

CNMI PUBLIC SCHOOL SYSTEM SCHOOL-WIDE IMPROVEMENT PLAN



School Name:

School Year:

Kagman Elementary

2018-2019

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

Kagman Elementary School (KAG), Home of the Blue Marlins, is located in the village of Kagman III, on the island of Saipan in the Commonwealth of the Northern Mariana Islands. KAG first opened its doors for students on September 5, 2000. The predominant ethnic groups are Chamorro and Carolinian; however there also are students from Chuuk, Republic of the Philippines, Palauan, Pohnpeian, Japanese, Yapese, Pakistani, Kiribatian & Thailand.

KAG is currently serving 420 students from Kindergarten through fifth grade. This is an enrollment increase of 5% from last school year's of 400 students. For the breakfast & lunch program, 75% or 298 of our student population received free meals in SY 2017-2018. The residents, for the most part, are low income.

The current faculty at KAG is made up of 24 general education teachers, two Special Education teachers with six teacher aides, one Chamorro Language (CCLHS) teacher, two CCLHS instructors, two immersion project teachers with two teacher aides. The faculty also includes a librarian, a counselor, a Title 1 Reading teacher, a Literacy Coach for K-3rd teachers and a Chamorro/Carolinian Immersion Project Director. The school's administration is composed of a Principal and Vice-Principal.

The Title I Consolidated Grant allows the school to purchase supplemental materials/resources needed to support student learning. KAG's main focus this school year is to implement Rigor & Relevance framework, evidence-based strategies and instructional support.

The school's leadership team developed leadership responsibilities and actions to guide all staff and stakeholders in collaborating to

achieve the school initiative. This School-wide Improvement Plan is aligned to the CNMI Public School System's Strategic Priorities.

At the beginning of SY 2017-2018, KAGES continued the implementation of the school level quarterly Data Dialogue that engaged each grade level teams with progress monitoring of student learning growth. At the end of School Year 2017-2018, all KAGES staff collaborated to analyze our student performance data to determine areas of concern to be addressed for the next school year and the summer school intensive program.

From this collaborative effort, we have agreed that the continuous need in enrichment program for achieving students and intensive intervention program for low achieving students is still apparent. Therefore, the summer intensive program is needed to bring low performing students up to or near grade level of the required scale score (ss). We selected the use of Lexia Core5 for Reading and Connecting Math Concepts to support students' academic success in our intensive summer school.

At the end of the six (6) weeks intensive summer school for SY 2017-2018, students have engaged in the Lexia Reading and DI Math Programs and reached or exceeded the required scale score for promotion. The required scale score (ss) for promotion was for reading only. The required scale scores are as follows: Kindergarten – 645 SS or Higher; 1st grade – 179 SS or Higher; 2nd grade – 291 SS or Higher; 3rd grade – 395 SS or Higher; 4th grade – 476 SS or Higher; 5th grade – 576 SS or Higher. There were 116 students enrolled in the summer program, and as a result, 90 or 78% of the students were promoted to the next grade level, and 26 or 22% were placed in the Bridge/CST, and 0% for retention for SY2018-2019.

This school year KagES will continue the implementation of the Rigor & Relevance framework for effective Instructional Strategies. The Rigor/Relevance Framework will facilitate rigorous and relevant instruction based on how students learn; possess depth of content knowledge and make it relevant to students; and use assessments to guide and differentiate instruction. We will also continue to implement the Response to Intervention (RtI) framework with classroom teachers, Title 1, Literacy Coach, Counselor, and Special Education supports, and the implementation of CITW in all classrooms through the use of technology.

Over the past years KAGES has shown growth in Reading using Reading Mastery - Direct Instruction and the new Journeys Curriculum. Our Kindergarten students performed in the Early STAR Literacy with the trend data from 650 SS in SY 2015, 656 SS in SY 2016, 678 SS in SY 2017 and 645 SS in SY 2018. Our students in grades 1st to 5th performed in the STAR Reading with the trend data of 40 PR in SY 2015, 41 PR in SY 2016, 45 PR in SY 2017 and 53 PR in SY 2018.

All students will increase their scale score (ss) every quarter as measured by the STAR Reading (grades 1-5) and Early Literacy (K). The school-wide reading goal is 55 Percentile Rank (PR) on the STAR Reading Assessment by the end of SY 2018-2019. The school-wide math goal is 52 Percentile Rank (PR), by the end of SY 2019, as measured by STAR math.

As per an area needing improvement based on our self-assessment, we will be strengthening our leadership team to ensure the implementation of the continuous improvement process. In addressing the district goal our school will be collaborating to improve

parental and community engagement in regards to student achievement, specifically focused on reading and math. Additionally, we will be purchasing and renewing online subscriptions and technology to support and enhance the school's Technology Programs (Renaissance Learning, Achieve3000, Lexia and Smarty Ants) and assessments. The technology will also support research, writing, and projects to keep students engaged, but more importantly to guide students in making connections with the curriculum as global learners in the 21st Century.

All funding has contributed to the success of student achievement by providing the needed resources and materials for classroom instruction, as well as the daily operations of the school. KAGES depends on the School Wide Program fund allocations "to provide 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 ready of our students".

BUDGET ALLOCATION BREAKDOWN

Personnel Budget

Local

No. of FTEs	Total Budget Amount (including all benefits)
25	\$1,196,561
3 - Bilingual	\$74,648

Personnel Budget

Federal

No. of FTEs	Total Budget Amount (including all benefits)
3 - CSR	\$135,489
8 - SPED	\$204,887
4 – Immersion Project	\$148,400

Local Budget Operations

Allocation: \$44,000

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4223	Rental - Office	Off-campus venue for teacher and staff training/workshops and 5 th grade promotional venue	Leadership Responsibility on Affirmation and Contingent Rewards	\$2,000
4224	Repairs and Maintenance	Expenditures for repair and maintenance service of Desktop & Laptop computers, Air conditioning preventative maintenance and repair; Termite & Rodents treatment	Safe & Orderly Schools Strategic Priority	\$10,000

4235	Cleaning Services	Services purchased to clean buildings, Lawn Care (services not a part done by PSS employees). This includes disposal, janitorial, custodial, and lawn care.	Safe & Orderly Schools Strategic Priority	\$15,500
4304	Supplies - Office	Expenditures for papers, pencils, pens, typewriter ribbons, paper clips, fasteners, erasers, binders, folders, glue, staplers and staple wires, small calculators, storage boxes, markers, stamp pads, t-shirt printing, and other expendable supplies used in a regular business office and classroom.	Effective & Efficient Operations Strategic Priority	\$7,000
4305	Supplies - Operations	Expenditures for supplies and materials needed for operations. Examples are bathroom supplies, janitorial supplies, water and disposable cups, renovation supplies and materials, etc., including freight and handling.	Effective & Efficient Operations Strategic Priority	\$7,000
4430	Machinery & Equipment	Procure a pressure washer (water blaster) to clean walkways & concrete walls.	Safe & Orderly Schools Strategic Priority	\$2,500

			Total Request	\$ 44,000
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KAGMAN ELEMENTARY SCHOOL		
	\$25,000.00	Big leaking roof in classroom, B100 & restroom/cabinet needs replacement; the electrical room in Building E and classrooms in Buildings C & F are exposed to water leakage from duct penetrations through the roof. The water leakage is an electrocution and fire safety issue that needs to be addressed.
	\$30,000.00	A/C Ducts that were damaged needs repair to stop leaks in classroom; Multiple duct penetration leaks have caused water damage and mildew in the rooms that they serve exasperating mildew development in classrooms when sealed for the summer. A separate pretreated outside unit should be installed to provide adequate fresh air to each space. Roof leaks should be sealed, and classrooms should either be provided with louvered windows for air circulation and daylight or a dehumidifier when they are closed for the summer.
	\$20,000.00	Downspouts have deteriorated and needs replacement; Several downspouts are heavily deteriorated and leaking onto the side of the building, and should be replaced. Some walls have formed cracks at the corners of the windows, and moisture is seeping through and causing the paint on the interior of the wall to fail. These cracks should be sealed from the exterior. At the cafeteria, several blocked downspouts may be causing leaking into the interior and failure of the paint

	\$10,000.00	Flooding happens at every stairways in building A, D, E, F. Drainage the site is poor in some areas. Prolonged pooling of water around the buildings will lead to structural deterioration in the form of wall and column corrosion. It may also lead to foundation settlement, a minor example of which was observed at a corner column of Building E, evidenced by a crack in an adjoining beam.
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Local Budget

CIP Allocation:

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4405	Building	Construct Canopies for student drop off/pick up area	Safe & Orderly Schools Strategic Priority	\$30,000
4406	Building Improvement	Replace classroom shelves with cabinets with doors; Replace Atrium roofs	Safe & Orderly Schools Strategic Priority	\$50,000
4224	Repair & Maintenance	Repair roofs for leaks, Remove damaged A/Cs and repair A/C ducts damaged by Typhoon Y.	Safe & Orderly Schools Strategic Priority	\$60,000

Local Budget

Other Allocation:

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4450	<i>Vehicles - Administrative</i>	<i>Expenditures for purchasing transportation equipment specifically utilized for performing administrative work and home visits.</i>	<i>Effective & Efficient Operations Strategic Priority</i>	<i>\$60,000</i>

		<i>Include service and maintenance of said vehicle.</i>		
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Federal Budget (all funds)

Allocation: **\$185,788**

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4116	Pay Differential	Summer School Teachers	10 HQT	\$30,000
4213	Subscription	Renaissance Learning Renewal Subscription & STAR 360 & Custom Assessment & AR	Reading	\$11,897
4213	Subscription	Online subscription and renewal for Edhelper, Discovery Education (videos), Brainpop	Instructional Use	\$8,000
4213	Subscription & Materials	National Elementary Honor Society	Activity Materials	\$2,000
4213	Subscription	Enrollment Fee for Scripps Howard Spelling Bee		\$160.00
4213	Subscription	Lexia Core 5	K-5th Reading	\$10,000
4213	Subscription	Renaissance Learning Renewal Subscription for Accelerated Math, Math facts in a flash	Math	\$3,813
4219	Professional Services	Rigor & Relevance	Professional	\$10,000

		Framework	Development for Teachers	
4225	Travel – Outside CNMI	Model School Conference	SLT Members	\$38,091
4301	Books & Instructional Materials	2nd Step Teacher Resources	Character Education	\$5,000
4301	Books	AR Books, Fiction/Non-Fiction Books	Library	\$20,000
4304	Supplies - Office	National Geographic Bee Competition	Registration Fee & Materials	\$250
		PGFC/CCLHS	Enrollment Fee	\$100
		Mathcourt	Enrollment Fee	\$100
4306	Controlled Assets	Meraki	Connectivity to Internet equipment	\$6,122.25
4431	Office Equipment	Laptops for Teachers	Instructional Use	\$15,000
	Instructional Material	Expenditures for Teachers' Instructional materials needed in the classroom	28 teachers x \$250.00 each	\$7,000
4431	Office Equipment	Cricuts & Laminating equipment	For Classroom Use	\$3,726
4306	Controlled Assets	Security Cameras	To increase surveillance camera for campus safety	\$3,000
4306	Controlled Assets	Bell System	To repair/replace the bell system that malfunctions occassionally.	\$2,5271
4304	Supplies – Office	Student Folders	School & Home Communication Folder	\$2,024.65

Federal Budget (CG – Wellness)Allocation: **\$13,169**

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4116	Differential Pay	Payment for Afterschool Sports –Interscholastic coach & assistant coach	Cross Country/Soccer/Volleyball/Mc Donald's Track & Field	\$4,000
4431	Playground Equipment Set	Procurement of Playground Equipment	Wellness activity for students during recess time	\$9,169

Federal Budget (CG – Parent Involvement)Allocation: **\$2,000**

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4219	Professional Services	Motheread/Fatheread Literacy Program	Parent/Student Literacy	\$1,200
		Parent Tea Night Incentives	Parent Dialogue	\$200
		Open House/Curriculum night	Parent/Teacher Collaboration	\$200
		PTSA	Meetings/Incentives	\$400

Alcohol & Tobacco Settlement Funds (ATOD)

Allocation: \$12,404.50

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4223	Rental - Office	5 th grade Health/Wellness Retreat	Workshop for students on Health/Wellness, Communication, Decision Making & Team building.	\$2,204.50
4430	Equipment	Tanita Scale	BMI Tracking	\$5,200
4225	Travel – Outside CNMI	ASCA Conference	Professional	\$4,000

			development for KagES Counselor	
4219	Professional Services	Joint Training (PTA with Public Health) Workshop on Prevention	Collaboration – partnership activities with local & national agencies focused on prevention	\$1,000

Non-Appropriated Funds

(Educational Tax Credit, PTSA fundraising, etc) Collection: **\$3,574.70**

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4302	Food Item	Parent Curriculum Night/Open House, Teachers & Staff PD	Refreshment for Parent Curriculum Night & Professional Training during staff lunchtime.	\$1,000.00
	Supplies & Materials	Parent Incentives/Teachers & Staff Incentives	Incentives for Parents quarterly & Teacher/Staff during Open House & Special Events.	\$2,000.00

**Add additional rows as needed.*

Goal 1:

By the end of SY 2020-2021, 90% of KagES students in grades K-5th will have met their required minimum grade level scaled score in READING, as measured by the STAR Early Literacy and STAR Reading/SEL Assessments.

School Quality Factors

Clear Direction – Healthy Culture – High Expectations – Impact of Instruction – Resource Management – Efficacy of Engagement – Implementation Capacity

Measurable Objective 1:

By June 2019, 80% of KagES students in grades K to 5th will have met their required minimum scaled score of 675SS for Kinder, 189SS for 1st Grade, 303SS for 2nd Grade, 419SS for 3rd Grade, 511SS for 4th Grade, and 621SS for 5th Grade in READING as measured by the Star Early Literacy / Star Reading Assessment.

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

- KagES implements a school wide level cut-score for reading based on the SEL/STAR Reading Assessment Scaled Score (SS). The implementation of this Scaled Score cut-score was first introduced during SY 15-16. KagES continues to raise the level of expectations for each grade level by increasing the Scaled Score cut-score each school year. The yearly increase of the scaled score is calculated based on the effectiveness and results of the School-Wide Rtl Model.
- Grade Level Data at the at the End of Each School Year:
 - Kinder Data:
 - For SY 17-18, the Percentage of Kinder students who have met their required reading Scaled Score of 645SS at the end of the school year was at **86% (Or 48 out of 56 Kinder students)**. For SY 16-17, the Percentage of Kinder students who have met their required reading Scaled Score of 616SS at the end of the school year was at **79% (OR 42 out of 53 Kinder Students)**. For SY 15-16, the Percentage of Kinder students who have met their required reading Scaled Score of 532SS at the end of the school year was at **94% (OR 49 out of 52 Kinder Students)**.
 - 1st Grade Data:
 - For SY 17-18, the Percentage of 1st Grade students who have met their required reading Scaled Score of 179 at the end of the school year was at **77% (Or 54 out of 70 First Grade Students)**. For SY 16-17, the Percentage of 1st Grade students who have met their required reading Scaled Score of 179SS at the end of the school year was at **82% (OR 57 out of 70 First Grade Students)**. For SY 15-16, the Percentage of 1st Grade students who have met their required reading Scaled Score of 179SS at the end of the school year was at **67% (OR 48 out of 72 First Grade Students)**.
 - 2nd Grade Data:
 - For SY 17-18, the percentage of 2nd grade students who have met their required reading Scaled Score of 291SS at the end of the school year was at **76% (OR 61 out of 80 Second Grade Students)**. For SY 16-17, the Percentage of 2nd Grade students who have met their required reading Scaled Score of 265SS at the end of the school year was at **85% (OR 58 out of 69 Second Grade Students)**. For SY 15-16, the Percentage of 2nd Grade students who have met their required reading Scaled Score of

243SS at the end of the school year was at **82% (OR 53 out of 65 Second Grade Students)**.

