

School Performance Plan

School District

School Name

White Pine Middle School

Address (City, State, Zip Code, Telephone):

844 Aultman Street

Superintendent/Academic Manager:

Adam Young

For Implementation During The Following Years:

2018-19

The Following Checkbox Selections (if applicable) Must Be Completed:

Title I Status: Served (receives funds) Not Served (does not receive funds)

Designation: Must select one Non-applicable

Grade Level Served: Elementary Middle High Combined

Classification: 5 Star School 4 Star School 3 Star School 2 Star School 1 Star School Not Rated

NCCAT-S: Not Required- 4/5 Star Schools Initial- 1/2/3 Star Schools Review- 1/2/3 Star Schools

***1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request Use of Core Instructional Materials Scheduling Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Melinda Poulsen	Parent	Liz Speakman	Teacher
Chad Oxborrow	Parent	Kristina Ernest	Teacer
Michelle Beecher	Parent	Terrill Trask	Teacher
Becky Summervold	Parent	Angie Angelopoulos	Assistant Principal
Nichole Moore	Parent	Susan Jensen	Principal
Mary Kerner	PTO President		

Last Date Review/Revised By Planning Team:

10/16/18

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Statewide Assessments	Achievement Gap Data	Achievement Gap Data
Summative Assessments	Teacher/Administrator Observation Data	Individualized Educational Programs (IEP)
Formative Assessment Practice	Comparison of ELPA with other Assessments	IEP Compliance
Teacher/Administrator Observation Data	Family Engagement Data	Nevada Alternate Assessment (NAA)
Family Engagement Data		Special Education Procedures- Whole School
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other

Summary Statement: Please provide a detailed summary of a trend analysis of each data source and a description of how the analyzed data will provide a clear and cohesive picture of the school's performance.

Our interim assessments have included Plato Acucess and MAPS data. As of the Fall 2018 administration of MAP testing, 60% of ELA and 65% of Math students were identified as not meeting SBAC proficiency projections. Typical student growth prior to the Spring 2019 administration of MAP is 10-12 RIT points. Our students need to double that growth to meet proficiency projections for SBAC testing.

Teacher observation data shows that teachers with less experience are lacking in high leverage teaching strategies. Individual conferencing with teachers reflects that the majority of our teachers do not have the necessary strategies to intervene when the data shows that students need tiered intervention. Teacher self-reflection indicates that most teachers feel confident in the job they are doing.

Family Engagement Data is collected through a survey given twice per year during advisory conferences. The survey reflects that parents are more concerned about student safety than they are about academic achievement. The school advisement system keeps students connected with a trusted adult in the building and forms a relationship with parents in the home. There are two formal meetings per year between parents and advisors in order to share insights on student learning. The parent satisfaction trend has been in the 80% range for the past five years.

Formative and summative assessments are analyzed daily by PLC teams. The analysis is used to implement immediate intervention strategies for students who are in need of additional support. The formative and summative assessments reflect that there is a positive growth in student learning as a result of direct instruction and tiered interventions.

Achievement gap data for special education students is collected from SBAC and MAP testing scores. The data is used by special education teachers to identify student needs and this data is shared with PLC teams. The data provided gives a clear picture of special education learning gaps. IEPs are used to ensure accommodations

HIGH SCHOOL GRADUATION RATES

If you serve high school graduating seniors you must fill in the graduation rates for all subpopulations.

[The following data can be found by clicking here](#)

Subpopulation	Percentage of Students	
<input type="checkbox"/> Am In/AK Native	Percentage	<input type="text"/>
<input type="checkbox"/> Asian	Percentage	<input type="text"/>
<input type="checkbox"/> Black	Percentage	<input type="text"/>
<input type="checkbox"/> Hispanic	Percentage	<input type="text"/>
<input type="checkbox"/> Two or More Races	Percentage	<input type="text"/>
<input type="checkbox"/> Pacific Islander	Percentage	<input type="text"/>
<input type="checkbox"/> White	Percentage	<input type="text"/>
<input type="checkbox"/> FRL	Percentage	<input type="text"/>
<input type="checkbox"/> IEP	Percentage	<input type="text"/>
<input type="checkbox"/> ELL	Percentage	<input type="text"/>

Notes:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:

- General Education
 FRL
 ELL
 IEP
 Other

Priority Need/ Goal 1:

Increase percentage of students in grades 6-8 scoring at Meets Standards or Exceeds Standards on the SBAC ELA Assessment.

