

The background features a faint, light blue and green globe. In the center, a pair of hands is shown holding a small green plant with two leaves, symbolizing growth and care.

# **White Pine County School District**

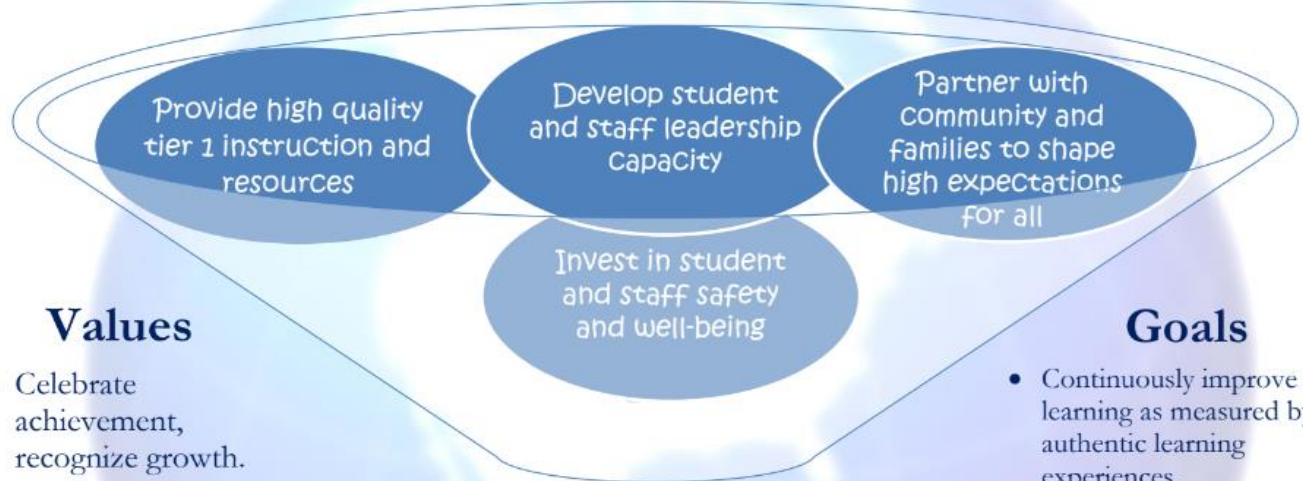
*Our vision is to collaboratively grow leaders who will  
change the world!*

# White Pine County School District Board of Trustees Framework

## Theories of Action

Supported by evidence but powered through innovation.

These are the vehicles we drive toward our holistic and authentic vision of learning.



### Values

- Celebrate achievement, recognize growth.
- Collaborate with all.
- Acknowledge concerns.
- Prioritize aligned budget.
- Strive for safety and belonging.
- Exemplify positive attitude.