- 3rd Grade Data:
 - For SY 17-18, the percentage of 3rd grade students who have met their required reading Scaled Score of 395 at the end of the school year was at **80% (OR 53 out of 66 Third Grade Students)**. For SY 16-17, the Percentage of 3rd Grade students who have met their required reading Scaled Score of 362 SS at the end of the school year was at **53% (OR 41 out of 77 Third Grade Students)**. For SY 15-16, the Percentage of 3rd Grade students who have met their required reading Scaled Score of 337 SS at the end of the school year was at **67% (OR 40 out of 64 Third Grade Students)**.
- 4th Grade Data:
 - For SY 17-18, the Percentage of 4th Grade students who have met their required reading Scaled Score of 476 SS at the end of the school year was at **75% (OR 61 out of 81 Fourth Grade Students)**. For SY 16-17, the Percentage of 4th Grade students who have met their required reading Scaled Score of 443 SS at the end of the school year was at **75% (OR 48 out of 64 Fourth Grade Students)**. For SY 15-16, the Percentage of 4th Grade students who have met their required reading Scaled Score of 409 SS at the end of the school year was at **82% (OR 55 out of 67 Fourth Grade Students)**.
- 5th Grade Data:
 - For SY 17-18, the Percentage of 5th Grade students who have met their required reading Scaled Score of 576SS at the end of the school year was at **66% (OR 42 out of 64 Fifth Grade Students)**. For SY 16-17, the Percentage of 5th Grade students who have met their required reading Scaled Score of 531SS at the end of the school year was at **56% (OR 38 out of 58 Fifth Grade Students)**. For SY 15-16, the Percentage of 5th Grade students who have met their required reading Scaled Score of 494 SS at the end of the school year was at **74% (OR 45 out of 61 Fifth Grade Students)**.
- Students not making the required cut-score, KagES implements a School-Wide Rtl Model (Response to Intervention) as follows. The intervention intensifies as students show minimal to no response to the interventions. The Child Study Team (CST) continues to monitor and collect data of these students and reconvenes to discuss possible referral for more intensive interventions such as Special Education.
 - TIER 1 – Differentiated & Scaffolded Instruction (For all students)
 - TIER 2 – Assistance of Title 1 Program
 - TIER 3 – Summer School Program
 - TIER 4 – 1st Quarter Bridge Program
- Grade level data after full implementation of all interventions:
 - Kinder Data:
 - For SY 17-18, after all interventions listed above have been implemented with fidelity, the Percentage

of Kinder students that had met their required reading Scaled Score of 645 SS was now at **96% (Or 54 out of 56 Kinder students)**. For SY 16-17, the Percentage of Kinder students that had met their required reading Scaled Score of 616 SS was now at **94% (OR 50 out of 53 Kinder students)**. For SY 15-16, the Percentage of Kinder students that had met their required reading Scaled Score of 532 SS was now at **100% (OR 52 out of 52 Kinder students)**. The Child Study Team (CST) continues to monitor and collect data of the 3 remaining students who did not make the cut-score.

○ 1st Grade Data:

- For SY 17-18, after all interventions listed above have been implemented w/fidelity, the Percentage of 1st Grade students that had met their required reading Scaled Score of 179SS was now at **86% (Or 60 out of 70 First Grade students)**. For SY 16-17, the Percentage of 1st Grade students that had met their required reading Scaled Score of 179SS was now at **94% (OR 66 out of 70 First Grade students)**. The Child Study Team (CST) continues to monitor and collect data of the 4 remaining students who did not make the cut-score. For SY 15-16, after all interventions listed above have been implemented w/fidelity, the Percentage of 1st Grade students that had met their required reading Scaled Score of 179SS was now at **78% (OR 56 out of 72 First Grade students)**. The Child Study Team (CST) continues to monitor and collect data of the 16 remaining students who did not make the cut-score. The Child Study Team (CST) continues to monitor and collect data of the 4 remaining students who did not make the cut-score.

○ 2nd Grade Data:

- For SY 17-18, after all interventions listed above have been implemented w/fidelity, the percentage of 2nd grade students that had met their required reading Scaled Score of 291SS was now at **79% (OR 63 out of 80 Second Grade Students)**. For SY 16-17, the Percentage of 2nd Grade students that had met their required reading Scaled Score of 265SS was now at **94% (OR 65 out of 69 Second Grade students)**. For SY 15-16, the Percentage of 2nd Grade students that had met their required reading Scaled Score of 243SS was now at **92% (OR 60 out of 65 Second Grade students)**. The Child Study Team (CST) continues to monitor and collect data of the 5 remaining students who did not make the cut-score.

○ 3rd Grade Data:

- For SY 17-18, after all interventions listed above have been implemented w/fidelity, the Percentage of 3rd Grade students that had met their required reading Scaled Score of 395 SS was now at **88% (OR 58 out of 66 Third Grade students)**. For SY 16-17, Percentage of 3rd Grade students that had met their required reading Scaled Score of 362 SS was now at **91% (OR 70 out of 77 Third Grade students)**. For SY 15-16, the Percentage of 3rd Grade students that had met their required reading Scaled Score of 337 SS was now at **80% (OR 51 out of 64 Third Grade students)**. The Child Study Team (CST) continues to monitor and collect data of the 13 remaining students who did not make the cut-score.

- 4th Grade Data:
 - For SY 17-18, After all interventions listed above have been implemented w/fidelity, the Percentage of 4th Grade students that had met their required reading Scaled Score of 476SS was now at **86% (OR 70 out of 81 Fourth Grade students)**. For SY 16-17, the Percentage of 4th Grade students that had met their required reading Scaled Score of 443SS was now at **89% (OR 57 out of 64 Fourth Grade students)**. For SY 15-16, the Percentage of 4th Grade students that had met their required reading Scaled Score of 409SS was now at **96% (OR 64 out of 67 Fourth Grade students)**. The Child Study Team (CST) continues to monitor and collect data of the 3 remaining students who did not make the cut-score.
- 5th Grade Data:
 - For SY 17-18, after all interventions listed above have been implemented w/fidelity, the Percentage of 5th Grade students that had met their required reading Scaled Score of 576SS was now at **80% (OR 51 out of 64 Fifth Grade students)**. For SY 16-17, the Percentage of 5th Grade students that had met their required reading Scaled Score of 531SS was now at **97% (OR 56 out of 58 Fifth Grade students)**. For SY 15-16, the Percentage of 5th Grade students that had met their required reading Scaled Score of 494SS was now at **93% (OR 57 out of 61 Fifth Grade students)**. The Child Study Team (CST) continues to monitor and collect data of the 4 remaining students who did not make the cut-score.
- The evidence based programs KagES uses to support our goals and measurable objectives in Reading for all Kinder students are as follows:
 - Renaissance Place Program (STAR Reading, Accelerated Reader)
 - Smarty Ants Program
 - Lexia Core 5 Program
 - Reading Mastery Program
 - Teacher Created Materials – Focused Reading Intervention
 - Journeys

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
Not Met		12/31/2018	I.Demapan & P.Arriola

	Grade Level	Data as of Dec. 31, 2018 (Percentage of students who met objective)			
	Kinder	2/65 (3%)			
	1st Grade	6/75 (8%)			
	2nd Grade	19/71 (27%)			
	3rd Grade	12/76 (16%)			
	4th Grade	17/70 (24%)			
	5th Grade	14/83 (17%)			
	Overall	70/440 (16%)			
<p>*NOTE: 84% more students are needed to reach grade level goal of 82%. RTI continues using the instructional planning report from STAR Renaissance. In addition, grade level data dialoguing continues using the McRel DDDM Process.</p>					

Measurable Objective Progress Update 2 (March 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by				
Not Met	<table border="1"> <tr> <td>Grade Level</td> <td>Data as of Mar. 31, 2018 (Percentage of students who met objective)</td> </tr> <tr> <td>Kinder</td> <td>9/67 (13%)</td> </tr> </table>	Grade Level	Data as of Mar. 31, 2018 (Percentage of students who met objective)	Kinder	9/67 (13%)	3/31/2019	I.Demapan & P.Arriola
Grade Level	Data as of Mar. 31, 2018 (Percentage of students who met objective)						
Kinder	9/67 (13%)						

	1st Grade	11/81 (14%)			
	2nd Grade	33/74 (45%)			
	3rd Grade	19/82 (23%)			
	4th Grade	25/77 (33%)			
	5th Grade	24/84 (29%)			
	Overall	121/465 (26%)			
<p>*NOTE: 54% more students are needed to reach the school goal of 80%. RTI continues using the instructional planning report from STAR Renaissance. In addition, grade level data dialoguing continues using the McRel DDDM Process.</p> <p>* One variable that may have affected our data thus far may been caused by the 2 months of no instruction & recovery effort caused by Super Typhoon Yutu.</p>					

Measurable Objective Progress Update 3 (July 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by				
Not Met	<table border="1"> <tr> <td>Grade Level</td> <td>Data as of July. 31, 2018 (Percentage of students who met objective)</td> </tr> <tr> <td>Kinder</td> <td>40/75 (53%)</td> </tr> </table>	Grade Level	Data as of July. 31, 2018 (Percentage of students who met objective)	Kinder	40/75 (53%)	7/31/2019	I.Demapan & P.Arriola
Grade Level	Data as of July. 31, 2018 (Percentage of students who met objective)						
Kinder	40/75 (53%)						

	1st Grade	39/79 (49%)			
	2nd Grade	49/73 (67%)			
	3rd Grade	34/83 (41%)			
	4th Grade	31/76 (41%)			
	5th Grade	26/86 (29%)			
	Overall	219/472 (46%)			
<p>*NOTE: 34% more students are needed to reach the school goal of 80%. RTI continues using the instructional planning report from STAR Renaissance. In addition, grade level data dialoguing continues using the McRel DDDM Process.</p> <p>* One variable that may have affected our data thus far may be caused by the 2 months of no instruction & recovery effort caused by Super Typhoon Yutu.</p>					

Strategies – Must cite research:

Strategy 1 – Renaissance Learning / Accelerated Reader / STAR360 / Ren U

KAG utilizes the STAR Reading 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.

Accelerated Reader is a computer-generated reading program that provides either intervention or supplemental guided reading instruction for K-12 students. The program requires readers to select a book based on reading area and interest level, then take a computerized quiz to answer questions about the books. Teachers are then able to monitor student progress and identify those in need of additional support.

According to the What Works Clearinghouse (WWC, 2007), the report entitled, “A randomized experiment on the effects of Accelerated Reader/Reading Renaissance in an urban school district: Preliminary evaluation report” (Ross, Nunnery, & Goldfeder, 2004) showed significant gains in students that participated in the Accelerated Reader program. Ross, Nunnery, & Goldfeder report that “[students] in grades K, 1, 2, and 3 performed significantly and substantially higher on STAR Early Literacy or STAR Reading than control students...” (2004, p. 4).

Research cited: Accelerated Reader/Reading Renaissance. What Works Clearinghouse Intervention Report (Rep.). (2007, April 23). Retrieved May 16, 2018, from What Works Clearinghouse website: <https://files.eric.ed.gov/fulltext/ED496196.pdf> (ERIC Document Reproduction Service No. ED496196) Ross, S.M., Nunnery, J., & Goldfeder, E. (2004).

“A randomized experiment on the effects of Accelerated Reader/Reading Renaissance in an urban school district: Preliminary evaluation report.” Memphis, TN: The University of Memphis, Center for Research in Educational Policy. Shannon, L. C., Styers, M. K., & Siceloff, E. R. (2010). A final report for the evaluation of Renaissance Learning’s Accelerated Reader Program. Charlottesville, VA: Magnolia Consulting

Strategy 2 – Accelerated Reader Books

“Reading is a skill and, as with every skill, it requires not just instruction but practice. Reading practice serves a number of purposes. It enables students to apply the skills and strategies that you teach. It gives you opportunities to check student learning and identify weaknesses. And it draws students into the world of “real” reading – a world in which people learn from and enjoy books...Guided independent reading is an active classroom practice for students and for you, with a number of activities taking place at the same time.” For the AR program to be implemented with fidelity, the library must have a book collection that covers a wide range of subjects at all levels of difficulty.

Research cited:

Getting Results with Accelerated Reader. (n.d.). *Renaissance Learning*. Retrieved on October 30, 2017 from <http://www.renlearn.co.uk/wp-content/uploads/2014/09/Getting-Results-with-Accelerated-Reader.pdf>

Strategy 3 – Lexia Core 5

Lexia Reading is a computerized reading program that provides phonics instruction and gives students independent practice in basic reading skills. Lexia Reading is designed to supplement regular classroom instruction and to support skill development in the five areas of reading instruction identified by the National Reading Panel.

According to the a review by Schechter, et al (2015), “First- and second-grade students in a low-income, urban school using Lexia

Reading Core5 made significantly more progress than control students on the GRADE™ reading assessment.” In the study, students in the treatment group were able to systematically advance in Core5 over the school year, compared to their peers not in the treatment group. In conclusion, “Results of the current study indicate that digital technology can leverage teachers’ time, allowing teachers to identify and address areas of need through a time efficient but individualized data-driven approach that can be implemented within the schedule and time constraints of a typical classroom.”

Research cited:

Macaruso, P., Hook, P. E., & McCabe, R. (2006). The efficacy of computer-based supplementary phonics programs for advancing reading skills in at-risk elementary students. *Journal of Research in Reading*, 29(2), 162–172.

Macaruso, P., Hook, P., & McCabe, R. (2003). The efficacy of Lexia skills-based software for improving reading comprehension. Retrieved February 4, 2009 from Lexia Learning website: http://www.lexialearning.com.au/library/source/research/revere_030912.pdf. G

Schechter, R., Macaruso, P., Kazakoff, E., & Brooke, E. (2015). Exploration of a Blended Learning Approach to Reading Instruction for Low SES Students in Early Elementary Grade. *Computers in the Schools* Vol. 32 , Iss. 3-4, 2015

Strategy 4 – Summer School Program

Another alternative for low achieving students that has shown promise is the implementation of a curriculum-focused summer school program. The Southern Regional Education Board (SREB) report Summer School: Unfulfilled Promise (2002), concluded that summer school can be an effective tool, if used properly, to reduce the rates of failure, narrow the achievement gap, and reduce the need for schools to decide between grade retention and social promotion. Proponents of this option have stated many benefits, including decreasing the learning loss that may occur over the long summer vacation, providing concentrated remediation for at-risk students to improve skills that will enable them to be prepared for the following school year.

Research cited:

Borman, Benson, & Overman, 2005; Green, et al., 2011; Zvoch & Stevens, 2013), providing concentrated remediation for at-risk students to improve skills that will enable them to be prepared for the following school year (Edmonds, O’Donoghue, Spano, & Algozzine, 2009).

Add updates of strategies if changed

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Resource(s)	Staff Responsible
Renaissance Learning subscription Renewal for Reading/STAR 360/Ren U	12/01/2018	11/01/2019	\$11,897.00	SWP	Classroom Teachers
Procure AR Books & Fiction/Non-Fiction Books for the Library	08/15/18	12/01/2018	\$20,000	SWP	School Librarian
Lexia Core 5 for ALL K-5 th Grades	08/15/18	07/31/2019	\$10,000	SWP	K-2 nd Classroom Teachers
Summer School Program for K-5 th	6/11/19	7/20/19	\$28,700	SWP	K-5 th Summer School Classroom Teachers
Instructional Materials	9/01/18	12/23/18	\$7,000	SWP	K-5 th Teachers @ \$250 each

Activities Progress Update 1 (December 31)

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

In Progress	<ol style="list-style-type: none"> 1. Renaissance Learning subscription Renewal for Reading/STAR 360/Ren U <ol style="list-style-type: none"> a. COMPLETED 2. Procure AR Books & Fiction/Non-Fiction Books for the Library <ol style="list-style-type: none"> a. COMPLETED 3. Lexia Core 5 for ALL K-5th Grades <ol style="list-style-type: none"> a. COMPLETED 4. Summer School Program for K-5th <ol style="list-style-type: none"> a. IN PROGRESS 5. Instructional Materials (\$250 Each) <ol style="list-style-type: none"> a. COMPLETED 	12/31/2018	I.Demapan & P.Arriola
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Activities Progress Update 2 (March 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
Completed	<ol style="list-style-type: none"> 1. Renaissance Learning subscription Renewal for Reading/STAR 360/Ren U <ol style="list-style-type: none"> a. COMPLETED 2. Procure AR Books & Fiction/Non-Fiction Books for the Library <ol style="list-style-type: none"> a. COMPLETED 3. Lexia Core 5 for ALL K-5th Grades <ol style="list-style-type: none"> a. COMPLETED 4. Summer School Program for K-5th <ol style="list-style-type: none"> a. CANCELLED AS PER COE 5. Instructional Materials (\$250 Each) <ol style="list-style-type: none"> a. COMPLETED 	3/31/2019	I.Demapan & P.Arriola

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Activities Progress Update 3 (July 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
Completed	<ol style="list-style-type: none"> 1. Renaissance Learning subscription Renewal for Reading/STAR 360/Ren U <ol style="list-style-type: none"> a. COMPLETED 2. Procure AR Books & Fiction/Non-Fiction Books for the Library <ol style="list-style-type: none"> a. COMPLETED 3. Lexia Core 5 for ALL K-5th Grades <ol style="list-style-type: none"> a. COMPLETED 4. Summer School Program for K-5th <ol style="list-style-type: none"> a. CANCELLED AS PER COE 5. Instructional Materials (\$250 Each) <ol style="list-style-type: none"> a. COMPLETED 	7/31/2019	I.Demapan & P.Arriola

Goal 2:

By SY 2020-2021, 85% of KagES students in grades K-5th will have met their required minimum grade level scaled score in MATH, as measured by the STAR Math/SEL Assessments.