Root Cause(s)

White Pine Middle School has had a significant turnover in the 6th grade ELA teaching position with a different teacher each year for the past four years. This leads to a fragmented understanding of the essential skills and content to be learned at that grade level and creates learning difficulties at succeeding grade levels. Additionally, consistent learning strategies for instructional delivery have not been in place. Recent participation in Pearson Literacy and STEM training has helped in this area, but need to be fully implemented in the coming school years to show true impact. This goal is related to the overall WPCSD goal of improved literacy for all students.

Measurable Objective(s):

- A. Increase the percentage of students in grades 6-8 scoring at Meets Standards or Exceeds Standards on the Reading Claim of SBAC from 55% to 70% by the end of the 2018-19 school year.
 B. Increase the percentage of students in grades 6-8 scoring at Meets Standards or Exceeds Standards on the Writing Claim of SBAC from 40% to 55% by the end of the 2018-19 school year.

Monitoring Status

On Task

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		<input checked="" type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
1. Participate in on site literacy coaching with the National Institute for School Leadership (NISL). 2. Continue Pearson STEM training and implementation of claim, evidence, and reasoning across the curriculum to improve writing.	1. Virtual/on site literacy and leadership training provided by NISL. Funds provided by district continuation grant. 2. Approximately 8 PD days and on site STEM coaching provided by Pearson.	1. Calendared professional development days scheduled with Pearson. 2. Training attendance sheets. 3. Implementation coaching and monitoring from Pearson and NISL. 4. Classroom instruction observation data. 5. Pre and post surveys for teachers designed to assess their assessment literacy.	1. Professional development is ongoing throughout the school year. 95% attendance expected from staff. Monitored by site level and district administration. 1.1 1.2 1.3 2.1 2.3 2.4 3.1 3.2 3.4	On Task

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		<input checked="" type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Quarterly Literacy Nights	Staff Volunteers	Agendas	Quarterly Literacy Nights TBD	On Task
Social Media (Facebook and school web page)	Food Potlucks	Sign-in sheets for attendance	Summer School Data - Teacher	
Weekly Positive Parent Calls	Advisory Training	Student data tracking	August - Parent Open House - Admin	
Quarterly Newsletter Home		Tracking parent survey data	October - Parent/Advisor Conferences	
Parent Volunteers		Newsletters	October - Parent Survey	
		PLC log of parent contacts	February - Parent/Advisor Conferences	
			May - Parent Involvement survey	
			1.1	
			1.2	
			1.3	
			2.1	
			2.3	
			2.4	

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		<input checked="" type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
1. Expose students to high cognitive demand lessons and assessments as outlined by the NEPF. Use the lessons and assessment as part of regular instruction, not as "test prep."	PLC planning time	1. Guaranteed and viable curriculum documents are complete and in constant revision through quarterly planning days.	Curriculum/Instruction/Assessment work is ongoing throughout the year to be monitored by administration during formal and informal classroom observations.	On Task
2. Provide students with protected reading and writing time every day. Include informational text in Science and Social Studies as much as possible.	Curriculum planning time	2. Artifacts and Evidence used to monitor effectiveness of action steps include	1.1	
3. Update Guaranteed and Viable Curriculum documents with sample assessments, rubrics, and samples of student work.	Study Island Software \$4500	NEPF drop in observations on the concept of "high cognitive demand."	1.2	
4. Utilize online assessment tools for pre-assessment of student readiness to ensure differentiated instruction.	Plato Accucess Software \$7000	Principal monitoring of protected reading and writing time	1.3	
			2.1	
			2.3	
			2.4	
			3.1	
			3.2	
			3.4	

Comments:

1.4 Other (Optional)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:

General Education

FRL

ELL

IEP

Other

Priority Need/ Goal 2:

Increase percentage of students in grades 6-8 scoring at Meets Standards or Exceeds Standards on the SBAC Math Assessment.

