

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



School Name:

School Year:

Tinian Jr. Sr. High School

2019-2020

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

Tinian Jr. Sr. High School (TJSHS) sits on over 5 hectares of land in the heart of San Jose Village adjacent to Tinian Elementary School and the Tinian Northern Marianas College campus, surrounded by San Jose Church, public library, hospital, police and fire department, other government agencies, private businesses and residents of our community. It is from this location that our students, parents, and members of the community interact daily to provide our students with the best possible education that available funding can provide. Tinian High School was established in 1989. The Jr. High School was merged with the high school in 1998 for financial purpose. There was a substantial savings with merging the two schools, rather than having two separate campuses.

As of April 11th, TJSHS has a student population of 259, which is comprised of the following ethnicities: 56% Chamorro, 50% Filipino, and the remaining 4% are Bangladesh, Caucasian, Chinese, Mexican, Korean, and FSM. 100% of students are on the free meal program. 16 students or 6% of our students are in the Special Education program and 46 students or 18% are classified as English Language Learners.

The total student enrollment for TJSH is 259. Breakdown by grade-level is as follows: 7th Grade (46), 8th Grade (49), 9th Grade (42), 10th Grade (39), 11th Grade (32), 12th Grade (51).

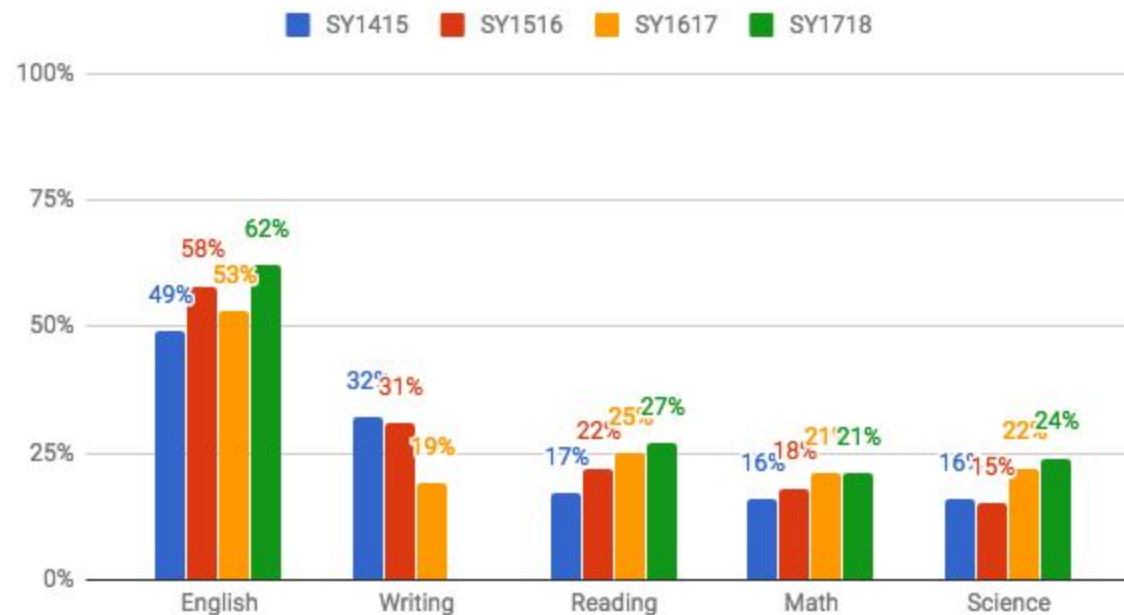
The faculty and staff is comprised of 9 administrative staff and 23 instructional staff.

The administrative staff includes the principal, vice-principal, school counselor, administrative assistant, registrar, school aide, librarian aide, trades and maintenance, and one MOU staff.

The instructional staff includes 17 classroom teachers, 3 instructors, and 4 teacher aides. 43% hold a master's degree, 30% hold a bachelor's degree, and the remaining 26% hold an associate's degree or lower.

