

CNMI PUBLIC SCHOOL SYSTEM SCHOOL-WIDE IMPROVEMENT PLAN



School Name:

School Year:

Gregorio T. Camacho Elementary School

2017-2018

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

Gregorio T. Camacho (GTC) Elementary School is currently serving 326 students. This increase in population is a result of the CNMI Public School System's Middle School Transition Plan beginning School Year 2014-2015. The Title I Consolidated Grant, Local Operations Allocation, Wellness Allocation, and Parent Involvement funding allow our school to purchase instructional materials and resources needed to support student learning. GTC's main focus this school year is to implement evidence-based strategies and instructional support to help meet our school's initiative of every student making progress in Reading and Math by increasing their Scaled Score to meet or surpass the grade-level benchmarks.

The school's leadership team developed leadership responsibilities and actions to guide all staff and stakeholders in collaborating to achieve the school initiative. This School-wide Improvement Plan is aligned to the following CNMI Public School System's Strategic Priorities: High Student Performance, Highly Qualified and Effective Personnel, and High Performing and High Reliability Systems. At the end of School Year 2016-

Form 08302017 -

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

2017, all GTC staff collaborated to analyze our student performance data to determine areas of concerns to be addressed for this school year. We also held a data dialogue at the beginning of this school year 2017-2018 to analyze the ACT Summative Assessment data. From this collaborative effort, we have found and agreed that there still is a need for reading and math supports for both students and teachers. GTC will continue to improve efforts to integrate teacher and student-directed technology to challenge the proficient and above learners as well as help meet the academic needs of our struggling or at-risk students. This year we will continue to implement the school-wide Positive Behavioral Support (PBS) program as a framework to strengthen our Response to Intervention (Rtl) with classroom teachers, Title 1, Counselor, and Special Education supports, and the implementation of CITW in all classrooms through the use of technology. As per an area needing improvement based on our self-assessment, we will be strengthening our leadership team to ensure the implementation of the continuous improvement process.

Additionally, we will be renewing online subscriptions and technology to support and enhance the school's Technology Programs (Renaissance Learning, Achieve3000, and Smarty Ants) and assessments. The technology will also support research, writing, and projects to keep students engaged, but more importantly to guide students in making connections with the curriculum as global learners in the 21st Century. Over the past ten years GTC has shown gains in the Stanford Achievement Test, 10th edition (SAT10) and the CNMI Standards Based Assessment (SBA), and the ACT Aspire Interim and Summative Assessments. All funding has contributed to the success of student achievement by providing the needed resources and materials for classroom instruction, as well as the daily operations of the school. We look forward to continuing on our path to student growth and achievement.

BUDGET ALLOCATION BREAKDOWN

Form 08302017 -

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

Personnel Budget

Local

No. of FTEs	Total Budget Amount (including all benefits)
21	\$1,011,970

Personnel Budget

Federal

No. of FTEs	Total Budget Amount (including all benefits)
10	\$316,169

Local Budget

Operations Allocation: \$46,041

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4304	Supplies-Classroom	Teacher/Program Classroom Supplies		\$9,000
4224/4305	Repairs and Maintenance/ Supplies-Operation	Maintenance/Cleaning Supplies		\$10,500
4235	Cleaning Services	Out-source cleaning services for Restroom		\$3,000
4235	Cleaning Services	Buffing Services		\$2,250
4224	Repair and Maintenance	Pest Control		\$2,500
4224	Repair and Maintenance	Air-conditioning Repair/Maintenance		\$10,000
4303	Fuel and Lubrication	Fuel & Oil		\$600
4305	Supplies-Operation	First Aid Kits, Hydrogen Peroxide, Rubbing Alcohol		\$350
4224	Repair and Maintenance	Annual Fire Extinguisher Maintenance		\$320
4304	Supplies-Office	Office Supplies		\$500

Form 08302017 -

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

4306	Controlled Assets	Classroom Furniture to replace old/damaged		\$7000
			TOTAL	\$46,020

Local Budget

CIP Allocation: \$786,000

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4405	Buildings	Four additional classrooms are needed and could be constructed as a second story on Building B to accommodate growing enrollment from 200 to 320 students. This will also enable GTC to reduce class size and to offer full day kindergarten to all five year old children in As Matuis, San Roque and Tanapag		\$400,000
4306	Controlled Assets	Collateral equipment for the four additional classrooms		\$100,000
4402	Land Improvements	Paved parking for at the small grassy area north of Building D. Paved parking for cars for staff parking. We need twenty parking spaces. Current paved parking is six parking spaces.		\$120,000
4406	Building Improvements	Replace aluminum louvers to glass windows in Building A (library) and Building B (Classroom)		\$20,000
4406	Building Improvements	Replace all wood and metal doors and change to aluminum doors in Buildings A, B and D		\$24,000
4405	Buildings	Construction of an additional student restroom as GTC has only one restroom with a boys side and a girls side with four stalls each which is not nearly enough with 4 toilets for 160 girls and four for 160 boys. New restroom building will add 12 toilets with six for boys and six more for girls.		\$100,000

Form 08302017 -

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

4405	Buildings	Conversion of half court basketball court to full court		\$12,000
4402	Land Improvements	Playground equipment for kindergarten and lower grades		\$10,000
TOTAL				\$786,000

Federal Budget

SWP Allocation: \$125,355

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
		Renaissance Place Subscription		\$15,000
		School Library Books		\$20,000
		Reading Mastery Consumables & Textbooks	To replace old/damaged books and replenish consumables	\$2,000
		Scholastic Leveled Readers for Guided Reading		\$20,000
		Grade-Level and Program Allocation	\$4,500 per Grade Level/Program	\$40,500
		Classroom Speakers	To replace old/damaged speakers	\$2,000
		Professional Development Training (Rigor & Relevance Training)		\$8,584
		Teacher Laptops	To replace old Sony Vaio teacher laptops purchased over five years ago.	\$5,000
		Instructional Supplies/Materials		\$720
Total				\$108, 804

Form 08302017 -

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

Federal Budget (Wellness Allocation)

Allocation: \$10,461

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
		Coach Compensation for Interscholastic Sports: <ul style="list-style-type: none"> • Soccer (Boys & Girls)—Tawny Barcinas & Sharon Seivers • Dodgeball (Boys & Girls)—Frank Gibson • Basketball (Boys & Girls)—Frank Gibson • Volleyball (Boys & Girls)—Patricia Muna & Rachelle Muna • Track & Field (Boys & Girls)—Patricia Muna & Rachelle Muna • Softball (Boys & Girls)—Maribel Igitol & Michelle Avila 	\$300/coach x 10	\$3,000
		BMI Scale		\$200
		PE Equipment		\$5,761
		In-ground Basketball Goal		\$1,500
			TOTAL	\$10,461

Federal Budget (Parental Involvement)

Allocation: \$2,000

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
	CG-Parental Involvement	School-Home Communication Folders		\$500
	CG-Parental Involvement	Mother-read/Father-read Program		\$1,500

Form 08302017 -

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

Federal Budget (All funds excluding SWP, Wellness, and Parent Involvement)

Allocation: \$500,957

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
		Digital Classroom		\$24,814
		FEMA Projects		\$106,995
		Act Aspire		\$7,652
		Rediker		\$4,069
		Networked Scanner/Computer/Printer		\$23,476
		FNS-School Breakfast & Lunch		\$333,951

Form 08302017 -

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

Goal 1: READING

High Student Performance—All students will be provided equitable and challenging learning experiences that are aligned to the school’s curriculum, instructional design, and assessment to develop learning, thinking, and life skills that lead to college and career 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:

All students will achieve or surpass the Scaled Score according to the table below by 05/31/2018 as measured by the STAR Early Literacy and STAR Reading Assessment. **First through Fifth grade cut scores are based on the STAR Reading assessment.

