains the outcomes of this transformation as fusing the traditional three R's with four C's: critical thinking, creativity, communication, and collaboration.

As students develop the four C's, we have discovered that effective application of these vital skills in a technology-infused life and workplace requires acquiring them in a technology-infused learning environment. This environment calls for two elements: We must increasingly put technology into the hands of students and must trust them with more progressive technology use.

<https://www.naesp.org/principal-januaryfebruary-2012-technology/technology-integration-new-21st-century-learner>

Add updates of strategies if changed.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
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Instructional tools (Equipment & Materials)	October 2018	June 2019	\$33,000.00	SWP	Administrators
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Activities Progress Update 1 (December 31)

Status (In progress /Completed)	Progress Notes	Created on	Created by
In Progress	FMS is still in the process of working with our teachers on equipments and materials for their classrooms and instructional needs.	12/31/18	FMS Admin

Activities Progress Update 2 (March 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
Not Met	<ul style="list-style-type: none"> ● Award Letter was given on January 10, 2019 ● Several Purchase Order for instructional equipment and supplies have been approve. ● Teachers are still collecting quotations for the items they have identified for instructional support. 	1/10/2019 3/20/2019	Admin Axmin

Activities Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by
Met	<ul style="list-style-type: none"> Teachers were able to get needed equipments and technology that they have identified for instructional support. 	July 29, 2019	Admin

Strategy 2 - Must cite research:

PLTW (Project Lead the Way)

Middle school is a time of exploration, a time when students are figuring out what they're passionate about today and how that relates to who they'll become tomorrow. During this transitional time, PLTW Gateway's 10 units empower students to lead their own discovery. The hands-on program boosts classroom engagement and excitement, drives collaboration, and inspires "aha! moments" and deep comprehension. And as students engage in PLTW's activities in computer science, engineering, and biomedical science, they see range of paths and possibilities they can look forward to in high school and beyond.

<https://www.pltw.org/our-programs/pltw-gateway>

TOWS (Technology on Wheels)

Computers on wheels (COWs) or Technology on wheels (TOWS), are a versatile, cost-effective way to bring mobility to students and teachers without the high cost of one-to-one programs or even traditional computer labs. By bundling several laptops on a mobile cart, teachers can bring the technology to the students, helping to minimize costs and make the most of tight budgets.

This model is fitted with wheels, and allows for easy movement of a full PC setup. Perfect if you need to have a PC in more than one location.

At FMS, a teacher can sign the TOW cart out for a class period or the entire day. Before their scheduled time, the teacher or a group of students must roll the TOW cart from the Computer Lab (locked in the computer room office) and wheel it into the classroom.. When finished the equipment is carefully returned so that it is ready for the next person to use. At our school, the TOWs is used EVERY day! In fact, our teachers use it so much that we are hoping to get a cart for each class.

<http://viper.pk/education/classroom-on-wheels/>

Add updates of strategies if changed.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
Instructional Review Process	November 2018	November 2018	0	0	OCI
Instructional Support	August 2018	June 2019	\$30,000.00	SWP	Administrators, Teachers, and Staff
Membership Fees	August 2018	June 2019	\$1,000.00	SWP	Department Chairs

Activities Progress Update 1 (December 31)

Status (In progress/ Completed)	Progress Notes	Created on	Created by
In Progress	We are working with our staff on a list of instructional support/materials.	12/31/18	FMS ADMIN

Activities Progress Update 2 (March 31)

Status (In progress/ Completed)	Progress Notes	Created on	Created by
In Progress	<ul style="list-style-type: none"> ● Award Letter was given on January 10, 2019 ● Several Purchase Order for instructional equipment and supplies have been approve. ● Teachers are still collecting quotations for the items they have identified for instructional support. 	3/20/19	Admin

Activities Progress Update 3 (July 31)

Status (In progress/ Completed)	Progress Notes	Created on	Created by
Completed	We were able to procure needed equipments and technology that teachers have identified for instructional support.	July 29, 2019	Admin

Strategy 1 - Must cite research:

FMS school leaders collaborates with the Office of Curriculum and Instruction to assess and support the Instructional Review Process by providing meaningful coaching methods.