The chart below shows the number students performing at "Exceeding" and "Ready" on the ACT Aspire Summative assessment. The 4-year trend indicates the average percentage of students performing in English (56%), Writing (27%), Reading (23%), Math (19%), and Science (19%). Summative results for SY2018-2019 are pending.

ACT Aspire Summative Trend Data



BUDGET ALLOCATION BREAKDOWN

Personnel Budget

Local

No. of FTEs	Total Budget Amount (including all benefits)
31	
111074: 10 Admin, 16 CTs, 1 TA (728,283) 111123: 1 CCLHS Instructor (31,793) 111133: 2 Teacher Aides (38,438) OPT: 1 Bus Driver	\$823,490

Personnel Budget

Federal

No. of FTEs	Total Budget Amount (including all benefits)
5	
650111: 1 Teacher Aide (23,827) 1885LE8SPE: 1 Classroom Teacher (41,745) 192T5P9COP: 1 Classroom Teacher (66,135) 111197: 2 Instructors	\$288,313

Local Budget

Operations Allocation: \$26,000

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4235	Cleaning Services	Outsource of custodial services is needed until the requested new FTE for custodial services is approved.		\$5,000
4216	Licenses and Fees	Fire, sanitation, building permit fees;		\$3,000

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		elevator inspection fees		
4224	Repairs and Maintenance	General Maintenance and Repairs; includes recertification of fire extinguishers; air conditioner (preventative maintenance); anti-tread slip covers for stairways		\$10,900
4303	Fuel and Lubrication	Brushcutter, Riding Mower		\$1,000.00
4305	Supplies - Operations	To purchase supplies needed for operations (i.e. bathroom supplies, janitorial supplies, etc.)		\$3,000
4304	Supplies - Office	Plaques, medals, diplomas/diploma covers for graduation, office supplies		\$3,100

Local Budget

CIP Allocation:

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4224	Repairs and Maintenance	Elevator	Priority 1	\$60,000
4402	Land Improvements	Parking Lot Lighting	Priority 1	\$56,000
4405	Building	Outdoor Gym	Priority 2	\$2,500,000
4224	Repairs and Maintenance	Basketball Court	Priority 2	\$150,000
4224	Repairs and Maintenance	Replacement of Cabinetry	Priority 1	\$25,000
4224	Repairs and Maintenance	Drainages	Priority 1	\$8,000
4224	Repairs and Maintenance	Replacement of Carpet in Library, Resource Room, and Storage Room	Priority 2	\$21,500
4224	Repairs and Maintenance	Lock Replacements	Priority 2	\$5,000

4402	Land Improvements	Fencing	Priority 2	\$844,000
4406	Building Improvement	Renovation of Building E	Priority 2	\$119,000
4406	Building Improvement	Typhoon Shutters	Priority 2	\$450,000
4406	Building Improvement	Painting of Parking Lot	Priority 2	\$16,000
4405	Building	Expansion of Cafeteria	Priority 2	\$250,000

Local Budget

Other Allocation: \$

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount

Federal Budget (all funds)

Allocation: \$

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4201	All Other Expenses	Parent Activity Fund	Parental Involvement	\$3,000
4216	Licenses and Fees	Subscriptions (Achieve3000, Kuder, IXL)	SWP	\$17,336
4233	Commute within the CNMI	Professional Development, PLCs	SWP	\$55,160
4116	Other Differential	Afterschool Program/Credit Recovery	SWP	\$3,152
4301	Books and Instructional Materials	Funds allocated by teacher based on number of students served	SWP	\$74,072
4306	Controlled Assets	Technology	SWP	\$3,152
4310	Library Books and Library Materials	Library	SWP	\$1,576
4310	Books and	Counseling Program	SWP	\$3,152

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	Instructional Materials			
4201	All Other Expenses	Equipment for sports	Wellness	\$3,599
4116	Other Differential	Pay Differential for coaches	Wellness	\$899
4233	Commutes within the CNMI	Interscholastic Sports	Wellness	\$1,499
4301	Books and Instructional Materials	CTE Classrooms	CTE	\$9,536

Non-Appropriated Funds (Educational Tax Credit, PTSA fundraising, etc)

Collection:

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount

**Add additional rows as needed.*

Goal 1:

By 2025, the percentage of students at the "Exceeding and/or Ready" level will be at least 61% in English, 54% in Reading, 50% in Math and 50% in Science as measured by the ACT Aspire Summative assessment.