Grade Level	Target Scaled Score
Kindergarten	645 SS (Star Early Literacy)
1 st Grade	133 SS
2 nd Grade	291 SS
3 rd Grade	393 SS
4 th Grade	476 SS
5 th Grade	573 SS

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

STAR Early Literacy/Reading Screener #1 Results for School Year 2017-2018

Grade Level	Total Students	# of students At/Above Benchmark	# of students On Watch	# of students Intervention	# of students Urgent Intervention
Kindergarten	39	0	0	5 (10%)	34 (90%)
1 st	54	18 (33%)	3 (6%)	17 (33%)	15 (29%)
2 nd	55	15 (33%)	17 (37%)	5 (11%)	18 (20%)
3 rd	54	13 (25%)	19 (36%)	10 (19%)	12 (21%)
4 th	60	19 (32%)	12 (20%)	11 (19%)	17 (29%)
5 th	46	20 (44%)	7 (16%)	15 (33%)	3 (7%)

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by																												
Not Met	<p>The next screening for our STAR assessments will be from Jan. 8-19, 2018. Below is the data from the first Screener in September of this school year:</p> <table border="1" data-bbox="499 480 1190 1016"> <thead> <tr> <th data-bbox="499 480 674 646">Grade Level</th> <th data-bbox="674 480 844 646">Target Scaled Score</th> <th data-bbox="844 480 1016 646">Total Students Tested</th> <th data-bbox="1016 480 1190 646">% of Students Who Met the Target</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 646 674 708">Kindergarten</td> <td data-bbox="674 646 844 708">645 (SEL)</td> <td data-bbox="844 646 1016 708">40</td> <td data-bbox="1016 646 1190 708">0%</td> </tr> <tr> <td data-bbox="499 708 674 769">1st</td> <td data-bbox="674 708 844 769">133</td> <td data-bbox="844 708 1016 769">51</td> <td data-bbox="1016 708 1190 769">7%</td> </tr> <tr> <td data-bbox="499 769 674 831">2nd</td> <td data-bbox="674 769 844 831">291</td> <td data-bbox="844 769 1016 831">54</td> <td data-bbox="1016 769 1190 831">9%</td> </tr> <tr> <td data-bbox="499 831 674 893">3rd</td> <td data-bbox="674 831 844 893">393</td> <td data-bbox="844 831 1016 893">53</td> <td data-bbox="1016 831 1190 893">20%</td> </tr> <tr> <td data-bbox="499 893 674 954">4th</td> <td data-bbox="674 893 844 954">476</td> <td data-bbox="844 893 1016 954">60</td> <td data-bbox="1016 893 1190 954">33%</td> </tr> <tr> <td data-bbox="499 954 674 1016">5th</td> <td data-bbox="674 954 844 1016">573</td> <td data-bbox="844 954 1016 1016">46</td> <td data-bbox="1016 954 1190 1016">39%</td> </tr> </tbody> </table> <p>Note that the target is an End-of-Year target and not many students will meet it at the beginning of the school year. Grade-level and Program teams have met to analyze the data for the first screening and have developed action plans to target areas needing improvement. The school administrators will be reviewing weekly lesson plans and UbD units from each teacher to be sure that the action plan is being implemented.</p>	Grade Level	Target Scaled Score	Total Students Tested	% of Students Who Met the Target	Kindergarten	645 (SEL)	40	0%	1 st	133	51	7%	2 nd	291	54	9%	3 rd	393	53	20%	4 th	476	60	33%	5 th	573	46	39%	Dec. 30, 2017	Raena B. Camacho (Principal)
Grade Level	Target Scaled Score	Total Students Tested	% of Students Who Met the Target																												
Kindergarten	645 (SEL)	40	0%																												
1 st	133	51	7%																												
2 nd	291	54	9%																												
3 rd	393	53	20%																												
4 th	476	60	33%																												
5 th	573	46	39%																												

Measurable Objective Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by																																			
Not Met	<p>We completed Screener #2 in January. Below is the percentage of students who have met the target based on the screener results.</p> <table border="1" data-bbox="384 459 1148 922"> <thead> <tr> <th>Grade Level</th> <th>Target Scaled Score</th> <th>Total Students Tested</th> <th>% of Students Who Met the Target</th> <th>% of Growth from first Screener</th> </tr> </thead> <tbody> <tr> <td>Kinder-garten</td> <td>645 (SEL)</td> <td>45</td> <td>15%</td> <td>15%</td> </tr> <tr> <td>1st</td> <td>133</td> <td>53</td> <td>18%</td> <td>11%</td> </tr> <tr> <td>2nd</td> <td>291</td> <td>58</td> <td>29%</td> <td>20%</td> </tr> <tr> <td>3rd</td> <td>393</td> <td>55</td> <td>25%</td> <td>5%</td> </tr> <tr> <td>4th</td> <td>476</td> <td>62</td> <td>37%</td> <td>4%</td> </tr> <tr> <td>5th</td> <td>573</td> <td>45</td> <td>40%</td> <td>1%</td> </tr> </tbody> </table> <p>After reviewing the data from Screener #2, the school staff and Leadership Team was reflecting on whether we set a true SMART goal/objective for reading. We have celebrated that all grade-levels made progress, however, the objective has one target for all students within the grade-level, not taking into account where they started. This was our first year using Scaled Score for progress monitoring, and we are finding out that setting one target does not show the progress made by the different groups of students (Urgent, Intervention, On-Watch, At/Above Benchmark).</p>	Grade Level	Target Scaled Score	Total Students Tested	% of Students Who Met the Target	% of Growth from first Screener	Kinder-garten	645 (SEL)	45	15%	15%	1 st	133	53	18%	11%	2 nd	291	58	29%	20%	3 rd	393	55	25%	5%	4 th	476	62	37%	4%	5 th	573	45	40%	1%	March 26, 2018	Raena B. Camacho (Principal)
Grade Level	Target Scaled Score	Total Students Tested	% of Students Who Met the Target	% of Growth from first Screener																																		
Kinder-garten	645 (SEL)	45	15%	15%																																		
1 st	133	53	18%	11%																																		
2 nd	291	58	29%	20%																																		
3 rd	393	55	25%	5%																																		
4 th	476	62	37%	4%																																		
5 th	573	45	40%	1%																																		

Measurable Objective Progress Update 3 (July 31)

Status	Progress Notes						Created on	Created by																																																	
Not Met	<p>We completed Screener #3 in May 2018. Below is the percentage of students who have met the target based on the screener results.</p> <table border="1" data-bbox="384 418 1390 964"> <thead> <tr> <th data-bbox="384 418 499 662">Grade Level</th> <th data-bbox="499 418 623 662">Target Scaled Score</th> <th data-bbox="623 418 779 662">Total Students Tested</th> <th data-bbox="779 418 932 662">% of Students Who Met the Target Screener #1</th> <th data-bbox="932 418 1077 662">% of Students Who Met the Target Screener #2</th> <th data-bbox="1077 418 1230 662">% of Students Who Met the Target Screener #3</th> <th data-bbox="1230 418 1390 662">% of Growth from Screener #1</th> </tr> </thead> <tbody> <tr> <td data-bbox="384 662 499 732">Kinder garten</td> <td data-bbox="499 662 623 732">645 (SEL)</td> <td data-bbox="623 662 779 732">46</td> <td data-bbox="779 662 932 732">0%</td> <td data-bbox="932 662 1077 732">15%</td> <td data-bbox="1077 662 1230 732">39%</td> <td data-bbox="1230 662 1390 732">39%</td> </tr> <tr> <td data-bbox="384 732 499 776">1st</td> <td data-bbox="499 732 623 776">133</td> <td data-bbox="623 732 779 776">55</td> <td data-bbox="779 732 932 776">7%</td> <td data-bbox="932 732 1077 776">18%</td> <td data-bbox="1077 732 1230 776">47%</td> <td data-bbox="1230 732 1390 776">40%</td> </tr> <tr> <td data-bbox="384 776 499 820">2nd</td> <td data-bbox="499 776 623 820">291</td> <td data-bbox="623 776 779 820">60</td> <td data-bbox="779 776 932 820">9%</td> <td data-bbox="932 776 1077 820">29%</td> <td data-bbox="1077 776 1230 820">46%</td> <td data-bbox="1230 776 1390 820">37%</td> </tr> <tr> <td data-bbox="384 820 499 863">3rd</td> <td data-bbox="499 820 623 863">393</td> <td data-bbox="623 820 779 863">56</td> <td data-bbox="779 820 932 863">20%</td> <td data-bbox="932 820 1077 863">25%</td> <td data-bbox="1077 820 1230 863">32%</td> <td data-bbox="1230 820 1390 863">12%</td> </tr> <tr> <td data-bbox="384 863 499 907">4th</td> <td data-bbox="499 863 623 907">476</td> <td data-bbox="623 863 779 907">62</td> <td data-bbox="779 863 932 907">33%</td> <td data-bbox="932 863 1077 907">37%</td> <td data-bbox="1077 863 1230 907">32%</td> <td data-bbox="1230 863 1390 907">-1%</td> </tr> <tr> <td data-bbox="384 907 499 964">5th</td> <td data-bbox="499 907 623 964">573</td> <td data-bbox="623 907 779 964">45</td> <td data-bbox="779 907 932 964">39%</td> <td data-bbox="932 907 1077 964">40%</td> <td data-bbox="1077 907 1230 964">62%</td> <td data-bbox="1230 907 1390 964">23%</td> </tr> </tbody> </table> <p data-bbox="384 1003 1390 1268">After reviewing the data from Screener #3, the school staff and Leadership Team was reflecting on whether we set a true SMART goal/objective for reading. We have celebrated that all grade-levels made progress, however, the objective has one target for all students within the grade-level, not taking into account where they started. This was our first year using Scaled Score for progress monitoring, and we are finding out that setting one target for all does not highlight the progress made by the different groups of students (Urgent, Intervention, On-Watch, At/Above Benchmark).</p>						Grade Level	Target Scaled Score	Total Students Tested	% of Students Who Met the Target Screener #1	% of Students Who Met the Target Screener #2	% of Students Who Met the Target Screener #3	% of Growth from Screener #1	Kinder garten	645 (SEL)	46	0%	15%	39%	39%	1 st	133	55	7%	18%	47%	40%	2 nd	291	60	9%	29%	46%	37%	3 rd	393	56	20%	25%	32%	12%	4 th	476	62	33%	37%	32%	-1%	5 th	573	45	39%	40%	62%	23%	June 22, 2018	Raena B. Camacho (Principal)
Grade Level	Target Scaled Score	Total Students Tested	% of Students Who Met the Target Screener #1	% of Students Who Met the Target Screener #2	% of Students Who Met the Target Screener #3	% of Growth from Screener #1																																																			
Kinder garten	645 (SEL)	46	0%	15%	39%	39%																																																			
1 st	133	55	7%	18%	47%	40%																																																			
2 nd	291	60	9%	29%	46%	37%																																																			
3 rd	393	56	20%	25%	32%	12%																																																			
4 th	476	62	33%	37%	32%	-1%																																																			
5 th	573	45	39%	40%	62%	23%																																																			