The Collaborative Instructional Review Process equips leaders to provide impactful coaching to teachers by: Establishing and communicating clear expectations around student learning, instructional excellence, and effective practice. Defining a common voice and shared vocabulary for rigorous, relevant, and engaging instruction. Supporting every teacher in continuously improving instruction through targeted feedback, reflective practice, and ongoing application. Creating a collaborative relationship in which teachers feel supported rather than evaluated. Embracing a formative process through which teachers receive ongoing feedback throughout the year.

Raising the Bar on Instructional Excellence. International Center for Leadership in Education.

<http://www.leadered.com/services/rigor-and-relevance.php>

Add updates of strategies if changed.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
Power-Walk-Through	August 2018	June 2019	0		Administrators

Activities Progress Update 1 (December 31)

Status (In progress/Completed)	Progress Notes	Created on	Created by
In Progress	PWTs are continued to be conducted. As of today, conducted only 21 PWTs.	1/10/2019	Admin

Activities Progress Update 2 (March 31)

Status (In progress/Completed)	Progress Notes	Created on	Created by
In Progress	PWTs are continued to be conducted. As of today, conducted only 21 PWTs.		

Activities Progress Update 3 (July 31)

Status (In progress/Completed)	Progress Notes	Created on	Created by
Completed	_____ # of Power walk throughs were conducted.		

Measurable Objective 2:

All certified and noncertified staff will complete a portfolio of all professional development activities as stated on their self-assessment and PD plans by June 2018 as required by the state's certification office.

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

This is a new activity that the school is implementing and basically none of the staff have a portfolio. All staff will work on their portfolio and complete one by the end of the school year.

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
Not Met	We are currently working on our calendar and scheduling observations and finalizing appraisals.	12/31/18	FMS Admin

Measurable Objective Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by
Not Met	<ul style="list-style-type: none"> ● HQT Staff <ul style="list-style-type: none"> ○ Completed 11 teacher evaluations ● Instructors <ul style="list-style-type: none"> ○ Evaluation schedule has been finalized. ● Support/Admin Staff <ul style="list-style-type: none"> ○ Completed 	March 29, 2019	JGS

Measurable Objective Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by
Met	All evaluations for HQT, Instructors, and support/admin staff have been completed for the school year.	July 29, 2019	Admin

Strategy 1 - Must cite research

Portfolios allow teachers to reflect and grow professionally. It ensures evidence of exemplary teaching. A teaching portfolio is a story about you and who you are as an educator. Your teaching portfolio should be a tool that demonstrates your skills and knowledge and provides evidence of your successful teaching practices. It is an effective way for teachers to reflect upon, describe, and document their teaching philosophy, goals, and achievements. Teaching portfolios allow for tracking and documentation of longer periods of teaching than are allowed for during supervised classroom observations. They also serve as a portable residency, encouraging a connection between the education process and end-product.

<https://resumes-for-teachers.com/blog/teaching-job-search-tips/the-benefits-of-creating-a-teaching-portfolio/>

It is critical for teachers to have ongoing and regular opportunities to learn from each other. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture.

<https://www.edutopia.org/teacher-development-introduction>

Professional development is the strategy schools and school districts use to ensure that educators continue to strengthen their practice throughout their career. The most effective professional development engages teams of teachers to focus on the needs of their students. They learn and problem solve together in order to ensure all students achieve success. School systems use a variety of schedules to provide this collaborative learning and work time for teachers. When time set aside for professional development is used effectively and parents receive reports about student results, they realize the benefits to teachers and their students far outweigh the scheduling inconvenience. When communities see their schools making steady upward progress, they applaud the role of effective professional development.

https://learningforward.org/docs/pdf/why_pd_matters_web.pdf

**All our teachers are required to submit a self-assessment report and professional development plan at the beginning of each school year. Based on previous observations and evaluations, teachers will create a plan that address their weaknesses and their strengths as teachers.

