

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



**School Name:**

**School Year:**

**Sinapalo Elementary School**

**SY 2017-2018**

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

Sinapalo Elementary School is located in the village of Sinapalo. It is the only Public Elementary school on Rota, serving kindergarten through sixth grade students. The school consists of an administration building, library, sixteen classrooms, restroom facilities, and a cafeteria. Sinapalo Elementary School continues to be a site for community functions, organization sponsored workshops, school activities, or training in either the cafeteria or library.

To begin school year 2017-18, SNP serves 194 students, with a total of 92 males and 102 females with a diverse ethnic background that consists of: Chamorro, Filipino, Bangladesh, Pohnpeian, Korean, and Marshallese students. Sinapalo Elementary School service provisions include bussing, Free and Reduced Meal Program, Title I Reading Literacy Program, and Special Education services. The school presently has a staff of 36 to include 1 Principal, 1 Vice Principal, 1 counselor, 1 administrative officer, 1 administrative

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specialist, 2 school aides, 1 building maintenance, 13 classroom teachers, 1 librarian, 1 Title I teacher, 1 Literacy Coach, 2 Special Education (SPED) teachers, 4 SPED teacher aides, 1 Chamorro Carolinian Language Heritage Studies (CCLHS) instructor, 1 CCLHS teacher aide, and 4 support staff members from other government agencies.

In SY 16-17, Student Non-Academic Performance Data include Free and Reduced Meals, Educational services, and English Language Learners. Of the student populations, 37% are receiving Free Meals and the remaining 63% are under the Reduced Meal program. 86% of the student population is receiving General Education services while 14% are receiving Special Education services. SNP also serves 29% English Language Learners and 71% of Non-English Language Learners.

The school uses a variety of assessment data to determine students' academic performances. Based on end of SY16-17 STAR Early Literacy data for kindergarten, 39% are at/above grade level, 26% are on watch, 0% at intervention, and 35% at urgent intervention. The STAR Reading data for 1<sup>st</sup> to 6<sup>th</sup> grade students indicates that, 43% are at/above grade level, 20% are on watch, 12% at intervention, and 25% at urgent intervention. For STAR math data for 1<sup>st</sup> to 6<sup>th</sup> grade students, 61% are at/above grade level, 13% on watch, 11% intervention, and 14% at urgent intervention. The ACT Aspire Summative Results for 3<sup>rd</sup> to 6<sup>th</sup> grade students indicates, 62% scored at or above readiness level in English, 14% in Reading, 24% in Writing, 16% in Science, and 20% in Math.

SNP continues to focus its efforts in improving student reading achievement. This school year, all teachers will use a balanced literacy approach in reading. Teachers will be provided challenging learning experiences through professional development and coaching that are aligned to the school's curriculum, instructional design and assessment to develop skills, which lead to improving students' academic success. In addition, our school will continue to provide high student performance, highly qualified personnel, effective and efficient operations, safe and orderly campus, parent involvement and community partnership, and a high performing and reliable system.

## BUDGET ALLOCATION BREAKDOWN

### Personnel Budget

#### Local

No. of FTEs	Total Budget Amount (including all benefits)
22	\$ 916,614.00

### Personnel Budget

#### Federal

No. of FTEs	Total Budget Amount (including all benefits)
6	\$157,000.00

### Local Budget

#### Operations Allocation:

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4306	Controlled Assets	SNP's classroom A/C units have been constantly repaired over time. The units are over 8 years old, therefore, in order to provide a conducive learning environment, we need to replace 10 classroom units.		\$29,000.00

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		Because of the new fire safety requirement, SNP needs to ensure that all classrooms and buildings have an existing fire extinguisher. Therefore, SNP needs to purchase additional extinguishers for each classroom and buildings.		
4213	Dues and Subscriptions	Payment for the annual subscription for Spelling Bee, Geography Bee and other organizations.		\$300.00
4216	Licenses and Fees	Annual payment for sanitary permit, building permit, and other permits.		\$ 500.00
4440	Furniture & Fixtures	The classrooms and library need to store and shelf student textbooks and supplemental materials. SNP does not have a storage room to protect all classroom and library materials.  The school also continuously needs replacement of light bulbs in order to provide our students and staff proper lightings in the classrooms and offices.		\$4,000.00
4224	Repairs and Maintenance	Expenditures for repair and maintenance services not provided directly by PSS personnel. These expenditures include contracts and agreements. This would include ground maintenance, equipment maintenance, air-conditioning maintenance, annual fire extinguisher maintenance, and other related expenses		\$6 ,000.00

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4235	Cleaning Services	<p>It is essential to always keep the school environment clean and safe for our teachers and students.</p> <p>Since we do not have any custodian, it is necessary to contract a private business to ensure that our campus is clean and safe.</p> <p>It is also necessary to contract a private business to dispose our trash bins due to the lack of a school pickup truck for this purpose.</p>		\$10,000.00
4304	Supplies & Materials - Office	<p>Every year, teachers submit request for their classrooms. These items will be provided to teachers for their lessons and for students' use.</p>		\$3,000.00
4305	Supplies & Materials -Operations	<p>In order for the administration to perform effectively, office supplies are needed for the staff to continuously deliver efficient services. Janitorial, maintenance, and bathroom supplies are also needed for all students and staff.</p>		\$6,000.00
4218	Printing & Photocopying	<p>Every classroom has two computers including the computer lab. As we continue to increase the number of computers on campus, it is necessary to purchase computer ink cartridges so that teachers and students will be able to print out classroom information projects.</p>		\$2,500.00

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4281	Security Services	Our school was vandalized 3 times for school year (SY 16-17), therefore, we need to purchase security cameras to be placed around our school campus to ensure that our campus is monitored 24 hours, seven days a week.		\$9,000.00
4233	Commute within CNMI	Expenditures for travel for: <ul style="list-style-type: none"> <li>• NHQT Instructional Staff</li> <li>• Administrative Staff to attend PD</li> <li>• Student travel for competition</li> </ul>		\$10,000.00

**Local Budget**

**CIP Allocation:**

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount

**Local Budget**

**Other Allocation:**

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
111066	4304 Supplies	Chart paper, whiteboard markers, butcher paper, hand sanitizer, etc.		\$10,000.00

**Federal Budget (all funds)**

**Allocation:**

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
173PUB7SNP	Title 1 SWP	Supplemental, Technology, Classroom	CG: SWP for SNP	\$ 72,773.00

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		materials and resources		
CG	Wellness	After school program wellness physical activities	CG: Wellness	\$ 6,997.00
173PIP7SNP	Parental Involvement	Purchase materials, supplies, and incentives for parent literacy. Provide room rental for parent literacy seminars	CG: Parental Engagement	\$ 2,500.00
173DCR7SNP	Digital Classroom	Purchase technology equipments for 21 <sup>st</sup> century classrooms	CG: SNP	\$ 11,667.00
	Networked	Scanner/Computer/Printer	CG: Network and Computer Scanners	\$15,702.00
	Act Aspire	Act Aspire Assessment (3rd-6th grade)	CG: Assessment	\$5,118.00
	Parking Area	Construction of Parking Area with ADA	Federal - Bond	\$ 565,000.00
	FNS	School Breakfast & Lunch	Child Nutrition Services	\$223,364.00

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

**Collection:**

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
PTSA Fundraising	Student/parents/teacher Incentives	Purchase incentives for students , parents, and teachers/staff	Needs funding	\$ 5,000.00
ETC	Teachers and Staff Incentives	Provide incentives for teachers and staff	Needs funding	\$ 2,000.00
ETC	Student Incentives	Purchase incentives for winning students	Needs funding	\$ 2,000.00

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ETC	Room rental	Provide room/space rental for literacy training, teachers and students activities.	Needs funding	\$ 3,000.00
ETC	Repairs & maintenance	Purchase needed materials for repairs, maintenance, and replacements of machineries and equipments	Needs funding	\$ 2,000.00
ETC	permits	Pay necessary permits for school	Needs funding	\$ 500.00
		<b>TOTAL</b>		\$ 21,500.00

**Goal 1:**

High Student Performance- All students will have equitable and challenging learning experiences that are aligned to the school’s curriculum, instructional design, and assessment to ensure that all students have sufficient opportunities to develop learning, thinking, and life skills in preparation for the secondary level that lead to success in college and career readiness.

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

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

**Measurable Objective 1:**

By the end of SY 2017-2018, 50% of all SNP students will be reading at/above grade level as measured by Scaled Score of Early STAR and STAR Reading assessment.

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

Screening #1 (September 4-15, 2017)

**STAR Early Literacy**

- Kindergarten: 26% are at/above 499 SS
- First Grade: 40% are at/above 612 SS

**STAR Reading**

- Second Grade: 26% are at/above 182 SS
- Third Grade: 40% are at/above 323 SS
- Fourth Grade: 26% are at/above 424 SS
- Fifth Grade: 40% are at/above 525 SS
- Sixth Grade: 26% are at/above 626 SS

survey results

Lesson plans

Learning expectations for different courses

posted learning objectives

course schedules

description of instructional techniques

**Measurable Objective Progress Update 1 (December 31)**

<b>Status</b> (Met/Not Met)	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
Not Met	Baseline assessment administered in September	12/18/17	Emmylou Hocog

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	<p>2017</p> <p><b><u>SY17-18 baseline data for STAR Early Literacy</u></b></p> <ul style="list-style-type: none"> <li>· Kindergarten: 25% are at/above 499 SS</li> <li>· First Grade: 39% are at/above 612 SS</li> </ul> <p><b><u>STAR Reading</u></b></p> <ul style="list-style-type: none"> <li>· Second Grade: 36% are at/above 182 SS</li> <li>· Third Grade: 48% are at/above 323 SS</li> <li>· Fourth Grade: 50% are at/above 424 SS</li> <li>· Fifth Grade: 38% are at/above 525 SS</li> <li>· Sixth Grade: 26% are at/above 626 SS</li> </ul> <p>Teachers will conduct progress monitoring of students monthly (October 2017; November 2017; December 2017) and use progress monitoring data to plan instruction and intervention as needed.</p>		
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**Measurable Objective Progress Update 2 (March 31)**

<b>Status</b>	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
Not Met	<p>STAR Reading Screening #2 (mid-assessment (Winter)) (January 8 - 19, 2018)</p> <p><u>STAR Early Literacy</u></p> <ul style="list-style-type: none"> <li>• Kindergarten: 44% are at/above 570 SS</li> </ul>	03/31/18	E. Hocog

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	<ul style="list-style-type: none"> <li>● First Grade: 67% are at/above 681 SS</li> </ul> <p><u>STAR Reading</u></p> <ul style="list-style-type: none"> <li>● First Grade: 100% are at/above</li> <li>● Second Grade: 36% are at/above 230 SS</li> <li>● Third Grade: 62% are at/above 360 SS</li> <li>● Fourth Grade: 54% are at/above 455 SS</li> <li>● Fifth Grade: 28% are at/above 555 SS</li> <li>● Sixth Grade: 29% are at/above 680 SS</li> </ul> <p><b>Data Analysis:</b></p> <p>Kindergarten: +19%</p> <p>1<sup>st</sup> Grade: +28%</p> <p>2<sup>nd</sup> Grade: +0%</p> <p>3<sup>rd</sup> Grade: +14%</p> <p>4<sup>th</sup> Grade: +4%</p> <p>5<sup>th</sup> Grade: -10%</p> <p>6<sup>th</sup> Grade: +3%</p> <p>The most gains came from 1st grade. Teachers of these grade levels consistently monitor usage of reading resources - Achieve and Accelerated Reader Programs- ensuring that students are practicing reading daily.</p> <p>There was a dip in 5th grade. A contributing factor to this dip during this period could be the absence of the highly qualified teacher due to medical reasons.</p> <p>Next step: Daily monitoring of Achieve and Accelerated Reader Programs.</p>		
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	<p>Teachers will conduct progress monitoring of students monthly and use progress monitoring data to plan instruction and intervention as needed</p> <p>Data Link for Early Star Literacy and Star Reading  <a href="http://goo.gl/xcqAv8">goo.gl/xcqAv8</a></p>		
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**Measurable Objective Progress Update 3 (July 31)**