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

Clear Direction, Healthy Culture, High Expectations, Impact of Instruction, Efficacy of Engagement

Measurable Objective 1:

Objective 1a: By the end of SY 1920, the percentage of students in the "Exceeding and/or Ready" level will increase by at least 3% in English, and 5% in Reading and Science, and 2% in Math as measured by the ACT Aspire Summative assessment.

Objective 1b: By the end of SY1920, the percentage of students will increase by at least 5% at “on or above the 50th percentile” as measured by the STAR Math Assessment.

Objective 1c: By the end of SY1920, the percentage of students in the *Bridging* and *Reaching* levels will increase by 5% as measured by the WIDA ACCESS for ELLs assessment.

Objective 1d: By the end of SY 1920, the number of students in Level 2 will increase by...% as measured by the MSAA assessment.

Objective 1e: By the end of SY 1920, the average Lexile level of all students will increase by at least 45 Lexiles as measured by LevelSet assessments.

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

[ACT Aspire Summative Assessment Trend Data](#)
[SY2018-2019 STAR Reading and Math Assessment Results](#)
[TJSHS WIDA RESULTS](#)
[Average Lexile Level Growth by Quarter](#)

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	Progress Notes	Created on	Created by

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Measurable Objective Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by

Strategy 1 - Must cite research:

a: Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. With RTI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities or other disabilities. The four essential components of an RTI framework are screening, progress monitoring, multi-level or multi-tier prevention system, and data-based decision making. Currently, TJSHS utilizes the STAR Reading and Math assessments on Renaissance Learning as a formative assessment to screen and monitor student progress. It provides instructional plans tailored according to individual student needs. With the data generated from this assessment, school staff will closely monitor student progress and differentiate instruction accordingly.

Additionally, classroom tests and interim tests for the ACT Aspire assessments would provide formative data in English, Writing, Reading, Math, and Science.

Our strategy is to provide teachers with funding so they don’t spend their own money on school supplies for their classrooms. “Among teachers who spent any of their own money on classroom supplies without reimbursement, the average (mean) amount spent was \$479, and the median amount spent was \$297. About 44 percent spent \$250 or less, while 36 percent spent from \$251 to \$500” (USDOE).

b: “STAR Math Enterprise provides a reliable and valid method for measuring progress towards achievable goals in mathematics. Teachers, principals, literacy coaches, assessment directors, and district-level administrators can use the assessment data for instructional planning, growth measurement, and program evaluation. At an individual student level, STAR can be used for a variety of purposes, including screening, formative assessment, progress monitoring, calculating growth, and outcomes assessment. By using the assessment on a regular basis, such as quarterly or monthly, teachers can monitor progress and make

appropriate adjustments to instruction. Research firmly supports progress monitoring, which has shown to be successful in a variety of educational settings.”

c: “Achieve3000® is a supplemental online literacy program that provides nonfiction reading content to students in grades preK-12 and focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. ‘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.”
Student competitions: 1) improve teamwork and collaboration, 2) enhance social and emotional learning, 3) develop academic heroes, 4) increase intrinsic motivation, 5) enhances beneficial peer comparisons, 6) strengthens academic self-concept, 7) facilitates growth mindsets, 8) builds mental toughness, 9) develops agency, and 10) improves risk analysis.