Add updates of strategies if changed.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
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Self Assessment	August 2018	October 2019	0		Administrators and Certified Teachers
Professional Development Log	August 2018	June 2019	0		Teachers, Instructors, and Teacher Aides
Teacher Mentoring	August 2018	June 2019		*Funding provided by OCI	Teachers

Activities Progress Update 1 (December 31)

Status (In progress /Completed)	Progress Notes	Created on	Created by
In Progress	Teachers self-assessment has been completed by the teachers. In addition, teachers mentors have been identified and assigned to mentee novice teachers.	1/10/2019	Admin

Activities Progress Update 2 (March 31)

Status (In progress /Completed)	Progress Notes	Created on	Created by
In Progress	As of March 31st we have completed the following: <ul style="list-style-type: none"> Completed performance appraisals for all the support staff 		

	<ul style="list-style-type: none"> • Completed 12 teacher/instructor evaluations 		
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Activities Progress Update 3 (July 31)

Status (In progress /Completed)	Progress Notes	Created on	Created by
Completed	All teacher performance appraisals have been completed.	July 29, 2019	Admin

Goal 3: Safe and Orderly Schools

All students will be provided a safe, clean, and healthy environment conducive to learning.

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

1. Clear Direction – the capacity to define and clearly communicate to stakeholders the direction, mission, and goals that the institution is committed to achieving.
2. Health Cultures – the shared values, beliefs, written and unwritten rules, assumptions and behavior of stakeholders within the school community that shape the school’s social norms and create opportunities for everyone to be successful.
3. High Expectations – an institution’s stated commitment to expectations for all stakeholders, including student learning outcomes, teacher quality, leadership effectiveness, community engagement, and parent involvement.
4. Impact of Instruction – the capacity of every teacher to purposefully and intentionally create an environment that empowers all learners to the next level of learning or career pathway.
5. Resource Management – the ability of an institution to plan, secure, and allocate its resources (human, material, and fiscal) to meet the need of every learner.
6. Efficacy of Engagement – the capacity to engage learners and other stakeholders in an effective manner to improve learning outcomes.
7. Implementation Capacity – the ability of an institution to consistently execute actions designed to improve organizational and instructional effectiveness.

Measurable Objective 1:

By August 2019, FMS will address 50% of the recommendations for repair and maintenance will be completed as measured by the school monitoring report.

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

Inspection Reports from ACAS, DPW, Capital Improvement Programs (PSS), Bureau of Environmental Health, Department of Coastal Quality, and Fire Department

Inspection by ACAS and team in December 2017

Findings/Recommendations:

1. Recharge fire extinguisher
2. Install Outlet cover plates (3 classrooms)
3. Evacuation Maps need to be posted
4. Awning needs to be replaced

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
Not Met	<p>Currently, the following findings have been addressed:</p> <ol style="list-style-type: none"> 1. Fire extinguishers were charged 2. Outlets were covered 3. Evacuation Maps posted 4. Tiles were installed in the computer lab. <p>Due to Typhoon Yutu - FMS suffered extensive damages:</p> <ul style="list-style-type: none"> ● Bldg. B and Bldg. E - -all classrooms were damaged ● Awnings at the front of the main office and the cafeteria need to be replace ● Bldg. C - - non existent 	01/10/20 19	FMS ADMIN

Measurable Objective Progress Update 2 (March 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
Not Met	<p>Typhoon Yutu</p> <ul style="list-style-type: none"> ● Bldg. B <ul style="list-style-type: none"> ○ Roof was replaced ○ Tiles are to be replaced ○ Work on interior of the classrooms ● Bldg. C 	JGS	March 20, 2019

	<ul style="list-style-type: none"> ○ Debris was clear ● Bldg. E <ul style="list-style-type: none"> ○ Roof was replaced 		
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Measurable Objective Progress Update 3 (July 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
Not Met	<p>Completed: Fire extinguishers have been charged Smoke detectors were installed Inspections passed Building E repairs completed</p> <p>Incomplete: Bldg. B</p> <ul style="list-style-type: none"> ● Interior 		

Strategy 1 - Must cite research:

The school will collaborate with appropriate agencies and work with PSS departments to address findings in the inspection report. In addition, we must ensure the environment in all the classrooms is conducive for learning.