Strategy 1 –

Must cite research:

All teachers will conduct Guided Reading lessons each week to provide differentiated reading instruction. Teachers will plan for their Guided Reading lessons and will indicate these in their weekly lesson plans.

(2010) Research Base for Guided Reading as an Instructional Support. Fountas & Pinnell. Retrieved from http://emea.scholastic.com/sites/default/files/GR_Research_Paper_2010_3.pdf

Strategy 2 –

Must cite research:

All teachers will implement the following web-based reading programs subscribed by the school to help build students' reading skills: Accelerated Reader, KidBiz 3000, and Smarty Ants. Teachers will promote goal-setting embedded in these programs.

(2015) Special Report: Trends in Student Outcome Measures: The Role of Individualized Reading Practice. Renaissance Learning. Retrieved from <http://www.renaissance.com/resources/research/>

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
Reading Support & Intervention: Teachers will use a variety of research-based strategies and programs across content areas from Kindergarten through Fifth grade to provide support and	Oct. 2, 2017	May 31, 2018	\$4,500 per grade-level/ program (For Reading & Math)	Title I School-wide	Teachers, Teacher Aides, Instructors, Counselor, Leadership

Form 08302017 -

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

<p>interventions in reading according to students' needs determined from class reading data. Reading supports and interventions will not only include online and curricular programs, but will also include one-to-one support from the school's literacy coach, leadership team members, as well as the school administration.</p>			<p>\$20,000 for Scholastic Guided Reading Leveled-Reader Library Collection</p> <p>\$10,600 for Renaissance Subscription</p> <p>\$14,075 for Achieve3000 & Smarty Ants</p>		<p>Team, Literacy Coach, Title I Teacher, Librarian, SPED Department, Support Staff, and School Administration</p>
---	--	--	--	--	--

Activities Progress Update 1 (December 31)

<p>Status (In progress/Completed)</p>	<p>Progress Notes</p>	<p>Created on</p>	<p>Created by</p>
<p>In progress</p>	<p><u>Reading Support & Intervention</u></p> <ul style="list-style-type: none"> On Sept. 5, 2017 grade-level teams met to develop their 1st Quarter Data-Driven Action Plans based on the first STAR Screening data for this school year. Each team submitted their Action Plans to the principal at the end of their meeting. Each action plan indicated three areas of concern and short-term SMART goals to address these areas. We will be revisiting these plans after the January screening period. As a Non-SSIP school, GTC has been included in the 	<p>Dec. 30, 2017</p>	<p>Raena B. Camacho (Principal)</p>

Form 08302017 -

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

	<p>Foundations of Training scheduled throughout this school year. Our assigned trainer, Ms. Libby Jachles, along with our literacy coach, Mrs. Susan Babauta, have been providing reading support to our identified Key Teachers in Kindergarten through 3rd grade: Ms. Maribel Igitol (Kinder), Ms. Henara Sasamoto (1st), Mrs. Mei Reedstrom (2nd), and Ms. Deborah Moore (3rd). Ms. Jachles has also provided Foundations in Reading Training in the dates indicated below:</p> <ul style="list-style-type: none"> ○ Sept. 8, 2017, 12:00-4:30pm—Kick-off Training for Non-SSIP schools ○ Sept. 11, 2017, 12:30-4:30pm—Phonemic Awareness Training ○ Sept. 22, 2017, 12:30-4:30pm—Phonics Training ○ Nov. 17, 2017, 2:45-4:45pm—Fluency Training ○ Nov. 21, 2017, 1:00-4:30pm—Vocabulary Training ● Achieve3000 Modeling Sessions and Data Analysis trainings were provided by Troy Akiyama on the following dates for our 2nd-5th grade teachers: <ul style="list-style-type: none"> ○ Sept. 15, 2017—Data Analysis and KidBiz Program training from 3:00pm-4:30pm in GTC cafeteria ○ Oct. 23, 2017—Troy Akiyama provided KidBiz modeling sessions for 2nd-5th grade teachers. ○ Dec. 13, 2017—Julie Eckard provided a modeling session for one of our 5th grade teachers who missed the first modeling session. She then held Smarty Ants Data sessions for our Kinder-2nd grade teachers. 		
--	---	--	--

	<ul style="list-style-type: none"> ● HMH Modeling Sessions and a Journeys Curriculum training were provided to our classroom teachers on Oct. 19, 2017 by Shatta Mejia. <ul style="list-style-type: none"> ○ Mr. Mejia provided modeling sessions in three classrooms (1st, 2nd, and 5th grade) ○ Mr. Mejia provided an after-school training on the Journeys Curriculum to our teachers from 2:45-4:30pm. Teachers were also able to get one-to-one support after the training. ● Renaissance trainings were provided through the coordination of our district leaders. Prior to this training, the school principal, Mrs. Raena Camacho provided mini-trainings on Renaissance U and STAR Custom during the school's PD session on Nov. 1, 2017. Teachers were asked to assign a STAR Custom assessment to their classes so that they can come up with questions for the trainers since STAR Custom is new to our school and staff. GTC was able to receive Renaissance training on the dates indicated below: <ul style="list-style-type: none"> ○ Nov. 21, 2017, 4:00-6:00pm—AR 360 Training for all Non-SSIP schools. ○ Nov. 22, 2017, 8:00am-11:30am—STAR Professional Development provided by Pam Smothers. <p>Outcomes: Teachers were able to...</p> <ul style="list-style-type: none"> ✓ Take a STAR Assessment to gauge student experience ✓ Gain a deeper understanding of the different scores provided by the STAR 		
--	--	--	--

	<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> ✓ Create a STAR Custom assessment for their class ✓ Access instructional resources and lesson plans through the Renaissance platform ✓ Navigate through the Instructional Planning and Progress-monitoring components within Renaissance Learning <ul style="list-style-type: none"> ● On Nov. 1, 2017, our Vice Principal, Melisa Mendez along with our PLC members were able to attend the HMH Think Central training at PIC. <ul style="list-style-type: none"> ○ Dec. 15, 2017—Ms. Melisa along with PLC members M. Avila, T. Barcinas, and X. Sanchez, provided a Think Central training for all teachers. Outcomes: <ul style="list-style-type: none"> ✓ Teachers were able to create and add students to their classes ✓ Teachers were able to practice creating online assignments for their students ✓ Teachers were able to search online teacher resources to support their ELA instruction ● Our Kindergarten through third grade teachers have been receiving individual coaching support from our school’s literacy coach, Mrs. Susan Babauta. Ms. Sue has scheduled her coaching as a monthly rotation between grade levels. She has also partnered with our Foundations in Reading trainer, Ms. Libby Jachles, to 		
--	--	--	--

	<p>ensure that the practices continue after Ms. Jackles' visits. Much of the work completed has been focused around Guided Reading, which was requested by most of our classroom teachers.</p>		
--	--	--	--