Status	Progress Notes	Created on	Created by
Met	<p>STAR Reading Screening #3 (Spring) (May 18-25, 2018)</p> <p><u>STAR Early Literacy</u></p> <ul style="list-style-type: none"> <li>• Kindergarten: 78% are at/above 644 SS</li> <li>• First Grade: 76% are at/above 743 SS</li> </ul> <p><u>STAR Reading</u></p> <ul style="list-style-type: none"> <li>• First Grade: 100% are at/above 105 SS</li> <li>• Second Grade: 48% are at/above 279 SS</li> <li>• Third Grade: 71% are at/above 392 SS</li> <li>• Fourth Grade: 58% are at/above 479 SS</li> <li>• Fifth Grade: 45% are at/above 584 SS</li> <li>• Sixth Grade: 38% are at/above 698 SS</li> </ul> <p><b>Data Analysis:</b>            Kindergarten: +34%            1<sup>st</sup> Grade: +9%</p>	05/24/18	E. Hocog

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	<p>2<sup>nd</sup> Grade: +12%</p> <p>3<sup>rd</sup> Grade: +9%</p> <p>4<sup>th</sup> Grade: +4%</p> <p>5<sup>th</sup> Grade: +17%</p> <p>6<sup>th</sup> Grade: +9%</p> <p>The most gain came from Kindergarten.</p> <p><a href="http://goo.gl/xcqAv8">Data Link for Early Star Literacy and Star Reading</a> goo.gl/xcqAv8</p>		
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**Strategy 1 - Must cite research:**

The effective implementation of the curriculum in all content area is integral to the success of teaching and learning in the classrooms. Curriculum is much more than subject matter knowledge. It is what students experience. It is a dynamic and inclusive of the interactions among students, teachers, subject matter, and the context (Ross, 2014). Sinapalo Elementary School adopted curriculums for the core content areas as approved by the BOE. These curriculum includes: Pearson Math Digits, Science Fusion, HMH ELA Collections/Journeys, Pearson Social Studies, and Bess Press Pacific Neighborhood. Other resources also include Achieve3000. All the adopted curriculum and resources are research based. Our school will implement the required curriculum with fidelity and consistency to impact student learning.

References: Ross, E. W. (Ed.). (2014). *Social Studies Curriculum, The: Purposes, Problems, and Possibilities*. Suny Press.  
Rakwichtkul, N. (2017). Teacher Professional Development. *Journal of Education*, 11(1), 21-33.  
Dyment, J. E., Davis, J. M., Nailon, D., Emery, S., Getenet, S., McCrea, N., & Hill, A. (2014). The impact of professional development on early childhood educators' confidence, understanding and knowledge of education for sustainability. *Environmental Education Research*, 20(5), 660-679.

*Add updates of strategies if changed.*

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**Activities:**

<b>Activity</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Amount Budgeted</b>	<b>Funding Source(s)</b>	<b>Staff Responsible</b>
<p><b>Renaissance Learning</b>            STAR Assessment is used Pre, mid and post annually to assess individual student progress and identify areas of concern. Accelerated Reading allows students to individually challenge themselves and read books at their zone of proximal development, so they can take charge of their own continuous improvement.</p>	<b>08/15/2017</b>	<b>06/09/2018</b>	<b>\$10,120</b>	<b>SWP</b>	Classroom Teachers, Test Coordinator, Librarian, Principal
<b>Achieve 3000</b>	<b>08/15/2017</b>	<b>06/09/2018</b>	<b>\$11,850</b>	<b>SWP</b>	Classroom

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provides daily differentiated instruction for non-fiction reading and writing that is tailored to each student's Lexile reading level.					Teachers, Test Coordinator, Librarian, Principal
<b>Houghton Mifflin Harcourt Education</b> The <i>Journeys</i> © 2017, ELA Anthologies K-5 focus on skill mastery; using authentic, award-winning text. building the skills needed for college and careers.	<b>08/15/2017</b>	<b>06/09/2018</b>	<b>\$8,437</b>	<b>SWP</b>	ELA Chairperson, Administrator, Principal
<b>WIDA</b> Students for whom English is a second language, are assessed annually	<b>08/15/2017</b>	<b>06/09/2018</b>	<b>\$4,860</b>	<b>SWP</b>	Test Coordinator, Administrator, Principal

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so that specific individual needs are identified and addressed.					
<p><b>Perma-bound</b> The school library provides books to support individual reading by interest level, reading level and individual choice in order to support the Accelerated Reading program and personalized learning.</p>	<b>08/15/2017</b>	<b>06/09/2018</b>	<b>\$4,500</b>	<b>SWP</b>	Librarian
<p><b>Pearson Social Studies</b> An online program with supporting print material tailors the student learning to address</p>	<b>08/15/2017</b>	<b>06/09/2018</b>	\$?	<b>SWP</b>	Social Studies Chairperson, Administrator, Principal

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individual needs, and teaches 21st century learning skills.					
<b>Pearson 6<sup>th</sup> Grade Math</b> Internet based, with a student companion print book and online, the program teaches mathematics skills and concepts using a digital approach.	<b>08/15/2017</b>	<b>06/09/2018</b>	\$?	<b>SWP</b>	Math Chairperson, Administrator, Principal
<b>McGraw Hill Education</b> A direct instruction program K-5 combines facts,	<b>08/15/2017</b>	<b>06/09/2018</b>	<b>\$6,426</b>	<b>SWP</b>	Math Chairperson, Administrator, Principal

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procedures, conceptual understanding, applications and problem solving skills.					
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**Activities Progress Update 1 (December 31)**

<b>Status</b> (In progress/Completed)	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
Completed	<b>Renaissance Learning</b> The subscription for Sinapalo Elementary School was renewed . A new version of the Renaissance Learning which is Renaissance 360 is now in use.	12/18/17	Emmylou Hocog

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In progress	<p><a href="#">Achieve 3000</a></p> <p>SNP continuously use Achieve 3000's "Smarty Ants" for the lower grade (K-3) and Achieve 3000 for the upper grade level as well. Student outcomes are communicated on a weekly basis through the school bulletin. Results are also posted on the whiteboards outside of the school's main office. In addition, a bulletin board recognizing students who has achieve their goal on being a "College and Career Ready" is posted.</p>	12/18/17	<a href="#">Emmylou Hocog</a>
In Progress	<p><a href="#">Houghton Mifflin Harcourt Education</a></p> <p>ELA (Journeys) order for SY 2017-2018 has yet to arrive.</p>	12/18/17	<a href="#">Emmylou Hocog</a>
In progress	<p><a href="#">WIDA</a></p> <p>Eight students will be given the WIDA model testing which is a preliminary evaluation for students who haven't already been tested.</p> <p>WIDA Testing window for SY 2017-2018 Feb. 12-March 22, 2017.</p>	12/18/17	<a href="#">Emmylou Hocog</a>

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In progress	<p><a href="#">Perma-bound</a>  A five-year plan was placed to upgrade our library books. This is year one of the five-year plan. Perma-bound analyzed Sinapalo Elementary School's collection and suggested the books that needed to be upgraded. The five year plan was approved on Nov. 20<sup>th</sup> 2018 which was funded by the federal money and will be shipped once paid.</p>	12/18/17	<a href="#">Emmylou Hocog</a>
Completed	<p><a href="#">Pearson Social Studies</a>  In addition to student books and teacher editions, online access are given to teachers.</p>	12/18/17	<a href="#">Emmylou Hocog</a>
Completed	<p><a href="#">Pearson 6<sup>th</sup> Grade Math</a>  All workbooks and students homework text came in complete for this SY 2017-2018.</p>	12/18/17	<a href="#">Emmylou Hocog</a>
Completed	<p><a href="#">McGraw Hill Education</a>  Student textbooks and workbooks and teacher editions came in complete for SY 2017-2018.</p>	12/18/17	<a href="#">Emmylou Hocog</a>

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**Activities Progress Update 2 (March 31)**

<b>Status</b>	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
Completed	<b>Renaissance Learning</b> The subscription for Sinapalo Elementary School was renewed . A new version of the Renaissance Learning which is Renaissance 360 is now in use.	3/22/2018	Emmylou Hocog
In-Progress	<b>Achieve 3000</b> SNP continuously use Achieve 3000's "Smarty Ants" for the lower grade (K-3) and Achieve 3000 for the upper grade level as well. Student outcomes are communicated on a weekly basis through the school bulletin. Results are also posted on the whiteboards outside of the school's main office. In addition, a bulletin board recognizing students who has achieve their goal on being a "College and Career Ready" is posted.	3/22/2018	Emmylou Hocog
In-Progress	<b>Houghton Mifflin Harcourt Education</b>	3/22/2018	Emmylou Hocog

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	SNP has received student workbooks, textbooks and has yet to receive 5th grade teacher edition.		
Completed	<b>WIDA</b> Eight students were given the WIDA model testing on Feb. 12-March 22, 2017	3/22/2018	Emmylou Hocog
Completed	<b>Perma-bound</b> A five-year plan was placed to upgrade our library books. This is year one of the five-year plan. Perma-bound analyzed Sinapalo Elementary School's collection and suggested the books that needed to be upgraded. The five year plan was approved on Nov. 20 <sup>th</sup> 2017 which was funded by the federal money and will be shipped once paid.	3/22/2018	Emmylou Hocog

**Activities Progress Update 3 (July 31)**

<b>Status</b>	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
Completed	<b>Achieve 3000</b> SNP continuously use Achieve 3000's "Smarty Ants" for the lower grade (K-3) and Achieve 3000 for the upper grade level as well. Student	6/5/18	Emmylou Hocog

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	outcomes are communicated on a weekly basis through the school bulletin. Results are also posted on the whiteboards outside of the school's main office. In addition, a bulletin board recognizing students who has achieve their goal on being a "College and Career Ready" is posted.		
Completed	Houghton Mifflin Harcourt Education SNP received student workbooks, textbooks but has yet to receive a set of 5th grade teacher editions. Order was placed for SY 2018-2019.	6/5/18	Emmylou Hocog

**Measurable Objective 2:**

Increase student growth by increasing reading levels of 20% or more of participating students from the urgent intervention level to the level of intervention or higher by 08/04/2018 as measured by STAR Reading/BRI (Basic Reading Inventory)

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

**SY17-18 baseline data for STAR Early Literacy**  
 · Kindergarten: 47% are at urgent intervention

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- First Grade: 16% are at urgent intervention
- STAR Reading**
- Second Grade: 36% are at urgent intervention
  - Third Grade: 9% are at urgent intervention
  - Fourth Grade: 26% are at urgent intervention
  - Fifth Grade: 36% are at urgent intervention
  - Sixth Grade: 26% are at urgent intervention

**Measurable Objective Progress Update 1 (December 31)**

<b>Status (Met/Not Met)</b>	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
Not Met	SNP Summer School/Extended Year Program not until June/July 2018  <b>Intervention Programs</b> <b>Reading:</b> Guided Reading, Renaissance Learning Programs, Achieve 3000, Smarty Ants, Reader’s Notebook, Leveled Readers, Focus Wall, Journeys Reading Adventures, Literacy Kits, ThinkCentral ELA Online Access and FastForward  <b>Plans to Address Assessment Results</b>	12/18/17	Emmylou Hocog

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	<ul style="list-style-type: none"> <li>• Weekly collaborative Instructional Planning Meetings</li> <li>• Data Dialogues (STAR, ACT, Achieve 3000, Smarty Ants, SWP Goals)</li> <li>• Content Specific Professional Development</li> <li>• Screening, Tracking, and Progress Monitoring on SWP Goals</li> <li>• Guided Reading Implementations, Foundations of Reading Professional Developments, ELA Teacher Support &amp; Mentoring, and Journeys Implementation</li> </ul>		
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**Measurable Objective Progress Update 2 (March 31)**

<b>Status</b>	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
Not Met	SNP Summer School/Extended Year Program not until June/July 2018  <b>Intervention Programs</b> <b>Reading:</b> Guided Reading, Renaissance Learning Programs, Achieve 3000, Smarty Ants, Reader's Notebook, Leveled Readers, Focus Wall, Journeys	3/22/18	Emmylou Hocog

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	<p>Reading Adventures, Literacy Kits, ThinkCentral ELA Online Access and FastForward</p> <p><b>Plans to Address Assessment Results</b></p> <ul style="list-style-type: none"> <li>● Weekly collaborative Instructional Planning Meetings</li> <li>● Data Dialogues (STAR, ACT, Achieve 3000, Smarty Ants, SWP Goals)</li> <li>● Content Specific Professional Development</li> <li>● Screening, Tracking, and Progress Monitoring on SWP Goals</li> <li>● Guided Reading Implementations, Foundations of Reading Professional Developments, ELA Teacher Support &amp; Mentoring, and Journeys Implementation</li> </ul>		
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**Measurable Objective Progress Update 3 (July 31)**

<b>Status</b>	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
In Progress	<p>SNP Summer School/Extended Year Program not until June/July 2018</p> <p>SNP Safety Net &amp; ESY Schedule</p>	5/25/18	E. Hocog

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Time	Activity		
7:30-8:00 am	Breakfast		
8:00-9:00 am	Reading (Smarty Ants, AR, Achieve)		
9:00-9:15 am	BREAK		
9:15-10:15 am	Math(Accelerated Math/TCM)		
11:00-11:30 am	Lunch		
11:30 am-12:00 pm	Cultural Arts & Crafts		
12:00 pm	Dismissal		
12:00-1:00 pm	Teacher Preparation/Reflection		

**Strategy 1 - Must cite research:**

SNP Summer School/Extended Year Program - Extended School Year Program (5 weeks): Students within age are eligible if they meet these requirements: (1) student regresses or may regress during extended breaks from instruction and cannot relearn the lost skills within a reasonable time; (2) the benefits a student gains during the regular school year will be significantly jeopardized if he/she is not provided with an educational program during extended breaks from instruction; and (3) student is demonstrating emerging skill acquisition that will be lost without the provision of an educational program during extended breaks from instruction.

