

# CNMI PUBLIC SCHOOL SYSTEM SCHOOL-WIDE IMPROVEMENT PLAN



**School Name:**

**School Year:**

**Da'ok Academy**

**2019 - 2020**

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

The overall objective of this plan is to improve the quality of instruction, student support, and staff professional development in order to effectively achieve the mission of Da'ok Academy. Formerly known as the Alternative Education Program, Da'ok Academy is now established as an official Public School System high school, made to provide an alternative learning setting for students not succeeding in the general school population while continuing to meet their educational needs. Students at Da'ok Academy have been referred for academic, social, emotional, behavioral, and attendance reasons. The structure of the school serves as an intervention to help students remain on track towards graduation.

Da'ok Academy serves students at the high school level from grades 9 through 12. Student age ranges between 15 years old to 20 years old. Overage students are enrolled on a conditional basis depending on Board Policy §60-20-414(a). Otherwise, all students at Da'ok Academy are enrolled long-term of up to a full school year. Students may be able to transition back to the main high schools depending on a comprehensive review. Da'ok Academy also serves adjudicated students who are incarcerated at the Department of Corrections (DOC). A Da'ok Academy teacher collaborates with all secondary schools who have students serving time at DOC to provide instructional services to these students.

This details the instructional materials needed to facilitate engaging and enriching classroom activities. The program plan will use instructional materials including academic assessments, reference materials, mobile devices, digital technology hardware and

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software for instructional use, and other curricular research-based strategies/materials.

Professional development needs to be provided to the teaching, counseling, and administrative staff at Da'ok Academy to ensure that proper training and support is provided for faculty to grow and expand their skills to provide the best quality of services for students. With the implementation of the Every Student Succeeds Act, adoption of PSS' primary instructional resources for the system, and implementation of new programs, training and support needs to be provided to all of the instructional staff. As a school that works with at-risk youth, training and support is needed for intervention and management in cases of social and emotional problems, substance abuse, bullying, truancy, and other at-risk factors.

Da'ok Academy formerly served students in a single building located at Building H of Marianas High School. However, the aftermath of Super Typhoon Yutu in October 2018 brought substantial damage to the building. Fortunately, the Northern Marianas Trades Institute (NMTI) graciously opened its doors to house Da'ok Academy by providing four classrooms and an office space for temporary usage while the school focuses on recovery.

### **BUDGET ALLOCATION BREAKDOWN**

**Personnel Budget**

**Local**

No. of FTEs	Total Budget Amount (including all benefits)
Total: 8	\$350,927
1	Principal
1	Counselor
5	Teachers

**Personnel Budget**

**Federal**

No. of FTEs	Total Budget Amount (including all benefits)
0	\$0

**Local Budget**

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**Operations Allocation: \$20,000.00**

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount

**Local Budget**

**CIP Allocation: \$0.00**

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount

**Local Budget**

**Other Allocation: Alcohol, Tobacco, and Other Drug (Tobacco Settlement PI-13-37): \$0.00**

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount

**Federal Budget (all funds)**

**SWP Allocation (203SWP0AEP): \$26,258**

**CTE (203CTE0AEP): \$1,592**

**Wellness (203WEL0AEP): \$1,001**

**Parental Involvement (203PIP0AEP): \$3,126**

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount

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

**Collection:**

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount

***\*Add additional rows as needed.***

Note: Activities need to be specific to the strategy to be implemented and not focus only on purchasing materials.

## Goal 1:

**Effective & Efficient Operations:** By the end of SY 2019-2020, all students and staff will have available resources and services that support the school's purpose and direction to ensure student success as measured by the percentage of completion of the objectives and activities of the SWP.

### School Quality Factors

Clear Direction, Resource Management, Implementation Capacity, High Expectations

### Measurable Objective 1:

To progress monitor an efficient implementation of the SWP, utilizing 75% of the budget by the third quarter and the last 25% by the end of the school year as measured by PSS Encumbrance and Expenditure Report.

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

[School Expense Log for School Year 2017-2018](#)

[School Expense Log for School Year 2018-2019](#)

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

Status (Met/Not Met)	Progress Notes	Created on	Created by
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Not Met	As of 12/06/19 updated report from Federal Programs, 59% of SWP funds have been expended. <a href="#">(Source)</a>	12/27/19	Jonathan Aguon
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**Strategy 1 - Must cite research:**

Establish standardized operating procedures that create effective practices that support the daily operations, scheduled events, and time management of the school. With these procedures, staff are encouraged to complete administrative tasks if the process is efficient and effective. Further, these procedures would reduce frustration by reducing variability of processing tasks. The completion of tasks will result in staff feeling empowered about their work.

**Research Cited:**

“Can Standard Operating Procedures Be Motivating? Reconciling Process Variability Issues and Behavioural Outcomes.” Taylor & Francis, [www.tandfonline.com/doi/abs/10.1080/14783360500054236](http://www.tandfonline.com/doi/abs/10.1080/14783360500054236).