Research cited:

1. "Essential Components of RtI." Center on Response to Intervention. American Institutes for Research, n.d. Web. 30 Aug. 2016.
2. Stepanek, J., and Peixotto, K. (2009). Models of response to intervention in the Northwest Region states (Issues & Answers Report, REL 2009–No. 079). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest. Retrieved from <https://files.eric.ed.gov/fulltext/ED506348.pdf>
3. *Public School Teacher Spending on Classroom Supplies*. (n.d.). Retrieved July 31, 2018, from <https://files.eric.ed.gov/fulltext/ED583062.pdf>.
4. *The Research Foundation for Star Assessments* (Tech.). (2013). Retrieved January 6, 2018, from Renaissance Learning website: <http://doc.renlearn.com/KMNet/R001480701GCFBB9.pdf>
5. Lambert, R., Algozzine, B., & McGee, J. (2014). Effects of progress monitoring on math performance of at-risk students. *British Journal of Education, Society and Behavioural Science*, 4(4), 527–540. Retrieved from <http://sciencedomain.org/download/MzMxNUBACGY>
6. *Achieve3000®. Adolescent Literacy. What Works Clearinghouse Intervention Report* (Rep.). (n.d.). (ERIC Document Reproduction Service No. EDIES13C0010)
7. Neubert, J. (n.d.). 10 Ways Competitions Enhance Learning. Retrieved October 15, 2017, from <https://www.competitionsscience.org/2016/07/04/10-ways-competitions-enhance-learning/>

Add updates of strategies if changed.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
Renew and procure online license subscriptions	July 2019	August 2020	Achieve 3000 - \$10,300 IXL - \$2,859 Accelerated Math 2.0 - \$1,782 Accelerated Reader - \$2,673	Consolidated Grant	Administrators
Purchase supplies and materials to support instruction and learning for individual classrooms	July 2019	August 2020	Classroom allocations: \$32,000 Instructional materials: \$40,000	Consolidated Grant	Teachers
Purchase high-interest, low-level books for library that complement the Accelerated Reader program	July 2019	August 2020	\$1,500	Consolidated Grant	Librarian Aide
School-level Recognition Ceremony and contests	August 2019	May 2020	\$0	Consolidated Grant/NAF	Department Chairs
Purchase technology tools and equipment to support learning in the classroom (i.e. Meraki routers, LCD projectors)	August 2019	May 2020	\$3,000	Consolidated Grant	Administrators
Purchase instructional materials to support the	August 2019	May 2020	\$9,536	Consolidated Grant	CTE Department

Career and Technical Education (CTE) program					
Purchase instructional materials and consumables (i.e. Digits Student Companion Workbooks, SPARKS PE)	August 2019	May 2020	Digits: \$5,200	Consolidated Grant	Administrators
Professional Development for instructional support for effective implementation (i.e. Achieve3000, IXL, Accelerated Math 2.0)	August 2019	May 2020	\$0 (included with subscription amount)	No funding required.	Administrators
Professional Development for instructional practice and strategies (i.e. classroom management, instructional coaching, etc.)	August 2019	May 2020	\$0	No funding required.	Administrators

Activities Progress Update 1 (December 31)

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

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**Add additional Goals, Measurable Objectives, Strategies, Activities as needed to complete your SWP by copying the titles and boxes.*

Measurable Objective 2:

By the end of SY19-20, at least 40% of students will participate in extra-curricular programs and activities as measured by attendance logs.

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

[After-School Program Data Summary Sheet](#)

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(Met/Not Met)			

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Strategy 2 - Must cite research:

The "Study of Promising After-School Programs," a landmark study for the out-of-school-time field that spanned 35 quality afterschool programs...found that students regularly participating in the programs improved their work habits; demonstrated higher levels of persistence; and saw reductions in reports of misconduct, such as skipping school.

Research Cited: Vandell, D.L., et. al. (2007). Outcomes Linked to High-Quality After-School Programs: Longitudinal Findings from the Study of Promising Afterschool Programs. University of California, Irvine. Irvine, CA.

Add updates of strategies if changed.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
Programs facilitated by	August 2019	June 2020	\$3,152	CG SWP	Instructional Staff

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instructional staff that target social/emotional development, intervention and enrichment					
Purchase sports equipment to be utilized with the PE/Health classes and sports programs	August 2019	June 2020	\$4,736	CG Wellness	PE/Health Teacher Coaches
Pay differentials for the coaches of after-school sports programs	August 2019	June 2020	\$900	CG Wellness	Coaches
Commute expenses for coaches and athletes to compete in off-island competitions	August 2019	June 2020	\$1,500	CG Wellness Local Funds	Coaches

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Measurable Objective 3:

By the end of SY1920, at least 50% of school families will participate in school sanctioned activities/events as measured by activity attendance/log sheets.