School Quality Factors

Clear Direction – Healthy Culture - High Expectations – Impact of Instruction – Resource Management - Efficacy of Engagement – Implementation Capacity

Measurable Objective 1:

By June 2019, 75% of KagES students in grades K to 5th will have met their required minimum scaled score of 675SS for Kinder, 363SS for 1st Grade, 479SS for 2nd Grade, 570SS for 3rd Grade, 637SS for 4th Grade, and 695SS for 5th Grade in MATH as measured by the Star Math/SEL Assessment.

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

- KagES implements a school wide level cut-score for math based on the SEL/STAR Math Assessment Scaled Score (SS). KagES continues to raise the level of expectations for each grade level by increasing the Scaled Score cut-score each school year. The yearly increase of the scaled score is calculated based on the effectiveness and results of the School-Wide RtI Model.
- Grade Level Data at the at the End of Each School Year:
 - **Kinder Data:**
 - For SY 17-18, the Percentage of Kinder students who have met their required math Scaled Score of 645SS at the end of the school year was at **86% (OR 48 out of 56 Kinder Students)**. For SY 16-17, the Percentage of Kinder students who have met their required math Scaled Score of 616SS at the end of the school year was at **79% (OR 42 out of 53 Kinder Students)**.
 - **1st Grade Data:**
 - For SY 17-18, the Percentage of 1st Grade students who have met their required math Scaled Score of 363SS at the end of the school year was at **83% (OR 58 out of 70 First Grade Students)**. For SY 16-17, the Percentage of 1st Grade students who have met their required math Scaled Score of 355SS at the end of the school year was at **84% (OR 59 out of 70 First Grade Students)**.
 - **2nd Grade Data**
 - For SY 17-18, the Percentage of 2nd Grade students who have met their required math Scaled Score of 479SS at the end of the school year was at **73% (OR 58 out of 80 Second Grade Students)**. For SY 16-17, the Percentage of 2nd Grade students who have met their required math Scaled Score of 465SS at the end of the school year was at **75% (OR 52 out of 69 Second Grade Students)**.
 - **3rd Grade Data:**
 - For SY 17-18, the Percentage of 3rd Grade students who have met their required math Scaled Score of 570SS at the end of the school year was at **65% (OR 43 out of 66 Third Grade Students)**. For SY 16-17, the Percentage of 3rd Grade students who have met their required math Scaled Score of 569SS at the end of the school year was at **43% (OR 33 out of 77 Third Grade Students)**.
 - **4th Grade Data:**
 - For SY 17-18, the Percentage of 4th Grade students who have met their required math Scaled Score of 637SS at the end of the school year was at **72% (OR 58 out of 81 Fourth Grade Students)**. For SY

16-17, the Percentage of 4th Grade students who have met their required math Scaled Score of 613SS at the end of the school year was at **76% (OR 49 out of 64 Fourth Grade Students)**.

- **5th Grade Data:**
 - For SY 17-18, the Percentage of 5th Grade students who have met their required math Scaled Score of 695SS at the end of the school year was at **47% (OR 30 out of 64 Fifth Grade Students)**. For SY 16-17, the Percentage of 5th Grade students who have met their required math Scaled Score of 685SS at the end of the school year was at **57% (OR 39 out of 68 Fifth Grade Students)**.
- Students not making the required cut-score, KagES implements a School-Wide Rtl Model (Response to Intervention) as follows. The intervention intensifies as students show minimal to no response to the interventions. The Child Study Team (CST) continues to monitor and collect data of these students and reconvenes to discuss possible referral for more intensive interventions such as Special Education.
 - TIER 1 - Differentiated & Scaffolded Instruction (For all students)
 - TIER 2 - Assistance of Title 1 Program
 - TIER 3 - Summer School Program
 - TIER 4 - 1st Quarter Bridge Program
- Grade level data after full implementation of all interventions:
 - **Kinder Data:**
 - For SY 17-18, after all interventions listed above have been implemented w/fidelity, the Percentage of Kinder students that had met their required reading Scaled Score of 645SS was now at **96% (OR 54 out of 56 Kinder students)**. For SY 16-17, the Percentage of Kinder students that had met their required reading Scaled Score of 616SS was now at **94% (OR 50 out of 53 Kinder students)**. The Child Study Team (CST) continues to monitor and collect data of the 9 remaining students who did not make the cut-score.
 - **1st Grade Data:**
 - For SY 17-18, after all interventions listed above have been implemented with fidelity, the Percentage of 1st Grade students that had met their required math Scaled Score of 355SS was now at **86% (OR 60 out of 70 First Grade Students)**. For SY 16-17, the Percentage of 1st Grade students that had met their required math Scaled Score of 355SS was now at **87% (OR 61 out of 70 First Grade Students)**. The Child Study Team (CST) continues to monitor and collect data of the 9 remaining students who did not make the cut-score.
 - **2nd Grade Data:**
 - For SY 17-18, after all interventions listed above have been implemented with fidelity, the Percentage of 2nd Grade students that had met their required math Scaled Score of 479SS was now at **74% (OR 59 out of 80 Second Grade Students)**. For SY 16-17, the Percentage of 2nd Grade students that had

met their required math Scaled Score of 465SS was now at **80% (OR 55 out of 69 Second Grade Students)**. The Child Study Team (CST) continues to monitor and collect data of the 14 remaining students who did not make the cut-score.

- **3rd Grade Data:**
 - For SY 17-18, after all interventions listed above have been implemented w/fidelity, the Percentage of 3rd Grade students that had met their required math Scaled Score of 570SS was now at **67% (OR 44 out of 66 Third Grade Students)**. For SY 16-17, the Percentage of 3rd Grade students that had met their required math Scaled Score of 569SS was now at **49% (OR 38 out of 77 Third Grade Students)**. The Child Study Team (CST) continues to monitor and collect data of the 39 remaining students who did not make the cut-score.
- **4th Grade Data:**
 - For SY 17-18, after all interventions listed above have been implemented w/fidelity, the Percentage of 4th Grade students that had met their required math Scaled Score of 637SS was now at **73% (OR 59 out of 81 Fourth Grade Students)**. For SY 16-17, the Percentage of 4th Grade students that had met their required math Scaled Score of 613SS was now at **76% (OR 49 out of 64 Fourth Grade Students)**. The Child Study Team (CST) continues to monitor and collect data of the 15 remaining students who did not make the cut-score.
- **5th Grade Data:**
 - For SY 17-18, after all interventions listed above have been implemented w/fidelity, the Percentage of 5th Grade students that had met their required math Scaled Score of 695SS was now at **47% (OR 30 out of 64 Fifth Grade Students)**. For SY 16-17, Percentage of 5th Grade students that had met their required math Scaled Score of 685SS was now at **60% (OR 41 out of 68 Fifth Grade Students)**. The Child Study Team (CST) continues to monitor and collect data of the 27 remaining students who did not make the cut-score.
- The evidence based programs KagES uses to support our goals and measurable objectives in math for all Kinder students are as follows:
 - Renaissance Place Program (STAR Math, Accelerated Math, Math Facts in a Flash)
 - Teacher Created Materials - Focused Math Intervention
 - Connecting Math Concepts Program

Measurable Objective Progress Update 1 (December 31)

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

Not Met	Grade Level		Data as of Dec. 31, 2018 (Percentage of students who met objective)	12/31/2018	I.Demapan & P.Arriola
	Kinder		2/65 (3%)		
	1st Grade		17/75 (23%)		
	2nd Grade		18/71 (25%)		
	3rd Grade		17/76 (22%)		
	4th Grade		20/70 (29%)		
	5th Grade		22/83 (27%)		
	Overall		96/440 (22%)		
	<p>*NOTE: 53% more students are needed to reach the school goal of 75%. RTI continues using the instructional planning report from STAR Renaissance. In addition, grade level data dialoguing continues using the McRel DDDM Process.</p>				

Measurable Objective Progress Update 2 (March 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by				
Not Met	<table border="1"> <tr> <td>Grade Level</td> <td>Data as of Mar. 31, 2019 (Percentage of students who met objective)</td> </tr> <tr> <td>Kinder</td> <td>9/67 (13%)</td> </tr> </table>	Grade Level	Data as of Mar. 31, 2019 (Percentage of students who met objective)	Kinder	9/67 (13%)	3/31/2019	I.Demapan & P.Arriola
Grade Level	Data as of Mar. 31, 2019 (Percentage of students who met objective)						
Kinder	9/67 (13%)						

	1st Grade	28/81 (35%)			
	2nd Grade	30/74 (41%)			
	3rd Grade	23/82 (28%)			
	4th Grade	31/76 (40%)			
	5th Grade	25/84 (30%)			
	Overall	146/464 (31%)			
	<p>*NOTE: 44% more students are needed to reach the school goal of 75%. RTI continues using the instructional planning report from STAR Renaissance. In addition, grade level data dialoguing continues using the McRel DDDM Process.</p> <p>* One variable that may have affected our data thus far may be caused by the 2 months of no instruction & recovery effort caused by Super Typhoon Yutu.</p>				

Measurable Objective Progress Update 3 (July 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by						
Not Met	<table border="1"> <tr> <td>Grade Level</td> <td>Data as of July. 31, 2019 (Percentage of students who met objective)</td> </tr> <tr> <td>Kinder</td> <td>40/75 (53%)</td> </tr> <tr> <td>1st Grade</td> <td>57/78 (73%)</td> </tr> </table>	Grade Level	Data as of July. 31, 2019 (Percentage of students who met objective)	Kinder	40/75 (53%)	1st Grade	57/78 (73%)	3/31/2019	I.Demapan & P.Arriola
Grade Level	Data as of July. 31, 2019 (Percentage of students who met objective)								
Kinder	40/75 (53%)								
1st Grade	57/78 (73%)								

	2nd Grade	53/73 (73%)			
	3rd Grade	42/84 (50%)			
	4th Grade	34/75 (45%)			
	5th Grade	38/86 (44%)			
	Overall	264/471 (56%)			
<p>*NOTE: 44% more students are needed to reach the school goal of 75%. RTI continues using the instructional planning report from STAR Renaissance. In addition, grade level data dialoguing continues using the McRel DDDM Process.</p> <p>* One variable that may have affected our data thus far may be caused by the 2 months of no instruction & recovery effort caused by Super Typhoon Yutu.</p>					

Strategies – Must cite research:

Strategy 1 - Renaissance Place (Accelerated Math / Math Facts in a Flash / STAR Math)

KAG utilizes the STAR 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.

Accelerated Math®, published by Renaissance Learning, is a software tool that provides practice problems for students in grades K–12 and provides teachers with reports to monitor student progress. Accelerated Math® creates individualized student assignments, scores the assignments, and generates reports on student progress. The software is typically used with the math curriculum being used in the classroom to add practice for students and help teachers differentiate instruction through the program’s progress-monitoring data.

Research cited:

Caputo, M. T. (2007). A comparison of the effects of the Accelerated Math program and the Delaware Procedural Fluency Workbook program on academic growth in grade six at X middle school (Unpublished doctoral dissertation). Wilmington University, Wilmington, DE. Lambert, R., Algozzine, B., & McGee, J. (2014). Effects of progress monitoring on math performance of at-risk students (Elementary school sample). *British Journal of Education, Society and Behavioural Science*, 4(4), 527–540.

Lambert, R., Algozzine, B., & McGee, J. (2014). Effects of progress monitoring on math performance of at-risk students (Elementary school sample). *British Journal of Education, Society and Behavioural Science*, 4(4), 527–540.

Lambert, R., & Algozzine, B. (2009). Accelerated Math evaluation report (Elementary school sample). Charlotte: Center for Educational Measurement and Evaluation, University of North Carolina at Charlotte.

Add updates of strategies if changed.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Resource(s)	Staff Responsible
Renaissance Learning subscription Renewal for AR Math, STAR Math & Math Facts in a Flash	12/01/2018	11/01/2019	\$3,813.00	SWP	Classroom Teachers

Activities Progress Update 1 (December 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
Completed	1. Renaissance Learning subscription Renewal for AR Math, STAR Math & Math Facts in a Flash	12/31/2018	I.Demapan & P.Arriola

	a. COMPLETED		
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Activities Progress Update 2 (March 31)

	Progress Notes	Created On	Created By
Completed	1. Renaissance Learning subscription Renewal for AR Math, STAR Math & Math Facts in a Flash a. COMPLETED	3/31/2019	I.Demapan & P.Arriola

Activities Progress Update 3 (July 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
Completed	1. Renaissance Learning subscription Renewal for AR Math, STAR Math & Math Facts in a Flash a. COMPLETED	7/31/2019	I.Demapan & P.Arriola

Goal 3:

By the end of SY 2020-2021, All instructional staff will demonstrate progress toward using the rigor and relevance framework to create a more engaging learning environment and creating Quad D lessons by focusing on the 3 highest levels of Blooms Taxonomy (Analyze, Evaluate, and Create) and infusing real-world situations into each of them to 50% as measured by the McRel Power Walkthrough Tool.

School Quality Factors

Clear Direction – Healthy Culture - High Expectations – Impact of Instruction – Resource Management - Implementation Capacity

Measurable Objective 1:

By June 2019, all KagES Instructional Staff will have increased the overall use of the 3 highest levels of Bloom’s Taxonomy

(Analyze, Evaluate, and Create) to 40% (from 18% in SY15-16, 18% in SY16-17 and 34% in SY 17-18) as measured by the McRel Power Walkthrough Tool.