Activities Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by
<p>In Progress</p>	<p><u>Reading Support & Intervention</u></p> <ul style="list-style-type: none"> ● Grade-level teams met to update their Data-Driven Action Plans based on the data from the second STAR Screening in January. ● As a Non-SSIP school, GTC has been included in the Foundations of Training scheduled throughout this school year. Our assigned trainer, Ms. Libby Jachles, along with our literacy coach, Mrs. Susan Babauta, have been providing reading support to our identified Key Teachers in Kindergarten through 3rd grade: Ms. Maribel Igitol (Kinder), Ms. Henara Sasamoto (1st), Mrs. Mei Reedstrom (2nd), and Ms. Deborah Moore (3rd). Ms. Jachles continued the Foundations in Reading Training on the dates indicated below: <ul style="list-style-type: none"> ○ Jan. 10-17, 2018, 7:30-2:30pm—Classroom Visits with Key Teachers ○ Jan. 12, 2018, 12:30-4:30pm—Comprehension Training for all teaching staff ○ Feb. 21, 2018, 3:00-4:30pm--Web Conference with Key Teachers ● Feb. 6, 2018--After completing the second screening for 	<p>March 26, 2018</p>	<p>Raena B. Camacho (Principal)</p>

Form 08302017 -

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

	<p>STAR Early Literacy, Reading, and Math, the school administration conducted a STAR Data Analysis work session with all staff. Teams were able to update their action plans to help guide instruction for the 3rd and 4th quarter. Teachers navigated the Renaissance Learning platform to update instructional groups and determine areas needing improvement. Teachers were also able to generate reports listing specific skill areas to focus on for their instructional groups.</p> <ul style="list-style-type: none"> ● March 2, 2018--During the half-day session, the school administration held a collaborative work session on the following topics: <ul style="list-style-type: none"> ○ Method for Target Setting ○ School-wide Goal updates for Reading and Math ○ 5 Ins and Outs: Aligning Curriculum Within and Across Grades. ○ Teacher Collaboration <ul style="list-style-type: none"> ▪ Lesson Planning/Preparation ▪ Access Online Resources ▪ SPED/General Ed Teacher Collaboration ▪ Student Data Review/Grading ▪ Course Guide Review ● Our Kindergarten through third grade teachers have been receiving individual coaching support from our school's literacy coach, Mrs. Susan Babauta. Ms. Sue has scheduled her coaching as a monthly rotation between grade levels. She has also partnered with our Foundations in Reading trainer, Ms. Libby Jachles, to ensure that the practices continue after Ms. Jackles' 		
--	---	--	--

	visits. Much of the support focused around Guided Reading, writing support, and interventions for struggling students. These supports were requested by the classroom teachers.		
--	---	--	--

Activities Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by
Completed	<p><u>Reading Support & Intervention</u></p> <ul style="list-style-type: none"> ● Grade-level teams met to update their Data-Driven Action Plans based on the data from the second STAR Screening in January. ● As a Non-SSIP school, GTC has been included in the Foundations of Training scheduled throughout this school year. Our assigned trainer, Ms. Libby Jachles, along with our literacy coach, Mrs. Susan Babauta, have been providing reading support to our identified Key Teachers in Kindergarten through 3rd grade: Ms. Maribel Igitol (Kinder), Ms. Henara Sasamoto (1st), Mrs. Mei Reedstrom (2nd), and Ms. Deborah Moore (3rd). Ms. Jachles continued the Foundations in Reading Training on the dates indicated below: <ul style="list-style-type: none"> ○ Jan. 10-17, 2018, 7:30-2:30pm—Classroom Visits with Key Teachers ○ Jan. 12, 2018, 12:30-4:30pm—Comprehension Training for all teaching staff ○ Feb. 21, 2018, 3:00-4:30pm--Web Conference with Key Teachers 	June 22, 2018	Raena B. Camacho (Principal)

Form 08302017 -

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

	<ul style="list-style-type: none"> ● Feb. 6, 2018--After completing the second screening for STAR Early Literacy, Reading, and Math, the school administration conducted a STAR Data Analysis work session with all staff. Teams were able to update their action plans to help guide instruction for the 3rd and 4th quarter. Teachers navigated the Renaissance Learning platform to update instructional groups and determine areas needing improvement. Teachers were also able to generate reports listing specific skill areas to focus on for their instructional groups. ● March 2, 2018--During the half-day session, the school administration held a collaborative work session on the following topics: <ul style="list-style-type: none"> ○ Method for Target Setting ○ School-wide Goal updates for Reading and Math ○ 5 Ins and Outs: Aligning Curriculum Within and Across Grades. ○ Teacher Collaboration <ul style="list-style-type: none"> ▪ Lesson Planning/Preparation ▪ Access Online Resources ▪ SPED/General Ed Teacher Collaboration ▪ Student Data Review/Grading ▪ Course Guide Review ● Our Kindergarten through third grade teachers have been receiving individual coaching support from our school's literacy coach, Mrs. Susan Babauta. Ms. Sue has scheduled her coaching as a monthly rotation between grade levels. She has also partnered with our Foundations in Reading trainer, Ms. Libby Jachles, to ensure that the practices continue after Ms. Jackles' visits. Much of the 		
--	---	--	--

Form 08302017 -

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

	support focused around Guided Reading, writing support, and interventions for struggling students. These supports were requested by the classroom teachers.		
--	---	--	--

Goal 2: MATH

High Student Performance—All students will be provided equitable and challenging learning experiences that are aligned to the school’s curriculum, instructional design, and assessment to develop learning, thinking, and life skills that lead to college and career readiness.

Measurable Objective 1:

All students will achieve or surpass the Scaled Score according to the table below by 05/31/2018 as measured by the STAR Early Literacy and STAR Math Assessment. **First through Fifth grade cut scores are based on the STAR Math assessment.

Grade Level	Target Growth in Scaled Score
Kindergarten	645 SS (Star Early Literacy)
1 st Grade	367 SS
2 nd Grade	482 SS
3 rd Grade	571 SS
4 th Grade	631 SS
5 th Grade	687 SS

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

STAR Early Literacy/Math Screening Results for School Year 2017-2018

Grade Level	Total Students	# of students At/Above Benchmark	# of students On Watch	# of students Intervention	# of students Urgent Intervention
Kindergarten	39	0	0	5 (10%)	34 (90%)
1 st	54	20 (41%)	13 (27%)	10 (20%)	6 (12%)
2 nd	55	14 (29%)	16 (33%)	10 (20%)	9 (18%)
3 rd	54	21 (40%)	18 (34%)	8 (15%)	6 (11%)
4 th	60	20 (34%)	15 (25%)	12 (20%)	12 (20%)
5 th	46	17 (38%)	15 (33%)	8 (18%)	5 (11%)

Form 08302017 -

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

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by																												
Not Met	<p>The second screening for our STAR assessments will be from Jan. 8-19, 2018. Below are the results from the first screener in September.</p> <table border="1" data-bbox="466 477 1302 946"> <thead> <tr> <th>Grade Level</th> <th>Target Scaled Score</th> <th>Total Students Tested</th> <th>% of Students Who Met the Target</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>645 (SEL)</td> <td>40</td> <td>0%</td> </tr> <tr> <td>1st</td> <td>367</td> <td>51</td> <td>3%</td> </tr> <tr> <td>2nd</td> <td>482</td> <td>54</td> <td>1%</td> </tr> <tr> <td>3rd</td> <td>571</td> <td>53</td> <td>11%</td> </tr> <tr> <td>4th</td> <td>631</td> <td>60</td> <td>20%</td> </tr> <tr> <td>5th</td> <td>687</td> <td>46</td> <td>34%</td> </tr> </tbody> </table> <p>Note that the target is an End-of-Year target and not many students will meet it at the beginning of the school year. Grade-level and Program teams have met to analyze the data for the first screening and have developed action plans to target areas needing improvement. The school administrators will be reviewing weekly lesson plans and UbD units from each teacher to be sure that the action plan is being implemented.</p>	Grade Level	Target Scaled Score	Total Students Tested	% of Students Who Met the Target	Kindergarten	645 (SEL)	40	0%	1 st	367	51	3%	2 nd	482	54	1%	3 rd	571	53	11%	4 th	631	60	20%	5 th	687	46	34%	Dec. 30, 2017	Raena B. Camacho (Principal)
Grade Level	Target Scaled Score	Total Students Tested	% of Students Who Met the Target																												
Kindergarten	645 (SEL)	40	0%																												
1 st	367	51	3%																												
2 nd	482	54	1%																												
3 rd	571	53	11%																												
4 th	631	60	20%																												
5 th	687	46	34%																												