*Add updates of strategies if changed.*

**Activities:**

Activity	Activity Type	Begin Date	End Date	Amount Budgeted	Funding Source	Staff Responsible
Purchase of Materials and Supplies (operations supplies)	Procurement	08/27/2019	06/30/2020	\$550	Local	Administration
Access to printing/copy machines to support school operations	Technology	08/28/2019	07/01/2020	\$2,100	SWP	Administration
Purchase of diplomas, awards, and regalia	Academic Support Program	08/29/2019	07/02/2020	\$1,000	Local	Administration
Track implementation of SOP for school operations	Operations	08/30/2019	07/03/2020	\$0	N/A	Administration

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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	Purchase of Materials and Supplies (operations supplies) - Operations purchases have been a challenge due to the district's local funding cash flow challenges.	12/27/19	Jonathan Aguon
In progress	Access to printing/copy machines to support school operations	12/27/19	Jonathan Aguon
In progress	Purchase of diplomas, awards, and regalia - This will be done once the Spring referred students are assessed for candidacy for graduation	12/27/19	Jonathan Aguon
In progress	Track implementation of SOP for school operations	12/27/19	Jonathan Aguon

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

## Goal 2:

**Parental Engagement and Community Partnership:** By the end of SY 2019-2020, Da'ok Academy will engage with at least 40% of parents in meaningful ways to improve their child's education and inform parents and the public of student success.

### School Quality Factors

Efficacy of Engagement, Healthy Culture

### Measurable Objective 1:

To attain a participation rate of at least 40% of Da'ok Academy students' parents in school-related parent activities as measured by the event attendance log.

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

SY17-18: 5% average participation rate of parent open-house events

SY18-19:

Q1: 62% participation rate

Q2: 45% participation rate

Q3: 65% participation rate

Q4: 54% participation rate

Average: 57% participation rate

SY19-20

Opening: [100% participation rate](#)

Q1 Progress Report: [69% Participation rate](#)

Q1 Report Card: [60% Participation rate](#)

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

Status (Met/Not Met)	Progress Notes	Created on	Created by
Met	Acting Principal Aguon met with students and parents of all the students at Da'ok Academy, including the newly referred and enrolled students. This was on an individual basis. For Quarter 1 progress reports and report cards, parents were called to meet an individual basis to discuss their child's progress in school. These individual meetings have proven to be more effective than a general open house event.	12/27/19	Jonathan Aguon

**Strategy 1 - Must cite research:**

Community outreach and partnership - Da'ok Academy will develop partnerships with outside agencies, organizations, and individuals who can provide support for our students beyond from the regular services provided at the school. In the past, Da'ok Academy (as the Alternative Education Program) did not document community outreach or partnership efforts. Research shows that "Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs."

McREL defines Purposeful Community as "one with collective efficacy and capability to develop and use assets to accomplish goals that matter to all the community members through agreed-upon processes. McREL reminds us that schools have many assets to accomplish new goals or changes that they want to complete."

**Research Cited:**

"The Enduring Importance of Parental Involvement." *NEA Today*, 29 Apr. 2015, neatoday.org/2014/11/18/the-enduring-importance-of-parental-involvement-2/.



“Elements of Effective Practice for Mentoring™.” *Go to MENTOR.*,  
[www.mentoring.org/program-resources/elements-of-effective-practice-for-mentoring/](http://www.mentoring.org/program-resources/elements-of-effective-practice-for-mentoring/).

“Parent, Family, Community Involvement in Education” (pp. 1-4, Issue brief No. PB11). (2008). *Washington, DC: NEA Education Policy and Practice Department.* [http://www.nea.org/assets/docs/PB11\\_ParentInvolvement08.pdf](http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf)

Marzano, R, et al. “School Leadership That Works: From Research to Results.” *McRel.*  
[https://www.mbaea.org/documents/filelibrary/bett\\_msit/july\\_23\\_24\\_2007/Purposeful\\_Com\\_Collective\\_Efficacy.pdf](https://www.mbaea.org/documents/filelibrary/bett_msit/july_23_24_2007/Purposeful_Com_Collective_Efficacy.pdf)

*Add updates of strategies if changed.*

**Activities: (How are you going to build a purposeful community?)**

Activity	Activity Type	Begin Date	End Date	Amount Budgeted	Funding Source	Staff Responsible
PTSA & Parent Events	Parental Involvement	08/27/2019	06/30/2020	\$3,000	CG: Parent Engagement	Administration & Teachers
Student incentives for parent participation	Parental Involvement	08/27/2019	06/30/2020	\$0	N/A	Administration & Teachers
Mid-Progress & Report Card Days	Parental Involvement	08/27/2019	06/30/2020	\$0	N/A	Administration & Teachers
Graduation Ceremony	Parental Involvement	08/27/2019	06/30/2020	\$3,500	Local	Administration & Teachers