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

- During SY 18-19, KagES will have fully implemented the use of the Rigor & Relevance Framework in order to Create Quad D lessons. According to the R&R Framework, Quad D lessons include the overall use of the 3 Highest Levels of Blooms Taxonomy, and infusing real world situations into each of them.
- Because of the added Professional Development & Support for Instructional Staff in regards to the Rigor & Relevance Framework, the KagES leadership believes that a goal of 40% in the overall use of the 3 Highest Levels of Blooms Taxonomy is feasible.
- McRel Power Walkthrough Data:
 - For 2017-2018, Of 548 Power Walkthroughs conducted, KagES reported the following data in regards to the use of the 3 Highest Levels of Blooms Taxonomy
 - Analyze - 31% (or 171 PWTs)
 - Evaluate – 1.6% (or 9 PWTs)
 - Create – 0.9% (or 5 PWTs)
 - TOTAL - 34% (or 185 PWTs)
 - For 2016-2017, Of 406 Power Walkthroughs conducted, KagES reported the following data in regards to the use of the 3 Highest Levels of Blooms Taxonomy
 - Analyze - 16.3% (or 66 PWTs)
 - Evaluate - 0.2% (or 1 PWTs)
 - Create - 1.2% (or 5 PWTs)
 - TOTAL - 18% (or 72 PWTs)
 - For 2015-2016, Of 396 Power Walkthroughs conducted, KagES reported the following data in regards to the use of the 3 Highest Levels of Blooms Taxonomy
 - Analyze - 16.2% (or 64 PWTs)
 - Evaluate - 0.3% (or 2 PWTs)
 - Create - 1.3% (or 5 PWTs)
 - TOTAL - 18% (or 71 PWTs)

Measurable Objective Progress Update 1 (December 31)

Status	Progress Notes	Created on	Created by
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(Met/Not Met)														
Met	<table border="1"> <thead> <tr> <th>Blooms Level</th> <th>PWT as of Dec. 31, 2018</th> </tr> </thead> <tbody> <tr> <td>Analyze</td> <td>49.3% (37/75 PWT)</td> </tr> <tr> <td>Evaluate</td> <td>8.0% (6/75 PWT)</td> </tr> <tr> <td>Create</td> <td>0.0 (0/75 PWT)</td> </tr> <tr> <td>TOTAL</td> <td>57.3% (43/75 PW)</td> </tr> </tbody> </table>		Blooms Level	PWT as of Dec. 31, 2018	Analyze	49.3% (37/75 PWT)	Evaluate	8.0% (6/75 PWT)	Create	0.0 (0/75 PWT)	TOTAL	57.3% (43/75 PW)	12/31/2018	I.Demapan & P.Arriola
	Blooms Level	PWT as of Dec. 31, 2018												
	Analyze	49.3% (37/75 PWT)												
	Evaluate	8.0% (6/75 PWT)												
	Create	0.0 (0/75 PWT)												
	TOTAL	57.3% (43/75 PW)												

Measurable Objective Progress Update 2 (March 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by											
Not Met	<table border="1"> <thead> <tr> <th>Blooms Level</th> <th>PWT as of March 31, 2019</th> </tr> </thead> <tbody> <tr> <td>Analyze</td> <td>23.8% (44/185 PWT)</td> </tr> <tr> <td>Evaluate</td> <td>3.2% (6/185 PWT)</td> </tr> <tr> <td>Create</td> <td>3.2% (6/185 PWT)</td> </tr> <tr> <td>TOTAL</td> <td>30.3% (56/185 PWT)</td> </tr> </tbody> </table>		Blooms Level	PWT as of March 31, 2019	Analyze	23.8% (44/185 PWT)	Evaluate	3.2% (6/185 PWT)	Create	3.2% (6/185 PWT)	TOTAL	30.3% (56/185 PWT)	3/31/2019	I.Demapan & P.Arriola
	Blooms Level	PWT as of March 31, 2019												
	Analyze	23.8% (44/185 PWT)												
	Evaluate	3.2% (6/185 PWT)												
	Create	3.2% (6/185 PWT)												
	TOTAL	30.3% (56/185 PWT)												

Measurable Objective Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by
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(Met/Not Met)			
Not Met			3/31/2019
			I.Demapan & P.Arriola
	Blooms Level	PWT as of March 31, 2019	
	Analyze	24.6% (60/252 PWT)	
	Evaluate	7.0% (7/252 PWT)	
	CREATE	7.0% (7/252 PWT)	
TOTAL	38.6% (74/252 PWT)		

Strategies - Must cite research:

<p>Strategy 1 - Rigor & Relevance Framework/Professional Development/Model School Conference</p> <ul style="list-style-type: none"> • Since 1991, the International Center for Leadership in Education (ICLE) has been at the forefront of promoting rigorous and relevant instruction and developing effective instructional leaders and teachers. ICLE has produced proven strategies, techniques, and research-based programs that have helped states, districts, and schools drive student achievement through data driven instruction that prepares them to be college and career ready. • One organization that has been working to turn around schools for over twenty years is the International Center for Leadership in Education (ICLE), which was founded by Dr. Willard (Bill) Daggett who is also the CEO. Bill and the staff of ICLE offer professional development to schools through their Model Schools Conference as well as individualized consulting. Bill Daggett's philosophy of education comes down to three basic principles, which are rigor, relevance and relationships. When students find their studies relevant, teachers can increase the rigor to meet the needs of students. Relationships between all stakeholders in a school system (i.e. students, staff, teachers, administrators, parents, etc.) make a school system stronger and provide the opportunity to turn schools around. <p>Research Cited:</p>

Rigor, Relevance and Relationship. McNulty, Raymond J.; Quaglia, Russell J. – School Administrator, 2007 (retrieved @ <https://goo.gl/1Jb98K>)

Rigor, relevance, and relationships are three elements that provide the hallmark for education today. These three elements are integrally connected; if one is missing in a teacher's teaching practices, he or she is not doing his or her best to prepare students for success in school and in life. To ensure the inclusion of both rigor and relevance,...

Descriptors: Academic Achievement, Difficulty Level, Relevance (Education), Teacher Student Relationship

Rigor/Relevance Framework: Its Relationship to K-12 Student Achievement on Statewide Test (retrieved @ <https://goo.gl/qA2zhU>) Willoughby, Catherine Colagross – ProQuest LLC, 2013

This study generated empirical evidence about the characteristics of effective professional development for K-12 teachers and explored the relationship between professional development and student achievement. This study provided evidence about whether characteristics found in past studies could also be found in the Rigor/Relevance Framework, a...

Descriptors: Elementary Secondary Education, Academic Achievement, Faculty Development, Elementary School Teachers

How will attendance at the Model School Conference increase teacher focus on higher level of blooms?

<http://www.cvent.com/events/2016-model-schools-conference/custom-18-768ca8b603e7455ca8e35aeac18544cc.aspx>

Add updates of strategies if changed.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Resource(s)	Staff Responsible
Model School Conference Participants will provide Rigor & Relevance PD to KagES Staff	10/1/18	3/30/19	\$10,000	SWP	Administrators/SLT
Model School Conference Registration, Per Diem, Round Trip	06/24/2018	07/30/2019	\$38,091	SWP	Administrators/SLT

Ticket, Ground Transportation for 2 Admin, 1 SpEd, 5 SLT Grade Level Teacher Representatives					
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Activities Progress Update 1 (December 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
In Progress	<ol style="list-style-type: none"> 1. Model School Conference Participants will provide Rigor & Relevance PD to KagES Staff <ol style="list-style-type: none"> a. IN PROGRESS 2. Model School Conference Registration, Per Diem, Round Trip Ticket, Ground Transportation for 2 Admin, 1 SpEd, 5 SLT Grade Level Teacher Representatives <ol style="list-style-type: none"> a. IN PROGRESS 	12/31/2018	I.Demapan & P.Arriola

Activities Progress Update 2 (March 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
In Progress	<ol style="list-style-type: none"> 1. Model School Conference Participants will provide Rigor & Relevance PD to KagES Staff <ol style="list-style-type: none"> a. IN PROGRESS 2. Model School Conference Registration, Per Diem, Round Trip Ticket, Ground Transportation for 2 Admin, 1 SpEd, 5 SLT Grade Level Teacher Representatives <ol style="list-style-type: none"> a. COMPLETED 	3/31/2019	I.Demapan & P.Arriola

Activities Progress Update 3 (July 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
Completed	<ol style="list-style-type: none">3. Model School Conference Participants will provide Rigor & Relevance PD to KagES Staff<ol style="list-style-type: none">a. COMPLETED4. Model School Conference Registration, Per Diem, Round Trip Ticket, Ground Transportation for 2 Admin, 1 SpEd, 5 SLT Grade Level Teacher Representatives<ol style="list-style-type: none">a. COMPLETED	7/31/2019	I.Demapan & P.Arriola

Goal 4:

By end of SY 2020-2021, KagES will reflect an increase in parental involvement to 90% in regards to attending quarterly parent/teacher conference by providing quarterly and end of year incentives to parents such as certificates and medals in order to further strengthen the link between the home and school.

School Quality Factors

Clear Direction – Healthy Culture – High Expectations – Impact of Instruction - Efficacy of Engagement

Measurable Objective 1:

By the end of SY 2018-2019, KagES will reflect an increase of parental involvement to 70% (from 66% in SY17-18, 53% in SY16-17 & 40% in SY15-16), in regards to attending quarterly parent/teacher conferences by providing incentives to parents as measured by the Quarterly Parent/Teacher Attendance Sign-In Sheet.

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

- Sign-In Sheet for Parent/Teacher Quarterly Conference
 - SY 2017-2018 - Total Number Students = 418
 - 1st Quarter Parent Attendance – 62% Parent Attendance (or 221 Parents)
 - 2nd Quarter Parent Attendance – 60% Parent Attendance (or 256 Parents)

- 3rd Quarter Parent Attendance – 52% Parent Attendance (or 221 Parents)
- 4th Quarter Parent Attendance - 91% Parents Attendance (or 380 Parents)
- TOTAL AVERAGE - 66% Parent Attendance Rate
- SY 2016-2017 - Total Number Students = 403
 - 1st Quarter Parent Attendance - 64% Parent Attendance (or 258 Parents)
 - 2nd Quarter Parent Attendance - 39% Parent Attendance (or 158 Parents)
 - 3rd Quarter Parent Attendance - 48% Parent Attendance (or 194 Parents)
 - 4th Quarter Parent Attendance - 61% Parents Attendance (or 246 Parents)
 - TOTAL AVERAGE - 53% Parent Attendance Rate
- SY 2015-2016
 - 1st Quarter Parent Attendance - 51% Parent Attendance (or 194 Parents)
 - 2nd Quarter Parent Attendance - 26% Parent Attendance (or 99 Parents)
 - 3rd Quarter Parent Attendance - 26% Parent Attendance (or 99 Parents)
 - 4th Quarter Parent Attendance - 58% Parents Attendance (or 220 Parents)
 - TOTAL OVERAGE - 40% Parent Attendance Rate

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by						
Met	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>1st Quarter - Mid</th> <th>1st Quarter - End</th> <th>Average as of Dec. 31</th> </tr> </thead> <tbody> <tr> <td>89% (395/445 Parents)</td> <td>79% (351/446 Parents)</td> <td>84%</td> </tr> </tbody> </table> <p>*NOTE: KagES will send personalized letters home to ensure that every parent is well informed about the upcoming report card conference. KagES will also send out a reminder via radio station, newspaper, as well as our schools LED Screen display. In addition, all teachers at KagES will make phone calls home to each parent.</p>	1st Quarter - Mid	1st Quarter - End	Average as of Dec. 31	89% (395/445 Parents)	79% (351/446 Parents)	84%	12/31/2018	I.Demapan & P.Arriola
1st Quarter - Mid	1st Quarter - End	Average as of Dec. 31							
89% (395/445 Parents)	79% (351/446 Parents)	84%							

Measurable Objective Progress Update 2 (March 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by				
Met	<table border="1"> <tr> <td>2nd Quarter - End</td> <td>Average as of Dec. 31</td> </tr> <tr> <td>95% (448/470 Parents)</td> <td>88%</td> </tr> </table> <p>*NOTE: KagES will send personalized letters home to ensure that every parent is well informed about the upcoming report card conference. KagES will also send out a reminder via radio station, newspaper, as well as our schools LED Screen display. In addition, all teachers at KagES will make phone calls home to each parent.</p>	2nd Quarter - End	Average as of Dec. 31	95% (448/470 Parents)	88%	3/31/2019	I.Demapan & P.Arriola
2nd Quarter - End	Average as of Dec. 31						
95% (448/470 Parents)	88%						

Measurable Objective Progress Update 3 (July 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by						
Met	<table border="1"> <tr> <td>3rd Quarter - End</td> <td>4th Quarter - Mid</td> <td>Average as of Jul. 31</td> </tr> <tr> <td>93% (441/476 Parents)</td> <td>91% (432/475 Parents)</td> <td>89.4%</td> </tr> </table> <p>*NOTE: KagES will send personalized letters home to ensure that every parent is well informed about the upcoming report card conference. KagES will also send out a reminder via radio station, newspaper, as well as our schools LED Screen display. In addition, all teachers at KagES will make phone calls home to each parent.</p>	3rd Quarter - End	4th Quarter - Mid	Average as of Jul. 31	93% (441/476 Parents)	91% (432/475 Parents)	89.4%	7/31/2019	I.Demapan & P.Arriola
3rd Quarter - End	4th Quarter - Mid	Average as of Jul. 31							
93% (441/476 Parents)	91% (432/475 Parents)	89.4%							

Strategies - Must cite research:

Strategy 1 - Open House / Parent Curriculum Night / Parent & Teacher Conferences

KagES will hold an Open House and Curriculum night for parents. Teachers will show parents about the curriculum KagES uses. Parents will be more knowledgeable about what their children are learning in school.

“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.”

Inviting parents to school activities increases the opportunity for stakeholders to contribute to the school’s purpose and build that purposeful community. McREL defines Purposeful Community as “one with collective efficacy and capability to develop and use assets to accomplish goals that matter to all the community members through agreed-upon processes. McREL reminds us that schools have many assets to accomplish new goals or changes that they want to complete.”

Research Cited:

Parent, Family, Community Involvement in Education(pp. 1-4, Issue brief No. PB11). (2008). Washington, DC: NEA Education Policy and Practice Department. Retrieved from http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf
https://www.mbaea.org/documents/filelibrary/bett_msit/july_23__24_2007/Purposeful_Com_Collective_Efficacy.pdf School Leadership That Works: From Research to Results Robert J. Marzano, Timothy Waters and Brian McNulty

Epstein, J.L., Sanders, M.G., Simon, B.S., Salinas, K.C., Jansorn, N.R., & Van Voorhis, F.L. (2002). School, Family, and Community Partnerships: Your handbook for action (2nd ed.). Thousand Oaks, CA: Corwin.

Strategy 2 - School & Home Communication Folder

School & Home Communication book on STAR Reading & STAR Math Progress. Parents will regularly initial their children's communication book.

Link: <https://www.sps186.org/downloads/table/13040/6TypesJ.Epstien.pdf>

Research Cited: Epstein, J.L., Sanders, M.G., Simon, B.S., Salinas, K.C., Jansorn, N.R., & Van Voorhis, F.L. (2002). School, Family, and Community Partnerships: Your handbook for action (2nd ed.). Thousand Oaks, CA: Corwin.

Strategy 3 - Parent Champion Recognition Medals

KagES will recognized parents who attended four (4) parent & teacher conferences that is held quarterly with a certificate and a parent champion medals.

Link:

https://s3.amazonaws.com/accreditable_card_attachments/attachments/65698/original/week_4_activity_3_-Living_School_Epstein's_6_ways.pdf

Research Cited: Epstein, J.L., Sanders, M.G., Simon, B.S., Salinas, K.C., Jansorn, N.R., & Van Voorhis, F.L. (2002). School, Family, and Community Partnerships: Your handbook for action (2nd ed.). Thousand Oaks, CA: Corwin.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Resource(s)	Staff Responsible
Open House/ Parent Curriculum Night	08/28/2018	10/05/2018	\$400	CG – Parent Involvement	SLT/Administrators
School & Home Communication Folder	10/02/2018	06/05/2019	\$2,024.65	SWP	Classroom Teachers
Parent Recognition Medals	04/30/2019	06/10/2019	\$1,500	Local	Administrators

Activities Progress Update 1 (December 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
Completed	<ol style="list-style-type: none"> 1. Open House/ Parent Curriculum Night <ol style="list-style-type: none"> a. COMPLETED 2. School & Home Communication Folder <ol style="list-style-type: none"> a. COMPLETED 	12/31/2018	I.Demapan & P.Arriola

	3. Parent Recognition Medals a. COMPLETED		
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Activities Progress Update 2 (March 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
Completed	1. Open House/ Parent Curriculum Night a. COMPLETED 2. School & Home Communication Folder a. COMPLETED 3. Parent Recognition Medals a. COMPLETED	3/31/2019	I.Demapan & P.Arriola

Activities Progress Update 3 (July 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
Completed	1. Open House/ Parent Curriculum Night/PBLC a. COMPLETED 2. School & Home Communication Folder a. COMPLETED 3. Parent Recognition Medals a. COMPLETED	7/31/2019	I.Demapan & P.Arriola

Goal 5:

By end of SY 2020-2021, All teachers and students will demonstrate an increase in the utilization of technology by 100% n regards to Student Centered Technology and Teacher Directed Technology.

School Quality Factors

Clear Direction – High Expectations – Impact of Instruction – Resource Management – Efficacy of Engagement

Measurable Objective 1:

By the end of SY 2018-2019, All KagES students will demonstrate a growth in the use of student centered technology in any of the areas listed in the McRel PWT Tool to 80% (from 76% in SY 17-18, 49.2% in SY16-17 & 29.9% in SY15-16), as measured by Power Walkthrough observation data.

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

- Because the high percentage of power walkthrough data still showing “NONE” Observed in regards to Student Centered Technology (54.8 in SY 16-17 & 70.9 in SY 15-16), KagES Leadership had decided to decrease the number of “NONE” Observed by having students use any of the technology listed in McRel PWT Tool under Student Centered Technology. After improving that number, KagES will then revisit the data and focus on particular areas of technology for students to use.