Sinapalo Elementary School will conduct the SNP Summer School/Extended Year Program for students who are at the STAR Reading/Early STAR Literacy urgent intervention level as evident on the end of year STAR Reading/Early STAR Literacy report.

Research Cited: McCombs, Jennifer. Making Summer Count: How Summer Programs Can Boost Children's Learning. Retrieved from

<http://www.wallacefoundation.org/knowledge-center/Documents/Making-Summer-Count-How-Summer-Programs-Can-Boost-Childrens-Learning.pdf>

*Add updates of strategies if changed*

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**Activities:**

<b>Activity</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Amount Budgeted</b>	<b>Funding Source(s)</b>	<b>Staff Responsible</b>
<b>SNP Summer School/Extended Year Program</b> Students have the opportunity to reinforce and build their skills during the summer	<b>06/16/2018</b>	<b>08/04/2018</b>	<b>\$9200</b>	<b>SWP</b>	Teachers, Teacher Aides, Classroom Instructor, Administrator, Principal

**Activities Progress Update 1 (December 31)**

<b>Status</b> (In progress/Completed)	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
In Progress	SNP Summer School/Extended Year Program not until June/July 2018	12/18/17	Emmylou Hocog

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Screening 1 Data				
Grade Level	Intervention	Urgent Intervention		
Kinder	2	9		
1st Grade	5	4		
2nd Grade	5	12		
3rd Grade	4	2		
4th Grade	5	7		
5th Grade	5	12		
6th Grade	6	6		
<b>Total</b>	<b>32</b>	<b>52</b>		

**Activities Progress Update 2 (March 31)**

Status	Progress Notes	Created on	Created by
In Progress	SNP Summer School/Extended Year Program not until June/July 2018	3/22/18	Emmylou Hocog

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	Screening 2 Data				
	<b>Grade Level</b>	<b>Intervention</b>	<b>Urgent Intervention</b>		
	Kinder	2	1		
	1st Grade	4	0		
	2nd Grade	6	9		
	3rd Grade	0	3		
	4th Grade	3	6		
	5th Grade	6	8		
	6th Grade	4	7		
	<b>Total</b>	<b>25</b>	<b>34</b>		

**Activities Progress Update 3 (July 31)**

<b>Status</b>	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
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In-Progress	Screening 3 Data		5/25/18	E. Hocog
	<b>Grade Level</b>	<b>Urgent Intervention</b>		
	Kinder	0		
	1st Grade	0		
	2nd Grade	4		
	3rd Grade	3		
	4th Grade	5		
	5th Grade	6		
	6th Grade	5		
	<b>Total</b>	<b>23</b>		
Summer school scheduled to begin June 10, 2018.				

**Goal 2:**

Highly Qualified and Effective Personnel: All Sinapalo Elementary School personnel will demonstrate certifications and professional growth as we develop towards being a more purposeful community that supports student learning. All staff members

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participate in a continuous program of professional learning and growth.

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

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

**Measurable Objective 1:**

Instructional staff will participate in 60 hours of professional development or more by 06/09/2018 as measured by the Professional Development Record

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

Professional Development Record

**Measurable Objective Progress Update 1 (December 31)**

<b>Status</b> (Met/Not Met)	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
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<b>Not Met</b>	<p><b>Teachers are currently working to complete 60 hours</b></p> <p><b>Next Step:</b> Gather information from teachers using Google Drive due to instructional staff taking part in different professional development activities whether it be real time or virtual.</p>	<b>12/21/17</b>	<b>Elani Orilla</b>
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**Measurable Objective Progress Update 2 (March 31)**

<b>Status</b>	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
<b>Not Met</b>	<p><b>19 of 23 instructional staff completed 60 hours or more of professional development. We are only expecting 22 instructional staff to meet the 60 hours because 1 member is on sick leave for this school year.</b></p>	<b>4/6/18</b>	<b>Charlene Cruz</b>

**Measurable Objective Progress Update 3 (July 31)**

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Status	Progress Notes	Created on	Created by
Met	22 of 23 instructional staff completed 60 hours or more of professional development as anticipated.	5/24/18	Charlene Cruz

**Strategy 1 - Must cite research:**

Teacher professional development are the teachers’ learning process throughout their career stages to ensure that teachers have knowledge, skills and needed competencies for teaching among rapid changes in social, economic and technology which have the impact on learning and teaching (Rakwichtkul, 2017). Research has shown that providing teachers with professional development help increase the teachers’ confidence, understanding, and knowledge of education for sustainability (Dyment, et. al, 2017). Our school will be provided with professional developments throughout the school year to increase teachers’ knowledge and experience in classroom instructions that works for the 21st century students.

References: Ross, E. W. (Ed.). (2014). *Social Studies Curriculum, The: Purposes, Problems, and Possibilities*. Suny Press.  
 Rakwichtkul, N. (2017). Teacher Professional Development. *Journal of Education*, 11(1), 21-33. Dyment, J. E., Davis, J. M., Nailon, D., Emery, S., Getenet, S., McCrea, N., & Hill, A. (2014). The impact of professional development on early childhood educators’ confidence, understanding and knowledge of education for sustainability. *Environmental Education Research*, 20(5), 660-679.

*Add updates of strategies if changed.*

**Activities:**

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
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<p><b>English Language Learner Cohort</b> Teaching staff will participate in English Language Cohort courses designed to provide teachers with techniques and strategies to implement with students to develop the english proficiency level of all students.</p>	<p><b>08/01/2017</b></p>	<p><b>06/08/2018</b></p>	<p><b>\$0</b></p>	<p>CG - Reading Tutorials and Literacy Coaches</p>	<p>Principal, Administrator</p>
<p><b>Sheltered Instruction Observation Protocol</b> Teaching staff will participate in a professional development on Sheltered Instruction Observation</p>	<p><b>08/01/2017</b></p>	<p><b>06/08/2018</b></p>	<p><b>\$0</b></p>	<p><b>Other</b></p>	<p>Principal, Administrator</p>

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Protocol to equip staff with strategies to provide purposeful teaching necessary for ELLs to understand content.					
<b>Ed Tech Cohort</b> Teaching staff will participate in a professional development of technology usage and development of skills to promote 21st century learning.	<b>08/01/2017</b>	<b>06/08/2018</b>	<b>\$0</b>	<b>Other</b>	Principal, Administrator, Instructional Technology Instructors
<b>Achieve 3000</b> Instructional staff will participate in work sessions to learn how to effectively implement the program to assist in increasing student	<b>08/01/2017</b>	<b>06/08/2018</b>	<b>\$0</b>	<b>SWP</b>	Principal, Administrator, Achieve trainers

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reading proficiency.					
<b>HMH Professional Learning</b> Teachers will receive training on how to use the adopted ELA instructional materials - Journeys.	<b>08/01/2017</b>	<b>06/08/18</b>	<b>\$0</b>	<b>Other</b>	Principal, Administrator
<b>Math PD</b> Teachers and teacher aides will participate in a professional learning activity designed to introduce the new Math instructional resources to be used this school year.	<b>08/01/17</b>	<b>06/08/18</b>	<b>\$0</b>	<b>SWP</b>	Principal, Administrator
<b>Renaissance</b>	<b>08/22/17</b>	<b>8/25/17</b>	<b>\$0</b>	<b>SWP</b>	Principal,

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<b>Training</b> Renaissance U offers self-paced tutorials and voice-to-voice coaching teaching effective strategies to implement reading, math, and assessment solutions.					Administrator
<b>Guided Reading</b> Instructional staff will participate in a series of guided reading professional development activities with Coaches.	08/09/17	11/20/17	\$0	Other	Principal, Administrator
<b>Phonics and Phonemic Awareness - Phase I</b> Instructional staff will participate in a	08/09/17	09/22/2017	\$0	Other	Principal, Administrator

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phonics and phonemic awareness professional development activity.					
<b>Vocabulary &amp; Fluency - Phase II</b> Instructional staff will participate in a vocabulary and fluency professional development activity.	<b>11/13/2017</b>	<b>11/17/2017</b>	<b>\$0</b>	<b>Other</b>	Principal, Administrator
<b>Comprehension - Phase III</b> Instructional staff will participate in a comprehension professional development activity.	<b>01/12/2018</b>	<b>01/19/2018</b>	<b>\$0</b>	<b>Other</b>	Principal, Administrator
<b>Rigor and Relevance</b>	<b>11/01/2017</b>	<b>06/08/2017</b>	<b>\$5,000</b>	<b>SWP</b>	Principal,

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Instructional staff will participate in a rigor and relevance professional development activity.					Administrator
<b>Grade Level Meetings - Lesson Planning</b> Weekly meetings allow teachers and aides to plan and coordinate curriculum and pacing for each grade level	<b>08/01/17</b>	<b>06/08/2018</b>	<b>\$0</b>	<b>No Funding Required</b>	Vice Principal
<b>Home Group Meetings</b> Monthly meetings address academic subject area issues and articulation between grade levels	<b>08/01/17</b>	<b>06/08/2018</b>	<b>\$0</b>	<b>No Funding Required</b>	Home Group Chairperson, Principal

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<b>Data Driven Decision Making Process</b>	<b>08/01/17</b>	<b>06/08/2018</b>	<b>\$0</b>	<b>No Funding Required</b>	Principal
<b>Learning Community Meetings</b> Meetings are held on Saipan twice a year to offer support and professional development related to different curriculum areas.	<b>08/01/17</b>	<b>06/08/2018</b>	<b>\$5,000</b>	<b>SWP</b>	Learning Community Chairperson

**Activities Progress Update 1 (December 31)**

<b>Status</b> (In progress/Completed)	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
In progress	English Language Learner Cohort – held on 11/18/17	12/21/17	Elani Orilla
	Sheltered Instruction Observation Protocol		

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In progress	Ed Tech Cohort – classes have yet to begin	12/21/17	Elani Orilla
In progress	Achieve 3000 Online Training – 08/22/17 Tech Support with Representative – 10/5/17	12/21/17	Elani Orilla
In progress	HMH Professional Learning – Pearson – MyWorld Social Studies – 08/15/17 ELA – 10/17/17 Science (Online Resources) – 10/25/17 Science Coaching – 12/11-12/17	12/21/17	Elani Orilla
In progress	Math PD Direct Instruction Math (L. Hofschneider)- 08/17/17	12/21/17	Elani Orilla
In progress	Renaissance Training AR 360 – 11/20/17 AR 360 and Vocabulary Development – 11/21/17	12/21/17	Elani Orilla