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

[Parental Involvement](#)

Measurable Objective Progress Update 1 (December 31)

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

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Measurable Objective Progress Update 2 (March 31)

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Strategy 3 - Must cite research:

To increase accessibility to facilities and materials for families. Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior.

Research cited:

- 1) J. S., P. W., C. A., & K. D. (n.d.). *Parental Involvement in Urban Charter Schools: New Strategies for Increasing Participation*. Retrieved July 30, 2018, from <https://files.eric.ed.gov/fulltext/EJ932201.pdf>.
- 2) M. D., & M. B. (n.d.). *Parental Involvement as a Important Factor for Successful Education*. Retrieved July 30, 2018, from <https://files.eric.ed.gov/fulltext/EJ1156936.pdf>.

Add updates of strategies if changed.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
Parental and community	August 2019	June 2020	\$3,000	CG Parental Involvement Funds	Administrators PTSA

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engagement activities as determined by the PTSA Action Plan					
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Goal 2:

By the end of SY 2019-2020, 65% of teachers will be at least at the Proficient rating level on the summary evaluations as measured by the McREL Teacher Evaluation.

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

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Clear Direction, High Expectations, Impact of Instruction, Resource Management, Implementation of Capacity

Measurable Objective 1:

Objective 1a: By the end of SY 2019-2020, all teachers will increase their overall average scores of the listed indicators on the ELEOT by at least 0.4 points as measured by the ELEOT.

Objective 1b: By the end of SY1819, all teachers will have addressed at least 80% of identified elements as measured by their Professional Development Plan.

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

[Teacher Evaluation Summary \(based on End of Year Evaluations using McREL Teacher Evaluation\)](#)

[SY2018-2019 ELEOT Comparison Data](#)

The following data indicates the rating and number of staff performing at each level on the standards. These numbers represent our baseline data for SY2018-2019. There was no baseline data for SY1718.

[1718 Teacher Evaluation Summary Report](#)

Standard 1: Developing (4), Proficient (8), Accomplished (6), Distinguished (1), Not Demonstrated (0)
Standard 2: Developing (3), Proficient (10), Accomplished (5), Distinguished (0), Not Demonstrated (1)
Standard 3: Developing (7), Proficient (10), Accomplished (2), Distinguished (0), Not Demonstrated (0)
Standard 4: Developing (7), Proficient (11), Accomplished (1), Distinguished (0), Not Demonstrated (0)
Standard 5: Developing (5), Proficient (9), Accomplished (4), Distinguished (1), Not Demonstrated (0)

Measurable Objective Progress Update 1 (December 31)

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

Measurable Objective Progress Update 2 (March 31)

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Strategy 1 - Must cite research:

A: Building professional capacity within the school community and reducing instructional variability will result from instructional coaching. Teacher mentors and administrators will facilitate professional development for all instructional staff as in-service training (TeacherPlus, UbD, SIOP, Classroom Management, Teacher Evaluation/Power-walkthroughs, Accreditation, Google Apps) and provide support and evaluation throughout the school year. Research shows that high-quality induction and mentoring programs can increase teacher retention as well as increase student achievement. Students of novice teachers who experience strong induction “in general, achieve in patterns that mirror the achievement rates of students assigned to more experienced mid-career teachers.” (p.8, Building Systems of Support for Excellent Teaching and Learning).

B: 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 must continually expand their knowledge and skills to implement the best educational practices. Educators learn to help students learn at the highest levels. By giving them opportunities to grow professionally and leverage their responsibilities, “Moreover, the availability of teacher leadership opportunities positively impacts teacher recruitment and retention, job satisfaction, and student achievement (C. Natale, L. Gaddis, K. Bassett, &K. McKnight (2016).

Research Cited:

Building Systems of Support for Excellent Teaching and Leading. (2016, October 7). Retrieved July 30, 2018, from <https://www2.ed.gov/policy/elsec/leg/essa/essatitleiipartaguidance.pdf>.