Root Cause(s)

White Pine Middle School has had consistent turnover in math teaching positions over the past three years. This leads to a fragmented understanding of the essential skills and content to be learned at that grade level and creates learning difficulties at succeeding grade levels. Additionally, consistent learning strategies for instructional delivery have not been in place. Recent participation in Pearson Literacy and STEM training has helped in this area, but need to be fully implemented in the coming school years to show true impact. This goal is related to the overall WPCSD goal of improved literacy for all students.

Measurable Objective(s):

Increase percentage of students in grades 6-8 scoring at Meets Standards or Exceeds Standards on Concepts and Procedures claim of SBAC from 30% to 55%.

Monitoring Status

On Task

ACTION PLAN

MONITORING PLAN

Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		<input checked="" type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
1. Develop assessment literacy among adults through PD. Adults need to understand how to embed practice items similar to those students see on the SBAC throughout instruction. 2. Participate in Pearson's Data Informed Decision Making Institute focused on STEM.	1. Weekly embedded professional development for all instructional personnel. This is built within the work day already. 2. Approximately 8 PD days and on site STEM coaching provided by Pearson.	1. Calendared professional development days scheduled with Pearson. 2. Training attendance sheets. 3. Implementation coaching and monitoring from Pearson. 4. Classroom instruction observation data. 5. Pre and post surveys for teachers designed to assess their assessment literacy.	1. Professional development is ongoing throughout the school year. 95% attendance expected from staff. Monitored by site level and district administration. 1.1 1.2 1.3 2.1 2.3 2.4 3.1 3.2 3.4 3.5	

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		<input checked="" type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Quarterly Math Nights	Staff Volunteers	Agendas	Quarterly Literacy Nights TBD	
Social Media (Facebook and school web page)	Food Potlucks	Sign-in sheets for attendance	Summer School Data - Teacher	
Weekly Positive Parent Calls	Advisory Training	Student data tracking	August - Parent Open House - Admin	
Quarterly Newsletter Home		Tracking parent survey data	October - Parent/Advisor Conferences	
Parent Volunteers		Newsletters	October - Parent Survey	
		PLC log of parent contacts	February - Parent/Advisor Conferences	
			May - Parent Involvement survey	
			1.1	
			1.2	
			1.3	
			2.1	
			2.3	
			2.4	
			3.1	

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		<input checked="" type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
1. Expose students to high cognitive dem and lessons and assessments as outlined by the NEPF. Use the lessons and asses sment as part of regular instruction, not as "test prep."	PLC planning time	1. Guaranteed and viable curriculum documents are complete and in cons tant revision through quarterly planni ng days.	Curriculum/Instruction/ Assessment work is ongoing throughtout the year to be monitored by administrat ion during formal and informal classroo m observations.	On Task
2. Update Guaranteed and Viable Curricul um documents with sample assessments, rubrics, and samples of student work.	Curriculum planning time	2. Artifacts and Evidence used to mo nitor effectiveness of action steps incl ude	1.1	
3. Utilize online assessment tools for pre- testing, diagnosing student needs, providi ng prescriptive responses to those needs and post-assessing for effectiveness.	Study Island Software \$4500	NEPF drop in observations on the co ncept of "high cognitive demand."	1.2	
	Plato Accucess Software \$7000	Creation of district wide math rubrics.	1.3	
			2.1	
			2.3	
			2.4	
			3.1	
			3.2	
			3.4	
			3.5	

Comments:

2.4 Other (Optional)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Priority Need/Goal 3 is optional, selection is required: Not Applicable Optional