Facilities issues arise at all educational levels, from prekindergarten through postsecondary, and at all sites, from classrooms to administrative offices. Challenges arise in new and old facilities alike, although the types of concerns may differ. Because routine and unexpected maintenance demands are bound to arise, every education organization must proactively develop and implement a plan for dealing with these inevitabilities. A sound facilities maintenance plan helps to ensure that school facilities are, and will be, cared for appropriately. It is about providing clean and safe environments for children. It is also about creating a physical setting that is appropriate and adequate for learning.

U.S. Department of Education, National Center for Education Statistics, National Forum on Education Statistics. Planning Guide for Maintaining School Facilities, NCES 2003-347, prepared by T. Szuba, R. Young, and the School Facilities Maintenance Task Force. Washington, DC: 2003

<https://nces.ed.gov/pubs2003/maintenance/executive.asp>

Add updates of strategies if changed.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
Janitorial Services	October 2018	June 2019	\$6,000.00	Local Funds	Administrators
Restroom Supplies	October 2018	June 2019	\$3,000.00	Local Funds	Administrators
AC Services	October 2018	June 2019	\$10,000.00	Local Funds	Administrators

Security Cameras	October 2018	June 2019	\$5,000.00 \$1,875.00	Local Funds	Administrators
Upgrade of Electrical	October 2018	June 2019	\$2,000.00	Local Funds	Administrators
Paint	October 2018	July 2019	\$3,500.00	Local Funds	Administrators
Retile of Floors	October 2018	July 2019	\$5,000.00	Local Funds	Administrators
Operational (Supplies)	October 2018	July 2019	\$11,500.00	Local Funds	Administrators
Operational Supplies	October 2018	July 2019	\$500.00	Local Funds	Administrators
TOTAL:					\$46,500.00 \$34,875

Activities Progress Update 1 (December 31)

Status (In progress /Completed)	Progress Notes	Created on	Created by
In Progress	SWP Plan was approved on January 10, 2019		

Activities Progress Update 2 (March 31)

Status (In progress /Completed)	Progress Notes	Created on	Created by
In Progress	The local fund allocation was cut by 25%. Due to the cut, the school removed the paint, retiling, and partial amount of the security camera allocation.	March 31, 2019	Admin

Activities Progress Update 3 (July 31)

Status (In progress /Completed)	Progress Notes	Created on	Created by
In progress	Local Funds were not available.	July 29, 2019	Admin

Goal 4: Parental Involvement

FMS Middle School will engage all families and community members in meaningful ways to improve their children's education and inform parents and the public of student success.

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

1. Clear Direction – the capacity to define and clearly communicate to stakeholders the direction, mission, and goals that the institution is committed to achieving.
2. Health Cultures – the shared values, beliefs, written and unwritten rules, assumptions and behavior of stakeholders within the school community that shape the school’s social norms and create opportunities for everyone to be successful.
3. High Expectations – an institution’s stated commitment to expectations for all stakeholders, including student learning outcomes, teacher quality, leadership effectiveness, community engagement, and parent involvement.
4. Resource Management – the ability of an institution to plan, secure, and allocate its resources (human, material, and fiscal) to meet the need of every learner.

Measurable Objective 1:

By June 6, 2019, there will be a 5% points increase (from 7% to 12%) in parent attendance as measured by the sign-up sheets in all school related activities (e.g., PTSA, Mid-Progress, literacy nights, etc.).