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

Status (In progress/Completed)	Progress Notes	Created on	Created by
In Progress	PTSA & Parent Events - Establishing a PTSA has been a challenge for since the inception of	12/27/19	Jonathan Aguon

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	the school. For this year, the parents were contacted and invited to attend the Youth Advisory Panel Parent Day in November 7th. 5 parents confirmed to attend. On the event date, the parents of one student was able to attend. Since the school is small in population, parent input will continue to be solicited on an individual basis.		
In Progress	Student incentives for parent participation - None so far	12/27/19	Jonathan Aguon
Completed	Mid-Progress & Report Card Days - Parents have been invited to Quarter 1 mid-progress and report card days.	12/27/19	Jonathan Aguon
In Progress	Graduation Ceremony - Graduation is scheduled for June 11, 2020.	12/27/19	Jonathan Aguon

## Goal 3:

**High Student Performance:** By the end of SY 2019-2020, all students will demonstrate growth of achievement scores by at least 5% as measured by the percentage of completion of objectives.

### School Quality Factors

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

### Measurable Objective 1:

To increase total average student Lexile scores by 10% based on the pre-assessment test as measured by Achieve3000 Levelset (post-assessment) Lexile scores by the end of SY 2019-2020.

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

#### SY 17-18 Data:

Pre-assessment results: 733L average Lexile

Post-assessment results: 801L average Lexile

9% Increase. **Goal was met.**

#### SY 18-19 Data:

Pre-assessment results: 676L average Lexile

Post-assessment results: 849L average Lexile

25.59% Increase. **Goal was met.**

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SY 19-20 Data:

Pre-assessment results: [757L average Lexile](#)

December Lexile: [851L](#)

Gain: 94L or 12% increase

### 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	Average Lexile as of December adjustments is at 94L, which is a gain by 12%.	12/27/19	Jonathan Aguon

### Strategy 1 - Must cite research:

Differentiated Instruction and use of technology

Da'ok Academy will use data to evaluate, assess, and implement instruction that improves student achievement. Achieve3000 has been proven to be a power educational tool that allows students to monitor their own academic growth. The program “steadily increase students' ability to read, comprehend, apply and communicate information derived from complex text.” An independent research group confirmed these findings by adding, “Achieve3000 offers cloud-based, differentiated learning solutions that deliver grade-appropriate lessons to the entire class, while simultaneously tailoring them according to each student’s precise reading level. The company offers solutions for learners of all ages, from pre-kindergartners to adult learners, and serves approximately two million students worldwide.”

Research Cited:

“Independent Study - Achieve3000® Improves Students' Literacy Growth.” *Achieve3000*, [www.achieve3000.com/news/independent-study-shows-achieve3000-significantly-improves-students-literacy-growth/](http://www.achieve3000.com/news/independent-study-shows-achieve3000-significantly-improves-students-literacy-growth/).

“How it Works.” *Achieve3000*, <http://www.achieve3000.com/how-it-works>

**Activities:**

<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>
Achieve3000 Licenses	Assessment	08/27/2019	06/30/2020	\$2,500	SWP	Administration & Teachers
Progress Monitoring (Data Dialogue)	Academic Support Program	08/27/2019	06/30/2020	\$0	N/A	Administration & Teachers
Purchase of classroom technology	Technology	08/27/2019	06/30/2020	\$3,000	SWP	Administration & Teachers
Purchase of classroom materials	Academic Support Program	08/27/2019	06/30/2020	\$2,000	SWP	Administration & Teachers
Books/Novels	Academic Support Program	08/27/2019	06/30/2020	\$1,500	SWP	Teachers
Quarterly Recognition of Achievement	Academic Support Program	08/27/2019	06/30/2020	\$0	N/A	Teachers

**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	Achieve3000 Licenses - Licenses are now procured at the district level by the Federal Programs Office.	12/27/19	Jonathan Aguon
Completed	Progress Monitoring (Data Dialogue) - Data has been reviewed on a monthly basis with Da'ok Academy's Language Arts teacher.	12/27/19	Jonathan Aguon
In progress	Purchase of classroom technology - Procurement to be started	12/27/19	Jonathan Aguon
Completed	Purchase of classroom materials - Materials procured	12/27/19	Jonathan Aguon

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Completed	Books/Novels - New classic novels procured.	12/27/19	Jonathan Aguon
In Progress	Quarterly Recognition of Achievement - Teacher-based recognition was conducted. End of semester recognition will be conducted at the school level	12/27/19	Jonathan Aguon

**Measurable Objective 2:**

Math: To increase total average STAR Math Scaled Score by seven percentage points from the pre-assessment as measured by Star Math scaled score post-assessment by SY 2019-2020.