Based on the CNA, identify all that apply:

General Education
 FRL
 ELL
 IEP
 Other

Priority Need/ Goal 3:

Root Cause(s)

Measurable Objective(s):

Monitoring Status

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

Comments:

3.3 Curriculum/Instruction/Assessment (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

Comments:

3.4 Other (Optional)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

Comments:

COMPONENT II: Inquiry Process & Action Plan Design - Interventions

Required for all Focus and 1 Star Schools

Based on the CNA, select one of the four interventions:

Interventions 3. Strengthening the school's instructional program

Root Cause(s)

White Pine Middle School showed tremendous growth as a school in the 2017-18 school year moving from an NSPF Index score of 35 to 70.33 in one school year. However, subpopulations including special education, free and reduced lunch, and English Language learners continue to not meet expected growth targets resulting in WPMS being designated as a Targeted Support and Improvement (TSI) school. The root cause of not meeting the achievement gap for these subpopulations lies in an inconsistent intervention program with varying instructional strategies that is manned by a limited number of certified teaching staff and some paraprofessional staff. Although students grow, the growth for all has been inconsistent due to lack of a strong evidence-based intervention program.

Measurable Objective(s):

White Pine Middle School will purchase online intervention programs in reading and mathematics to provide consistent support for students identified in all subpopulations as needing tiered intervention. Students identified for tiered interventions will increase their achievement scores by at least 20% in both English Language Arts and Mathematics as measured by Fall, Winter and Spring MAP administrations.

Monitoring Status

On Task

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
4.1		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
1. Purchase and implement use of the Reading Plus intervention program for students needing tiered interventions in English Language Arts. 2. Identify tiered students on each grade level through data analysis of MAP and SBAC scores.	3-year site license for Reading Plus at \$13,725 from SB 178 School Improvement monies. 3-year site license for PathBlazer Math at \$20,500 from SB 178 School Improvement monies.	1. Collection of baseline ELA and Math data from Fall MAP administration. 2. Data team meetings with PLC teams to identify students for tiered interventions. 3. Continuous progress monitoring through data walls. 4. Classroom observations of instructional implementation.	Implementation of tiered interventions is ongoing throughout the school year. Progress monitoring of student progress and teacher implementation of programs will be monitored by site level administration. 1.1 1.2 1.3 2.1 2.3 2.4 3.1	On Task

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
4.2		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
1. Purchase and implement use of the PathBlazer intervention program for students needing tiered interventions in Mathematics. 2. Identify tiered students on each grade level through data analysis of MAP and SBAC scores.	3-year site license for PathBlazer Math at \$20,500 from SB 178 School Improvement monies.	1. Collection of baseline ELA and Math data from Fall MAP administration. 2. Data team meetings with PLC teams to identify students for tiered interventions. 3. Continuous progress monitoring through data walls. 4. Classroom observations of instructional implementation.	Implementation of tiered interventions is ongoing throughout the school year. Progress monitoring of student progress and teacher implementation of programs will be monitored by site level administration. 1.1 1.2 1.3 2.1 2.3 2.4 3.1 - -	On Task
Comments: <input style="width: 95%;" type="text"/>				
4.3		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Comments: <input style="width: 95%;" type="text"/>				
4.4		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Title I Funds	\$11,500	Study Island ELA/Math and Plato Accucess Intervention Tools - increased intervention effectiveness and increased student achievement by an average of 20%.	Goals 1,2
Section 1003a Grant	\$49,600	Teacher Professional Development (Pearson STEM implementation coaching and training at \$21,600) to increase teacher effectiveness and strengthen the school's instructional program. Teacher/Leadership Implementation and Coaching (NISL on site implementation coaching at \$28,000) to increase teacher effectiveness and strengthen the school's instructional program.	Goals 1,2
SB 178 Grant	\$34,225	Purchase Reading Plus and PathBlazer Math intervention programs in order to increase intervention effectiveness and consistency of delivery with the goal of increased student achievement by an average of at least 20%.	Goals 1,2