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

SY 2018- 2019 PTSA Meetings, Mid-Progress Report, and parental volunteer sign-up sheet
 Teachers keep track of parent calls (Log sheet), Parent Literacy Nights

SY 17-18
 Our school’s participation rate for PTSA for SY 17-18 was: 7%

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
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Not met	After Typhoon Yutu, we had very poor parental involvement and attendance. Most of our families are still living in tents, shelters, and/or with relatives.	December 31, 2018	Admin
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Measurable Objective Progress Update 2 (March 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
NOT MET	Slight increase in attendance, but not enough to reach our goal. Average attendance is 10%.	March 31, 2019	Admin

Measurable Objective Progress Update 3 (July 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
Met	We had more parents participating in our meetings and mid progress distribution. Attendance increased to 12%.	July 29, 2019	Admin

Strategy 1 - Must cite research:

As a middle school, we must continue to strive and encourage our parents to be involved in their child's education. Though students must begin to be independent learners, middle school students still need the guidance and encouragement of their parents.

Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs. Researchers cite parent-family-community involvement as a key to addressing the school dropout crisis and note that strong school-family-community partnerships foster higher educational aspirations and more motivated students. The evidence holds true for students at both the elementary and secondary level, regardless of the parent's education, family income, or background—and the research shows parent involvement affects minority students' academic achievement across all races.

http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf

There are numerous studies that explore successful family involvement at the secondary level. The studies reported here represent several research designs: comparison studies, random surveys, and other descriptive methods. While each study provides comparative data or is rich in description about issues and factors influencing family involvement at the secondary level, they do not provide empirical evidence on what intervention strategies can positively impact student performance and can be found in randomized control trials. Additionally, the studies described in this section not only present current research, they also help to define what is known about effective family and community connections with schools.

<http://www.sedl.org/connections/resources/rb/rb3-Secondary.pdf>

Add updates of strategies if changed.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
PTSA Meeting (Incentives)	August 2018	June 2019	0	Donations	Administrators, Teachers, Staff, and STUCO Officers
Parent Resource Center	September 2018	June 2019	\$2,000.00	Parental Involvement Fund	PTSA and School Administrators

Activities Progress Update 1 (December 31)

Status (In progress/Completed)	Progress Notes	Created on	Created by
In Progress	Due to Typhoon Yutu, our library was damaged and this is where our Parent Resource Center is located.	December 31, 2018	Admin

Activities Progress Update 2 (March 31)

Status (In progress/Completed)	Progress Notes	Created on	Created by
In Progress	We still have no repairs to our damaged facilities including the library.	March 31, 2019	Admin

Activities Progress Update 3 (July 31)

Status (In progress/Completed)	Progress Notes	Created on	Created by
In Progress	Our school did not get any repairs to Building B except for the roof. The interior of building B is still damaged and inaccessible.	July 29, 2019	Admin

Goals Summary:

#	<u>Goal Name</u>	<u>Goal Details</u> (Number of SQFs, Number of Objectives, Number of Strategies, Number of Activities)	<u>Goal Type</u> (Organizational or Academic)	<u>Total Funding</u>
1	All students will be provided equitable and challenging learning experiences that are aligned to the school’s curriculum, instructional design, and assessment to develop learning, thinking, and life-skills that lead to college and career.	SQFs: 6 Objectives: 3 Strategies: 5 Activities: 9	Academic	\$70,094.00 (SWP)
2	All teachers at Francisco Mendiola Sablan Middle School will be certified to teach in the CNMI-PSS and will demonstrate personal and professional growth will demonstrate as we develop towards being more a purposeful community that supports student learning.	SQFs: 7 Objectives: 2 Strategies: 4 Activities: 7	Academic	\$64,000.00 (SWP)

3	All students will be provided a safe, clean, and healthy environment conducive to learning.	SQFs: 7 Objectives: 1 Strategies: 1 Activities: 9	Organization	\$46,500.00 (Local Funds)
4	FMS Middle School will engage families and community members in meaningful ways to improve their children's education and inform parents and the public of students' successes.	SQFs: 4 Objectives: 1 Strategies: 1 Activities: 2	Organization	\$2,000.00 (Parent Involvement)