- For 2017-2018, Of 525 Power Walkthrough conducted, KagES reported the following data in regards to the use of Student Centered Technology
 - Data Collection/Analysis Tool - 0.4 (2/525)
 - Database & Reference - 2.8 (16/525)
 - Diagnostic System - 21.0% (119/525)
 - Display Tool - 7.2 (41/525)
 - Instr. Interactives - 30.5 (173/525)
 - Instr. Media -11.4% (65/525)
 - Inter. Whiteboard - 1.4% (8/525)
 - Student Resp. System - 0.7% (4/525)
 - Word Processing - 0.7% (4/525)

TOTAL: 76.1%

***NOTE: 37.1% (211/525) - No Student Technology Observed**

 - For 2016-2017, Of 418 Power Walkthroughs conducted, KagES reported the following data in regards to the use of Student Centered Technology.
 - Brainstorming/Idea Mapping Software - 0%
 - Calculator - 1.7%

- Communication/Collaboration Tools - 0.2%
 - Data Collection/Analysis Tool - 0%
 - Database and Reference - 1.7%
 - Diagnostic/Prescriptive System - 12.7%
 - Display Tool - 3.3%
 - Instructional Interactives - 13.2%
 - Instructional Media - 15.8%
 - Interactive Whiteboard - 0.2%
 - Kinesthetic Technology - 0%
 - Multimedia Creation - 0.2%
 - Non-Educational Use - 0%
 - Student Response Systems - 0.2%
 - Words Processing - 0%
 - TOTAL - 49.2%
- For 2015-2016, Of 406 Power Walkthroughs conducted, KagES reported the following data in regards to the use of Student Centered Technology.
 - Brainstorming/Idea Mapping Software - 0%
 - Calculator - 0%
 - Communication/Collaboration Tools - 0%
 - Data Collection/Analysis Tool - 0.5%
 - Database and Reference - 0%
 - Diagnostic/Prescriptive System - 20.9%
 - Display Tool - 2.7%
 - Instructional Interactives - 1.2%
 - Instructional Media - 3.4%
 - Interactive Whiteboard - 0%
 - Kinesthetic Technology - 0%
 - Multimedia Creation - 1.0%
 - Non-Educational Use - 0%
 - Student Response Systems - 0%
 - Words Processing - 0.2%
 - TOTAL - 29.9%

Status (Met/Not Met)	Progress Notes	Created on	Created by		
Not Met	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">PWT Data as of Dec. 31, 2018</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> ● Diagnostic/Prescriptive System - 7.4% (6/81) ● Instructional Interactives - 34.6% (28/81) ● Instructional Media - 14.8% (12/81) ● Student Response System - 1.2% (1/81) <p>TOTAL: 64.2% (52/81)</p> <p>*NOTE: 35.8% (29/81) - No Student Technology Observed</p> </td> </tr> </tbody> </table> <p>*NOTE: Daily power walkthroughs will continuously be conducted. In addition, teachers will be provided with immediate feedback by emailing their individual PWT Data to allow them to reflect and plan instructional activities that use student centered technology to also be indicated in their lesson plans.</p>	PWT Data as of Dec. 31, 2018	<ul style="list-style-type: none"> ● Diagnostic/Prescriptive System - 7.4% (6/81) ● Instructional Interactives - 34.6% (28/81) ● Instructional Media - 14.8% (12/81) ● Student Response System - 1.2% (1/81) <p>TOTAL: 64.2% (52/81)</p> <p>*NOTE: 35.8% (29/81) - No Student Technology Observed</p>	12/31/2018	I.Demapan & P.Arriola
PWT Data as of Dec. 31, 2018					
<ul style="list-style-type: none"> ● Diagnostic/Prescriptive System - 7.4% (6/81) ● Instructional Interactives - 34.6% (28/81) ● Instructional Media - 14.8% (12/81) ● Student Response System - 1.2% (1/81) <p>TOTAL: 64.2% (52/81)</p> <p>*NOTE: 35.8% (29/81) - No Student Technology Observed</p>					

Measurable Objective Progress Update 2 (March 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by		
Met	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">PWT Data as of Mar. 31, 2019</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> ● Calculator - 1% (2/192) ● Data Collection / Analysis Tool - 0.5%(1/192) ● Database and Reference - 9.9% (19/192) ● Diagnostic/Prescriptive System - 14.1% (27/192) ● Display Tool - 0.5% (1/192) </td> </tr> </tbody> </table>	PWT Data as of Mar. 31, 2019	<ul style="list-style-type: none"> ● Calculator - 1% (2/192) ● Data Collection / Analysis Tool - 0.5%(1/192) ● Database and Reference - 9.9% (19/192) ● Diagnostic/Prescriptive System - 14.1% (27/192) ● Display Tool - 0.5% (1/192) 	3/31/2019	I.Demapan & P.Arriola
PWT Data as of Mar. 31, 2019					
<ul style="list-style-type: none"> ● Calculator - 1% (2/192) ● Data Collection / Analysis Tool - 0.5%(1/192) ● Database and Reference - 9.9% (19/192) ● Diagnostic/Prescriptive System - 14.1% (27/192) ● Display Tool - 0.5% (1/192) 					

	<ul style="list-style-type: none"> ● Instructional Interactives - 43.8% (84/192) ● Instructional Media - 28.1% (54/192) ● Student Response System - 1% (2/192) ● Word Processing - 2.1% (4/192) <p>TOTAL: 83.3% (158/192)</p> <p>*NOTE: 17.7% (34/192) - No Student Technology Observed</p>			
<p>*NOTE: Daily power walkthroughs will continuously be conducted. In addition, teachers will be provided with immediate feedback by emailing their individual PWT Data to allow them to reflect and plan instructional activities that use student centered technology to also be indicated in their lesson plans.</p>				

Measurable Objective Progress Update 3 (July 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by		
Met	<table border="1" style="width: 100%;"> <tr> <td data-bbox="436 966 1329 1031" style="text-align: center;">PWT Data as of July. 31, 2019</td> </tr> <tr> <td data-bbox="436 1031 1329 1416"> <ul style="list-style-type: none"> ○ Database & Reference - 6.1% (19/310) ○ Diagnostic Prescriptive - 14.5% (45/310) ○ Instructional Interactive - 38.7% (120/310) ○ Instructional Media - 20.9% (65/310) ○ Student Response System 0.9% (3/310) ○ Word Processing - 1.2% (4/310) ○ Display Tool - 1.2% (4/310) ○ Data Collection Tool - 0.3 (1/310) ○ Communication/Collaboration Tool - </td> </tr> </table>	PWT Data as of July. 31, 2019	<ul style="list-style-type: none"> ○ Database & Reference - 6.1% (19/310) ○ Diagnostic Prescriptive - 14.5% (45/310) ○ Instructional Interactive - 38.7% (120/310) ○ Instructional Media - 20.9% (65/310) ○ Student Response System 0.9% (3/310) ○ Word Processing - 1.2% (4/310) ○ Display Tool - 1.2% (4/310) ○ Data Collection Tool - 0.3 (1/310) ○ Communication/Collaboration Tool - 	7/31/2019	I.Demapan & P.Arriola
PWT Data as of July. 31, 2019					
<ul style="list-style-type: none"> ○ Database & Reference - 6.1% (19/310) ○ Diagnostic Prescriptive - 14.5% (45/310) ○ Instructional Interactive - 38.7% (120/310) ○ Instructional Media - 20.9% (65/310) ○ Student Response System 0.9% (3/310) ○ Word Processing - 1.2% (4/310) ○ Display Tool - 1.2% (4/310) ○ Data Collection Tool - 0.3 (1/310) ○ Communication/Collaboration Tool - 					

	<ul style="list-style-type: none"> 0.6% (2/310) ○ Calculator - 0.6% (2/310) <ul style="list-style-type: none"> ■ TOTAL: 86.5% (265/310) ■ NOTE: 13.5%(42/310) - No Student Technology Observed 		
<p>*NOTE: Daily power walkthroughs will continuously be conducted. In addition, teachers will be provided with immediate feedback by emailing their individual PWT Data to allow them to reflect and plan instructional activities that use student centered technology to also be indicated in their lesson plans.</p>			

Measurable Objective 2:

By the end of SY 2018-2019, All instructional staff will demonstrate a growth in the use of teacher centered technology in the areas of instructional media & instructional interactives to 53% (47% in SY 17-18, 41% in SY16-17 & 18% in SY15-16), as measured by Power Walkthrough observation data.

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

- McRel Power Walkthrough Data on Teacher Directed Technology
 - For 2017-2018, Of 525 Power Walkthroughs conducted, KagES reported the following data in regards to the use of Teacher Directed Technology in the areas of Instructional Media & Instructional Interactives.
 - Instruct. Interactives - 30.8% (175/525)
 - Instruct. Media - 15.8% (90/525)
 - TOTAL: 46.6%**
 - *NOTE: 32.6% (185) - No Teacher Technology Observed**
 - For 2016-2017, Of 418 Power Walkthroughs conducted, KagES reported the following data in regards to the use of Teacher Directed Technology in the areas of Instructional Media & Instructional Interactives.
 - Instructional Interactives - 15% (Or 64 PWTs)
 - Instructional Media - 26% (Or 110 PWTs)
 - TOTAL - 41% (Or 174 PWTs)
 - For 2015-2016, Of 406 Power Walkthroughs conducted, KagES reported the following data in regards to the

use of Teacher Directed Technology in the areas of Instructional Media & Instructional Interactives.

- Instructional Interactives - 2% (Or 8 PWTs)
- Instructional Media - 16% (Or 64 PWTs)
- TOTAL - 18% (Or 72 PWTs)

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by		
Not Met	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>PWT Data as of Dec. 31, 2018</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> ● Instruct. Interactives - 23.5% (19/81) ● Instruct. Media - 11.1% (9/81) <p>TOTAL: 34.6% (28/81)</p> <p>*NOTE: 30.9% (25/81) - No Teacher Technology Observed</p> </td> </tr> </tbody> </table> <p>*NOTE: Daily power walkthroughs will continuously be conducted. In addition, teachers will be provided with immediate feedback by emailing their individual PWT Data to allow them to reflect and plan instructional activities that use student centered technology to also be indicated in their lesson plans.</p>	PWT Data as of Dec. 31, 2018	<ul style="list-style-type: none"> ● Instruct. Interactives - 23.5% (19/81) ● Instruct. Media - 11.1% (9/81) <p>TOTAL: 34.6% (28/81)</p> <p>*NOTE: 30.9% (25/81) - No Teacher Technology Observed</p>	12/31/2018	I.Demapan & P.Arriola
PWT Data as of Dec. 31, 2018					
<ul style="list-style-type: none"> ● Instruct. Interactives - 23.5% (19/81) ● Instruct. Media - 11.1% (9/81) <p>TOTAL: 34.6% (28/81)</p> <p>*NOTE: 30.9% (25/81) - No Teacher Technology Observed</p>					

Measurable Objective Progress Update 2 (March 31)

Status (Met/ Not Met)	Progress Notes	Created on	Created by	
Met	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>PWT Data as of Dec. 31, 2018</th> </tr> </thead> </table>	PWT Data as of Dec. 31, 2018	3/31/2019	I.Demapan & P.Arriola
PWT Data as of Dec. 31, 2018				

	<ul style="list-style-type: none"> • Instruct. Interactives - 40.1% (77/192) • Instruct. Media - 14.1% (27/192) <p>TOTAL: 54.2% (104/192)</p> <p>*NOTE: 18.2% (35/192) - No Teacher Technology Observed</p>			
<p>*NOTE: Daily power walkthroughs will continuously be conducted. In addition, teachers will be provided with immediate feedback by emailing their individual PWT Data to allow them to reflect and plan instructional activities that use student centered technology to also be indicated in their lesson plans.</p>				

Measurable Objective Progress Update 3 (July 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by		
Met	<table border="1" data-bbox="449 938 1344 1230"> <tr> <td data-bbox="449 938 1344 1003" style="text-align: center;">PWT Data as of July. 31, 2018</td> </tr> <tr> <td data-bbox="449 1003 1344 1230"> <ul style="list-style-type: none"> ○ Instruct. Interactives - 54.7% (104/190) ○ Instruct. Media - 17.4% (33/190) <p>TOTAL: 72.1%</p> <p>*NOTE: 27.9% (46/190) - No Teacher Technology Observed</p> </td> </tr> </table> <p>*NOTE: Daily power walkthroughs will continuously be conducted. In addition, teachers will be provided with immediate feedback by emailing their individual PWT Data to allow them to reflect and plan instructional activities that use student centered technology</p>	PWT Data as of July. 31, 2018	<ul style="list-style-type: none"> ○ Instruct. Interactives - 54.7% (104/190) ○ Instruct. Media - 17.4% (33/190) <p>TOTAL: 72.1%</p> <p>*NOTE: 27.9% (46/190) - No Teacher Technology Observed</p>	7/31/2019	I.Demapan & P.Arriola
PWT Data as of July. 31, 2018					
<ul style="list-style-type: none"> ○ Instruct. Interactives - 54.7% (104/190) ○ Instruct. Media - 17.4% (33/190) <p>TOTAL: 72.1%</p> <p>*NOTE: 27.9% (46/190) - No Teacher Technology Observed</p>					

	to also be indicated in their lesson plans.		
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Strategy 1 - Must cite research:

Technology Equipment/Online Subscriptions - Availability and access to technology in the classroom will increase Teachers and Students use as shown in the Technology Plan. This will also increase by using online instructional interactive, instructional media, and multimedia creation by the students in their learning. At the same time, teachers will be empowered to use instructional strategies through the use of technology and digital equipment.

P21 Framework: Information Literacy (<http://www.p21.org/about-us/p21-framework/264>), Media Literacy (<http://www.p21.org/about-us/p21-framework/349>), ICT Literacy (<http://www.p21.org/about-us/p21-framework/350>)

Research Cited: CNMI State Board of Education; Public School System. Technology Plan, 2012-2015. CNMI Public School System.

Add updates of strategies if changed.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Resource(s)	Staff Responsible
Procure 6 more Merakis to enhance connectivity in the classroom	9/5/18	12/23/18	\$6,122.25	SWP	Administrators
Procure and replace obsolete/non-operational laptops for Teachers	9/05/18	12/23/2018	\$15,000	SWP	Administrators

Provide online subscription and renewal for Edhelper, Discovery Education (videos), Brainpop for teacher instructional resource	9/05/18	12/23/2018	\$8,000	SWP	Administrators/SLT
Procure additional security cameras	9/05/18	12/23/2018	\$3,000	SWP	Administrators
Procure school bell system	9/05/18	2/28/2019	\$2,527	SWP	Administrators
Provide students with alternate learning tools for projects using Cri-cut & Laminating machines	9/05/18	12/23/18	\$3,726.00	SWP	Administrators

Activities Progress Update 1 (December 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
In Progress	<ol style="list-style-type: none"> 1. Procure 6 more Merakis to enhance connectivity in the classroom <ol style="list-style-type: none"> a. COMPLETED 2. Procure and replace obsolete/non-operational laptops for Teachers <ol style="list-style-type: none"> a. IN PROGRESS 	12/31/2018	I.Demapan & P.Arriola

	<ul style="list-style-type: none"> 3. Provide online subscription and renewal for Edhelper, Brainpop for teacher instructional resource. <ul style="list-style-type: none"> a. COMPLETED 4. Procure additional security cameras <ul style="list-style-type: none"> a. IN PROGRESS 5. Procure school bell system <ul style="list-style-type: none"> a. IN PROGRESS 6. Provide students with alternate learning tools for projects using Cri-cut & Laminating machines <ul style="list-style-type: none"> a. COMPLETED 		
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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"> 1. Procure 6 more Merakis to enhance connectivity in the classroom <ul style="list-style-type: none"> a. COMPLETED 2. Procure and replace obsolete/non-operational laptops for Teachers <ul style="list-style-type: none"> a. COMPLETED 3. Provide online subscription and renewal for Edhelper, Brainpop for teacher instructional resource. <ul style="list-style-type: none"> a. COMPLETED 4. Procure additional security cameras <ul style="list-style-type: none"> a. IN PROGRESS 5. Procure school bell system <ul style="list-style-type: none"> a. IN PROGRESS 6. Provide students with alternate learning tools for projects using Cri-cut & Laminating 	3/31/2019	I.Demapan & P.Arriola

	<p>machines a. COMPLETED</p>		
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Activities Progress Update 3 (July 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
<p>In Progress</p>	<ol style="list-style-type: none"> 1. Procure 6 more Merakis to enhance connectivity in the classroom a. COMPLETED 2. Procure and replace obsolete/non-operational laptops for Teachers a. COMPLETED 3. Provide online subscription and renewal for Edhelper, Brainpop for teacher instructional resource. a. COMPLETED 4. Procure additional security cameras a. IN PROGRESS 5. Procure school bell system a. IN PROGRESS 6. Provide students with alternate learning tools for projects using Cri-cut & Laminating machines a. COMPLETED 	<p>7/31/2019</p>	<p>I.Demapan & P.Arriola</p>

Goal 6:

By end of SY 2020-2021, Kagman Elementary School will continue to maintain a 90 to 100 percent rating in regards to providing all students and staff a healthy and conducive working/learning environment as measured by the Department of Public Health (DPH) Inspection Results.