Measurable Objective Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by																																			
Not Met	<p>We completed Screener #2 in January. Below is the percentage of students who have met the target based on the screener results.</p> <table border="1" data-bbox="443 412 1285 881"> <thead> <tr> <th>Grade Level</th> <th>Target Scaled Score</th> <th>Total Students Tested</th> <th>% of Students Who Met the Target</th> <th>% of Growth from first Screener</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>645 (SEL)</td> <td>45</td> <td>15%</td> <td>15%</td> </tr> <tr> <td>1st</td> <td>367</td> <td>53</td> <td>35%</td> <td>32%</td> </tr> <tr> <td>2nd</td> <td>482</td> <td>58</td> <td>25%</td> <td>24%</td> </tr> <tr> <td>3rd</td> <td>571</td> <td>55</td> <td>30%</td> <td>19%</td> </tr> <tr> <td>4th</td> <td>631</td> <td>62</td> <td>41%</td> <td>21%</td> </tr> <tr> <td>5th</td> <td>687</td> <td>45</td> <td>62%</td> <td>28%</td> </tr> </tbody> </table> <p>After reviewing the data from Screener #2, the school staff and Leadership Team was reflecting on whether we set a true SMART goal/objective for math. We celebrate the fact that each grade-level made significant growth from the first screener. However, the objective has one target for all students within the grade-level, not taking into account where they started. This was our first year using Scaled Score for progress monitoring, and we are finding out that setting one target does not show the progress made by the different groups of students (Urgent, Intervention, On-Watch, At/Above Benchmark).</p> <p>Grade-level and Program teams have met to analyze the data for</p>	Grade Level	Target Scaled Score	Total Students Tested	% of Students Who Met the Target	% of Growth from first Screener	Kindergarten	645 (SEL)	45	15%	15%	1 st	367	53	35%	32%	2 nd	482	58	25%	24%	3 rd	571	55	30%	19%	4 th	631	62	41%	21%	5 th	687	45	62%	28%	March 28, 2018	Raena B. Camacho (Principal)
Grade Level	Target Scaled Score	Total Students Tested	% of Students Who Met the Target	% of Growth from first Screener																																		
Kindergarten	645 (SEL)	45	15%	15%																																		
1 st	367	53	35%	32%																																		
2 nd	482	58	25%	24%																																		
3 rd	571	55	30%	19%																																		
4 th	631	62	41%	21%																																		
5 th	687	45	62%	28%																																		

	<p>the second screening and developed action plans to target areas needing improvement. The school administrators will continue to review weekly lesson plans and UbD units from each teacher to be sure that the action plan is being implemented.</p>		
--	---	--	--

Measurable Objective Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by																																																	
Not Met	<p>We completed Screener #3 in May 2018. Below is the percentage of students who have met the target based on the screener results.</p> <table border="1" data-bbox="415 688 1430 1235"> <thead> <tr> <th data-bbox="415 688 537 935">Grade Level</th> <th data-bbox="537 688 659 935">Target Scaled Score</th> <th data-bbox="659 688 812 935">Total Students Tested</th> <th data-bbox="812 688 966 935">% of Students Who Met the Target Screener #1</th> <th data-bbox="966 688 1108 935">% of Students Who Met the Target Screener #2</th> <th data-bbox="1108 688 1262 935">% of Students Who Met the Target Screener #3</th> <th data-bbox="1262 688 1430 935">% of Growth from Screener #1</th> </tr> </thead> <tbody> <tr> <td data-bbox="415 935 537 1003">Kinder garten</td> <td data-bbox="537 935 659 1003">645 (SEL)</td> <td data-bbox="659 935 812 1003">46</td> <td data-bbox="812 935 966 1003">0%</td> <td data-bbox="966 935 1108 1003">15%</td> <td data-bbox="1108 935 1262 1003">39%</td> <td data-bbox="1262 935 1430 1003">24%</td> </tr> <tr> <td data-bbox="415 1003 537 1049">1st</td> <td data-bbox="537 1003 659 1049">367</td> <td data-bbox="659 1003 812 1049">55</td> <td data-bbox="812 1003 966 1049">3%</td> <td data-bbox="966 1003 1108 1049">35%</td> <td data-bbox="1108 1003 1262 1049">58%</td> <td data-bbox="1262 1003 1430 1049">55%</td> </tr> <tr> <td data-bbox="415 1049 537 1094">2nd</td> <td data-bbox="537 1049 659 1094">482</td> <td data-bbox="659 1049 812 1094">60</td> <td data-bbox="812 1049 966 1094">1%</td> <td data-bbox="966 1049 1108 1094">25%</td> <td data-bbox="1108 1049 1262 1094">50%</td> <td data-bbox="1262 1049 1430 1094">49%</td> </tr> <tr> <td data-bbox="415 1094 537 1140">3rd</td> <td data-bbox="537 1094 659 1140">571</td> <td data-bbox="659 1094 812 1140">56</td> <td data-bbox="812 1094 966 1140">11%</td> <td data-bbox="966 1094 1108 1140">30%</td> <td data-bbox="1108 1094 1262 1140">44%</td> <td data-bbox="1262 1094 1430 1140">33%</td> </tr> <tr> <td data-bbox="415 1140 537 1185">4th</td> <td data-bbox="537 1140 659 1185">631</td> <td data-bbox="659 1140 812 1185">62</td> <td data-bbox="812 1140 966 1185">20%</td> <td data-bbox="966 1140 1108 1185">41%</td> <td data-bbox="1108 1140 1262 1185">43%</td> <td data-bbox="1262 1140 1430 1185">23%</td> </tr> <tr> <td data-bbox="415 1185 537 1235">5th</td> <td data-bbox="537 1185 659 1235">687</td> <td data-bbox="659 1185 812 1235">45</td> <td data-bbox="812 1185 966 1235">34%</td> <td data-bbox="966 1185 1108 1235">62%</td> <td data-bbox="1108 1185 1262 1235">75%</td> <td data-bbox="1262 1185 1430 1235">41%</td> </tr> </tbody> </table> <p data-bbox="415 1271 1465 1338">After reviewing the data from Screener #3, the school staff and Leadership Team was reflecting on whether we set a true SMART goal/objective for reading. We</p>	Grade Level	Target Scaled Score	Total Students Tested	% of Students Who Met the Target Screener #1	% of Students Who Met the Target Screener #2	% of Students Who Met the Target Screener #3	% of Growth from Screener #1	Kinder garten	645 (SEL)	46	0%	15%	39%	24%	1 st	367	55	3%	35%	58%	55%	2 nd	482	60	1%	25%	50%	49%	3 rd	571	56	11%	30%	44%	33%	4 th	631	62	20%	41%	43%	23%	5 th	687	45	34%	62%	75%	41%	June 22, 2018	Raena B. Camacho (Principal)
Grade Level	Target Scaled Score	Total Students Tested	% of Students Who Met the Target Screener #1	% of Students Who Met the Target Screener #2	% of Students Who Met the Target Screener #3	% of Growth from Screener #1																																														
Kinder garten	645 (SEL)	46	0%	15%	39%	24%																																														
1 st	367	55	3%	35%	58%	55%																																														
2 nd	482	60	1%	25%	50%	49%																																														
3 rd	571	56	11%	30%	44%	33%																																														
4 th	631	62	20%	41%	43%	23%																																														
5 th	687	45	34%	62%	75%	41%																																														

Form 08302017 -

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

	<p>have celebrated that all grade-levels made progress, however, the objective has one target for all students within the grade-level, not taking into account where they started. This was our first year using Scaled Score for progress monitoring, and we are finding out that setting one target for all does not highlight the progress made by the different groups of students (Urgent, Intervention, On-Watch, At/Above Benchmark).</p>		
--	--	--	--

Strategy 1 - Must cite research:

All teachers will implement the following programs in Renaissance Place to help differentiate instruction and build students' math skills: Math Facts in a Flash and Accelerated Math.

(2017) The Research Foundation for Accelerated Math. Renaissance White Paper, August 2017. Retrieved from <http://doc.renlearn.com/KMNet/R004106411GH22F8.pdf>

Strategy 2 - Must cite research:

All grade levels will continue to implement the Connecting Math Concepts Curriculum (DI Math) to help build students' math skills. Teachers will also utilize SIOP and CITW Strategies learned from trainings to engage students during DI Math instruction.