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

**Star Math Pre-test & Post-test**

**SY19-20**

[Pre-test Scaled Score: 783](#)

**SY18-19**

Pre-test Scaled Score: 704

Post-test Scaled Score: 771

[Progress: +67SS or 9.5% increase](#)

**SY17-18**

Pre-test Scaled score: 741

Post-test Scaled score: 767

4% increase

**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	Pre-test data collected. Baseline is established with the average Star Math Scaled Score at 783.	10.16.19	Jonathan Aguon

**Strategy 1**

Differentiated Instruction and use of technology  
 According to the WWC Intervention Report for Accelerated Math by the What Works Clearinghouse (WWC 2007), “Accelerated Math®, published by Renaissance Learning, is a software tool that provides practice problems for students in grades K–12 and provides teachers with reports to monitor student progress and creates individualized student assignments, scores the assignments, and generates reports on student progress.” The review found a study on “outcomes in the mathematics achievement domain was positive and statistically significant.”

Research Cited:

Ysseldyke, J. and Tardrew, S. (2007). Use of a Progress Monitoring System to Enable Teachers to Differentiate Mathematics Instruction. [online] Journal of Applied School Psychology, pp.1-28. <http://ies.ed.gov/ncee/wwc/study/14407>.

*Add updates of strategies if changed.*

**Activities:**

<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>
Purchase of math instructional supplies	Technology	08/27/2019	06/30/2020	\$2,000	SWP	Administration & Teachers
Quarterly Progress Monitoring	Assessment	08/27/2019	06/30/2020	\$0	N/A	Teacher

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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	Purchase of math instructional supplies - Procurement in progress	12/31/19	Jonathan Aguon
In Progress	Quarter 1 Star testing conducted for baseline results. Quarter 2 Star testing has yet to be conducted due to issues with Renaissance. District has been working to resolve the issue.	12/31/19	Jonathan Aguon

**Measurable Objective 3:**

Science: To attain grade-level proficiency of at least 15 percentage points of 9th & 10th-grade students in the subject of Science as measured by ACT Aspire Interim tests by the end of SY19-20.

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

SY17-18 ACT Aspire - Science test  
 SY18-19 ACT Aspire - Science test

**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	ACT Aspire Interim testing has yet to be conducted due to issues with the vendor at the district level. Interim III will be conducted in January.	12/31/19	Jonathan Aguon

**Strategy 1**

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Instruction in science classes will follow strategies found in "How Students Learn: Science in the Classroom." Strategies include guided inquiry, generating and testing hypotheses, and cooperative learning, strategies also tested by "Classroom Instruction that Works" by Marzano. Using these strategies, the teacher can explore and build straightforward science experiments into true understanding of scientific principles.

National Research Council. 2005. How Students Learn: Science in the Classroom. Washington, DC: The National Academies Press. <https://doi.org/10.17226/11102>.

Marzano, Robert J. (2001). Classroom instruction that works : research-based strategies for increasing student achievement. Alexandria, Va. :Association for Supervision and Curriculum Development.

*Add updates of strategies if changed.*

**Activities:**

Activity	Activity Type	Begin Date	End Date	Amount Budgeted	Funding Source	Staff Responsible
Purchase of Science instructional supplies	Academic Support Program	08/27/2019	06/30/2020	\$2,000	SWP	Administration & Teachers
Conduct PowerWalk Through observations	Professional Development	08/27/2019	06/30/2020	\$0	N/A	Administration

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

Status (In progress/Completed)	Progress Notes	Created on	Created by
In Progress	Purchase of Science instructional supplies - not yet procured	12/31/19	Jonathan Aguon
In Progress	Conduct PowerWalk Through observations - ELEOT observations were conducted. PWT will be conducted for the next quarter.	12/31/19	Jonathan Aguon

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**Measurable Objective 4:**

To attain subject-area proficiency for at least 25% of students enrolled in NMI History as measured by the NMI History Standards-based Assessment (SBA) by the end of SY19-20.

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

NMI History SBA Results  
 SY17-18: 50% of test-takers demonstrated proficiency in the NMI History SBA standards.

**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	NMI History is not scheduled for Fall semester, but it is scheduled for Spring semester.	12/31/19	Jonathan Aguon

**Strategy 1**

An approach to teaching history is to embed culture into the lessons. It is through the immersion of culture and language can history be brought more relevance. Using guest speakers, historical site visits, model building, and cooking experiments that are culturally and historically relevant, the learning will be more experiential while tapping into developing the idea of cultural identity and how it links to the past.