School Quality Factors

Clear Direction – Healthy Culture – Resource Management

Measurable Objective 1:

By 07/31/19, KagES will maintain the passing or compliance rating for a safe, clean, and healthy environment, between 90% to 100%, as measured by the Bureau of Environment & Health (BEH) Inspection Results.

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

- Bureau of Environment & Health (BEH) inspection Results
 - SY 2017-2018
 - List area of demerits
 - No demerits listed or given.
 - Issued a Sanitary Permit by the Bureau of Environmental Health
 - Passed the Annual Safety Inspection, approved by DPW
 - Fire Safety Inspection Report at Conditional
 - SY 2016-2017
 - List area of demerits
 - KagES received a 5% deduction on “Is the vegetation maintained to eliminate vector harborage?”
 - Total Score = 95%
 - SY 2015-2016
 - List area of demerits
 - KagES received a 2% deduction on “Are toilet facilities in good working order & kept clean daily?”
 - KagES received a 2% deduction on “Is wasted and garbage stored and disposed of daily?”
 - KagES received a 2% deduction on “Is the vegetation maintained to eliminated vector harborage?”
 - Total Score = 92%

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
Met	<p>Inspection from BEH was done on Aug. 7, 2018 for SY 18-19 school opening - 95%</p> <p>*NOTE: KagES will continuously ensure a safe and orderly school by conducting daily in house inspection by admin. and ensuring that all school facilities are in good working condition and kept cleaned, and that school grounds are maintained and kept cleaned as well. In addition, KagES has assigned each grade level different days of the week to conduct campus clean up.</p>	12/31/2018	I.Demapan & P.Arriola

Measurable Objective Progress Update 2 (March 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
Met	<p>Inspection from BEH was done on Aug. 7, 2018 for SY 18-19 school opening - 95%</p> <p>*NOTE: KagES will continuously ensure a safe and orderly school by conducting daily in house inspection by admin. and ensuring that all school facilities are in good working condition and kept cleaned, and that school grounds are maintained and kept cleaned as well. In addition, KagES has assigned each grade level different days of the week to conduct campus clean up.</p>	3/31/2019	I.Demapan & P.Arriola

Measurable Objective Progress Update 3 (July 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
Met	<p>Inspection from BEH was done on Aug. 7, 2018 for SY 18-19 school opening - 95%</p> <p>*NOTE: KagES will continuously ensure a safe and orderly school by conducting daily in house inspection by admin. and ensuring</p>	7/31/2019	I.Demapan & P.Arriola

	<p>that all school facilities are in good working condition and kept cleaned, and that school grounds are maintained and kept cleaned as well. In addition, KagES has assigned each grade level different days of the week to conduct campus clean up.</p>		
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Strategy 1 – Must cite research:

According to the US Department of Education, “The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff, and visitors. School buildings and grounds must be designed and maintained to be free of health and safety hazards, and to promote learning. Studies have shown that student achievement can be affected either positively or negatively by the school environment. Policies and protocols must be in place to ensure food protection, sanitation, safe water supply, healthy air quality, good lighting, safe playgrounds, violence prevention, and emergency response, among other issues that relate to the physical environment of schools.”

Keeping our campus clean, safe and healthy is one of our top priorities every school year. We make sure that our campus is kept clean, hence the amount of funds we spend on school custodian contracts, trash bins, and cleaning products. It is our main goal to maintain all our buildings, air conditioners, and sanitation requirements. We are required by law to comply with fire regulations, environmental quality regulations as well as occupancy requirements. To abide by regulations and requirements, we use a good amount of our funds fulfill these requirements.

Research Cited:

The Physical School Environment “An Essential Component of a Health-Promoting School”. The World Health Organization Information Series on School Health, Document 2.

LINK: http://www.who.int/school_youth_health/media/en/physical_sch_environment_v2.pdf

Add updates of strategies if changed.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Resource(s)	Staff Responsible
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Procure a Pressure Washer – Water Blaster to regularly clean concrete walkways, steps, windows & walls.	10/05/2018	12/23/2018	\$2,500	Local Allotment	Administrators/Maintenance
Procure parts & materials for Repair & Maintenance of equipments and building as needed throughout the school year.	10/30/2018	07/31/2019	\$10,000	Local Allotment	Administrators
Purchase Order for School Grounds Maintenance Service continually throughout school year.	10/05/2018	08/30/2019	\$15,500	Local Allotment	Administrators/Maintenance
Rental – Office PO for Workshops & PD off campus- as needed & 5th grade promotion ceremony venue.	10/05/2018	06/30/2019	\$2,000	Local Allotment	Administrators
Procure Supplies – Office as needed to provide	10/05/2018	08/30/2019	\$7,000	Local Allotment	Administrators

classroom teachers with the basics - whiteboard markers, chart papers, pens, pencils,					
Supplies – Operations: Purchase Orders of supplies for daily school operations throughout the school year.	10/05/2018	08/30/2019	\$7,000	Local Allotment	Administrators

Activities Progress Update 1 (December 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
In Progress	<ol style="list-style-type: none"> 1. Procure a Pressure Washer – Water Blaster to regularly clean concrete walkways, steps, windows & walls. <ol style="list-style-type: none"> a. IN PROGRESS 2. Procure parts & materials for Repair & Maintenance of equipments and building as needed throughout the school year. <ol style="list-style-type: none"> a. IN PROGRESS 3. Purchase Order for School Grounds Maintenance Service continually throughout school year. <ol style="list-style-type: none"> a. IN PROGRESS 	12/31/2018	I.Demapan & P.Arriola

	<p>4. Procure Supplies – Office as needed to provide classroom teachers with the basics - whiteboard markers, chart papers, pens, pencils, a. COMPLETED</p> <p>5. Supplies – Operations: Purchase Orders of supplies for daily school operations throughout the school year. a. IN PROGRESS</p>		
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Activities Progress Update 2 (March 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
IN PROGRESS	<p>1. Procure a Pressure Washer – Water Blaster to regularly clean concrete walkways, steps, windows & walls. a. IN PROGRESS</p> <p>2. Procure parts & materials for Repair & Maintenance of equipments and building as needed throughout the school year. a. COMPLETED</p> <p>3. Purchase Order for School Grounds Maintenance Service continually throughout school year. a. COMPLETED</p> <p>4. Procure Supplies – Office as needed to provide classroom teachers with the basics - whiteboard markers, chart papers, pens, pencils,</p>	3/31/2019	I.Demapan & P.Arriola

	<ul style="list-style-type: none"> a. COMPLETED 5. Supplies – Operations: Purchase Orders of supplies for daily school operations throughout the school year. <ul style="list-style-type: none"> a. IN PROGRESS 		
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Activities Progress Update 3 (July 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
COMPLETE	<ul style="list-style-type: none"> 1. Procure a Pressure Washer – Water Blaster to regularly clean concrete walkways, steps, windows & walls. <ul style="list-style-type: none"> a. COMPLETE 2. Procure parts & materials for Repair & Maintenance of equipments and building as needed throughout the school year. <ul style="list-style-type: none"> a. COMPLETED 3. Purchase Order for School Grounds Maintenance Service continually throughout school year. <ul style="list-style-type: none"> a. COMPLETED 4. Procure Supplies – Office as needed to provide classroom teachers with the basics - whiteboard markers, chart papers, pens, pencils, <ul style="list-style-type: none"> a. COMPLETED 5. Supplies – Operations: Purchase Orders of supplies for daily school operations throughout the school year. <ul style="list-style-type: none"> a. COMPLETE 	7/31/2019	I.Demapan & P.Arriola

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Goal 7:

By end of SY 2020-2021, KagES will maintain 100% participation in all district level academic competitions that are available in our school system such as Spelling Bee, Geography Bee, MathCourt, STEM Fair, and PGFC/CCLHS as monitored by student competition registration.

School Quality Factors

Healthy Culture – High Expectations – Impact of Instruction – Efficacy of Engagement

Measurable Objective 1:

By June 2019, Kagman Elementary School will maintain district level competition participation at 100% as measured by competition student registration.

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

- KagES District Level - Academic Competition Registration Data
 - SY2017-2018
 - Spelling Bee Competition - 100% Participation at the District Level
 - Geography Bee Competition - 100% Participation at the District Level
 - Math Court Competition - 100% Participation at the District Level
 - STEM Fair Competition - 100% Participation at the District Level
 - PGFC/CCLHS - 100% Participation at the District Level
 - TOTAL - 100% Participation Rate at the District Level
 - SY2016-2017
 - Spelling Bee Competition - 100% Participation at the District Level
 - Geography Bee Competition - 100% Participation at the District Level
 - Math Court Competition - 100% Participation at the District Level
 - STEM Fair Competition - 100% Participation at the District Level

- PGFC/CCLHS - 0% Participation at the District Level
- TOTAL - 80% Participation Rate at the District Level
- SY2015-2016
 - Spelling Bee Competition - 100% Participation at the District Level
 - Geography Bee Competition - 100% Participation at the District Level
 - Math Court Competition - 100% Participation at the District Level
 - STEM Fair Competition - 100% Participation at the District Level
 - PGFC/CCLHS - 0% Participation at the District Level
 - TOTAL - 80% Participation Rate at the District Level

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by																
Not Met	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" data-bbox="443 743 1178 808">Data as of Dec. 31, 2018</th> </tr> <tr> <th data-bbox="443 813 909 906">COMPETITION NAME</th> <th data-bbox="909 813 1178 906">PARTICIPATION RATE</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 911 909 976">Spelling Bee Competition</td> <td data-bbox="909 911 1178 976">0% (On Going)</td> </tr> <tr> <td data-bbox="443 980 909 1045">Geography Bee Competition</td> <td data-bbox="909 980 1178 1045">0% (On Going)</td> </tr> <tr> <td data-bbox="443 1050 909 1115">Math Court Competition</td> <td data-bbox="909 1050 1178 1115">0% (On Going)</td> </tr> <tr> <td data-bbox="443 1120 909 1185">STEM Fair Competition</td> <td data-bbox="909 1120 1178 1185">0% (On Going)</td> </tr> <tr> <td data-bbox="443 1190 909 1255">PGFC/CCLHS Competition</td> <td data-bbox="909 1190 1178 1255">0% (On Going)</td> </tr> <tr> <td data-bbox="443 1260 909 1304">TOTAL</td> <td data-bbox="909 1260 1178 1304">0%</td> </tr> </tbody> </table>	Data as of Dec. 31, 2018		COMPETITION NAME	PARTICIPATION RATE	Spelling Bee Competition	0% (On Going)	Geography Bee Competition	0% (On Going)	Math Court Competition	0% (On Going)	STEM Fair Competition	0% (On Going)	PGFC/CCLHS Competition	0% (On Going)	TOTAL	0%	12/31/2018	I.Demapan & P.Arriola
Data as of Dec. 31, 2018																			
COMPETITION NAME	PARTICIPATION RATE																		
Spelling Bee Competition	0% (On Going)																		
Geography Bee Competition	0% (On Going)																		
Math Court Competition	0% (On Going)																		
STEM Fair Competition	0% (On Going)																		
PGFC/CCLHS Competition	0% (On Going)																		
TOTAL	0%																		

Measurable Objective Progress Update 2 (March 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by																
Met	<table border="1"> <tr> <th colspan="2">Data as of Dec. 31, 2018</th> </tr> <tr> <th>COMPETITION NAME</th> <th>PARTICIPATION RATE</th> </tr> <tr> <td>Spelling Bee Competition</td> <td>100%</td> </tr> <tr> <td>Geography Bee Competition</td> <td>100%</td> </tr> <tr> <td>Math Court Competition</td> <td>100%</td> </tr> <tr> <td>STEM Fair Competition</td> <td>100%</td> </tr> <tr> <td>PGFC/CCLHS Competition</td> <td>100%</td> </tr> <tr> <td>TOTAL</td> <td>100%</td> </tr> </table>	Data as of Dec. 31, 2018		COMPETITION NAME	PARTICIPATION RATE	Spelling Bee Competition	100%	Geography Bee Competition	100%	Math Court Competition	100%	STEM Fair Competition	100%	PGFC/CCLHS Competition	100%	TOTAL	100%	3/31/2019	I.Demapan & P.Arriola
Data as of Dec. 31, 2018																			
COMPETITION NAME	PARTICIPATION RATE																		
Spelling Bee Competition	100%																		
Geography Bee Competition	100%																		
Math Court Competition	100%																		
STEM Fair Competition	100%																		
PGFC/CCLHS Competition	100%																		
TOTAL	100%																		

Measurable Objective Progress Update 3 (July 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by								
Met	<table border="1"> <tr> <th colspan="2">Data as of Dec. 31, 2018</th> </tr> <tr> <th>COMPETITION NAME</th> <th>PARTICIPATION RATE</th> </tr> <tr> <td>Spelling Bee Competition</td> <td>100%</td> </tr> <tr> <td>Geography Bee Competition</td> <td>100%</td> </tr> </table>	Data as of Dec. 31, 2018		COMPETITION NAME	PARTICIPATION RATE	Spelling Bee Competition	100%	Geography Bee Competition	100%	7/31/2019	I.Demapan & P.Arriola
Data as of Dec. 31, 2018											
COMPETITION NAME	PARTICIPATION RATE										
Spelling Bee Competition	100%										
Geography Bee Competition	100%										

	Math Court Competition	100%			
	STEM Fair Competition	100%			
	PGFC/CCLHS Competition	100%			
	TOTAL	100%			

Strategy 1 - Must cite research:

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:

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/>

Brown, R. (n.d.). Extracurricular activity: How does participation encourage positive youth development? (Fact Sheet 99-32). Retrieved November 15, 2008, from: www.unce.unr.edu/publications/files/cy/other/fs9932.pdf

Add updates of strategies if changed.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Resource(s)	Staff Responsible
National/Regional Spelling Bee Competition	10/15/18	3/30/19	\$2,460.00	SWP	SLT
National Geographic Bee Competition	10/15/18	2/30/19	\$250.00	SWP	SLT

Math Court Competition	10/15/18	6/07/19	\$100	SWP	SLT/Math Chair
PGFC/CCLHS	10/15/18	6/07/19	\$100	SWP	CCLHS/Immersion

Activities Progress Update 1 (December 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
In Progress	<ol style="list-style-type: none"> 1. National Spelling Bee Competition <ol style="list-style-type: none"> a. IN PROGRESS 2. National Geographic Bee Competition <ol style="list-style-type: none"> a. IN PROGRESS 3. Math Court Competition <ol style="list-style-type: none"> a. IN PROGRESS 4. PGFC/CCLHS <ol style="list-style-type: none"> a. IN PROGRESS 	12/31/2018	I.Demapan & P.Arriola

Activities Progress Update 2 (March 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
Completed	<ol style="list-style-type: none"> 1. National Spelling Bee Competition <ol style="list-style-type: none"> a. COMPLETED 2. National Geographic Bee Competition <ol style="list-style-type: none"> a. COMPLETED 3. Math Court Competition <ol style="list-style-type: none"> a. COMPLETED 4. PGFC/CCLHS <ol style="list-style-type: none"> a. COMPLETED 	3/31/2019	I.Demapan & P.Arriola

Activities Progress Update 3 (July 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
Completed	<ol style="list-style-type: none"> 1. National Spelling Bee Competition <ol style="list-style-type: none"> a. COMPLETED 2. National Geographic Bee Competition <ol style="list-style-type: none"> a. COMPLETED 3. Math Court Competition <ol style="list-style-type: none"> a. COMPLETED 4. PGFC/CCLHS <ol style="list-style-type: none"> a. COMPLETED 	7/31/2019	I.Demapan & P.Arriola

Goal 8:

By end of SY 2020-2021, KagES will demonstrate a decrease in student referrals to 2% as measured by the AdminPlus Discipline Referral Data.

School Quality Factors

Clear Direction – Healthy Culture – High Expectations - Efficacy of Engagement ,

Measurable Objective 1:

By the end of SY 2018-2019, KagES will demonstrate a decrease in referral rates to 5% (from 7%) by implementing & monitoring the 2nd Step Character Education Program that supports student academically, socially, and emotionally, as measured by the AdminPlus Discipline Referral Data.