(2013) Instructional Practices and Student Math Achievement: Correlations from a Study of Math Curricula. National Center for Education Evaluation and Regional Assistance. Retrieved from <http://ies.ed.gov/ncee/pubs/20134020/pdf/20134020.pdf>

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
<u>Technology Integration & Intervention:</u>	Oct. 2, 2017	May 31, 2018	● \$4,500 per grade-level/	Title I School-wide	Teachers, Teacher Aides,

Form 08302017 -

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

<p>Teachers will use an array of math supplemental and intervention programs such as Accelerated Math, Math Facts in a Flash, Connecting Math Concepts (DI Math), Targeted Math, Title I and other programs to strengthen math skills for all learners. Grade-level teams will determine resources and instructional support needed based on student performance data.</p> <p>Title I Funding will be allocated for the following: Renewal of online subscriptions for Renaissance Learning; Procurement of math supplemental instructional materials, manipulatives, and classroom supplies to support math instruction.</p>			<p>program (For Reading & Math)</p> <ul style="list-style-type: none"> • \$10,600 for Renaissance Subscription 		<p>Instructors, Counselor, Leadership Team, Literacy Coach, Title I Teacher, Librarian, SPED Department, Support Staff, and School Administration</p>
---	--	--	---	--	---

Activities Progress Update 1 (December 31)

<p>Status (In progress/ Completed)</p>	<p>Progress Notes</p>	<p>Created on</p>	<p>Created by</p>
<p>In Progress</p>	<p><u>Technology Integration & Intervention</u></p> <ul style="list-style-type: none"> • On Sept. 5, 2017 grade-level teams met to develop their 1st 	<p>Dec. 30, 2017</p>	<p>Raena B. Camacho (Principal)</p>

Form 08302017 -

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

	<p>Quarter Data-Driven Action Plans based on the first STAR Screening data for this school year. Each team submitted their Action Plans to the principal at the end of their meeting. Each action plan indicated three areas of concern and short-term SMART goals to address these areas. We will be revisiting these plans after the January screening period.</p> <ul style="list-style-type: none"> • Only 2 out of 9 classes from 1st-5th grade are utilizing the Accelerated Math program consistently. Some classes have yet to assign students objectives. The leadership team has a member who uses the program effectively. We will need to ask that member to conduct a training on setting objectives and monitoring progress. We will also use one of our online training sessions with Renaissance to focus on this. • Only 1 out of 14 classes from Kinder-5th grade are utilizing the Math Facts in a Flash program consistently. Some students have never begun a practice. We did have an issue with the number of students included in our subscription. We were only allotted 100 students, but have already purchased the additional student licenses and are now all students will be able to access the program. We will also use one of our online training sessions with Renaissance to focus on this. 		
--	--	--	--

Activities Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by
In Progress	<p><u>Technology Integration & Intervention</u></p> <ul style="list-style-type: none"> • Teachers revisited and updated their Data-Driven Action Plans for Math through data analysis of the second screener results for STAR Math, as well as the ACT Interim II Assessment, and 	April 6, 2018	Raena B. Camacho (Principal)

Form 08302017 -

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

	<p>formative classroom assessments. Each team’s Action Plan includes intervention strategies to address areas of concern. These Action Plans helped guide intervention and instruction for third quarter, and will continue to do so for the final quarter of the school year.</p> <ul style="list-style-type: none"> • GTC increased the student capacity for the Math Facts in a Flash Program in Renaissance Learning. All students now have access to Math Facts in a Flash. • All grade-levels are implementing the Connected Math Concepts Curriculum (DI Math). First, second, and third grade teams have grouped students based on their ability levels. These students transition to their groups during the DI Math instructional block. Kindergarten, fourth, and fifth grade implement the curriculum within their classrooms. Students with IEPs are provided small group instruction by the Special Education teachers. • We have scheduled an Accelerated Math training with Renaissance Learning on April 24, 2018 for more support with progress monitoring within the program. 		
--	---	--	--

Activities Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by
Completed	<p><u>Technology Integration & Intervention</u></p> <ul style="list-style-type: none"> • Teachers revisited and updated their Data-Driven Action Plans for Math through data analysis of the second screener results for STAR Math, as well as the ACT Interim II Assessment, and formative classroom assessments. Each team’s Action Plan includes intervention strategies to address areas of concern. These Action Plans helped guide intervention and instruction for third quarter, and will continue to do so for the final quarter of the school year. • GTC increased the student capacity for the Math Facts in a Flash 	April 6, 2018	Raena B. Camacho (Principal)

Form 08302017 -

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

	<p>Program in Renaissance Learning. All students now have access to Math Facts in a Flash.</p> <ul style="list-style-type: none">• All grade-levels are implementing the Connected Math Concepts Curriculum (DI Math). First, second, and third grade teams have grouped students based on their ability levels. These students transition to their groups during the DI Math instructional block. Kindergarten, fourth, and fifth grade implement the curriculum within their classrooms. Students with IEPs are provided small group instruction by the Special Education teachers. <p>We have scheduled an Accelerated Math training with Renaissance Learning on April 24, 2018 for more support with progress monitoring within the program.</p>		
--	---	--	--

Goal 3: WRITING

High Student Performance—All students will be provided equitable and challenging learning experiences that are aligned to the school’s curriculum, instructional design, and assessment to develop learning, thinking, and life skills that lead to college and career readiness.

Measurable Objective 1:

All Students will demonstrate a proficiency or growth by one rubric score in writing skills through the use of the 6 + 1 Writing Traits Framework in Writing by 05/31/2018 as measured by pre-, mid-, and post-assessments conducted in the classroom using selected traits rubrics for the respective grade cluster.

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

ACT Aspire Summative Results for School Year 2016-2017

WRITING

Grade Level	Total Students Tested	Need Support	Close	Ready	Exceeding	PSS Ready
3 rd	63	57%	41%	2%	0%	5%
4 th	47	48%	37%	15%	0%	8%
5 th	50	14%	39%	31%	16%	22%

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by																																																					
Not Met	<ul style="list-style-type: none"> GTC held a 6 + 1 Writing Work Session on October 6, 2017 during the half-day school-level PD. During this PD, teachers were able to score their class' writing pieces utilizing a grade-appropriate 6 + 1 Writing Traits rubric. Outcomes: Teams were able to... <ul style="list-style-type: none"> ✓ Score student writing according to a rubric ✓ Determine strengths and areas of concern for their classes ✓ Develop a writing action plan for 2nd quarter. <p>The table below includes student data for our Writing Pre-Assessment:</p> <table border="1" data-bbox="411 691 1272 1271"> <thead> <tr> <th rowspan="2">Grade Level</th> <th rowspan="2">Total Students Tested</th> <th rowspan="2">Focus Trait</th> <th colspan="4">% of Students at Rubric Score</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>40</td> <td>Ideas</td> <td>37%</td> <td>32%</td> <td>10%</td> <td>10%</td> </tr> <tr> <td>1st</td> <td>51</td> <td>Organization</td> <td>51%</td> <td>39%</td> <td>10%</td> <td>0%</td> </tr> <tr> <td>2nd</td> <td>55</td> <td>Ideas & Details</td> <td>90%</td> <td>9%</td> <td>1%</td> <td>0%</td> </tr> <tr> <td>3rd</td> <td>52</td> <td>Organization</td> <td>48%</td> <td>44%</td> <td>6%</td> <td>2%</td> </tr> <tr> <td>4th</td> <td>61</td> <td>Ideas</td> <td>28%</td> <td>59%</td> <td>13%</td> <td>0%</td> </tr> <tr> <td>5th</td> <td>46</td> <td>Sentence Fluency</td> <td>24%</td> <td>48%</td> <td>28%</td> <td>0%</td> </tr> </tbody> </table>	Grade Level	Total Students Tested	Focus Trait	% of Students at Rubric Score				1	2	3	4	Kindergarten	40	Ideas	37%	32%	10%	10%	1st	51	Organization	51%	39%	10%	0%	2nd	55	Ideas & Details	90%	9%	1%	0%	3rd	52	Organization	48%	44%	6%	2%	4th	61	Ideas	28%	59%	13%	0%	5th	46	Sentence Fluency	24%	48%	28%	0%	December 30, 2017	Raena B. Camacho (Principal)
Grade Level	Total Students Tested				Focus Trait	% of Students at Rubric Score																																																		
		1	2	3		4																																																		
Kindergarten	40	Ideas	37%	32%	10%	10%																																																		
1st	51	Organization	51%	39%	10%	0%																																																		
2nd	55	Ideas & Details	90%	9%	1%	0%																																																		
3rd	52	Organization	48%	44%	6%	2%																																																		
4th	61	Ideas	28%	59%	13%	0%																																																		
5th	46	Sentence Fluency	24%	48%	28%	0%																																																		

	<ul style="list-style-type: none"> We are approaching our mid-year assessment dates: Jan. 8-19, 2018. Teachers will be administering the mid-year writing assessment for students. After the testing period, we will be analyzing the data as a school. 		
--	--	--	--