Meadows, Bryan. (2016). Culture Teaching in Historical Review: On the Occasion of ASOCOPI's Fiftieth Anniversary. *How*, 23(2), 148-169. <https://dx.doi.org/10.19183/how.23.2.294>

*Add updates of strategies if changed.*

**Activities:**

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<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>
Purchase of Social Studies instructional supplies	Academic Support Program	08/27/2019	06/30/2020	\$1,700	SWP	Administration & Teachers
NMI History State PLC Professional Development	Professional Learning	08/27/2019	06/30/2020	\$1,300	SWP	Administration & Teachers
Implement 3 immersion activities per quarter	Academic Support Program	08/27/2019	06/30/2020	\$0	N/A	Teacher

**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	Purchase of Social Studies instructional supplies - Completed (PO Reference #: 154754 OL)	12/31/19	Jonathan Aguon
Completed	NMI History State PLC Professional Development - (Reference TA#: T155365S)	12/31/19	Jonathan Aguon
In Progress	Implement 3 immersion activities per quarter - NMI History is not scheduled in the Fall Semester	12/31/19	Jonathan Aguon

**Measurable Objective 5:**

To have at least 50% of Da’ok Academy’s student population to be enrolled in a Career Technical Education course in the school year.

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

SY17-18 CTE Course Enrollment  
 Cooperative Education: 24 students/42 total students = **57% of student population enrolled in a CTE course**  
 SY18-19 CTE Course Enrollment  
 Auto-mechanics: 5 students  
 CORE for Trades: 9 students  
 Applied Math for Trades: 10 students  
 Cooperative Education: 1 student  
 25 students/52 population = **50% of student population enrolled in a CTE course**  
 SY19-20 CTE Course Enrollment

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CORE for Trades: 6 students  
 Cooperative Education: 12 students  
 Culinary Arts: 7 students  
 Digital Photography: 1 student  
 26 students/42 population = **62% of student population enrolled in a CTE course**

**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	Referencing the evidence section, 26 out of 42 students are enrolled in a CTE course.	12/31/19	Jonathan Aguon

**Strategy 1 - Must cite research:**

In order to prepare students for transition beyond high school, all students will take a skills inventory and career interest assessment. High school goals will be developed based on the assessment results, which will include enrollment into various CTE courses. The intention is to align students' learning to their interests and career goals to create pathways for transition out of high school. CTE courses will bring exploration of different careers which will allow for students to find relevance and purpose for their educational journey, which is a common issue for at-risk youth.

Rigor, Relevance, and the Future of Career and Technical Education. (2011, April 19). Retrieved from <https://www.ed.gov/news/speeches/rigor-relevance-and-future-career-and-technical-education>

**Activities:**

<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>
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Purchase of CTE instructional supplies	Academic Support Program	08/27/2019	06/30/2020	\$1,528	SWP	Administration & Teachers
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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	KUDER Career Assessment licenses are renewed (Reference #:155722 OP). \$544 left to be expended.	12/30/19	Jonathan Aguon

**Measurable Objective 6:**

To attain a graduation rate of at least 95% of students identified as eligible to complete graduation requirements by the end of the school year.

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

SY17-18 Graduation rate - 6/6 students graduated = 100% graduation rate  
 SY18-19 Graduation rate - 14/15 students graduating = 93% graduation rate

**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	Graduation is set on June 11, 2020.	12/30/19	Jonathan Aguon

**Strategy 1**

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Check and Connect is an intervention that focuses on designing solutions for more positive academic and social outcomes for students who are disengaged from their school environment and are at risk for dropping out of school. Check and Connect is implemented through the development of a relationship between a student and a committed and caring adult monitor who helps the student to interact positively within school and community environments. The Check and Connect monitor helps students to remain focused on school by regularly meeting with the student and his or her family and monitoring academic and behavioral progress.

**Credit Recovery**

Real credit recovery provides a level of rigor and learning similar to regular classes. Digital learning makes it possible to offer a personalized credit recovery program that addresses the diverse learning needs of all credit recovery students. A “learn by doing” approach engages students in rigorous, standards-aligned content so they pass classes and graduate with the deep knowledge necessary for post-secondary school success. Apex Learning Courses integrate 17 activity types into lessons, bringing ideas to life. Students progress through lessons by interacting with each concept as they are prompted to observe, inquire, create, connect, and confirm. Instructive feedback is immediately provided as students apply their understanding, creating a continuous interplay with the subject matter that keeps students attentive and motivated. This ongoing interaction promotes student responsibility for — and ownership of — their individual learning experience. As they experience success, confidence builds and achievement increases.

Anderson, A., Christenson, S., Sinclair, M., & Lehr, C. (2004). Check and connect: The importance of relationships for promoting engagement with school. *Journal of School Psychology*, 42, 95-113.

Christenson, S., Thurlow, M. L., Sinclair, M., Lehr, C., Kaibel, C., Reschly, A. et al. (2008). Check & connect: A comprehensive student engagement intervention manual. Minneapolis: University of Minnesota, Institute on Community Integration.