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

- Discipline Office Referral data
 - SY 17-18 Quarterly Office Referral Data w/student enrollment of 418

- 1st Quarter - 1% (Or 6 Students)
- 2nd Quarter - 1% (Or 3 Students)
- 3rd Quarter - 3% (Or 13 Students)
- 4th Quarter - 2% (Or 10 Students)
- TOTAL - 7% (Or 32 Students)
- SY 16-17 Quarterly Office Referral Data w/student enrollment of 403
 - 1st Quarter - 2% (Or 10 Students)
 - 2nd Quarter - 4% (Or 18 Students)
 - 3rd Quarter - 4% (Or 18 Students)
 - 4th Quarter - 3% (Or 14 Students)
 - TOTAL - 13% (Or 60 Students)
- SY 15-16 Quarterly Office Referral Data w/student enrollment of 381
 - 1st Quarter - 0% (Or 0 Students)
 - 2nd Quarter - 1% (Or 2 Students)
 - 3rd Quarter - 3% (Or 13 Students)
 - 4th Quarter - 4% (Or 14 Students)
 - TOTAL - 7% (Or 25 Students)

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by		
Met	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Total Referrals as of Dec. 31, 2018</td> </tr> <tr> <td style="text-align: center;">1% (5/440)</td> </tr> </table>	Total Referrals as of Dec. 31, 2018	1% (5/440)	12/31/2018	I.Demapan & P.Arriola
Total Referrals as of Dec. 31, 2018					
1% (5/440)					

Measurable Objective Progress Update 2 (March 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
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Not Met	<table border="1" data-bbox="449 212 739 363"> <tr> <td data-bbox="449 212 739 305">Total Referrals as of Mar. 31, 2019</td> </tr> <tr> <td data-bbox="449 305 739 363">6% (27/471)</td> </tr> </table>	Total Referrals as of Mar. 31, 2019	6% (27/471)	3/31/2019	I.Demapan & P.Arriola
Total Referrals as of Mar. 31, 2019					
6% (27/471)					

Measurable Objective Progress Update 3 (July 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by		
Not Met	<table border="1" data-bbox="449 716 739 867"> <tr> <td data-bbox="449 716 739 808">Total Referrals as of July. 31, 2019</td> </tr> <tr> <td data-bbox="449 808 739 867">16% (68 Ref.)</td> </tr> </table>	Total Referrals as of July. 31, 2019	16% (68 Ref.)	3/31/2019	I.Demapan & P.Arriola
Total Referrals as of July. 31, 2019					
16% (68 Ref.)					

Strategy 1 - Must cite research:

KagES will continue implementing the Second Step program.

The Steps to Respect - Teachers will follow the steps for the program. They will teach the students strategies in using S.T. E. P. Student lessons teach empathy for bullied children, positive social norms, and specific socially responsive behaviors for children to use when they witness bullying. In keeping with a focus on positive youth development, children have opportunities to practice problem-solving and emotion-management skills.

Research Cited: Steps to Respect: A Bullying Prevention Program is an effective tool that educators can use to decrease bullying at school and help students build more supportive relationships with each other (Frey et al.,2005).

LINK: <https://files.eric.ed.gov/fulltext/EJ1167262.pdf>

<https://files.eric.ed.gov/fulltext/ED573440.pdf>

Add updates of strategies if changed.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Resource(s)	Staff Responsible
2 nd Step Materials	10/05/2018	06/15/2019	\$5,000	SWP	Classroom Teachers
NEHS Induction Program & Materials	10/05/2018	06/15/2019	\$2,000	SWP	Advisors/Counselor

Activities Progress Update 1 (December 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
In Progress	<ol style="list-style-type: none"> 1. 2nd Step Materials <ol style="list-style-type: none"> a. IN PROGRESS 2. NEHS Induction & Materials <ol style="list-style-type: none"> a. IN PROGRESS 	12/31/2018	I.Demapan & P.Arriola

Activities Progress Update 2 (March 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
In Progress	<ol style="list-style-type: none"> 1. 2nd Step Materials <ol style="list-style-type: none"> a. IN PROGRESS 2. NEHS Induction & Materials 	3/31/2019	I.Demapan & P.Arriola

	a. COMPLETED		
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Activities Progress Update 3 (July 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
COMPLETED	<ol style="list-style-type: none"> 1. 2nd Step Materials <ol style="list-style-type: none"> a. COMPLETED 2. NEHS Induction & Materials <ol style="list-style-type: none"> a. COMPLETED 	7/31/2019	I.Demapan & P.Arriola

Goal 9:

By the end of SY 2020-2021, KagES will have increased the percentage of students in the “Healthy” Weight Category to 63% by providing students with after school program opportunities like interscholastic sports, PSS/McDonalds Track & Field and playground equipment, as well as implementing the SPARK PE Curriculum, as measured by the Schools BMI Data.

School Quality Factors

Clear Direction – Healthy Culture – High Expectations - Efficacy of Engagement

Measurable Objective 1:

By June 2019, All KagES students will demonstrate progress towards achieving a “healthy” weight category to 57% (from 54% in SY 2017-2018 and 54% in SY 2016-2017) as measured by the KagES BMI Data.

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

- KagES would like to increase the number of students in the healthy weight category, by decreasing the number of students in the underweight, overweight, and obese category by providing an array of physical activities.
 - SY 2017-2018 BMI Data for K to 5th

- Healthy Weight Category = 54% of K to 5th Grade Students
- Underweight Category = 9% of K to 5th Grade Students
- Overweight Category = 16% of K to 5th Grade Students
- Obese Category = 21% of K to 5th Grade Students
- SY 2016-2017 BMI Data for K to 5th
 - Healthy Weight Category = 54% of K to 5th Grade Students
 - Underweight Category = 2% of K to 5th Grade Students
 - Overweight Category = 21% of K to 5th Grade Students
 - Obese Category = 23% of K to 5th Grade Students
- SY 2015-2016 BMI Data for K to 5th
 - Healthy Weight Category = 55% of K to 5th Grade Students
 - Underweight Category = 7% of K to 5th Grade Students
 - Overweight Category = 14% of K to 5th Grade Students
 - Obese Category = 24% of K to 5th Grade Students

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by										
Not Met	<p>BMI Data as of Dec. 31, 2018</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Category</th> <th style="width: 50%;">Percentage of Students (K-5th)</th> </tr> </thead> <tbody> <tr> <td>Healthy Weight</td> <td style="text-align: center;">52%</td> </tr> <tr> <td>Underweight</td> <td style="text-align: center;">6%</td> </tr> <tr> <td>Overweight</td> <td style="text-align: center;">19%</td> </tr> <tr> <td>Obese</td> <td style="text-align: center;">23%</td> </tr> </tbody> </table> <p>*NOTE: KagES will continuously ensure that our schools healthy snack policy is fully enforced and non-negotiable. Also, KagES will continuously ensure that every school day has a PE Block that integrates outside physical activity or indoor physical activity using the SPARK PE Curriculum. In addition, KagES will procure a</p>	Category	Percentage of Students (K-5th)	Healthy Weight	52%	Underweight	6%	Overweight	19%	Obese	23%	12/31/2018	I.Demapan & P.Arriola
Category	Percentage of Students (K-5th)												
Healthy Weight	52%												
Underweight	6%												
Overweight	19%												
Obese	23%												

	school playground set to encourage more outdoor physical activity.		
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Measurable Objective Progress Update 2 (March 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by										
Not Met	<p>BMI Data as of Mar. 31, 2019 - **Next Data Collection will take place in June 2019</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage of Students (K-5th)</th> </tr> </thead> <tbody> <tr> <td>Healthy Weight</td> <td>52%</td> </tr> <tr> <td>Underweight</td> <td>6%</td> </tr> <tr> <td>Overweight</td> <td>19%</td> </tr> <tr> <td>Obese</td> <td>23%</td> </tr> </tbody> </table> <p>*NOTE: KagES will continuously ensure that our schools healthy snack policy is fully enforced and non-negotiable. Also, KagES will continuously ensure that every school day has a PE Block that integrates outside physical activity or indoor physical activity using the SPARK PE Curriculum. In addition, KagES will procure a school playground set to encourage more outdoor physical activity.</p>	Category	Percentage of Students (K-5th)	Healthy Weight	52%	Underweight	6%	Overweight	19%	Obese	23%	3/31/2019	I.Demapan & P.Arriola
Category	Percentage of Students (K-5th)												
Healthy Weight	52%												
Underweight	6%												
Overweight	19%												
Obese	23%												

Measurable Objective Progress Update 3 (July 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by		
Not Met	<p>BMI Data as of Jul. 31, 2019</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage of Students (K-5th)</th> </tr> </thead> <tbody> </tbody> </table>	Category	Percentage of Students (K-5th)	7/31/2019	I.Demapan & P.Arriola
Category	Percentage of Students (K-5th)				

	Healthy Weight	53%		
	Underweight	3%		
	Overweight	15%		
	Obese	29%		
<p>*NOTE: KagES will continuously ensure that our schools healthy snack policy is fully enforced and non-negotiable. Also, KagES will continuously ensure that every school day has a PE Block that integrates outside physical activity or indoor physical activity using the SPARK PE Curriculum. In addition, KagES will procure a school playground set to encourage more outdoor physical activity.</p>				

Strategy 1 - Must cite research:

School coaches should teach, model, and reinforce to their athletes that participation in interscholastic sports is a character-building privilege earned by showing respect, playing fair, and striving to win while keeping winning in perspective.

Increased students physical activity during their recess time will increase student wellness.

SPARK Activities in the Classroom and Recess: <https://sparkpe.org/>

Interscholastic Sports: A Character-Building Privilege (PDF Download Available). Available from: https://www.researchgate.net/publication/271666101_Interscholastic_Sports_A_Character-Building_Privilege [accessed Oct 13 2017].

Lumpkin, Angela & Stokowski, Sarah. (2011). Interscholastic Sports: A Character-Building Privilege. Kappa Delta Pi Record. 47. 124-128. 10.1080/00228958.2011.10516576.

Add updates of strategies if changed.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Resource(s)	Staff Responsible
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After school Sports -Interscholastic coach & assistant coach differential pay	10/15/18	6/07/19	\$4,000	CG-Wellness	Administrators/Coaches
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Procure playground equipment set for students K-2nd grade	09/05/18	12/30/18	\$9,169	CG-Wellness	Administrator/SLT
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Activities Progress Update 1 (December 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
In Progress	<ol style="list-style-type: none"> 1. After school Sports -Interscholastic coach & assistant coach differential pay <ol style="list-style-type: none"> a. In Progress 2. Procure playground equipment set for students K-2nd grade <ol style="list-style-type: none"> a. In Progress 	12/31/2018	I.Demapan & P.Arriola

Activities Progress Update 2 (March 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
In Progress	<ol style="list-style-type: none"> 1. After school Sports -Interscholastic coach & assistant coach differential pay <ol style="list-style-type: none"> a. In Progress 2. Procure playground equipment set for 	3/31/2019	I.Demapan & P.Arriola

	students K-2nd grade a. In Progress		
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Activities Progress Update 3 (July 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
Completed	<ol style="list-style-type: none"> 1. After school Sports -Interscholastic coach & assistant coach differential pay <ol style="list-style-type: none"> a. Completed 2. Procure playground equipment set for students K-2nd grade <ol style="list-style-type: none"> a. Completed 	7/31/2019	I.Demapan & P.Arriola

Goal 10:

By end of SY 2020-2021, KagES parents will demonstrate a yearly increase in participation by 50% at school events in regards to literacy as measured by the attendance sheet of Parent Literacy Workshop, Parent Literacy Tea Night, and PTSA Events.

School Quality Factors

Clear Direction – Healthy Culture – High Expectations - Resource Management - Efficacy of Engagement ,

Measurable Objective 1:

By the end of SY 2018-2019, KagES will demonstrate an increase of 50% parental involvement in the Motherread/Fatheread Literacy Workshop, Monthly PTSA Meetings, and Parent Literacy Tea Night, as measured by the attendance log sheet.

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

- Motherread and Fatheread Data:

- SY 18-19 Expectation – 18 (50% increase from previous year)
- SY 17-18 - 12 parents
- SY 16-17 - 6 parents
- SY 15-16 - 7 parents
- Parent Tea Night Data:
 - SY 18-19 Expectation – 135 parents (50% increase from previous year)
 - SY 17-18 - 90 parents
 - SY 16-17 - 60 parents
- PTSA Monthly Meeting
 - SY18-19 - Expectation – 45 parents for End of School Year Average (50% increase from previous year)
 - SY 17-18 - 35 Parents for End of School Year Average

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by																
Not Met	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="443 813 644 1003">Event</th> <th data-bbox="644 813 886 1003">Participation Rate</th> <th data-bbox="886 813 1127 1003">Previous Year participation Rate</th> <th data-bbox="1127 813 1371 1003">Increase of % from previous year (Goal: 50% Increase)</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 1003 644 1089">Motheread/Fatheread</td> <td data-bbox="644 1003 886 1089" style="text-align: center;">15 Parents</td> <td data-bbox="886 1003 1127 1089" style="text-align: center;">12 Parents</td> <td data-bbox="1127 1003 1371 1089" style="text-align: center;">25% Increase</td> </tr> <tr> <td data-bbox="443 1089 644 1175">Parent Tea Night (PBL)</td> <td data-bbox="644 1089 886 1175" style="text-align: center;">In Progress</td> <td data-bbox="886 1089 1127 1175" style="text-align: center;">90 avg.</td> <td data-bbox="1127 1089 1371 1175" style="text-align: center;">NA</td> </tr> <tr> <td data-bbox="443 1175 644 1343">PTSA Monthly Meeting</td> <td data-bbox="644 1175 886 1343" style="text-align: center;">52 avg. Sep. - 51 Oc. - 39 Nov./Dec. - 67</td> <td data-bbox="886 1175 1127 1343" style="text-align: center;">35 avg.</td> <td data-bbox="1127 1175 1371 1343" style="text-align: center;">49% Increase</td> </tr> </tbody> </table>	Event	Participation Rate	Previous Year participation Rate	Increase of % from previous year (Goal: 50% Increase)	Motheread/Fatheread	15 Parents	12 Parents	25% Increase	Parent Tea Night (PBL)	In Progress	90 avg.	NA	PTSA Monthly Meeting	52 avg. Sep. - 51 Oc. - 39 Nov./Dec. - 67	35 avg.	49% Increase	12/31/2018	I.Demapan & P.Arriola
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Measurable Objective Progress Update 2 (March 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by																
Not Met	<table border="1"> <thead> <tr> <th>Event</th> <th>Participation Rate</th> <th>Previous Year participation Rate</th> <th>Increase of % from previous year (Goal: 50% Increase)</th> </tr> </thead> <tbody> <tr> <td>Motheread/Fatheread</td> <td>27 Parents</td> <td>12 Parents</td> <td>125% Increase</td> </tr> <tr> <td>Parent Tea Night (PBL)</td> <td>In Progress</td> <td>90 avg.</td> <td>NA</td> </tr> <tr> <td>PTSA Monthly Meeting</td> <td>46 avg. Sep. - 51 Oc. - 39 Nov./Dec. - 67 Jan. - 32 Feb. - 27 Mar. - 60</td> <td>35 avg.</td> <td>31% Increase</td> </tr> </tbody> </table>	Event	Participation Rate	Previous Year participation Rate	Increase of % from previous year (Goal: 50% Increase)	Motheread/Fatheread	27 Parents	12 Parents	125% Increase	Parent Tea Night (PBL)	In Progress	90 avg.	NA	PTSA Monthly Meeting	46 avg. Sep. - 51 Oc. - 39 Nov./Dec. - 67 Jan. - 32 Feb. - 27 Mar. - 60	35 avg.	31% Increase	3/31/2019	I.Demapan & P.Arriola
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Measurable Objective Progress Update 3 (July 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by				
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Event	Participation Rate	Previous Year participation Rate	Increase of % from previous year				

				(Goal: 50% Increase)		
	Motheread/Fatheread	27 Parents	12 Parents	125% Increase		
	Parent Tea Night (PBL)	K/1 - 11 2/3 - 21 4/5 - 12 Total - 44	90 avg.	51% Decrease		
	PTSA Monthly Meeting	46 avg. Sep. - 51 Oc. - 39 Nov./Dec. - 67 Jan. - 32 Feb. - 27 Mar. - 60 April - 36 May - 43	35 avg.	31% Increase		

Strategy 1 - Must cite research:

“The Motheread/Fatheread program is a nationally-acclaimed family literacy program that combines the teaching of literacy skills with child development and family empowerment challenges. The program is designed to provide parents with the skills necessary to build their children’s reading and critical thinking skills...”