Measurable Objective Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by																												
Not Met	<ul style="list-style-type: none"> GTC administered the mid-year writing assessment during the testing period of Jan. 8-19, 2018. During Team Meetings on Jan. 23, 2018, teams were able to score their class' writing pieces utilizing the grade-appropriate 6 + 1 Writing Traits rubric. Outcomes: Teams were able to... <ul style="list-style-type: none"> ✓ Score student writing according to a rubric ✓ Determine strengths and areas of concern for their classes ✓ Update their writing action plans based on the mid-year assessment results <p>The table below includes student data for our Writing Mid-Year Assessment:</p> <table border="1"> <thead> <tr> <th rowspan="2">Grade Level</th> <th rowspan="2">Total Students Tested</th> <th rowspan="2">Focus Trait</th> <th colspan="4">% of Students at Rubric Score</th> <th rowspan="2">% of Students Who Met Goal</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>46</td> <td>Ideas</td> <td>33%</td> <td>21%</td> <td>24%</td> <td>22%</td> <td>47%</td> </tr> <tr> <td>1st</td> <td>53</td> <td>Organization</td> <td>37%</td> <td>51%</td> <td>8%</td> <td>4%</td> <td>37%</td> </tr> </tbody> </table>	Grade Level	Total Students Tested	Focus Trait	% of Students at Rubric Score				% of Students Who Met Goal	1	2	3	4	Kindergarten	46	Ideas	33%	21%	24%	22%	47%	1st	53	Organization	37%	51%	8%	4%	37%	April 5, 2018	Raena B. Camacho (Principal)
Grade Level	Total Students Tested				Focus Trait	% of Students at Rubric Score				% of Students Who Met Goal																					
		1	2	3		4																									
Kindergarten	46	Ideas	33%	21%	24%	22%	47%																								
1st	53	Organization	37%	51%	8%	4%	37%																								

	2nd	56	Ideas & Details	21%	43%	32%	4%	71%		
	3rd	54	Organization	27%	72%	0%	1%	16%		
	4th	62	Ideas	5%	24%	55%	16%	85%		
	5th	46	Sentence Fluency	9%	59%	28%	4%	28%		
	<p>Teachers updated their Writing Action Plans and are using the data gathered to guide their lessons for third and fourth quarter.</p>									

Measurable Objective Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by																																																																					
Not Met	<ul style="list-style-type: none"> GTC administered the post writing assessment during the testing period of May 21-25, 2018. Teachers were able to score their class' writing pieces utilizing the grade-appropriate 6 + 1 Writing Traits rubric. The table below includes student data for our Writing Post-Assessment: <table border="1" data-bbox="443 467 1493 1057"> <thead> <tr> <th rowspan="2">Grade Level</th> <th rowspan="2">Total Students Tested</th> <th rowspan="2">Focus Trait</th> <th colspan="4">% of Students at Rubric Score</th> <th>% of Students Who Met Goal</th> <th>% of Students Who Met Goal</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>Mid-Year</th> <th>Post</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>46</td> <td>Ideas</td> <td>20%</td> <td>15%</td> <td>36%</td> <td>29%</td> <td>47%</td> <td>63%</td> </tr> <tr> <td>1st</td> <td>53</td> <td>Organization</td> <td>6%</td> <td>18%</td> <td>55%</td> <td>21%</td> <td>37%</td> <td>90%</td> </tr> <tr> <td>2nd</td> <td>56</td> <td>Ideas & Details</td> <td>12%</td> <td>23%</td> <td>46%</td> <td>19%</td> <td>71%</td> <td>80%</td> </tr> <tr> <td>3rd</td> <td>54</td> <td>Organization</td> <td>41%</td> <td>16%</td> <td>30%</td> <td>13%</td> <td>16%</td> <td>46%</td> </tr> <tr> <td>4th</td> <td>62</td> <td>Ideas</td> <td>8%</td> <td>31%</td> <td>38%</td> <td>23%</td> <td>85%</td> <td>72%</td> </tr> <tr> <td>5th</td> <td>46</td> <td>Sentence Fluency</td> <td>4%</td> <td>45%</td> <td>33%</td> <td>13%</td> <td>28%</td> <td>50%</td> </tr> </tbody> </table> <p>Grade-level teams revisited their Writing Action Plans after analyzing student data during our end-of-year work session on June 6 to begin planning for writing objectives for next school year. We are still waiting on our ACT Aspire Summative results to determine whether the progress made by students is also reflective in their summative assessment scores.</p>	Grade Level	Total Students Tested	Focus Trait	% of Students at Rubric Score				% of Students Who Met Goal	% of Students Who Met Goal	1	2	3	4	Mid-Year	Post	Kindergarten	46	Ideas	20%	15%	36%	29%	47%	63%	1st	53	Organization	6%	18%	55%	21%	37%	90%	2nd	56	Ideas & Details	12%	23%	46%	19%	71%	80%	3rd	54	Organization	41%	16%	30%	13%	16%	46%	4th	62	Ideas	8%	31%	38%	23%	85%	72%	5th	46	Sentence Fluency	4%	45%	33%	13%	28%	50%	June 25, 2018	Raena B. Camacho (Principal)
Grade Level	Total Students Tested				Focus Trait	% of Students at Rubric Score				% of Students Who Met Goal	% of Students Who Met Goal																																																													
		1	2	3		4	Mid-Year	Post																																																																
Kindergarten	46	Ideas	20%	15%	36%	29%	47%	63%																																																																
1st	53	Organization	6%	18%	55%	21%	37%	90%																																																																
2nd	56	Ideas & Details	12%	23%	46%	19%	71%	80%																																																																
3rd	54	Organization	41%	16%	30%	13%	16%	46%																																																																
4th	62	Ideas	8%	31%	38%	23%	85%	72%																																																																
5th	46	Sentence Fluency	4%	45%	33%	13%	28%	50%																																																																

Strategy 1

6 + 1 Writing Data Action-Planning:

All grade-level teams will develop and implement quarterly writing action plans for their grade based on their students' pre-assessment rubric scores. Based on their team's action plans, teachers will create writing lessons and activities focused on the 6 + 1 Trait Writing Framework. Lessons and activities should be indicated in their weekly lesson plans.

(2011) An Investigation on the Impact of the 6+1 Trait® Writing Model on Grade 5 Student Writing Achievement. Institute of Education Sciences. Retrieved from <http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=52>

Strategy 2

Coaching and Observations:

Observations and coaching will be conducted by the school's Literacy Coach and administration to provide feedback and support for writing instruction and the implementation of the 6 + 1 Writing Framework. Coaching needs will be determined from classroom observations.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
<u>Collaborative Work Sessions for 6 + 1 Writing:</u> The school administration and literacy coach will facilitate 6 + 1 Writing work sessions to analyze pre-, mid-, and post- assessment data to develop action plans to target students' needs in	Oct. 2, 2017	May 31, 2018	• \$4,500 per grade-level/ program (For Reading, Math, & Writing)	Title I School-wide	Teachers, Teacher Aides, Instructors, Counselor, Leadership Team, Literacy Coach, Title I Teacher, Librarian, SPED

Form 08302017 -

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

writing. The action plans developed will be used by classroom teachers to guide writing instruction.					Department, Support Staff, OCI, and School Administration
--	--	--	--	--	---

Activities Progress Update 1 (December 31)

Status (In progress/Completed)	Progress Notes	Created on	Created by
In Progress	<ul style="list-style-type: none"> ● GTC held a 6 + 1 Writing Work Session on October 6, 2017 during the half-day school-level PD. During this PD, teachers were able to score their class' writing pieces utilizing a grade-appropriate 6 + 1 Writing Traits rubric. Outcomes: Teams were able to... <ul style="list-style-type: none"> ✓ Score student writing according to a rubric ✓ Determine strengths and areas of concern for their classes ✓ Develop a writing action plan for 2nd quarter. **Teachers need to input their scores in the admin's worksheet provided. ● We are approaching our mid-year assessment dates: Jan. 8-19, 2018. Teachers will be administering the mid-year writing assessment for students. After the testing period, we will be analyzing the data as a school. 	December 30, 2017	Raena B. Camacho

Form 08302017 -

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

Activities Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by
Completed	<ul style="list-style-type: none">GTC administered a mid-year writing assessment during the testing period of Jan. 8-19, 2018. During Team Meetings on Jan. 23, 2018, teams were able to score their class' writing pieces utilizing the grade-appropriate 6 + 1 Writing Traits rubric. Teams updated their action plans to guide writing instruction for the 3rd and 4th quarters.	April 3, 2018	Raena B. Camacho (Principal)

Activities Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by
Completed	GTC administered a post writing assessment during the testing period of May 21-25, 2018. Teachers were able to score their class' writing pieces utilizing the grade-appropriate 6 + 1 Writing Traits rubric. Teams revisited their action plans after analyzing student data during our end-of-year work session on June 6 to begin planning for writing objectives for next school year.	June 25, 2018	Raena B. Camacho (Principal)

Goal 4: PROFESSIONAL DEVELOPMENT

Highly Qualified & Effective Personnel: All CNMI PSS personnel will demonstrate certifications and professional growth as we develop towards being a more purposeful community that supports student learning.