Credit Recovery. (n.d.). Retrieved from <https://www.apexlearning.com/credit-recovery>

Apex Learning. (2017). Digital Learning Provides Cost-Effective Academic Solution [Press release]. Retrieved from <https://docs.google.com/viewer?url=http://cdn.apexlearning.com/al/white-river.pdf>

*Add updates of strategies if changed.*

**Activities:**

Activity	Activity Type	Begin Date	End Date	Amount Budgeted	Funding Source	Staff Responsible
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Purchase of credit recovery licenses	Academic Support Program	08/27/2019	06/30/2020	\$1,500	SWP	Administration & Teachers
Monitoring of students taking the Apex program	Academic Support Program	08/27/2019	06/30/2020	\$0	N/A	Administration & Teachers

### Activities Progress Update 1 (December 31)

Status (In progress/Completed)	Progress Notes	Created on	Created by
Completed	Purchase of credit recovery licenses - Reference # 153807-000 OP	12/30/2019	Jonathan Aguon
In Progress	Monitoring of students taking the Apex program - Mr. Aguon and Ms. Torres are monitoring students using this program,	12/30/2019	Jonathan Aguon

## Goal 4:

**Safe and Orderly Schools** - By 2019-2020, Da'ok Academy will provide a positive learning environment by increasing the percentage of students that report feeling "happy" and "supported" while in school as measured by the eProve School Climate & Culture Middle/High School Student Survey to 75%.

### School Quality Factors

Health Culture, Implementation Capacity, Resource Management, Impact of Instruction

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### Measurable Objective 1:

By the end of the school year, the number of disciplinary infractions will decrease by 11% compared to the previous year or by 8 infractions.

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

SY17-18: 59 infractions  
SY18-19: 75 infractions  
Average infractions between SY17-18 and SY18-19: 67  
% difference between SY18-19 and the average: 11%  
SY20: Q1 - [12 infractions](#);  
Q2 - [13 infractions](#)

Attendance rate based on student attendance sheets  
Event permission slip and agenda  
Event pictures

#### [Student Attendance Survey](#)

SY18-19 School Climate & Culture Student Survey: Question 9 (Percentage of students indicating as feeling “supported” in the school): 52%

SY18-19 School Climate & Culture Student Survey: Question 9 (Percentage of students indicating as feeling “supported” in the school): 63%

**Increase is 11% points**

SY18-19 School Climate & Culture Student Survey: Question 9 (Percentage of students indicating as feeling “happy” in the school): 24%

SY18-19 School Climate & Culture Student Survey: Question 9 (Percentage of students indicating as feeling “happy” in the school): 67%

**Increase is 43% points**

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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	Q1 Discipline Infraction Count: 12 Q2 Discipline Infraction Count as of 12.30.19: 13 Total for SY20 to date: 25 % difference between SY19 & SY20: -66.67%	12/30/19	Jonathan Aguon

**Strategy 1 - Must cite research:**

Positive Support for Youth: Providing positive learning experiences will be coordinated by the school counselor to encourage and foster positive and safe behaviors. These events include inspirational speakers, mentorship luncheons, activities that involve themes such as team building, anti-bullying, anti-drug, and positive self-esteem.

In most Alternative Education (AE) program, the typical modes of behavior modification are punitive in nature but research shows that a positive approach has been a more effective to behavior management. “AE programs can provide important behavior support for youth with specific and special learning and behavior needs; however, evidence-based practices must be organized so that youth, staff, and family members can benefit. This PBIS framework offers a means of achieving this organizational effectiveness and efficacy.”

**Research Cited:**

Simonsen, B., & Sugai, G. (2013). PBIS in Alternative Education Settings: Positive Support for Youth with High-Risk Behavior. *Education & Treatment Of Children*, 36(3), 3-14

**Activities:**

<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>
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Positive Youth Behavior Activities	Behavior Support Program	08/08/2019	06/30/2020	\$961	CG: Wellness	Counseling
Positive behavior reinforcement incentives	Behavior Support Program	08/08/2019	06/30/2020	\$2,500	Local	Administration & Teachers
Youth Risk Behavior Seminar	Behavior Support Program	08/08/2019	06/30/2020	\$1,600	SWP	Administration & Counseling

### 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	Positive Youth Behavior Activities - Mr. Aguon held a half-day mindset seminar with students on October 25th. Da'ok Academy STUCO coordinated a food drive, donating 170 food items to Karidat on December 18th and a tree planting event on December 20th with MINA.	12/30/19	Jonathan Aguon
Completed	Positive Behavior Reinforcement Incentives - 2 teachers have implemented a token economy system where students are given tokens for positive behavior. Students can then redeem them for prizes such as snacks, passes, and school supplies. This is a pilot program. It may be a school-wide initiative for the entire school. Also, incentives for end-of-semester recognition have been solicited and received.	12/30/19	Jonathan Aguon
Completed	Youth Risk Behavior Seminar - Da'ok Academy students participated in the Mental Health Fair	12/30/19	Jonathan Aguon

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	at Kagman High School on October 4, 2019. Participation rate is 57% (24/42).		
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**Measurable Objective 2:**

To attain a daily average student attendance rate of at least 65% by the end of the school year.