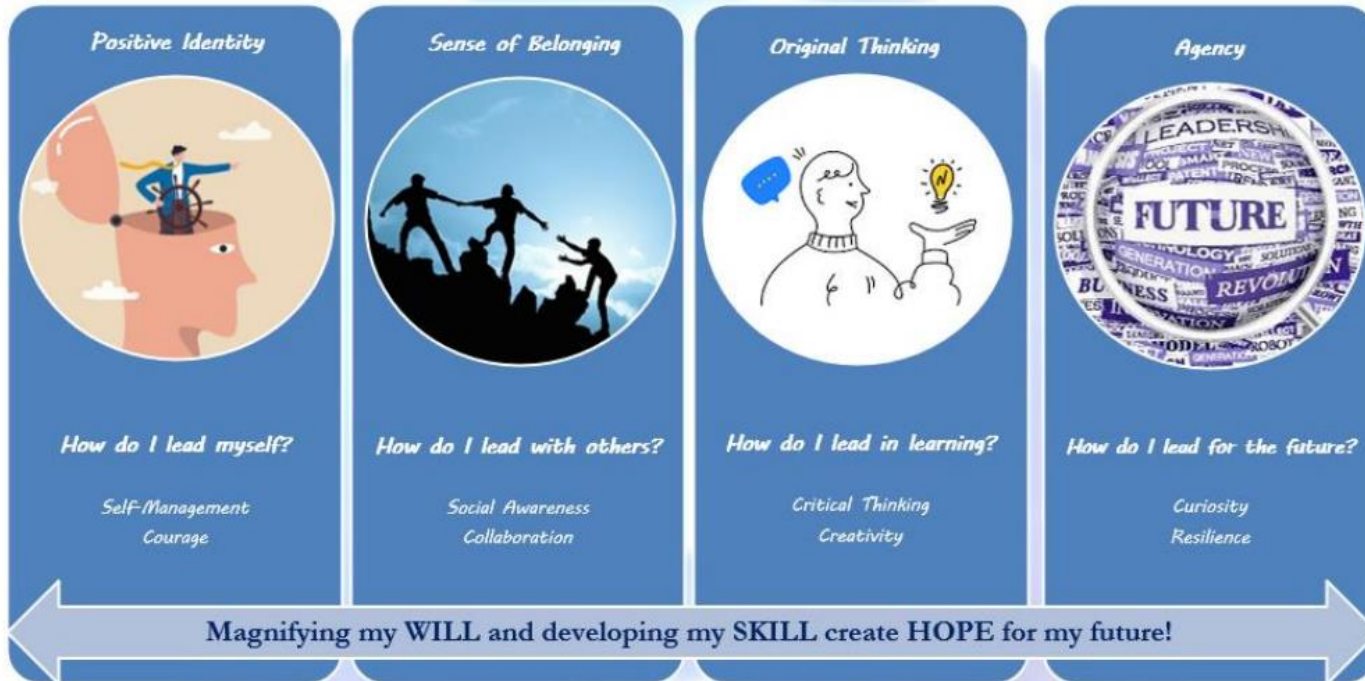
### Goals

- Continuously improve learning as measured by authentic learning experiences.
- Increase access for all students to college and career readiness opportunities.
- Cultivate culture of kindness and respect among all stakeholders.
- Update infrastructure in technology, transportation, and facilities, prioritizing safety.

Our vision is to collaboratively grow leaders who will change the world!



# White Pine Portrait of a Leader



Our vision is to collaboratively grow leaders who will change the world!!

Provide High Quality Tier 1 Instruction and Resources

Build Leadership Capacity of Students and Staff

Partner with Community and Families to Shape High Expectations for All

Invest in Student and Staff Well-Being



# White Pine Portrait of a Leader

## Positive Identity

How do I lead myself?

*Begin with the end in mind*  
*Be proactive*  
*Advocate for my needs*  
*Reflect*  
*Display gratitude*

## Sense of Belonging

How do I lead with others?

*Seek first to understand*  
*Think win-win*  
*Collaborate and synergize*  
*Show empathy, kindness, and integrity*  
*Connect with and impact the larger community*

## Original Thinking

How do I lead in learning?

*Tackle and persist through challenging tasks*  
*Strive for excellence*  
*Analyze, synthesize, and evaluate*  
*Innovate*

## Agency

How do I lead for the future?

*Connect learning to future possibilities*  
*Seek challenges to stretch and grow*  
*Exercise a growth mindset*  
*Practice resilience*  
*Develop curiosity and agility*