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Completed	Guided Reading – held on 08/10-11/17; 08/25/17	12/21/17	Elani Orilla
Completed	Phonics and Phonemic Awareness – Phase I – held on 09/22/17	12/21/17	Elani Orilla
Completed	Vocabulary and Fluency – Phase II – held on 10/27/17	12/21/17	Elani Orilla
In progress	Comprehension – Phase III	12/27/17	Marvin Tamangided
In progress	Rigor and Relevance	12/27/17	Marvin Tamangided
In progress	Grade Level Meetings – Lesson Planning Teachers continue to meet on every Thursday to plan lessons	12/21/17	Elani Orilla
In progress	Home Group Meetings are held monthly.	12/21/17	Elani Orilla
In progress	Data Driven Decision Making Process (Data Dialogue)– Held on 09/08/17; 10/06/17; 12/01/17; 12/15/17	12/21/17	Elani Orilla
In Progress	Learning Community Meetings -	12/27/17	Marvin Tamangided

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Completed	Foundations of Reading – Kick Off PD – 09/19/17; 11/02/17	12/21/17	Elani Orilla
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**Activities Progress Update 2 (March 31)**

<b>Status</b> (In progress/Completed)	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
In progress	English Language Learner Cohort - held on January 20, 2018 and March 17, 2018	4/6/18	Charlene Cruz
In progress	Sheltered Instruction Observation Protocol (integrated with English Language Learner Cohort - held on January 20, 2018 and March 17, 2018)	4/6/18	Charlene Cruz
In progress	Ed Tech Cohort – classes began in March 2018	4/6/18	Charlene Cruz
Completed	Achieve 3000	4/6/18	Charlene Cruz
In progress	HMH Professional Learning – Next scheduled PD for April 2018	4/6/18	Charlene Cruz

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In progress	Math PD January 27, 2018; February 10, 2018; February 24, 2018 Next PD: April 7, 2018	4/6/18	Charlene Cruz
In progress	Renaissance Training 1/26/18 Marked in progress because teachers can access online at their preferred time.	4/6/18	Charlene Cruz
Completed	Comprehension – Phase III	4/6/18	Charlene Cruz
Completed	Rigor and Relevance - 2/22/18	4/6/18	Charlene Cruz
In progress	Grade Level Meetings – Lesson Planning Teachers continue to meet on every Thursday to plan lessons. Meetings held on January 4, 11, 18, 25; February 1, 8, 15, 22; March 1, 8, 15, 22, 29) Next meetings: April 5, 12, 19, 26; May 3, 10, 17, 24, 31.	4/6/18	Charlene Cruz
In progress	Home Group Meetings are held monthly.	4/6/18	Charlene Cruz

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	Meetings held on January 10; February 14; and March 14, 2018.		
In progress	Data Driven Decision Making Process Data Dialogue held on January 26, 2018 (discussion topic: EARLY STAR/ STAR Mid-Test (Screening #2) Data dialogue for Progress Monitoring purposes held on February 9 and March 16.	4/6/18	Charlene Cruz
In Progress	Learning Community Meetings are held monthly. Meetings held on January 10; February 14; and March 14, 2018.	4/6/18	Charlene Cruz

**Activities Progress Update 3 (July 31)**

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<b>Status</b> (In progress/Completed)	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
Completed	English Language Learner Cohort – held on	6/5/18	Elani Orilla
Completed	Sheltered Instruction Observation Protocol (integrated with English Language Learner Cohort - held on )	6/5/18	Elani Orilla
Completed	Ed Tech Cohort – classes end in June 2018	6/5/18	Elani Orilla
Completed	HMH Professional Learning – April 12-13, 2018	6/5/18	Elani Orilla
Completed	Math PD April 7, 2018	6/5/18	Elani Orilla
Completed	Renaissance Training	6/5/18	Elani Orilla
Completed	Pearson – Social Studies	6/5/18	Elani Orilla

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	April 26, 2018		
Completed	Grade Level Meetings – Lesson Planning Teachers continue to meet on every Thursday to plan lessons. Meetings held on April 5, 12, 19, 26; May 3, 10, 17, 24, 31.	6/5/18	Elani Orilla
Completed	Home Group Meetings are held monthly. Meetings held on April 11 and May 9, 2018.	6/5/18	Elani Orilla
Completed	Data Driven Decision Making Process Data Dialogue held on May 25, 2018 (discussion topic: EARLY STAR/ STAR Post-Test (Screening #3), Summer School)	6/5/18	Elani Orilla
Completed	Learning Community Meetings are held monthly. Meetings held on April 11 and May 9, 2018.	6/5/18	Elani Orilla

**Measurable Objective 2:**

Support staff will demonstrate a behavior to participate in at least 25 hours of professional development by 06/09/2018 as measured
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by the Professional Development Record.

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

Professional Development Record

**Measurable Objective Progress Update 1 (December 31)**

<b>Status</b> (Met/Not Met)	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
Not Met	Support staff are currently working to complete 25 hours	12/21/17	Elani Orilla

**Measurable Objective Progress Update 2 (March 31)**

<b>Status</b>	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
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Not Met	8 of 10 completed 25 or more professional development hours. Two pending completion - 1 at 16 hours and the other at 24.	4/6/18	Charlene Cruz
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**Measurable Objective Progress Update 3 (July 31)**

Status	Progress Notes	Created on	Created by
Met	10 of 10 completed 25 or more professional development hours.	6/5/18	Elani Orilla

**Strategy 1 - Must cite research:**

Professional Development Opportunities - Specialized instructional support staff and other personnel, including building services, librarian, administration personnel and other school support staff also frequently mentor students. In this role, they are able to build trusting relationships with students and help to connect them with others in and outside the school. In addition, positive messaging goes beyond what is posted on bulletin boards in the hallways. Support staff and school personnel can all effectively create a caring learning community, inside and outside the school, through modeling positive behaviors. When staff members' actions are consistent in the school building, throughout the district, and in the community, they are acting as role models not only to students, but to their families as well.

Professional development activities provide opportunities to support the development of support staff, which strengthen their knowledge, skills and needed competencies to successfully fulfill their employment roles. Our school support staff will be provided

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with opportunities to develop themselves professionally.

*Add updates of strategies if changed.*

<b>Activity</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Amount Budgeted</b>	<b>Funding Source</b>	<b>Staff Responsible</b>
Support staff will attend professional development during Statewide professional development days that are critical for their role as support staff	Professional Learning, Recruitment and Retention	Aug. 2017	June 2018	\$10,000	Local & ETC	All support staff
Staff will keep track of all PD hours and certificates	Professional Learning, Recruitment and Retention	Aug. 2017	June 2018	\$0	N/A	All support staff
Support staff will participate in workshops offered by other	Professional Learning, Recruitment and Retention	Aug. 2017	June 2018	\$0	N/A	All support staff

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government agencies.						
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**Activities Progress Update 1 (December 31)**

<b>Status (In progress/Completed)</b>	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
Completed	Human Resources Orientation – 08/24/17	12/21/17	Elani Orilla
Completed	Mental Health First Aid for Youth – 08/26/17; 09/23/17	12/21/17	Elani Orilla
Completed	Sexual Assault – 09/08/17	12/21/17	Elani Orilla
Completed	PSS Procurement and Supplies (16 hrs) – 09/13-14/17	12/21/17	Elani Orilla
Completed	McREL Teaching Evaluation Training – 09/28/17	12/21/17	Elani Orilla
Completed	Fast Forward Data Review – 12/07/17	12/21/17	Elani Orilla
Completed	Budget Review Process – 12/15/17	12/21/17	Elani Orilla

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Completed	Data Dialogue – Held on 09/08/17; 10/06/17; 12/01/17; 12/15/17	12/21/17	Elani Orilla
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**Activities Progress Update 2 (March 31)**

Status	Progress Notes	Created on	Created by
Completed	Data Dialogue – Held on 1/26; 2/9; 3/16  Next Steps: Upcoming meetings to be held on- April 13; April 27; and May 11.	4/6/18	Charlene Cruz

**Activities Progress Update 3 (July 31)**

Status	Progress Notes	Created on	Created by
Completed	Data Dialogue – Held on April 13; April 27; May 11.	6/5/18	Elani Orilla

**Goal 3:**

Parental Engagement and Community Partnership: Sinapalo Elementary School will engage families, community members, and

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other stakeholders in meaningful ways to improve their children's education and inform parents and the public of student success.

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

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

**Measurable Objective 1:**

By June 5, 2018, SNP will increase parent engagement to 30% or more as measured by event attendance log.

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

Back to School Orientation/Family Night (8/29/16) = 51

Luncheons:

Thanksgiving (11/23/16) = 7

Christmas (12/23/16) = 41

Mother's Day (5/12/17) = 78

Quarterly Celebrations:

1<sup>st</sup> Quarter = 34

2<sup>nd</sup> Quarter (12/23/16) = 58

3<sup>rd</sup> Quarter = 34

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Wellness At the Park:

8/20/16 = 16

9/3/16 = 35

10/1/16 = 28

Nov. 2016- not completed

Dec. 2016 = 14

Jan. 2017 = 41

Feb. 2017= 15

Mar. 2017 (held in conjunction with Women's Walk) = 106

April 2017 – not completed

May 2017 – not completed

PTSA:

9/27/16 = 43

10/25/16 = 35

November 2016 = 24

December 2016 = 28

January 2017 = 18

February 2017 = 22

March 2017 = 21

04/25/17 = 22

PTC:

1st Quarter = 64

2nd Quarter = 61

3rd Quarter = 148

4th Quarter = 68

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**Measurable Objective Progress Update 1 (December 31)**

<b>Status</b> (Met/Not Met)	<b>Progress Notes</b>					<b>Created on</b>	<b>Created by</b>																																				
Met	<table border="1"> <thead> <tr> <th data-bbox="434 591 583 735"> <b>Date</b> </th> <th data-bbox="583 591 867 735"> <b>Event</b> </th> <th data-bbox="867 591 1052 735"> <b>Attendance</b> </th> <th data-bbox="1052 591 1157 735"> <b>%</b> </th> <th data-bbox="1157 591 1339 735"> <b>Goal Met (Yes/No)</b> </th> </tr> </thead> <tbody> <tr> <td data-bbox="434 735 583 802">8/8/17</td> <td data-bbox="583 735 867 802">Open House</td> <td data-bbox="867 735 1052 802">75/141</td> <td data-bbox="1052 735 1157 802">53%</td> <td data-bbox="1157 735 1339 802">Yes</td> </tr> <tr> <td data-bbox="434 802 583 868">11/20/17</td> <td data-bbox="583 802 867 868">Luncheon</td> <td data-bbox="867 802 1052 868">112/141</td> <td data-bbox="1052 802 1157 868">79%</td> <td data-bbox="1157 802 1339 868">Yes</td> </tr> <tr> <td data-bbox="434 868 583 935">12/21/17</td> <td data-bbox="583 868 867 935">XMAS Pageant</td> <td data-bbox="867 868 1052 935">130/141</td> <td data-bbox="1052 868 1157 935">92%</td> <td data-bbox="1157 868 1339 935">Yes</td> </tr> <tr> <td data-bbox="434 935 583 1002">12/19/17</td> <td data-bbox="583 935 867 1002">Family Fun Night</td> <td data-bbox="867 935 1052 1002">64/141</td> <td data-bbox="1052 935 1157 1002">45%</td> <td data-bbox="1157 935 1339 1002">Yes</td> </tr> <tr> <td data-bbox="434 1002 583 1068">8/29/17</td> <td data-bbox="583 1002 867 1068">PTSA</td> <td data-bbox="867 1002 1052 1068">60/141</td> <td data-bbox="1052 1002 1157 1068">43%</td> <td data-bbox="1157 1002 1339 1068">Yes</td> </tr> <tr> <td data-bbox="434 1068 583 1135">9/26/17</td> <td data-bbox="583 1068 867 1135">PTSA</td> <td data-bbox="867 1068 1052 1135">56/141</td> <td data-bbox="1052 1068 1157 1135">40%</td> <td data-bbox="1157 1068 1339 1135">Yes</td> </tr> <tr> <td data-bbox="434 1135 583 1201">10/30/17</td> <td data-bbox="583 1135 867 1201">PTSA</td> <td data-bbox="867 1135 1052 1201">46/140</td> <td data-bbox="1052 1135 1157 1201">33%</td> <td data-bbox="1157 1135 1339 1201">Yes</td> </tr> </tbody> </table>	<b>Date</b>	<b>Event</b>	<b>Attendance</b>	<b>%</b>	<b>Goal Met (Yes/No)</b>	8/8/17	Open House	75/141	53%	Yes	11/20/17	Luncheon	112/141	79%	Yes	12/21/17	XMAS Pageant	130/141	92%	Yes	12/19/17	Family Fun Night	64/141	45%	Yes	8/29/17	PTSA	60/141	43%	Yes	9/26/17	PTSA	56/141	40%	Yes	10/30/17	PTSA	46/140	33%	Yes	12/21/17	L. Barcinas
		<b>Date</b>	<b>Event</b>	<b>Attendance</b>	<b>%</b>	<b>Goal Met (Yes/No)</b>																																					
		8/8/17	Open House	75/141	53%	Yes																																					
		11/20/17	Luncheon	112/141	79%	Yes																																					
		12/21/17	XMAS Pageant	130/141	92%	Yes																																					
		12/19/17	Family Fun Night	64/141	45%	Yes																																					
		8/29/17	PTSA	60/141	43%	Yes																																					
		9/26/17	PTSA	56/141	40%	Yes																																					
		10/30/17	PTSA	46/140	33%	Yes																																					