Mizell, H. (2010). *Why Professional Development Matters* [Pamphlet]. Oxford, OH: Learning Forward. https://learningforward.org/docs/pdf/why_pd_matters_web.pdf

Building Systems of Support for Excellent Teaching and Leading. (2016, October 7). Retrieved July 30, 2018, from <https://www2.ed.gov/policy/elsec/leg/essa/essatitleiipartaguidance.pdf>.

Add updates of strategies if changed.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
Professional Development:	August 2019	June 2020	Model Schools Conference:\$35,000 Rigor and Relevance: \$17,500	SWP	Principal/V. Principal
Pay differentials for instructional coaches who will provide individualized and structured support for teachers through mentoring activities (i.e. professional growth planning, research,	August 2019	June 2020	\$2,000	OCI	Mentor Teachers

observation)					
Pay differential for Instructional coaches and State PLC members facilitation and attendance and participation in PLCs and PDs at the school and district level.	August 2019	June 2020	\$5,029	CG SWP	Administrators

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***Add additional Goals, Measurable Objectives, Strategies, Activities as needed to complete your SWP by copying the titles and boxes.**

Goal 3:

TJSHS will provide a safe and healthy learning environment. Therefore, by June 2019, 85% of all TJSHS students will indicate a response of "I am safe at school" as measured by the Spring 2020 Advanced Ed Student Inventory.

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

Clear Direction, Healthy Culture, Resource Management, Implementation Capacity

Measurable Objective 1:

By the end of SY1920, at least 80% of the recommendations identified on the School Facilities Monitoring Report will be addressed as measured by the the Facilities Checklist Log Sheet.

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

Inventory sheets, [receiving reports](#)
As monitored through our [School Facilities Checklist for SY2018-2019](#), there are 41 recommendations identified in the school monitoring report.

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Measurable Objective Progress Update 3 (July 31)

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Strategy 1 - Must cite research:

With respect to students, school facilities affect health, behavior, engagement, learning, and growth in achievement. Thus, researchers generally conclude that without adequate facilities and resources, it is extremely difficult to serve large numbers of children with complex needs. Better aligning and utilizing these resources can also help school systems identify and access low-cost services or facilities to support learning opportunities on and off school sites. Affordable and accessible resources is very limited on Tinian. We often procure supplies, materials, and equipment from the neighboring island of Saipan.

With respect to students, school facilities affect health, behavior, engagement, learning, and growth in achievement. Thus, researchers generally conclude that without adequate facilities and resources, it is extremely difficult to serve large numbers of children with complex needs.

Research Cited:

1. (n.d.). Retrieved October 15, 2017, from <http://sites.psu.edu/ceepa/2015/06/07/the-importance-of-school-facilities-in-improving-student-outcomes/>
2. Better Use of Community Resources. (n.d.). Retrieved October 15, 2017, from <https://www.ed.gov/oii-news/better-use-community-resources>
3. (n.d.). Retrieved October 15, 2017, from <http://sites.psu.edu/ceepa/2015/06/07/the-importance-of-school-facilities-in-improving-student-outcomes/>
4. Jones, S. E., Axelrod, R., & Wattigney, W. A. (2007, October). *Healthy and Safe School Environment, Part II, Physical School Environment: Results from the School Health Policies and Programs Study 2006*. Retrieved July 31, 2018, from [https://eric.ed.gov/?q=Healthy and safe school environment, part II, physical school environment: Results from the school health policies and programs study 2006&pr=on&id=EJ854525](https://eric.ed.gov/?q=Healthy+and+safe+school+environment,+part+II,+physical+school+environment:Results+from+the+school+health+policies+and+programs+study+2006&pr=on&id=EJ854525).