# Importance of Increased Funding

<b>Inflationary Expenses</b>	-\$600,000	-\$500,000	Insurance, step and range, PERS, Utilities, Fuel, etc.
<b>Absorption of 1003a Positions (TOA 1, Goals 1, 2)</b>	-\$420,000		Amanda Campbell, Kristina Ernest, Tim Moser
<b>Absorption of ESSER III Positions (TOA 1, Goals 1, 2)</b>	-\$500,000		Julie Gonzales, Megan Van Tassell, WPHS ELA, WPMS SS, WPMS SS
<b>Absorption of Professional Learning (Previously Funded through Grants) (TOA 1, 2, 3, 4, Goals 1, 2)</b>	-\$150,000		From 1003a
<b>Potential Benefits for Support Staff (Recommended by Finance Committee) (TOA 3)</b>	-\$218,000		
<b>3 Instructional Positions (Recommended by Finance Committee) (TOA 1, 3, Goals 1, 2)</b>	-\$270,000		3 of top 5 finance committee recommendations
<b>1 Special Education FTE (TOA 1, 3, Goals 1, 3)</b>	-\$90,000		Necessary due to increased caseloads; has existed here and there over the years
<b>1 CTE Business and Marketing Pathway Position (TOA 1, 3, Goals 1, 2)</b>	-\$90,000		Candidate available now; adds an additional elective for high school and possibly middle school
<b>1 Districtwide Elective Teacher (TOA 1, 3, Goals 1, 2)</b>	-\$90,000		High quality candidate available now; adds options for WPMS, WPHS, Lund
<b>1 CTE Law Enforcement Pathway (TOA 1, 4, Goals 1, 2, 3, 4)</b>	-\$70,000		High quality candidate available now; aligns with school safety goal and adds CTE options
<b>1 McGill CCR Instructional Specialist (TOA 1, 3, Goals 1, 2)</b>	-\$30,000		Allows McGill similar options as DEN; can wait to be approved/hired until after the session
<b>Potential COLA (TOA 4, Goals 3, 4) Subject to Negotiations</b>	-\$1,000,000		
<b>Potential COLA (TOA 4, Goals 3, 4) Subject to Negotiations</b>		-\$500,000	
<b>Approximate Remainder of Unspent Funds</b>	<b>\$272,000</b>	<b>\$0</b>	
<b>Buses \$150,000 each</b>	<b>\$300,000</b>	<b>\$150,000</b>	
<b>Districtwide Substitutes (As Recommended from the Finance Committee)</b>	\$200,000		Top finance committee recommendation; but can wait to be approved/hired until after the session
<b>Remainder of Finance Committee Recommendations</b>	\$902,000		Can all be revisited after the session; none carries the urgency of hiring teachers

## *Big Wins*

- Increase of LCSW positions.
- Increase of special education positions.
- Friday learning opportunities.
- Increase in CTE personnel and offerings.
- Increase in music personnel and offerings.
- Expansion of personnel in alternative school.
- Special education innovation grant to fund transition specialist to enhance postsecondary transitions for IEP students.
- Summer transition camp for IEP students.
- Work based learning specialist tutors students on employability skills as they learn in the workplace off site.

## *Big Wins*

- Continuation of Freshman Achievement, Senior Achievement, and Peer Leader programs.
- Expansion of Leader in Me/7 Habits programming through secondary schools.
- Addition of concurrent enrollment in English, Psychology, Math, and Education.
- Addition of LCSW positions.
- Addition of middle school staff and offerings.
- Absorption of family engagement positions and STEAM Academy.
- Partnerships with [parentguidance.org](http://parentguidance.org), NCEE, Leader in Me.

**Literacy and Math Measures**

	Smarter Balanced		NWEA MAP 51% Percentile		Multiple Authentic Measures	
	ELA	Math	ELA	Math	ELA	Math
2015-2016	20%	18.4%	29%	38%		
2016-2017	26.9%	21.3%	32%	41%		
2017-2018	28.6%	27.8%	41%	52%		
2018-2019	35.4%	29.8%	51%	56%		
2020-2021	24.0%	24.8%	33%	40%		
2021-2022	29.6%	26.8%	40%	44%	52%	59%
2022-2023	32.7%	30.4%	45%	48%	58%	61%
2023-2024	34%	33%	49%	54%	64%	65%



**Traditional CCR Measures**

	Post Secondary Preparation Participation	Post Secondary Preparation Completion	Advanced Diplomas	CCR Diplomas	Dual Credit Completion	Associates Degrees Earned	Graduation Rate	Students Enrolled in CCR Coursework
2017-2018	69.8%	25.3%	40%	15%	28.7%	3.5%	83.7%	
2018-2019	73.7%	30.6%	29.6%	10%	33.3%	5.2%	83.2%	
2019-2020	71%	COVID	COVID	15%	44.6%	11%	82.9%	
2020-2021	72.7%	40.4 %	38%	22%	48%	3.5%	83.8%	
2021-2022	78.6%	44.9%	35.2%	15%	51%	3.5%	89.8%	
2022-2023	77.7%	63.8%	50%	19%	64%	11%	88.3%	71.8%
2023-2024	73%	65%	52%	16%	72%	13%	91.4%	90%