LINK: <http://www.motheread.org/training/mothereadfatheread-training/>

The Council established the Motheread Program in the CNMI in 1998 and has administered the program over the past twelve years. The training will be under the direction of the Council’s Motheread Program Coordinator, Viola S. Deleon Guerrero. The course cycle will be facilitated by Motheread certified parent trainers.

Add updates of strategies if changed.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Resource(s)	Staff Responsible
Motheread/ Fatheread program	01/30/19	02/23/19	\$1,200	CG - Parent Involvement	Administrator
Parent Tea Night (PBL)	03/22/19	03/22/19	\$400	CG - Parent Involvement	Administrator/SLT

Activities Progress Update 1 (December 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
In Progress	<ol style="list-style-type: none"> 1. Motheread/Fatheread program <ol style="list-style-type: none"> a. IN PROGRESS 2. Parent Tea Night (PBL) <ol style="list-style-type: none"> a. IN PROGRESS 	12/31/2018	I.Demapan & P.Arriola

Activities Progress Update 2 (March 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
In Progress	<ol style="list-style-type: none"> 1. Motheread/Fatheread program <ol style="list-style-type: none"> a. COMPLETED 2. Parent Tea Night (PBL) <ol style="list-style-type: none"> a. IN PROGRESS 	3/31/2019	I.Demapan & P.Arriola

Activities Progress Update 3 (July 31)

Status	Progress Notes	Created On	Created By
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(In Progress/Completed)			
Completed	<ol style="list-style-type: none"> 1. Motherread/Fatheread program <ol style="list-style-type: none"> a. COMPLETED 2. Parent Tea Night (PBL) <ol style="list-style-type: none"> a. COMPLETED 	7/31/2019	I.Demapan & P.Arriola

Goal 11:

By end of SY 2020-2021, KagES will continue to provide prevention support activities in the following areas: 1.) 5th Grade Health & Wellness Retreat, 2.) ASCA Conference Counselors Training, 3.) Joint Training PTA Workshop Prevention, and 4.) BMI Collection & Monitoring by 100% as measured by the participation attendance sheet.

School Quality Factors

Clear Direction – Healthy Culture - Resource Management - Efficacy of Engagement ,

Measurable Objective 1:

By the end of SY 2018-2019, KagES will demonstrate an increase of prevention support activities from 20% to 100%, in the following areas: 1.) 5th Grade Health & Wellness Retreat, 2.) ASCA Conference Counselors Training, 3.) Joint Training PTA Workshop Prevention, and 4.) BMI Collection & Monitoring, as measured by the participation attendance sheet.

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

- SY2017-2018
 - 5th Grade Health & Wellness Retreat - 100% Demonstrated
 - ASCA Conference Counselors Training - 0% Demonstrated
 - Joint Training PTA Workshop Prevention - 0% Demonstrated
 - BMI Collection & Monitoring - 0% Demonstrated

• **TOTAL - 25% Demonstrated**

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by														
Not Met	<table border="1"> <thead> <tr> <th colspan="2">Prevention Support Activities</th> </tr> <tr> <th>Activity Name</th> <th>Demonstration Rate</th> </tr> </thead> <tbody> <tr> <td>5th Grade Health & Wellness Retreat</td> <td>0% (In Progress)</td> </tr> <tr> <td>ASCA Conference Counselors Training</td> <td>0% (In Progress)</td> </tr> <tr> <td>Joint Training PTA Workshop Prevention</td> <td>0% (In Progress)</td> </tr> <tr> <td>BMI Collection & Monitoring</td> <td>50% (In Progress)</td> </tr> <tr> <td>TOTAL DEMONSTRATION RATE</td> <td>12.5%</td> </tr> </tbody> </table>	Prevention Support Activities		Activity Name	Demonstration Rate	5th Grade Health & Wellness Retreat	0% (In Progress)	ASCA Conference Counselors Training	0% (In Progress)	Joint Training PTA Workshop Prevention	0% (In Progress)	BMI Collection & Monitoring	50% (In Progress)	TOTAL DEMONSTRATION RATE	12.5%	12/31/2018	I.Demapan & P.Arriola
Prevention Support Activities																	
Activity Name	Demonstration Rate																
5th Grade Health & Wellness Retreat	0% (In Progress)																
ASCA Conference Counselors Training	0% (In Progress)																
Joint Training PTA Workshop Prevention	0% (In Progress)																
BMI Collection & Monitoring	50% (In Progress)																
TOTAL DEMONSTRATION RATE	12.5%																

Measurable Objective Progress Update 2 (March 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by				
Not Met	<table border="1"> <thead> <tr> <th colspan="2">Prevention Support Activities</th> </tr> <tr> <th>Activity Name</th> <th>Demonstration</th> </tr> </thead> <tbody> </tbody> </table>	Prevention Support Activities		Activity Name	Demonstration	3/31/2019	I.Demapan & P.Arriola
Prevention Support Activities							
Activity Name	Demonstration						

		Rate		
	5th Grade Health & Wellness Retreat	0% (In Progress)		
	ASCA Conference Counselors Training	100% (Completed)		
	Joint Training PTA Workshop Prevention	0% (In Progress)		
	BMI Collection & Monitoring	50% (In Progress)		
	TOTAL DEMONSTRATION RATE	37.5%		

Measurable Objective Progress Update 3 (July 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by														
Not Met	<table border="1"> <thead> <tr> <th colspan="2">Prevention Support Activities</th> </tr> <tr> <th>Activity Name</th> <th>Demonstration Rate</th> </tr> </thead> <tbody> <tr> <td>5th Grade Health & Wellness Retreat</td> <td>0% (In Progress)</td> </tr> <tr> <td>ASCA Conference Counselors Training</td> <td>100% (Completed)</td> </tr> <tr> <td>Joint Training PTA Workshop Prevention</td> <td>0% (In Progress)</td> </tr> <tr> <td>BMI Collection & Monitoring</td> <td>100% (Completed)</td> </tr> <tr> <td>TOTAL DEMONSTRATION RATE</td> <td>50%</td> </tr> </tbody> </table>	Prevention Support Activities		Activity Name	Demonstration Rate	5th Grade Health & Wellness Retreat	0% (In Progress)	ASCA Conference Counselors Training	100% (Completed)	Joint Training PTA Workshop Prevention	0% (In Progress)	BMI Collection & Monitoring	100% (Completed)	TOTAL DEMONSTRATION RATE	50%	7/31/2019	I.Demapan & P.Arriola
Prevention Support Activities																	
Activity Name	Demonstration Rate																
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ASCA Conference Counselors Training	100% (Completed)																
Joint Training PTA Workshop Prevention	0% (In Progress)																
BMI Collection & Monitoring	100% (Completed)																
TOTAL DEMONSTRATION RATE	50%																

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Strategy 1 - Must cite research:

Prevention fosters safe and healthy environments for individuals, families and communities. To create safe and healthy environments, prevention must reduce adverse personal, social, health, and economic consequences by addressing problematic alcohol, tobacco and other drugs (ATOD) availability, manufacture, distribution, promotions, sales, and use. By leveraging resources, prevention programs will achieve maximum impact.

1. Enhance decision making skills and communication skills and knowledge through the curriculum development and Implementation by using “Health Education *SPARK* – Healthy Lifestyle Choices for K-5th”.
2. Forbid tobacco use by students, staff and visitors on all school grounds and at all school-sponsored events. School tobacco-free policies that are clearly and consistently communicated, applied and enforced reduce tobacco use among students. While just making sure that no kids use tobacco at school is helpful, also prohibiting tobacco use by teachers, other school staff, and visitors sends a much more powerful and constructive tobacco-free message. And while adopting firm tobacco-free policies for all school properties and events will have a strong positive impact in and of themselves, these policies are even more effective when accompanied by prevention and cessation education. Many schools are already required to prohibit smoking because the Federal Pro Children’s Act of 1994 prohibits smoking in facilities that regularly provide certain Federally-funded children’s services.

Research cited in “2018 CNMI Healthy Youth, Healthy Future: A Comprehensive Plan for Youth Risk Behaviors”.

The Office of Curriculum & Instruction (OCI) engaged stakeholders in the process to develop a comprehensive CNMI-wide **Alcohol, Tobacco, and Other Drugs (ATOD) Education Plan**. This plan was developed to guide teachers, counselors, and school administrators in their efforts to address ATOD issues in the schools and community. The YRBS data, School Health Profile Results, and statistics from the Commonwealth Healthcare Corporation were used as references to guide in the recommendation and implementation of the comprehensive development of curriculum, instruction, and supports.

According to the 2017 Youth Risk Behavior Survey, among Middle School students in the CNMI

- **39.7%** (weighted percentage) or 651 students who ever drank alcohol
- **29.9%** (weighted percentage) or 508 students who ever tried cigarette smoking
- **36.7%** (weighted percentage) or 637 students who ever used an electronic vapor product
- **20%** (weighted percentage) or 327 students who currently used an electronic vapor product

- **13.6%** (weighted percentage) or 234 students who currently used smokeless tobacco, not counting any electronic vapor products
- **24.8%** (weighted percentage) or 423 students who ever used marijuana
- **2.9%** (weighted percentage) or 51 students who ever tried cocaine (in any form including powder, crack, or freebase)
- **43.5%** (weighted percentage) or 771 students who ever carried a weapon
- **50.5%** (weighted percentage) or 897 students who ever been in a physical fight
- **59%** (weighted percentage) or 1,064 students who ever been bullied on school property
- **30.2%** (weighted percentage) or 555 students who ever been electronically bullied
- **44.5%** (weighted percentage) or 809 students who ever seriously thought about killing themselves
- **33.8%** (weighted percentage) or 615 students who ever made a plan about how to commit suicide
- **21.4%** (weighted percentage) or 390 students who ever tried to commit suicide

Add updates of strategies if changes

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Resource(s)	Staff Responsible
5th grade Health/Wellness Retreat	May 23, 2019	May 23, 2019	\$2,204.50	ATOD	Administrators/5th grade teachers
ASCA Conference – Counselor Training	May 30, 2019	July 30, 2019	\$4,000	ATOD	Administrators & Counselor
Joint Training PTA Workshop on Prevention Activities	Oct. 5, 2018	Oct. 5, 2018	\$1,000	ATOD	Administrators & SLT
Tanita Scale – Equipment for BMI collection	Aug. 15, 2018	Sept. 1, 2018	\$5,200	ATOD	Administrators & Counselor

Activities Progress Update 1 (December 31)

Status	Progress Notes	Created On	Created By
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(In Progress/Completed)			
In Progress	<ol style="list-style-type: none"> 1. 5th grade Health/Wellness Retreat <ol style="list-style-type: none"> a. In Progress 2. ASCA Conference – Counselor Training <ol style="list-style-type: none"> a. In Progress 3. Joint Training PTA Workshop on Prevention Activities <ol style="list-style-type: none"> a. In Progress 4. Tanita Scale – Equipment for BMI collection <ol style="list-style-type: none"> a. COMPLETED 	12/31/2018	I.Demapan & P.Arriola

Activities Progress Update 2 (March 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
In Progress	<ol style="list-style-type: none"> 1. 5th grade Health/Wellness Retreat <ol style="list-style-type: none"> a. In Progress 2. ASCA Conference – Counselor Training <ol style="list-style-type: none"> a. COMPLETED 3. Joint Training PTA Workshop on Prevention Activities <ol style="list-style-type: none"> a. In Progress 4. Tanita Scale – Equipment for BMI collection <ol style="list-style-type: none"> a. COMPLETED 	3/31/2019	I.Demapan & P.Arriola

Activities Progress Update 3 (July 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
In Progress	<ol style="list-style-type: none"> 1. 5th grade Health/Wellness Retreat 	7/31/2019	I.Demapan &

	<ul style="list-style-type: none">a. In Progress2. ASCA Conference – Counselor Training<ul style="list-style-type: none">a. COMPLETED3. Joint Training PTA Workshop on Prevention Activities<ul style="list-style-type: none">a. In Progress4. Tanita Scale – Equipment for BMI collection<ul style="list-style-type: none">a. COMPLETED		P.Arriola
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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	Reading: By June 2019, at least 80% (from 76% in SY17-18, 72% in SY16-17 & 78% in SY15-16), of all KagES students in grades K-5 th will have met their required minimum grade level scale score in READING, as measured by the STAR Early Literacy and STAR Reading/SEL Assessments.	SQFs: 7 Objectives:6 Strategies:4 Activities:5	Academic	\$76,597.00
2	Math: By June 2019, at least 66% (from 63% last SY) of all KagES students in grades K to 5 th will have met their required grade level scaled score in MATH, as measured by the STAR Math/SEL	SQFs: 7 Objectives:6 Strategies:1 Activities:1	Academic	\$3,813.00

	Assessment.			
3	By end of SY 2019, All instructional staff will demonstrate progress toward using the rigor and relevance framework to create a more engaging learning environment and creating Quad D lessons by focusing on the 3 highest levels of Blooms Taxonomy (Analyze, Evaluate, and Create) and infusing real-world situations into each of them.	SQFs: 6 Objectives:5 Strategies:2 Activities:1	Organizational	\$48,091.00
4	By end of SY 2018-2019, KagES will reflect an increase in parental involvement in regards to attending quarterly parent/teacher conference by providing quarterly and end of year	SQFs: 5 Objectives:1 Strategies:3 Activities: 3	Organizational	\$4,400.00 (\$400 – CG) (\$2,500 – SWP) (\$1,500 – Local)

	incentives to parents such as certificates and medals in order to further strengthen the link between the home and school.			
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5	Technology: By end of SY 2018-2019, All teachers and students will demonstrate an increase in the utilization of technology in regards to Student Centered Technology and Teacher Directed Technology.	SQFs: 5 Objectives:5 Strategies:2 Activities:6	Academic	\$38,375.25
6	Safe & Orderly School: By end of SY 2018-2019, All students and staff will be provided a safe, clean, and healthy environment conducive to learning at Passing or an A rating (or 90 to 100%) and granted a renewal of Sanitary Permit by BEH, as measured by the Department of Public	SQFs: 3 Objectives:2 Strategies:1 Activities:6	Organizational	\$42,000.00 (Local Funds)

	Health (DPH) Inspection Results.			
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7	Student Competition: By end of SY 2018-2019, KagES students will maintain full participation in all district level academic competitions that are available in our school system such as Spelling Bee, Geography Bee, MathCourt, STEM Fair, and PGFC/CCLHS.	SQFs: 7 Objectives:1 Strategies:1 Activities: 4	Organizational/Academic	\$2,910.00
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8	Discipline: By end of SY 2018-2019, KagES will demonstrate a decrease in student referrals as measured by the AdminPlus Discipline Referral Data.	SQFs: 7 Objectives:1 Strategies:1 Activities: 2	Organizational	\$7,000.00
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9	Wellness: By the end of SY 2018-2019, KagES will have increased the percentage of students in the "Healthy" Weight Category by providing students with after school program opportunities like interscholastic sports, PSS/McDonalds Track & Field and playground equipment, as well as implementing the SPARK PE Curriculum, as measured by the Schools BMI Data.	SQFs: 5 Objectives:1 Strategies:2 Activities: 4	Organizational	\$13,169 (\$9,169 – CG Wellness) (\$4,000 – CG Wellness)
10	Parent Involvement (CG): By end of SY 2018-2019, KagES parents will demonstrate an increase in participation at school events in regards to literacy as	SQFs: 5 Objectives: 2 Strategies:1 Activities: 2	Organizational	\$1,600.00 (CG-Parental Involvement)

	measured by the attendance sheet of Parent Literacy Workshop and Parent Literacy Tea Night.			
11	ATOD Prevention: By end of SY 2018-2019, KagES will demonstrate an increase in support activities, in regards to prevention of alcohol, tobacco and other mental health related issues, as measured by the attendance sheet in afterschool program, joint training collaboration workshop, team building and training certificate at professional development.	SQFs: 4 Objective: 1 Strategies: 2 Activities: 4	Organizational	\$12,404.50 (ATOD)

Add additional rows as needed.

By Funding Source

Goal	SWP	Local	Wellness	CG - Parent Involvement	Non-App ro. (ETC)	Other Local	ATOD Funds
1	\$76,597						

2	\$3,813						
3	\$48,091						
4	\$2,500						
5	\$38,375.25						
6		\$44,000					
7	\$2,910						
8	\$7,000						
9			\$13,169				
10				\$2,000			
11							12,404.50
					3,574.70	\$60,000	
Total	185,788	\$44,000	\$13,169	\$2,000	3,574.70	\$60,000	\$12,404.50