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

Social Media Presence that focuses on the positive. (Get the interest of teachers looking for an innovative school.) - teacher-teachers.com, edjoin.org
Teacher Recruiters (Peer to Peer)
Job Fairs
Site-based Teacher Mentoring
District wide New Teacher Mentoring and support
Word of mouth

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

PLC Quarterly Newsletters Available in Print or Digital Environment (Digitally, parents can use translate tool to their native language)
Quarterly Parent Academies related to Math and Literacy
Annual Family Friendly Events at the school that always include engagement techniques related to academics
Translation of Materials into Spanish

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

5th Grade Visitations (Transition to MS)
8th Grade Visitations (Transition to HS)
12th Grade Speakers at MS (Transition to HS)
Quarterly District Planning Days K-12 (articulation of services)

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.

PLCs - The whole faculty meets twice per month with a collaborative, consensus model of decision-making being employed.
Recent examples: Plato Accucess for reading intervention -teacher driven and department recommended; budget requests and priorities driven by staff; Plato Accucess for math intervention - math department proposal and teacher approval, Issues with student learning model -adaptations staff driven.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

The federal, state and local services are coordinated and integrated into WPMS school improvement efforts. The school mission and vision include student learning goals that are driven by data and determined by department and grade level teams. Student learning goals support the school performance plan as well as the district performance plan.

APPENDIX A- Professional Development Plan

1.1

1. Participate in on site literacy coaching with the National Institute for School Leadership (NISL).
2. Continue Pearson STEM training and implementation of claim, evidence, and reasoning across the curriculum to improve writing.

Goal 1
Additional
PD Action
Step
(Optional)

2.1

1. Develop assessment literacy among adults through PD. Adults need to understand how to embed practice items similar to those students see on the SBAC throughout instruction
2. Participate in Pearson's Data Informed Decision Making Institute focused on STEM.

Goal 2
Additional
PD Action
Step
(Optional)

3.1

Goal 3
Additional
PD Action
Step
(Optional)

APPENDIX B- Family Engagement Plan

1.2 Quarterly Literacy Nights
Social Media (Facebook and school web page)
Weekly Positive Parent Calls
Quarterly Newsletter Home
Parent Volunteers

Goal 1
Additional
Family
Engagement
Action Step
(Optional)

2.2 Quarterly Math Nights
Social Media (Facebook and school web page)
Weekly Positive Parent Calls
Quarterly Newsletter Home
Parent Volunteers

Goal 2
Additional
Family
Engagement
Action Step
(Optional)

3.2

Goal 3
Additional
Family
Engagement
Action Step
(Optional)

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 1

Priority Need/ Goal 1:	Increase percentage of students in grades 6-8 scoring at Meets Standards or Exceeds Standards on the SBAC ELA Assessment.	
Measurable Objective(s):	<p>A. Increase the percentage of students in grades 6-8 scoring at Meets Standards or Exceeds Standards on the Reading Claim of SBAC from 55% to 70% by the end of the 2018-19 school year.</p> <p>B. Increase the percentage of students in grades 6-8 scoring at Meets Standards or Exceeds Standards on the Writing Claim of SBAC from 40% to 55% by the end of the 2018-19 school year.</p>	<div style="background-color: #f4a460; padding: 5px; border: 1px solid black; font-weight: bold;">Status</div> <div style="border: 1px solid black; padding: 10px; margin-top: 10px; text-align: center;">On Task</div>
Comments:		

	Mid-Year	End-of-Year
1.1	1. Participate in on site literacy coaching with the National Institute for School Leadership (NISL). 2. Continue Pearson STEM training and implementation of claim, evidence, and reasoning across the curriculum to improve writing.	
Progress		<div style="border: 1px solid black; padding: 5px; display: inline-block;">On Task</div>
Barriers		
Next Steps		