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

SY17-18 Attendance rate  
SY18-19 Attendance rate

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

Status (Met/Not Met)	Progress Notes	Created on	Created by
Met	Q1 attendance rate is 79.7% Q2 attendance rate so far is 76.58%	12/30/19	Jonathan Aguon

**Strategy 1**

In order to address truancy, greater fidelity will be given to tracking student attendance and engaging parents for students who are truant. Truancy is a common risk factor for the students at Da’ok Academy. Based on a publication from Safe Schools Healthy Students, many school districts integrate partnership with student attendance review bodies (such as SARC) and the juvenile justice system. Students were also placed into alternative education programs or occupational education programs to provide avenues for more relevant curriculum for students on an individual basis. In addition to closely monitoring student attendance and partnering with SARC, Da’ok Academy will work on building stronger student-teacher relationships to encourage students to go to school. Further, students will be given more opportunities to explore career pathways through taking NMTI courses that are of interest. Attendance data will be taken from AdminPlus.

Donovan, M., EdD, & Bransford, J. D., EdD. (2005). Teacher Initiatives to Reduce Truancy Among High School ... Retrieved from

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<https://files.eric.ed.gov/fulltext/ED496096.pdf>

National Center Brief: Truancy Prevention Efforts in School-Community Partnerships (Safe Schools Healthy Students). (2012, February). Retrieved  
[https://docs.google.com/viewer?url=http://www.promoteprevent.org/sites/www.promoteprevent.org/files/resources/Truancy Prevention Efforts in School\\_0.pdf](https://docs.google.com/viewer?url=http://www.promoteprevent.org/sites/www.promoteprevent.org/files/resources/Truancy%20Prevention%20Efforts%20in%20School_0.pdf)  
 School Attendance Improvement Strategies. (n.d.). Retrieved from <https://www.cde.ca.gov/ls/ai/cw/attendstrategy.asp>

**Activities:**

Activity	Activity Type	Begin Date	End Date	Amount Budgeted	Funding Source	Staff Responsible
Attendance Monitoring	Behavior Support Program	08/08/2018	06/30/2019	\$0		Administration & Teachers
Student-teacher Mentorship Activities	Behavior Support Program	08/08/2018	06/30/2019	\$0		Administration & Teachers

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

Status (In progress/Completed)	Progress Notes	Created on	Created by
In Progress	Attendance Monitoring - Student attendance is progressively monitored by the counselor. When students are out, parents are called.	12/30/19	Jonathan Aguon
In Progress	Student-teacher Mentorship Activities - On some of the half-day sessions, teachers conduct mini-lessons for all of the students to take on a	12/30/19	Jonathan Aguon

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	period-rotational basis. Teachers develop lessons that are skill-based and are not necessarily related to their subjects taught, such as resume building, GMail & Google Calendar, test taking skills, and stress management. Students <a href="#">report</a> to enjoy these lessons.		
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## Goal 5:

**Highly Qualified and Effective Personnel** - By the end of SY 2019-2020, 100% of teachers will meet all requirements to become highly qualified as measured by the HQT requirements.

### School Quality Factors

Resource Management, Implementation Capacity, High Expectations

### Measurable Objective 1:

By the end of the school year, 100% of teachers will attain certification or next certification level and 100% of staff will complete at least 60 hours as measured by PD Plan.

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

For SY 2017-2018, all staff completed at least 60 hours of professional development.

#### Professional Development Accountability Sheets

ELEOT Data

Power Walkthrough Data

McRel Teacher Evaluation

Teacher Professional Development Plan

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

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<b>Status</b> (Met/Not Met)	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
Not Met	PD sessions are still on-going. All staff are required to be tracking their PD hours.	12/30/19	Jonathan Aguon

**Strategy 1 - Must cite research:**

Based on the teachers evaluations and observations conducted using the ELEOT, Power Walkthrough, and McRel Teacher Evaluation, an individualized professional development plan will be developed to identified areas of professional growth and for certification.

“Professional development refers to many types of educational experiences related to an individual’s work . . . In education, research has shown that teaching quality and school leadership are the most important factors in raising student achievement. For teachers and school and district leaders to be as effective as possible, they continually expand their knowledge and skills to implement the best educational practices. Educators learn to help students learn at the highest levels.”

Research Cited:

“Linking Teacher Evaluation to Professional Development: Focusing on Improving Teaching and Learning.” *Center on Great Teachers & Leaders*, May 2012, [www.gtlcenter.org/sites/default/files/docs/LinkingTeacherEval.pdf](http://www.gtlcenter.org/sites/default/files/docs/LinkingTeacherEval.pdf).