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	11/28/17	PTSA	44/141	31%	Yes		
	12/19/17	PTSA	64/141	45%	Yes		
	Q1	PTC	75/140	54%	Yes		
	Q2	PTC	119/141	84%	Yes		

**Measurable Objective Progress Update 2 (March 31)**

Status	Progress Notes					Created on	Created by
<b>Not Met</b>	Date:	Event:	Attendance:	%:	Goal Met Yes/No:	<b>3/31/18</b>	<b>L.Barcinas</b>
	2/1/18	Family Literacy Night	43/140	31%	Yes		
	2/1/18	PTSA	43/140	31%	Yes		
	2/21/18		33/141	23%	No		
	3/27/18		41/139	29%	No		
Q3	PTC	53/141	38%	Yes			

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**Measurable Objective Progress Update 3 (July 31)**

Status	Progress Notes					Created on	Created by
Not Met						6/5/18	L. Barcinas
	Date:	Event:	Attendance:	%:	Goal Met Yes/No:		
	5/11/18	Luncheon	91/142	64%	Yes		
	4/24/18 6/5/18	April PTSA May PTSA	32/142 22/142	23% 15%	No No		
	6/1/18	Q4 PTC	125/142	88%	Yes		
	6/5/18	End of Year Picnic	22/142	15%	No		

**Strategy 1 - Must cite research:**

*Add updates of strategies if changed.*

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Joyce Epstein of Johns Hopkins University developed a framework for defining six different types of parent involvement – parenting, communicating, volunteering, learning at home, decision making and collaborating with community. This framework assists educators in developing school and family partnership programs to help all youngsters succeed in school and in later life.

- Parenting - help all families establish home environments to support children as adults.
- Communicating - Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.
- Volunteering- Recruit and organize parent help and support.
- Learning at home -Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
- Decision-making: Include families as participants in school decisions and develop parent leaders and representatives.
- Collaborating with Community: Coordinate resources and services from the community for families, students, and the school, and provide services to the community.

Sinapalo Elementary School will encourage parental involvement by inviting parents to participate in activities that address different types of parental involvement as identified by Epstein.

Research Cited: Epstein, Joyce L. Epstein's Framework of Six Types of Involvement. Retrieved from <https://www.sps186.org/downloads/table/13040/6TypesJ.Epstien.pdf>

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**Activities:**

<b>Activity</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Amount Budgeted</b>	<b>Funding Source(s)</b>	<b>Staff Responsible</b>
<b>Open House</b> At the opening of school, this meeting provides parents and other interested people with information published in the student handbook as well as personal introductions to all staff.	<b>08/01/17</b>	<b>08/31/17</b>	<b>0</b>		<b>ALL</b>

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<b>Luncheon</b> Two luncheons per year provide opportunities for parent to have an enjoyable social interaction with their children in the school setting.	<b>11/20/17</b>	<b>06/2018</b>	<b>0</b>		<b>ALL</b>
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<b>Christmas Pageant</b> Singing, and dancing offer students an opportunity to learn performance skills and engage the parents in non-academic school activities	<b>08/01/17</b>	<b>06/2018</b>			<b>ALL</b>
<b>Family Literacy Night</b> Parents gain first hand, practical skills and methods for helping their children become better readers.	<b>08/01/17</b>	<b>06/2018</b>	<b>2,600.00</b>	<b>SWP</b>	<b>ALL</b>

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<p><b>Family Fun Night</b> Hands on, non- academic activities provide opportunities for parents and students to enjoy learning and have fun together</p>	<p><b>08/01/17</b></p>	<p><b>06/2018</b></p>	<p><b>1,500</b></p>	<p><b>ETC</b></p>	<p><b>ALL</b></p>
<p><b>End of the Year Picnic</b> An informal celebration of the year's achievements.</p>	<p><b>11/20/17</b></p>	<p><b>06/2018</b></p>			<p><b>ALL</b></p>

<p><b>Parents-Teachers- Students Association</b> PTSA is a formal body directly engaged in supporting the school's goal of improving the school environment and children's education by encouraging active parent participation.</p>	<p><b>08/01/17</b></p>	<p><b>06/2018</b></p>			<p><b>ALL</b></p>
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<p><b>Parents Teachers Conference (PTC)</b>          These conferences give parents a one on one opportunity to discuss their child's progress. They are held at mid quarter, so that the parent can help and encourage the child to work on specific areas of the curriculum to improve their quarterly progress.</p>	<p><b>08/01/17</b></p>	<p><b>06/2018</b></p>			<p><b>ALL</b></p>
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**Activities Progress Update 1 (December 31)**

<p><b>Status</b>  <b>(In progress/Completed)</b></p>	<p><b>Progress Notes</b></p>	<p><b>Created on</b></p>	<p><b>Created by</b></p>
<p>Completed</p>	<p>Open House was held on 08/18/17. 75 parents of 141, or 53%, attended this event. Goal was met for this activity.</p>	<p>12/21/17</p>	<p>L.Barcinas</p>
<p>Completed/In-Progress</p>	<p>Luncheon was held on 11/20/17. 112 parents of 141, or 79%, attended this event. Goal was met.</p>	<p>12/21/17</p>	<p>L.Barcinas</p>

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	Next Luncheon - May 2018		
Completed	Christmas Pageant was held on 12/21/17. 130 of 141 parents, or 92%, attended this event. Goal was met.	12/21/17	L.Barcinas
In-Progress	Family Literacy Night		
Completed	Family Fun Night was merged with PTSA meeting for December. Families gathered for fun activities. 64 of 141 parents, or 45%, attended this event. Goal was met.	12/21/17	L.Barcinas
In-Progress	End of Year Picnic		
In Progress	PTSA monthly meetings: August 29, 2017: 60 parents of 141, or 43% Sept. 26, 2017: 56 parents of 141, or 40% Oct.30, 2017: 46 parents of 141, or 33% November 28, 2017: 44 parents of 141, or 31% December 19, 2017: 64 parents of 141, or 45%  Goal was met.	12/21/17	L.Barcinas

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In Progress	PTC for first quarter: 75 parents of 141, or 53% For 2 <sup>nd</sup> Quarter: 119 parents of 141, or 84%  Goal was met for 1 <sup>st</sup> and 2 <sup>nd</sup> Quarter.	12/21/17	L.Barcinas
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**Activities Progress Update 2 (March 31)**

Status	Progress Notes	Created on	Created by
Completed	Family Literacy Night 02/01/18 = 43/140 or 31%	3/21/18	L.Barcinas
Completed	PTSA monthly meetings: January (2/1/18) = 43/140 or 31% February (2/21/18) = 33/141 or 24% March (3/27/18) = 41/139 or 29%  Upcoming: April 2018; May 2018	3/21/18	L.Barcinas
Completed	PTC: 3 <sup>rd</sup> Quarter: 1 <sup>st</sup> Grade = 9 2 <sup>nd</sup> = 8 3 <sup>rd</sup> = 8 4 <sup>th</sup> = 5	3/21/18	L.Barcinas

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	5 <sup>th</sup> = 15 6 <sup>th</sup> = 8 Total = 53/141 or 38%  Upcoming: 4th Quarter		
<b>In-Progress</b>	Luncheon Upcoming - May 2018		

**Activities Progress Update 3 (July 31)**

<b>Status</b>	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
Completed	Luncheon – 5/11/18 = 91/142 = 64%	6/5/18	L.Barcinas
Completed	PTSA monthly meetings: April – 4/24/18 = 32/142 = 23% May – 6/5/18 = 22/142 = 15%	6/5/18	L.Barcinas
Completed	PTC: 4 <sup>th</sup> Quarter – 6/1/18 = 125/142 = 88%	6/5/18	L.Barcinas
Completed	End of Year Picnic – 6/5/18 = 22/142 = 15%	6/5/18	L. Barcinas

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**Goal 4:**

High Performing and High Reliability Systems: Sinapalo Elementary School will engage all stakeholders in accountability and monitoring to ensure continuous improvement.

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

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

**Measurable Objective 1:**

At least 80% of Sinapalo Elementary School students, staff and parents will complete online annual surveys from  AdvancED by June 5, 2018.

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

SY 2016-2017  
Student Survey (Early Elementary) – closed Feb. 4, 2017 – 80 completed online (100%) – Score: 2.87  
Student Survey (Elementary) - closed Feb. 4, 2017 - 78 completed online (92%) - Score: 2.86  
Student Survey (Middle) - closed Feb. 4, 2017 - 32 completed online (100%) - Score: 4.22  
Staff Survey - closed Feb. 4, 2017 - 30 completed online (100%) - Score: 4.31  
Parent Survey - closed Feb. 4, 2017 - 117 parents completed online (87%) - Score: 4.16

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**Measurable Objective Progress Update 1 (December 31)**

<b>Status</b> (Met/Not Met)	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
Not Met	ACCREDITATION SURVEYS  No surveys were opened before Progress Update 1.  Next Steps: Accreditation’s annual surveys will be completed at 80% or more by students, staff and parents by target deadline: Jan. 31, 2018 & May 31, 2018 (Climate Comparison)	12-21-17	Mr. Ronnie Calvo

**Measurable Objective Progress Update 2 (March 31)**

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

Status	Progress Notes	Created on	Created by
Met	<p>Scheduled January 31, 2018 deadline was not met due to exploration of eProve and its usage having to be made by Accreditation team, as well as a decision of having to determine which survey to use.</p> <p>Accreditation Surveys:</p> <p>Parent Surveys opened in February 2018 and all others in March 2018. All surveys closed in March 2018.</p> <p>Data Collection Summary:</p> <ul style="list-style-type: none"> <li>● Student Survey for Schools (Middle) 24/24 = 100% - Overall Score: 4.24</li> <li>● Student Survey for Schools (Elementary) 82/82 = 100% - Overall Score: 2.81</li> <li>● Climate &amp; Culture (Middle) 24/24 = 100%</li> <li>● Climate &amp; Culture (Elementary) 82/82 = 100%</li> <li>● Teacher and Staff Survey for Schools 29/31 = 94% - Overall Score: 4.21</li> <li>● Climate &amp; Culture Staff 8/8 = 100%</li> </ul>	3/29/18	Charlene Cruz

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	<ul style="list-style-type: none"> <li>• Climate &amp; Culture Teacher 23/23 = 100%</li> <li>• Parent Survey for Schools 140/140 = 100% - Overall Score: 4.15</li> <li>• Climate &amp; Culture Parent = 140/140 = 100%</li> </ul> <p>Next Steps:  Inventory Elementary Student  Student Engagement Survey - Elementary School  Inventory Middle/High Student  Student Engagement Survey - Middle School  Inventory Teacher</p>		
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**Measurable Objective Progress Update 3 (July 31)**

<b>Status</b>	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
Met	<p>Elementary School Student Inventory- 86/82 (105%) – closed 4/24/18</p> <p>Elementary Student Engagement Survey – 80/82 (98%) – closed 4/24/18</p> <p>Middle/High School Student Inventory – 24/24 (100%) – closed 4/24/18</p> <p>Middle School Student Engagement Survey – 23/24 (96%) – closed 4/24/18</p>	6/1/18	Charlene Cruz

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	Teacher Inventory – 25/23 (109%)* - closed 4/24/18		
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**Strategy 1 - Must cite research:**

*Add updates of strategies if changed.*

AdvancEd -

Experience and research has taught us that engaging communities and families in our educational institutions is essential to their effectiveness. This is why “stakeholder engagement” is a recurring theme in the new AdvancED Standards for Quality and a key driver in the acceleration of student performance. Establishing effective stakeholder partnerships and meaningful engagement opportunities require deliberate and thoughtful planning based on reliable data and information. AdvancED’s new generation of perception surveys are a great way to boost stakeholder involvement and gather meaningful data to guide and inform ongoing improvement planning processes focused on student achievement and school/school system effectiveness. As part of the comprehensive suite of diagnostic tools, AdvancED offers a series of stakeholder perception surveys that are grounded in research on organizational effectiveness and 21st century skills. Administration of these survey tools produces valid and reliable stakeholder perception data aligned to the AdvancED Standards for Quality.