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Add updates of strategies if changed.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
Brushcutter, Riding Mower parts/Fuel and Lubrication	October 2019	July 2020	\$1,000	Local Non-Appropriated Funds	Administrators
Purchase supplies needed for operations	October 2019	July 2020	\$3,000	Local Non-Appropriated Funds	Administrators Administrative Staff
Purchase plaques and medals for graduation	October 2019	July 2020	\$3,100	Local Non-Appropriated Funds	Administrators
General Repairs and Maintenance	October 2019	July 2020	\$10,900	Local Non-Appropriated Funds	Administrators
Building Permits, Sanitation and Fire Inspection Fees; Fire Extinguisher (certification)	October 2019	July 2020	\$3,000	Local Non-Appropriated Funds	Administrators
Custodial Services	October 2019	July 2020	\$5,000	Local Non-Appropriated Funds	Administrators

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Activities Progress Update 3 (July 31)

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Measurable Objective 2:

By the end of SY1920, the number of discipline referrals will decrease by at least 10% as measured by Administrator’s Plus student information system.

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

[TJSHS Discipline Data](#)

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Measurable Objective Progress Update 3 (July 31)

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Strategy 1 - Must cite research:

With respect to students, school facilities affect health, behavior, engagement, learning, and growth in achievement. Thus, researchers generally conclude that without adequate facilities and resources, it is extremely difficult to serve large numbers of children with complex needs. Better aligning and utilizing these resources can also help school systems identify and access low-cost services or facilities to support learning opportunities on and off school sites. Affordable and accessible resources is very limited on Tinian. We often procure supplies, materials, and equipment from the neighboring island of Saipan.

With respect to students, school facilities affect health, behavior, engagement, learning, and growth in achievement. Thus, researchers generally conclude that without adequate facilities and resources, it is extremely difficult to serve large numbers of children with complex needs.

Research Cited:

5. (n.d.). Retrieved October 15, 2017, from <http://sites.psu.edu/ceepa/2015/06/07/the-importance-of-school-facilities-in-improving-student-outcomes/>
6. Better Use of Community Resources. (n.d.). Retrieved October 15, 2017, from <https://www.ed.gov/oii-news/better-use-community-resources>
7. (n.d.). Retrieved October 15, 2017, from <http://sites.psu.edu/ceepa/2015/06/07/the-importance-of-school-facilities-in-improving-student-outcomes/>
8. Jones, S. E., Axelrod, R., & Wattigney, W. A. (2007, October). *Healthy and Safe School Environment, Part II, Physical School Environment: Results from the School Health Policies and Programs Study 2006*. Retrieved July 31, 2018, from [https://eric.ed.gov/?q=Healthy and safe school environment, part II, physical school environment: Results from the school health policies and programs study 2006&pr=on&id=EJ854525](https://eric.ed.gov/?q=Healthy+and+safe+school+environment,+part+II,+physical+school+environment:+Results+from+the+school+health+policies+and+programs+study+2006&pr=on&id=EJ854525).

Add updates of strategies if changed.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
SEL Programs will be developed through the school Counseling program that focuses on prevention and outreach, professional development, collaboration, evidence-based program implementation,	August 2019	June 2020	\$3,100	CG SWP	Counselor

Form 08302017 -

This form is to be used alongside the "CNMI PSS Standard Operating Procedures (SOPs) for School-Wide Improvement Plans"

and team building					
Streamline classroom management procedures and practices	August 2019	June 2020	\$0	No funding required.	Administrators Teachers

Activities Progress Update 1 (December 31)

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

Activities Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by

Activities Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by

****Add additional Goals, Measurable Objectives, Strategies, Activities as needed to complete your SWP by copying the titles and boxes.***

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	By 2025, the percentage of students at the "Exceeding and/or Ready" level will be at least 61% in English, 54% in Reading, 50% in Math and 50% in Science as measured by the ACT Aspire Summative assessment.	SQFs: 5 Objectives: 3 Strategies: 5 Activities: 14	Academic	\$122,138
2	By the end of SY 2018-2019, 60% of teachers will be at least on the Proficient rating level on the summary evaluations as measured by the McREL Teacher Evaluation.	SQFs: 5 Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$59,529
3	TJSHS will provide a safe and healthy learning environment. Therefore, by June 2020, 85% of all TJSHS students will indicate a response of "I am safe at school" as measured by the Spring 2020 Advanced Ed Student Inventory.	SQFs: 4 Objectives: 2 Strategies: 2 Activities: 8	Organizational	\$29,100

Add additional rows as needed.