1.2	Quarterly Literacy Nights Social Media (Facebook and school web page) Weekly Positive Parent Calls Quarterly Newsletter Home Parent Volunteers	On Task
Progress		
Barriers		
Next Steps		
1.3	<ol style="list-style-type: none"> 1. Expose students to high cognitive demand lessons and assessments as outlined by the NEPF. Use the lessons and assessment as part of regular instruction, not as “test prep.” 2. Provide students with protected reading and writing time every day. Include informational text in Science and Social Studies as much as possible. 3. Update Guaranteed and Viable Curriculum documents with sample assessments, rubrics, and samples of student work. 4. Utilize online assessment tools for pre-testing, diagnosing student needs, providing prescriptive responses to those needs and post-assessing for effectiveness. 	On Task
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 2

**Priority Need/
Goal 2:** Increase percentage of students in grades 6-8 scoring at Meets Standards or Exceeds Standards on the SBAC Math Assessment.

**Measurable
Objective(s):** Increase percentage of students in grades 6-8 scoring at Meets Standards or Exceeds Standards on Concepts and Procedures claim of SBAC from 30% to 55%.

Status
On Task

Comments:

	Mid-Year	End-of-Year
2.1	1. Develop assessment literacy among adults through PD. Adults need to understand how to embed practice items similar to those students see on the SBAC throughout instruction. 2. Participate in Pearson's Data Informed Decision Making Institute focused on STEM.	
Progress		On Task
Barriers		
Next Steps		

2.2	Quarterly Math Nights Social Media (Facebook and school web page) Weekly Positive Parent Calls Quarterly Newsletter Home Parent Volunteers	On Task
Progress		
Barriers		
Next Steps		
2.3	1. Expose students to high cognitive demand lessons and assessments as outlined by the NEPF. Use the lessons and assessment as part of regular instruction, not as “test prep.” 2. Update Guaranteed and Viable Curriculum documents with sample assessments, rubrics, and samples of student work. 3. Utilize online assessment tools for pre-testing, diagnosing student needs, providing prescriptive responses to those needs and post-assessing for effectiveness.	On Task
Progress		
Barriers		
Next Steps		
2.4		
Progress		
Barriers		
Next Steps		

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 3

Priority Need/ Goal 3:					
Measurable Objective(s):	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 90%;"></td> <td style="width: 10%; text-align: center; background-color: #f4a460;">Status</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> </tr> </table>		Status		
	Status				
Comments:					

	Mid-Year	End-of-Year
3.1		
Progress		
Barriers		
Next Steps		

3.2			
Progress			
Barriers			
Next Steps			
3.3			
Progress			
Barriers			
Next Steps			
3.4			
Progress			
Barriers			
Next Steps			

APPENDIX C- Monitoring/Evaluation Interventions (4)

Intervention	3. Strengthening the school's instructional program.			
Measurable Objective(s):	White Pine Middle School will purchase online intervention programs in reading and mathematics to provide consistent support for students identified in all subpopulations as needing tiered intervention. Students identified for tiered interventions will increase their achievement scores by at least 20% in both English Language Arts and Mathematics as measured by Fall, Winter and Spring MAP administrations.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #f4a460; text-align: center;">Status</td> </tr> <tr> <td style="text-align: center; height: 50px;">On Task</td> </tr> </table>	Status	On Task
Status				
On Task				
Comments:				

	Mid-Year	End-of-Year	
4.1	1. Purchase and implement use of the Reading Plus intervention program for students needing tiered interventions in English Language Arts. 2. Identify tiered students on each grade level through data analysis of MAP and SBAC scores.		
Progress		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">On Task</td> </tr> </table>	On Task
On Task			
Barriers			
Next Steps			

4.2	1. Purchase and implement use of the PathBlazer intervention program for students needing tiered interventions in Mathematics. 2. Identify tiered students on each grade level through data analysis of MAP and SBAC scores.	On Task
Progress		
Barriers		
Next Steps		
4.3		
Progress		
Barriers		
Next Steps		
4.4		
Progress		
Barriers		
Next Steps		