Research Cited:

AdvancED® Stakeholder Perception Surveys. (2011). [ebook] AdvancED. Available at:  
[http://www.advanc-ed.org/sites/default/files/documents/state-resources/WDE\\_Surveys.pdf](http://www.advanc-ed.org/sites/default/files/documents/state-resources/WDE_Surveys.pdf)[Accessed 9 Oct. 2017].

[http://www.advanc-ed.org/sites/default/files/documents/state-resources/WDE\\_Surveys.pdf](http://www.advanc-ed.org/sites/default/files/documents/state-resources/WDE_Surveys.pdf)

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

**Activities:**

<b>Activity</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Amount Budgeted</b>	<b>Funding Source(s)</b>	<b>Staff Responsible</b>
Accreditation Surveys Sinapalo Elementary School students, staff and parents will complete online annual surveys from AdvancED.	08/15/2017	06/09/2018			Standard 5 Chairperson, Principal
Continuous Improvement Process Sinapalo Elementary School stakeholders will engage in the Continuous Improvement Process by conducting quarterly data dialogues, grade level collaborative meetings, trilateral planning and develop Plan Do Study Acts (PDSAs)	08/15/2017	06/09/2018			Principal, Leadership Team

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**Activities Progress Update 1 (December 31)**

<b>Status</b> (In progress/Completed)	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
In Progress	Accreditations Annual Surveys will be completed at 80% or more by students, staff and parents from AdvancEd by Target Dateline: Jan. 31, 2017 & May 31, 2017 (Climate Comparison)	12-21-17	Mr. Ronnie Calvo
In Progress	<b>Data Dialogue Meetings:</b> (Dates: 09-08-17, 10-06-17, 12-01-17, 12-15-17) Analyzing Student Achievement Facts, Discovering Root Cause & Action Plan Recommendation to Implement Changes if Needed.	12-21-17	Mr. Ronnie Calvo

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In Progress	<b>Grade Level Collaborative Meetings:</b> (Meeting Dates: Weekly on Thursdays as Teachers meet for U.B.D. Lesson Planning & Decision Making Process, Following Quarterly Expectations Curriculum Guide)	12-21-17	Mr. Ronnie Calvo
In Progress	<b>Home Group Meetings:</b> (K-3 <sup>rd</sup> Grade Lower Grades & 4-6 <sup>th</sup> Upper Grades)	12-21-17	Mr. Ronnie Calvo
In Progress	<b>Trilateral School Initiative Meetings:</b> (School Practice – Challenging Goals & Effective Feedback; Classroom Practice – Instructional Strategies; Student Characteristic – Student Motivation; Student Outcome – 50% of all SNP students will be reading at or above grade level as measured by Early Star or Star Reading)	12-21-17	Mr. Ronnie Calvo

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**Activities Progress Update 2 (March 31)**

<b>Status</b> (In progress/Completed)	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
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*This form is to be used alongside the "CNMI PSS Standard Operating Procedures (SOPs) for School-Wide Improvement Plans"*

<p>Completed</p>	<p>Accreditations Annual Surveys closed in March 2018.  Data Collection Summary:</p> <ul style="list-style-type: none"> <li>● Student Survey for Schools (Middle) 24/24 = 100% - Overall Score: 4.24</li> <li>● Student Survey for Schools (Elementary) 82/82 = 100% - Overall Score: 2.81</li> <li>● Climate &amp; Culture (Middle) 24/24 = 100%</li> <li>● Climate &amp; Culture (Elementary) 82/82 = 100%</li> <li>● Teacher and Staff Survey for Schools 29/31 = 94% - Overall Score: 4.21</li> <li>● Climate &amp; Culture Staff 8/8 = 100%</li> <li>● Climate &amp; Culture Teacher 23/23 = 100%</li> <li>● Parent Survey for Schools 140/140 = 100% - Overall Score: 4.15</li> <li>● Climate &amp; Culture Parent = 140/140 = 100%</li> </ul> <p>Next Steps: Student Engagement Survey, Student Inventory, Teacher Inventory</p>	<p>03/22/18</p>	<p>Mr. Ronnie Calvo</p>
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This form is to be used alongside the "CNMI PSS Standard Operating Procedures (SOPs) for School-Wide Improvement Plans"

	<p><b>Data Dialogue Meetings:</b>  (January 26, 2018; February 9, 2018; March 16, 2018)  Analyzing Student Achievement Facts, Identifying Root Cause &amp; Designing Action Plan Recommendation to Implement Changes if Needed.</p>	03/22/18	Mr. Ronnie Calvo
In Progress	<p><b>Grade Level Collaborative Meetings:</b>  (Meeting Dates: Weekly on Thursdays as Teachers meet for U.B.D. Lesson Planning &amp; Decision Making Process, Following Quarterly Expectations Curriculum Guide)  Meeting Dates: January 4/11/18/25; February 1/8/15/22; March 1/8/15/22/29)</p>	03/22/18	Mr. Ronnie Calvo

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

In Progress	<b>Home Group Meetings:</b> (K-3 <sup>rd</sup> Grade Lower Grades & 4-6 <sup>th</sup> Upper Grades) (January 10, 2018; February 14, 2018; March 14, 2018)	03/22/18	Mr. Ronnie Calvo
In Progress	<b>Trilateral School Initiative Meetings:</b> (School Practice – Challenging Goals & Effective Feedback; Classroom Practice – Instructional Strategies; Student Characteristic – Student Motivation; Student Outcome – 50% of all SNP students will be reading at or above grade level as measured by Early Star or Star Reading) (held in conjunction with Data Dialogue/Home Group/ Grade Level Meetings) (January 2018; February 2018; March 2018)	03/22/18	Mr. Ronnie Calvo

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**Activities Progress Update 3 (July 31)**

<p>Completed</p>	<p>Accreditations Annual Surveys closed in April 2018.            Data Collection Summary:</p> <ul style="list-style-type: none"> <li>● Teacher Inventory: 25/23 = 109% (respondent count actually 24/23 = 104% (Re: view data summary))</li> <li>● Middle School Student Engagement Survey: 23/24 = 96%</li> <li>● Middle &amp; High School Student Inventory: 24/24 = 100%</li> <li>● Elementary Student Engagement Survey: 80/82 = 98%</li> <li>● Elementary School Student Inventory: 86/82 = 105% (respondent count actually 85/82 = 104% (Re: view data summary))</li> </ul>	<p>06/02/18</p>	<p>Mr. Ronnie Calvo</p>
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Completed	<p><b>Data Dialogue Meetings:</b>  (April 2018; May 2018)  Analyzing Student Achievement Facts,  Identifying Root Cause &amp; Designing Action  Plan Recommendation to Implement Changes  if Needed.</p>	06/02/18	Mr. Ronnie Calvo
Completed	<p><b>Grade Level Collaborative Meetings:</b>  (Meeting Dates: Weekly on Thursdays as  Teachers meet for U.B.D. Lesson Planning &amp;  Decision Making Process, Following Quarterly  Expectations Curriculum Guide)  Meeting Dates: April 5/12/19/26 and May  3/10/17/24/31</p>	06/02/18	Mr. Ronnie Calvo
Completed	<p><b>Home Group Meetings:</b>  (K-3<sup>rd</sup> Grade Lower Grades &amp; 4-6<sup>th</sup> Upper  Grades) (April 11 and May 9, 2018)</p>	06/02/18	Mr. Ronnie Calvo

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Completed	<p><b>Trilateral School Initiative Meetings:</b>  (School Practice – Challenging Goals &amp; Effective Feedback; Classroom Practice – Instructional Strategies; Student Characteristic – Student Motivation; Student Outcome – 50% of all SNP students will be reading at or above grade level as measured by Early Star or Star Reading) (held in conjunction with Data Dialogue/Home Group/ Grade Level Meetings) (April 2018; May 2018)</p>	06/02/18	Mr. Ronnie Calvo
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**Goal 5:**

Safe and Orderly Schools: All students will be provided a safe, clean, and healthy environment conducive to learning. The facility is maintained, equipment is provided and repaired, and personnel work to ensure the school provides an environment that supports learning.

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

Clear Direction - Healthy Culture - Resource Management

**Measurable Objective 1:**

SNP will conduct four quarterly Emergency/Disaster Drills for all students and staff to ensure safety measures and preparedness are in place by 06/09/2018 as measured by emergency/disaster drill reports.

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

emergency/disaster drill reports

Only 2 drills conducted in SY 2016-2017-  
Code 2 (Earthquake) - 10/20/16  
Code 1 (Fire) - 01/26/17

**Measurable Objective Progress Update 1 (December 31)**

<b>Status</b> (Met/Not Met)	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
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Met	<p>Four Quarterly Emergency/Disaster Drills  2 of 4 drills conducted</p> <p><b>1st Quarter: 10/13/17 – Fire Drill</b>  <b>2nd Quarter: 10/19/17 – Earthquake drill</b></p> <p>2 scheduled for second semester</p>	12/19/17	Lynne Michael
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**Measurable Objective Progress Update 2 (March 31)**

<b>Status (Met/Not Met)</b>	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
Met	<p><b>1 fire drill 3rd quarter 2/12/18 - 3 of 4</b></p> <p><b>Also conducted professional development presentation on Fire Watch 2/12/18</b>  <b>Fire Drill Report 2/12/18</b>  <b>school monitoring visit and report</b></p> <p><b>Next Drill: 4 of 4 to be conducted in 4th quarter</b></p>	3/14/18	Lynne Michael

**Measurable Objective Progress Update 3 (July 31)**

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Status	Progress Notes	Created on	Created by
Met	Active Shooter Drill conducted Friday April 20 <sup>th</sup> School monitoring visit and report – PSS and Homeland Security	05/30/18	Lynne Michael

**Strategy 1 - Must cite research:**

*Add updates of strategies if changed.*

Quarterly Emergency/Disaster Drills - Emergency drills provide opportunities to practice emergency response and enhance the student's and staff's ability to implement the School Emergency Plan when it becomes necessary. The more familiar people are with something the better able they are to perform a task under pressure and in difficult circumstances. Emergency drills are important and beneficial because it identifies weaknesses and deficits in emergency plan processes, improves students and staff readiness/preparedness levels, provides an opportunity for students and staff to rehearse the actions they would take in a real emergency, and familiarizes students and staff with the School Emergency Plan.

Research Cited: Guidance From the National Association of School Psychologists and the National Association of School Resource Officers. December 10, 2014. Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills. Retrieved from file:///Users/charlenetaitanocruz/Downloads/BP\_Armed\_Assailant\_Drills.pdf

**Activities:**

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
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<b>Emergency/Disaster Drills</b> Students are taught and practice appropriate responses to different emergency situations.	<b>08/15/2017</b>	<b>06/09/2018</b>			<b>Administrator</b>  <b>Principal</b>
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**Activities Progress Update 1 (December 31)**

<b>Status</b> (In progress/Completed)	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
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<b>Completed</b>	<b>Emergency/Disaster Drills</b> <b>Students were taught four different emergencies and the correct responses to them during first quarter. Emergency drills provide practice.</b> <b>10/03/17 – Fire prevention presentation by DEFMS</b> <b>10/13/17 – Fire Drill</b> <b>10/19/17 – Earthquake drill</b>	<b>12/19/17</b>	<b>Lynne Michael</b>
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**Activities Progress Update 2 (March 31)**

<b>Status</b>	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
<b>Completed</b>	<b>1 fire drill 3rd quarter - 2/12/18</b> <b>2/12/18 - Professional development for Fire Watch</b> <b>2/12/18 - Fire Drill Report</b> <b>school monitoring visit and report - Eric Magofna -</b>	<b>3/14/18</b>	<b>Lynne Michael</b>

**Activities Progress Update 3 (July 31)**

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Status	Progress Notes	Created on	Created by
Completed	Active Shooter Drill conducted Friday April 20 <sup>th</sup> School monitoring visit and report – PSS and Homeland Security	5/30/18	Lynne Michael

**Measurable Objective 2:**

Increase stakeholder collaborations by 30% or more as measured by attendance record by 06/09/2018.