**Additional Holistic Measures of CCR Progress**

	Fine and Performing Arts	STEAM Academy Engagement	Service Based Learning	Portfolio Presentation	Student Led Conference	Explicit Leadership Development	Choice Based Learning	Work Based Learning
2017-2018	15%	0%	10%	10%	15%	33%	44%	0%
2018-2019	25%	15%	10%	10%	18%	33%	42%	0%
2019-2020	42%	17%	11%	11%	22%	44%	46%	8%
2020-2021	44%	14%	10%	10%	24%	33%	51%	10%
2021-2022	41%	15%	14%	14%	26%	33%	51%	13%
2022-2023	49%	22%	26%	18%	33%	100%	65%	19%
2023-2024	60%	33%	28%	19%	52%	100%	72%	19%

# *Not Everything that Counts Can Be Counted*



*-WPMS 8th graders at UNLV after completing their 9 week Plan for the Future unit.*

*-WPMS students published in scholarly journal.*

*-WPHS welding students tutored by their instructor.*

*-District roboticists mentoring each other in engineering design and game strategy.*



# *Not Everything That Counts Can Be Counted*

*-“Make the Pledge” canvases committing stakeholders to togetherness and belonging displayed in businesses throughout the community.*



*-DEN scientists learning by doing.*

*-Building family capacity through Literacy Lunches.*





**PROCLAMATION**

*You are Not Alone; Together We Belong*

WHEREAS, in the tapestry of life, we are woven together by shared experiences, dreams, and aspirations; and

WHEREAS, in moments of hardship, doubt, or uncertainty, the human spirit seeks solace in companionship and understanding; and

WHEREAS, diversity enriches our collective journey, offering a kaleidoscope of perspectives, cultures, and identities; and

WHEREAS, amidst the challenges that may divide us, we find strength in unity, compassion, kindness, gentleness, and empathy;

**BE IT HEREBY PROCLAIMED:**

That every individual, regardless of background or circumstance, is valued and cherished within our community; and

That in times of struggle or triumph, we extend our hands in solidarity, offering support, encouragement, and a listening ear; and


That we recognize the beauty in our differences and celebrate the bonds that unite us as fellow travelers on this journey called life; and

That henceforth, we affirm the truth that "You are not alone; together we belong."

In witness whereof, let this proclamation be shared far and wide, echoing the sentiment of unity, inclusion, and belonging.

**BE IT HEREBY FURTHER PROCLAIMED:**

This proclamation is duly proclaimed by the City of Ely Council this 11<sup>th</sup> day of April 2024, and shall be honored and celebrated on April 26, 2024, from 11:00 am to 7:00 pm at the Brittlecone Convalescent Center as a testament to our commitment to hope, belonging, and inclusivity.

Signed,  
  
 Nathan Robertson  
 Mayor

*-Murals at WPHS and Economy Drug designed by students.*

*-Community events promoting togetherness and belonging.*





*-Authentic learning at the Nevada Legislature, 2023.*

*-Community Portrait presentation, barbecue, and celebration of student leaders.*





# *A Random Friday in August and Choice-Based Learning*

- 16 peer leaders on campus all day to prepare for incoming freshmen.
- 4 students joined the Measuring What Matters Subcommittee.
- Culinary students on campus preparing for event.
- 12 special education students finishing up Transition Camp.
- 100+ athletes beginning fall sports.
- 25 band students beginning fall camp.



# Acing Accountability Innovative Metrics

- Increase percentage of students reporting their own learning mastery through a student-led conference or community portfolio presentation.
  - Year 1: 65% Year 2: 80%
- Increase the instances of long-term, choice-based learning.
  - Year 1: 1200 Year 2: 1400



# *Opportunity for Coherence and Alignment*

- Input (instruction) has long--and correctly-- been expected to be diversified based upon student need.
- Output (standardized testing), however, has remained largely unchanged with all students taking the same test. Many students don't have the chance to display their learning in methods that best capture it.
- The day where schools still look most like factories is testing day.
- Increasing numbers of families are opting students out.



## *Stakeholder Input*

- Create more opportunities to highlight students' progress and achievements using both quantitative and qualitative measures. Tell more stories!
- Funding increases have allowed for better pay and improved programming over the biennium. What is the state board doing to ensure schools and educators have the “adequate” resources they need to keep the momentum?
- How can the Portrait of a Learner leverage a more holistic and authentic approach?
- How can current measures of progress be better aligned to the “North Star” so that we are all rowing in the same direction?



Thank You!