Mizell, H, “Why Professional Development Matters.” *Learning Forward*.  
[https://learningforward.org/docs/pdf/why\\_pd\\_matters\\_web.pdf](https://learningforward.org/docs/pdf/why_pd_matters_web.pdf)

**Activities:**

<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>
Classroom observation	Professional Learning	08/08/18	06/07/19	\$0	N/A	Principal
Teacher evaluation	Professional Learning	08/08/18	06/07/19	\$0	N/A	Principal

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School level professional development	Professional Learning	08/08/18	06/07/19	\$2,000	Local	Administration
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### Activities Progress Update 1 (December 31)

Status (In progress/Completed)	Progress Notes	Created on	Created by
In Progress	Classroom observation - Classroom observations are on-going with ELEOT as primary tool	12/30/19	Jonathan Aguon
In Progress	Teacher evaluation - All teachers completed McRel self-assessment and pre-conferences already held.	12/30/19	Jonathan Aguon
In Progress	School-level professional development - PD sessions held during half-days.	12/30/19	Jonathan Aguon

## Goal 6:

**High Performing and High Reliability Systems** - By the end of SY 2019-2020, Da'ok Academy will engage in the continuous improvement process by ensuring that 100% of the goals in the SWP is completed in a timely manner.

### School Quality Factors

Clear Direction, High Expectation, Implementation Capacity

### Measurable Objective 1:

To track and complete 100% of the objectives and activities by the end of the school year.

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

Progress updates Staff Meeting minutes
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**Measurable Objective Progress Update 1 (December 31)**

Status (Met/Not Met)	Progress Notes	Created on	Created by
Not Met	Progress Update 1 Complete; Final updates pending until end of the year	12/30/19	Jonathan Aguon

**Strategy 1** - Must cite research:

<p>Creation and maintenance of the school-wide plan School accountability is one of the requirements under No Child Left Behind (NCLB). Therefore, the CNMI Public School System mandates school accountability on academic achievement be closely monitored using the School-Wide Improvement Plan (SWP) that is used for accreditation. Da'ok Academy will continue to create and maintain its school wide plan by having all stakeholder involved in the process.</p> <p>Research Cited: "Accreditation, Accountability, and Continuous Improvement." <i>AdvancED</i>, <a href="http://www.advanc-ed.org/source/accreditation-accountability-and-continuous-improvement">www.advanc-ed.org/source/accreditation-accountability-and-continuous-improvement</a>.</p>
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*Add updates of strategies if changed.*

**Activities:**

Activity	Activity Type	Begin Date	End Date	Amount Budgeted	Funding Source	Staff Responsible
eProve surveys	Community Engagement	08/08/18	6/30/19	\$0	N/A	Administration

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Advanc-Ed school diagnostic	Other	08/08/18	6/30/19	\$0	N/A	Administration
SWP Progress Notes	Other	08/08/18	6/30/19	\$0	N/A	Administration

**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	eProve surveys - Surveys will be conducted towards the end of the year.	12/27/19	Jonathan Aguon
Remove	Advanc-Ed school diagnostic - This does not need to be completed this school year. Recommendation is to remove the activity.	12/27/19	Jonathan Aguon
Completed	SWP Progress Notes - Progress Updates 1 completed. More updates will be made upon due date.	12/30/19	Jonathan Aguon

**Goals Summary:**

#	Goal Name	Goal Details (Number of SQFs, Number of Objectives, Number of Strategies, Number of Activities)	Goal Type (Organizational or Academic)	Total Funding

1	Effective & Efficient Operations: By the end of SY 2019-2020, all students and staff will have available resources and services that support the school's purpose and direction to ensure student success as measured by the school district's assessment and survey.	SQFs: 4 Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$3,650
2	Parental Engagement and Community Partnership: By the end of SY 2019-2020, Da'ok Academy will engage with at least 40% of parents in meaningful ways to improve their child's education and inform parents and the public of student success.	SQFs: 2 Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$6,500
3	High Student Performance: By the end of SY 2019-2020, all students will demonstrate growth of achievement scores by at least 5% as measured by school assessments to be college and career ready.	SQFs: 4 Objectives: 6 Strategies: 6 Activities: 12	Academic	\$23,028
4	Safe and Orderly Schools - By 2019-2020, all students will be provided a safe, clean, and healthy environment conducive to learning.	SQFs: 4 Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$5,061
5	Highly Qualified and Effective Personnel - By the end of SY 2019-2020, 100% of teachers will meet all requirements to become highly qualified as measured by the HQT requirements.	SQFs: 3 Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$2,000
6	High Performing and High Reliability Systems - By the end of SY 2019-2020, Da'ok Academy will engage in the continuous improvement process by ensuring that 100% of the goals in the SWP is completed in a timely manner.	SQFs: 3 Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0