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

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**Measurable Objective Progress Update 1 (December 31)**

<b>Status (Met/Not Met)</b>	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
<b>Met</b>	<b>&gt; 30% Stakeholder Collaboration was achieved – SY 2017 - 2018 Open House activity - first review of handbook with stakeholders</b>	<b>12/19/17</b>	<b>Lynne Michael</b>

**Measurable Objective Progress Update 2 (March 31)**

<b>Status</b>	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
<b>Met</b>	<b>Handbook completed and distributed 12/17  Next Step: Review and Revision of SY 2018-2019 Handbook - June 2018</b>	<b>3/14/18</b>	<b>Lynne Michael</b>

**Measurable Objective Progress Update 3 (July 31)**

<b>Status</b>	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
<b>Met</b>	<b>Student input for handbook by STUCO 5/31/18 Staff input at May Staff meeting re Renaissance Accelerated Reader and Million word contest Parent Survey conducted at PTSA meeting</b>	<b>6/6/18</b>	<b>Lynne Michael</b>

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	<b>June 5, 2018</b>		
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**Strategy 1 - Must cite research:**

*Add updates of strategies if changed.*

School Handbook - School handbooks are to be used by students, parents, guardians and staff as a guide to rules, regulations, and general information about Sinapalo Elementary School. Each student, parent, guardian and staff is responsible for becoming familiar with the handbook and knowing the information contained in it. Stakeholders are encouraged to use the handbook as a resource and to reference it periodically. □

Research Cited: Cotton, Kathleen. November 1989. Expectations and Student Outcomes. Retrieved from <http://educationnorthwest.org/sites/default/files/expectations-and-student-outcomes.pdf>

**Activities:**

<b>Activity</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Amount Budgeted</b>	<b>Funding Source(s)</b>	<b>Staff Responsible</b>
<b>School Handbook</b> Revised, reprinted and distributed annual, the handbook provides concrete guidance	<b>08/15/2017</b>	<b>06/09/2018</b>	<b>\$500</b>	<b>SWP</b>	<b>Administrator</b>  <b>Principal</b>

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for parents, staff, and students in the standard operational procedures of the school.					
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**Activities Progress Update 1 (December 31)**

<b>Status</b> (In progress/Completed)	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
<b>Completed</b>	<b>School Handbook Revised September 2017 and distributed at Open house Sept 2017 and through home visits</b>	<b>12/19/17</b>	<b>Lynne Michael</b>

**Activities Progress Update 2 (March 31)**

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Status	Progress Notes	Created on	Created by
Completed	second revision completed and distributed 12/17 Next Step: Review and Revision of SY 2018-2019 Handbook - June 2018	3/14/18	Lynne Michael

**Activities Progress Update 3 (July 31)**

Status	Progress Notes	Created on	Created by
Completed	School handbook revisions suggested by staff at May Staff meeting and at STUCO meeting 5/31/18, Parent input 6/5/18	6/6/18	Lynne Michael

**Measurable Objective 3:**

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All building repairs and maintenance will be addressed by July 2018 as measured by school monitoring report.

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

SY 2016-2017

**DPW Recommendation-** 1) Declutter Classrooms to avoid overcrowding.

**Sanitation recommendations-** 1) Replace broken toilets, sinks, seat covers.

**Fire Department recommendations-** 1) Install fire extinguishers in all classrooms 2) Install smoke detectors in all classrooms and buildings

**School Recommendations-** 1) Replace broken air conditioners 2) Install storage area for 16 classrooms 3) Contract Ground Maintenance 4) Contract AC Maintenance 5) Contract Cleaning Services 6) Recharge Fire Extinguishers 7) Replace broken light fixtures 8) Contract Trash Disposal

Total: 12 Recommendations

NOTE: The Department of Administrative Services conducted the School Monitoring Observation on December 12, 2017.

**Measurable Objective Progress Update 1 (December 31)**

<b>Status</b> (Met/Not Met)	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
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<b>Not met</b>	<b>The Office of Administrative Services conducted its School Monitoring Observation on December 12, 2017. No report received as of December 31, 2017.</b>	<b>12/19/17</b>	<b>Lynne Michael</b>
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**Measurable Objective Progress Update 2 (March 31)**

<b>Status</b>	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
<b>Not met</b>	<b>Fifty-one of eighty-eight (58%) recommendations were resolved.</b>	<b>3/14/18</b>	<b>Lynne Michael</b>

**Measurable Objective Progress Update 3 (July 31)**

<b>Status</b>	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
<b>Not Met</b>	<b>Sixty-one of eighty-eight (69%) recommendations were resolved.</b>	<b>6/5/18</b>	<b>Lynne Michael</b>

**Strategy 1 - Must cite research:**

*Add updates of strategies if changed.*

A growing body of research has found that school facilities can have a profound impact on both teacher and student outcomes. With respect to teachers, school facilities affect teacher recruitment, retention, commitment, and effort. Thus, researchers generally conclude that without adequate facilities and resources, it is extremely difficult to serve large numbers of children with complex

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needs.

Sinapalo Elementary School will continue to provide conducive school environment using the six primary facets of school facilities and interventions: acoustics/noise, air quality, lighting, temperature, security and safety, and space.

According to the US General Accounting Office (GAO) almost three-fourths of existing US schools in 1996 was constructed before 1970. Of these schools, about one-third of schools had need of extensive repair or replacement and almost two-thirds had at least one inadequate building feature such as substandard plumbing, roofing, or electrical systems. Moreover, 58-percent had at least one unsatisfactory environmental condition such as inadequate ventilation, acoustics, or physical security. Besides general maintenance and construction issues, researchers have found most schools lack 21st century facilities in the form of infrastructure, laboratories, and instructional space. More than half do not have sufficiently flexible instructional space for effective teaching to take place. Thus, facility quality is an important predictor of teacher retention and student learning. The physical and emotional health of students and teachers depend on the quality of the physical location, which makes establishing safe, healthy buildings essential (Jones, Axelrad, & Wattigney, 2007).

□ Research Cited: Jones, S. E., Axelrad, R., & Wattigney, W. A. (2007). Healthy and safe school environment, part II, physical school environment: Results from the school health policies and programs study 2006. *Journal of School Health*, 77(1), 544-556.

**Activities:**

<b>Activity</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Amount Budgeted</b>	<b>Funding Source(s)</b>	<b>Staff Responsible</b>
<b>Repairs and Maintenance</b> the facility is maintained in a clean and	<b>08/15/2017</b>	<b>06/09/2018</b>	<b>\$6000</b>	<b>Local</b>	<b>Administrator</b> <b>Principal</b>

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operational condition to provide an environment conducive to learning.					
<b>Cleaning Services</b> Restrooms and common areas are cleaned to provide a clean and healthy learning environment.	<b>08/15/2017</b>	<b>06/09/2018</b>	<b>\$5000</b>	<b>Local</b>	<b>Administrator</b> <b>Principal</b>
<b>Trash Disposal</b> Trash needs to be disposed of regularly in order to provide a clean and healthy learning environment.	<b>08/15/2017</b>	<b>06/09/2018</b>	<b>\$5000</b>	<b>Local</b>	<b>Administrator</b> <b>Principal</b>

**Activities Progress Update 1 (December 31)**

<b>Status</b> (In progress/Completed)	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
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<p><b>Completed</b> <b>Completed</b> <b>Completed</b></p> <p><b>In progress</b></p>	<p><b>Repairs and Maintenance</b> <b>September:</b> <b>Six new air conditioners installed</b> <b>Ridge cap repaired on library building</b> <b>Roof leaks repaired on cafeteria roof, and buildings 1 and 2</b> <b>October:</b> <b>Air conditioners repaired in the library</b> <b>Six classroom air conditioners maintained and/or repaired</b> <b>storage room shelving in some classrooms</b> <b>\$565,000 has been earmarked for paving the parking lot</b></p> <p><b>Current:</b> <b>bathroom repairs – sinks. etc</b></p>	<p><b>12/19/17</b></p>	<p><b>Lynne Michael</b></p>
<p><b>In progress</b></p>	<p><b>Cleaning Services</b> <b>Schoolwide cleanup 9/15/17 as well as</b> <b>Friday campus cleanups</b></p>	<p><b>12/27/17</b></p>	<p><b>Marvin Tamangided</b></p>

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<b>Completed</b>	<b>Trash Disposal Contract signed and service began October 2017 through September 2018</b>	<b>12/27/17</b>	<b>Marvin Tamangided</b>
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**Activities Progress Update 2 (March 31)**

<b>Status</b>	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
<b>Completed</b>	<b>Bathroom repairs, new sinks in both boys and girls bathrooms toilet repair - Library 3 air conditioners installed Leak in the water tank by the cafeteria repaired 2/18</b>	<b>3/14/18</b>	<b>Lynne Michael</b>
<b>In-progress</b>	<b>shutter installation for Library roof repairs</b>		

**Activities Progress Update 3 (July 31)**

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

Status	Progress Notes	Created on	Created by
In-Progress	<p>Declutter classrooms: Teachers removed excess material. Shelving is being installed in closets to provide more storage. PO in process to provide materials. Building 1 shelving scheduled for Summer 2018, Building 2 to follow.</p> <p>Bathroom repairs (toilets, sinks and seat covers) completed. April 2028, funding through CIP, fittings from CUC.</p> <p>More fire extinguishers added and are being placed in the classrooms as hooks are installed to mount them.</p> <p>Existing fire extinguishers were recharged and a maintenance agreement was purchased 5/16/18. Still need seven 10# and five 5# extinguishers which are included in the new budget.</p> <p>Battery operated smoke detectors are included with the fire extinguishers in the SY18/19 budget.</p> <p>Grounds maintenance provided by DLNR on a voluntary basis</p>	6/5/18	Lynne Michael

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	<p>Contract for trash pickup is annual October 2017 to September 2018.          No contract for cleaning services.          Air conditioners repaired and maintained :PO for 6 aircons. PO for maintenance contract issued          Broken light fixtures repaired April and May.          Library shutters installed, Completed April 23.</p>		
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**Goal 6:**

Effective and Efficient Operations: All students and staff will have the available resources and services that support the school’s purpose and direction to ensure student success.

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

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

**Measurable Objective 1:**

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

Increase teacher usage of technology by 60% or more in order to develop 21st century learning skills by 06/08/2018 as measured by Power Walk Through.

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

Power Walk Through data  
ELEOT Digital Learning Environment

**Measurable Objective Progress Update 1 (December 31)**

<b>Status</b> (Met/Not Met)	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
Not Met	Increase teacher usage of technology 60% or >	12/28/2017	Marvin Tamangided

**Measurable Objective Progress Update 2 (March 31)**

<b>Status</b>	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
Not met	Teacher use of technology still around 43%  Powerwalkthrough Link <a href="http://goo.gl/5zbC3P">goo.gl/5zbC3P</a>	3/15/18	Lynne Michael

**Measurable Objective Progress Update 3 (July 31)**

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Status	Progress Notes	Created on	Created by
Met	Teacher use of technology – end of year = 61.8%	6/5/18	Lynne Michael

**Strategy 1 - Must cite research:**

*Add updates of strategies if changed.*

Technology ushers in fundamental structural changes that can be integral to achieving significant improvements in productivity. Used to support both teaching and learning, technology infuses classrooms with digital learning tools, such as computers and hand held devices; expands course offerings, experiences, and learning materials; supports learning 24 hours a day, 7 days a week; builds 21<sup>st</sup> century skills; increases student engagement and motivation; and accelerates learning. Technology also has the power to transform teaching by ushering in a new model of connected teaching. This model links teachers to their students and to professional content, resources, and systems to help them improve their own instruction and personalize learning.

Sinapalo Elementary School teachers possess many opportunities for evidence of technology usage. Teachers are equipped with technology devices for classroom usage, which include an LCD projector, speakers, a laptop, a printer, a desktop, an elmo, among other things. Teachers also have access to online instructional resources from Houghton Mifflin Harcourt for English Language Arts and Science; Pearson for Social studies; Digits for 6th grade Math; McGraw Hill for Math; Achieve 3000; Renaissance for Accelerated Math, and others.

Research Cited: Herold, Benjamin. (2016, February 5). **Issues A-Z: Technology in Education: An Overview.** *Education Week*. Retrieved October 8, 2017 from <http://www.edweek.org/ew/issues/technology-in-education/>

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**Activities:**

<b>Activity</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Amount Budgeted</b>	<b>Funding Source(s)</b>	<b>Staff Responsible</b>
<b>Online Subscriptions</b> We and cloud based programs support current learning methods	<b>08/15/2017</b>	<b>06/09/2018</b>	<b>\$9,000</b>	SWP	Administrator Principal
<b>Technology</b> Equipment and Infrastructure supports online and digital learning	<b>08/15/2017</b>	<b>06/09/2018</b>	<b>\$5,000</b>	<b>Title IV Part B</b>	Administrator, Technology Chairperson, Principal

**Activities Progress Update 1 (December 31)**

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

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In progress	<p>Online Subscriptions  Federally funded annual subscriptions  Renaissance  Achieve 3000  Rediker  Ed Helper  Concourse</p>	12/21/17	Lynne Michael
In progress	<p>Technology from Power walkthroughs  Aug 16 to Sept 30:  Teacher directed technology - 53%  Student centered technology - 53%  Oct. 1 to 31st:  Teacher directed technology - 61.6%  Student centered technology - 60.3%  Nov. 1 to Dec. 1  Teacher directed technology - 46.3%  Student centered technology - 34.1%  ELEOT data:  13 observations recorded 73.33%  evidence of a digital learning environment</p>	12/21/17	Lynne Michael

**Activities Progress Update 2 (March 31)**

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

Status	Progress Notes	Created on	Created by
In progress	<b>Dec 1 to Dec. 31:</b> Teacher directed technology - 69.2% Student centered technology - 7.7% <b>Jan. 01 to Jan 31;</b> Teacher directed technology - 50 % Student centered technology -42.1 % <b>Feb.1 to Feb 28</b> Teacher directed technology - 42.1% Student centered technology - 31.6 %	3/15/18	Lynne Michael

**Activities Progress Update 3 (July 31)**

Status	Progress Notes	Created on	Created by
Complete	Teacher use of technology still around 43%	6/5/18	Lynne Michael

**Measurable Objective 2:**

Demonstrate a behavior to annually provide teachers with \$500, or \$250 per semester, of requested materials and supplies in order for teachers to be able to maximize learning by 08/01/2018 as measured by each Teacher's Wish List.

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

Teacher Receivable List

**Measurable Objective Progress Update 1 (December 31)**

<b>Status (Met/Not Met)</b>	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
Not Met	Teacher’s Wish List (\$250/semester)  9/8/17 - Funds earmarked through SWP funding Funds awarded 11/13/17	12/21/17	Lynne Michael

**Measurable Objective Progress Update 2 (March 31)**

<b>Status</b>	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
Not Met	<b>12 of 12 general education classroom teachers (K- 6th grades) submitted requests. POs were approved and received in March 2018. Supplies have yet to arrive. When supplies do arrive, they are earmarked for SY 2018-2019 usage.</b>	<b>5/6/18</b>	<b>Charlene Cruz</b>

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**Measurable Objective Progress Update 3 (July 31)**

<b>Status</b>	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
<b>In progress</b>	<b>Teachers' wish list for SY 18/19</b>	<b>6/5/18</b>	<b>Lynne Michael</b>

**Strategy 1 - Must cite research:**

*Add updates of strategies if changed.*

Maximizing Impact on Learning -

John Hattie, who wrote *Visible Learning for Teachers: Maximizing Impact on Learning*. Through his research, one of his goals is to aid teachers in seeing and better understanding learning through the eyes of their students.

Hattie has spent more than 15 years researching the influences on achievement of K-12 children. His findings linked student outcomes to several highly effective classroom practices. One of those practices, metacognitive strategies supports the need to provide teachers with additional materials, equipment or supplies in order to encourage the development of student achievement.

Students are given opportunities to plan and organize, monitor their own work, direct their own learning, and to self-reflect along the way. When we provide students with time and space to be aware of their own knowledge and their own thinking, student ownership increases. And research shows that metacognition can be taught. But this cannot be realized by instructional materials of textbooks alone. Students need more consumable materials and a variety of them.

This school year, 2017-2018, Sinapalo Elementary School teachers will be awarded \$500 - \$250 per semester - to use to procure materials, supplies, or equipment to support the maximization of student learning in the classroom.

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Research Cited: Alber, Rebecca. (2015, February 27). **5 Highly Effective Teaching Practices**. *edutopia*. Retrieved October 8, 2017 from <https://www.edutopia.org/blog/5-highly-effective-teaching-practices-rebecca-alber>

**Activities:**

<b>Activity</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Amount Budgeted</b>	<b>Funding Source(s)</b>	<b>Staff Responsible</b>
<b>Supplies and Materials – Teacher’s Wish List</b>	<b>08/15/2017</b>	<b>06/09/2018</b>	<b>\$10,000</b>	<b>SWP</b>	<b>Administrator Principal</b>

**Activities Progress Update 1 (December 31)**

<b>Status</b> (In progress/Completed)	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
In progress	Teacher’s Wish List Teachers previously ordered for SY 2017/18	12/21/17	Lynne Michael

**Activities Progress Update 2 (March 31)**

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Status	Progress Notes	Created on	Created by
In Progress	Funding for SY 2018/19 is part of SWP funds allocated 11/13/17 Teacher lists due 3/31/18	12/21/17	Lynne Michael

**Activities Progress Update 3 (July 31)**

Status	Progress Notes	Created on	Created by
Complete	Funding for SY 2018/19 is part of SWP funds allocated 11/13/17 Wish lists due 3/31/18 were received, Next wish list due 6/7/18. Each teacher allocated \$250.	6/6/18	Lynne Michael

**Measurable Objective 3:**

Demonstrate a behavior to provide office and janitorial supplies needed on a daily basis in order to perform effective and efficient services daily for all students and staff by 08/01/2018 as measured by requisition slips and inventory records.

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

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requisition slips and inventory records

**Measurable Objective Progress Update 1 (December 31)**

<b>Status (Met/Not Met)</b>	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
<b>Met</b>	<b>Office and janitorial supplies are continuously provided on a daily basis. Bathrooms are being monitored daily by an Admin staff for the replenishment of needed supplies. Staff request and are provided with janitorial and office supplies as well.</b>	<b>12/21/17</b>	<b>Lynne Michael</b>

**Measurable Objective Progress Update 2 (March 31)**

<b>Status</b>	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
<b>Met</b>	<b>Office and janitorial supplies are continuously provided on a daily basis. Bathrooms are being monitored daily by an Admin staff for the replenishment of needed supplies. Staff request and are provided with janitorial and office supplies as well.</b>	<b>3/15/18</b>	<b>Lynne Michael</b>

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### Measurable Objective Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by
Met	Have supplies available for up to October. Supplies for the remainder of SY18/19 will be ordered by PO as needed.	6/6/18	Lynne Michael

#### Strategy 1 - Must cite research:

*Add updates of strategies if changed.*

#### Healthy School Environment -

The cleanliness of schools is also an important aspect of school environments. Clean schools not only lower the threat of the spread of illness, but also convey a caring message to the students and teachers. Cleaning and maintenance of schools is vitally important and is often underemphasized and underperformed. Students feel better going to clean classes and sitting in clean desks and surroundings. Sanitation in schools is important because young children face unique health hazards, especially respiratory infections, asthma attacks, skin disease, and diarrheal outbreaks.

In order for Sinapalo Elementary School to continue to provide a healthy school environment and effective and efficient operations daily janitorial and office supplies must be procured.

Research Cited: Berry, Dr. Michael A. Healthy School Environment and Enhanced Educational Performance. Retrieved from: [https://www.ciriscience.org/a\\_314-Healthy-School-Environment-and-Enhanced-Educational-Performance](https://www.ciriscience.org/a_314-Healthy-School-Environment-and-Enhanced-Educational-Performance).

#### Activities:

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<b>Activity</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Amount Budgeted</b>	<b>Funding Source(s)</b>	<b>Staff Responsible</b>
<b>Supplies and Materials – Operations</b> Janitorial, maintenance, and bathroom supplies are also needed for all students and staff.	<b>08/15/2017</b>	<b>06/09/2018</b>	<b>\$6,000</b>	<b>Local</b>	<b>Administrator</b>  <b>Principal</b>
Supplies & Materials - Office In order for the administration to perform effectively, office supplies are needed for the staff to continuously deliver efficient services.	<b>08/15/2017</b>	<b>06/09/2018</b>	<b>\$3,000</b>	<b>Local</b>	<b>Administrator</b>  <b>Principal</b>

**Activities Progress Update 1 (December 31)**

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

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Completed	Supplies and Materials – Operations Cleaning supplies Repair materials	12/21/17	Lynne Michael
Completed	Supplies and Materials – Office Included in teachers’ wish list	12/21/17	Lynne Michael

**Activities Progress Update 2 (March 31)**

Status	Progress Notes	Created on	Created by
Completed	Supplies and Materials – Office Included in teachers’ wish list Janitorial and Cleaning supplies - POs in January and March	3/15/18	Lynne Michael

**Activities Progress Update 3 (July 31)**

Status	Progress Notes	Created on	Created by
Completed	Supplies on hand sufficient through 10/18	6/6/18	Lynne Michael

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	Construction materials, repair material and parts ongoing – ordered by PO by request from school maintenance.		
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**Goals Summary:**

<b>#</b>	<b><u>Goal Name</u></b>	<b><u>Goal Details</u></b> (Number of SQFs, Number of Objectives, Number of Strategies, Number of Activities)	<b><u>Goal Type</u></b> (Organizational or Academic)	<b><u>Total Funding</u></b>
<b>1</b>	High Student Performance- All students will have equitable and challenging learning experiences that are aligned to the school’s curriculum, instructional design, and assessment to ensure that all students have sufficient opportunities to develop learning, thinking, and life skills in preparation for the secondary level that lead to success in college and career readiness.	<b>SQFs: 6</b> <b>Objectives: 2</b> <b>Strategies: 2</b> <b>Activities: 8</b>	Academic	\$ 55,393

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2	Highly Qualified and Effective Personnel: All Sinapalo Elementary School personnel will demonstrate certifications and professional growth as we develop towards being a more purposeful community that supports student learning. All staff members participate in a continuous program of professional learning and growth.	<b>SQFs: 6</b> <b>Objectives: 2</b> <b>Strategies: 2</b> <b>Activities: 19</b>	Organizational	\$ 20,000
3	Parental Engagement and Community Partnership: Sinapalo Elementary School will engage families, community members, and other stakeholders in meaningful ways to improve their children’s education and inform parents and the public of student success.	<b>SQFs: 5</b> <b>Objectives: 1</b> <b>Strategies: 1</b> <b>Activities: 8</b>	Organizational	\$ 4100
4	High Performing and High Reliability Systems: Sinapalo Elementary School will engage all stakeholders in accountability and monitoring to ensure continuous improvement.	<b>SQFs: 7</b> <b>Objectives: 1</b> <b>Strategies: 1</b> <b>Activities: 1</b>	Organizational	\$ 0

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5	Safe and Orderly Schools: All students will be provided a safe, clean, and healthy environment conducive to learning. The facility is maintained, equipment is provided and repaired, and personnel work to ensure the school provides an environment that supports learning.	<b>SQFs: 3</b> <b>Objectives: 3</b> <b>Strategies: 3</b> <b>Activities: 5</b>	Organizational	\$ 16,500
6	Effective and Efficient Operations: All students and staff will have the available resources and services that support the school's purpose and direction to ensure student success.	<b>SQFs: 5</b> <b>Objectives: 3</b> <b>Strategies: 3</b> <b>Activities: 5</b>	Organizational	\$ 33,000

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