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, Implementation Capacity

Measurable Objective 1:

By June 2018, all teachers will increase by 5% points across all primary instructional strategies by completing 30 hours of instructional strategies PD.

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

According to Power Walkthrough data for School Year 2016-2017, teachers were observed to have used all except two strategies during walkthroughs. However, we would like to see an increase in instructional strategies that was observed less than 10% of the walkthroughs recorded. Below is a breakdown of Instructional Strategies Quarterly Power Walkthrough Data:

Primary Instructional Strategy	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Advanced Organizers	0%	0%	0%	5%
Cues and Questions	17%	29%	20%	5%
Generating and Testing Hypothesis	0%	0%	0%	0%
Identifying Similarities and Differences	3%	0%	0%	5%
Nonlinguistic Representation	10%	5%	0%	5%
Note Taking	4%	0%	10%	0%
Providing Practice	23%	47%	35%	62%

Form 08302017 -

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

Providing Feedback	4%	11%	20%	7%
Providing Recognition	0%	0%	0%	0%
Reinforcing Effort	3%	0%	0%	0%
Setting Objectives	31%	5%	5%	10%
Summarizing	1%	0%	5%	0%

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by																												
Not Met	<ul style="list-style-type: none"> Teachers have been attending all professional development sessions scheduled. Each teacher records their professional development sessions on our school's Professional Development Accountability Sheet. <p>Below is a breakdown of Instructional Strategies Quarterly Power Walkthrough Data:</p> <table border="1"> <thead> <tr> <th>Primary Instructional Strategy</th> <th>1st Quarter</th> <th>2nd Quarter</th> <th>% Increase</th> </tr> </thead> <tbody> <tr> <td>Advanced Organizers</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Cues and Questions</td> <td>7%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Generating and Testing Hypothesis</td> <td>1%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Identifying Similarities and Differences</td> <td>1%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Nonlinguistic Representation</td> <td>1%</td> <td>20%</td> <td>19%</td> </tr> <tr> <td>Note Taking</td> <td>4%</td> <td>10%</td> <td>6%</td> </tr> </tbody> </table>	Primary Instructional Strategy	1 st Quarter	2 nd Quarter	% Increase	Advanced Organizers	0%	0%	0%	Cues and Questions	7%	0%	0%	Generating and Testing Hypothesis	1%	0%	0%	Identifying Similarities and Differences	1%	0%	0%	Nonlinguistic Representation	1%	20%	19%	Note Taking	4%	10%	6%	January 3, 2018	Raena B. Camacho
Primary Instructional Strategy	1 st Quarter	2 nd Quarter	% Increase																												
Advanced Organizers	0%	0%	0%																												
Cues and Questions	7%	0%	0%																												
Generating and Testing Hypothesis	1%	0%	0%																												
Identifying Similarities and Differences	1%	0%	0%																												
Nonlinguistic Representation	1%	20%	19%																												
Note Taking	4%	10%	6%																												

Form 08302017 -

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

	Providing Practice	17%	40%	23%
	Providing Feedback	14%	30%	16%
	Providing Recognition	0%	0%	0%
	Reinforcing Effort	3%	0%	0%
	Setting Objectives	7%	0%	0%
	Summarizing	0%	0%	0%
	<p>Based on the data table above, teachers showed an increase of 5% or more for four out of the twelve strategies. The school administration will work to conduct more walkthroughs at different times of the school day to capture more strategies being used. Support and resources will be provided to teachers who are found to be using the same strategies.</p>			

Measurable Objective Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by
Not Met	<ul style="list-style-type: none"> Teachers have been attending all professional development sessions scheduled. Each teacher records their professional development sessions on our school's Professional Development Accountability Sheet. <p>Below is a breakdown of Instructional Strategies Quarterly Power Walkthrough Data:</p>	April 6, 2018	Raena B. Camacho (Principal)

Primary Instructional Strategy	1st Quarter	2nd Quarter	3rd Quarter	% Increase
Advanced Organizers	0%	0%	11%	11%
Cues and Questions	7%	0%	7%	7%
Generating and Testing Hypothesis	1%	0%	1%	0%
Identifying Similarities and Differences	1%	0%	3%	2%
Nonlinguistic Representation	1%	20%	3%	2%
Note Taking	4%	10%	1%	6%
Providing Practice	17%	40%	21%	4%
Providing Feedback	14%	30%	9%	-5%
Providing Recognition	0%	0%	0%	0%
Reinforcing Effort	3%	0%	0%	0%
Setting Objectives	7%	0%	6%	-1%
Summarizing	0%	0%	0%	0%

Based on the data table above, teachers showed an increase of 5% or more for three out of the twelve strategies. The school administration will work to conduct more walkthroughs at different times of the school day to capture more strategies being used. Support and resources will be provided to teachers by the school administration who are found to be using the same strategies.

Measurable Objective Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by																																																												
Not Met	<ul style="list-style-type: none"> Teachers have been attending all professional development sessions scheduled. Each teacher records their professional development sessions on our school's Professional Development Accountability Sheet. <p>Below is a breakdown of Instructional Strategies Quarterly Power Walkthrough Data:</p> <table border="1" data-bbox="417 607 1436 1295"> <thead> <tr> <th>Primary Instructional Strategy</th> <th>1st Quarter</th> <th>2nd Quarter</th> <th>3rd Quarter</th> <th>4th Quarter</th> <th>% Increase</th> </tr> </thead> <tbody> <tr> <td>Advanced Organizers</td> <td>0%</td> <td>0%</td> <td>11%</td> <td>11%</td> <td>11%</td> </tr> <tr> <td>Cues and Questions</td> <td>7%</td> <td>0%</td> <td>7%</td> <td>11%</td> <td>4%</td> </tr> <tr> <td>Generating and Testing Hypothesis</td> <td>1%</td> <td>0%</td> <td>1%</td> <td>2%</td> <td>1%</td> </tr> <tr> <td>Identifying Similarities and Differences</td> <td>1%</td> <td>0%</td> <td>3%</td> <td>6%</td> <td>5%</td> </tr> <tr> <td>Nonlinguistic Representation</td> <td>1%</td> <td>20%</td> <td>3%</td> <td>9%</td> <td>8%</td> </tr> <tr> <td>Note Taking</td> <td>4%</td> <td>10%</td> <td>1%</td> <td>4%</td> <td>0%</td> </tr> <tr> <td>Providing Practice</td> <td>17%</td> <td>40%</td> <td>21%</td> <td>13%</td> <td>0%</td> </tr> <tr> <td>Providing Feedback</td> <td>14%</td> <td>30%</td> <td>9%</td> <td>43%</td> <td>29%</td> </tr> <tr> <td>Providing Recognition</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table>	Primary Instructional Strategy	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	% Increase	Advanced Organizers	0%	0%	11%	11%	11%	Cues and Questions	7%	0%	7%	11%	4%	Generating and Testing Hypothesis	1%	0%	1%	2%	1%	Identifying Similarities and Differences	1%	0%	3%	6%	5%	Nonlinguistic Representation	1%	20%	3%	9%	8%	Note Taking	4%	10%	1%	4%	0%	Providing Practice	17%	40%	21%	13%	0%	Providing Feedback	14%	30%	9%	43%	29%	Providing Recognition	0%	0%	0%	0%	0%	June 25, 2018	Raena B. Camacho (Principal)
Primary Instructional Strategy	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	% Increase																																																										
Advanced Organizers	0%	0%	11%	11%	11%																																																										
Cues and Questions	7%	0%	7%	11%	4%																																																										
Generating and Testing Hypothesis	1%	0%	1%	2%	1%																																																										
Identifying Similarities and Differences	1%	0%	3%	6%	5%																																																										
Nonlinguistic Representation	1%	20%	3%	9%	8%																																																										
Note Taking	4%	10%	1%	4%	0%																																																										
Providing Practice	17%	40%	21%	13%	0%																																																										
Providing Feedback	14%	30%	9%	43%	29%																																																										
Providing Recognition	0%	0%	0%	0%	0%																																																										

	Reinforcing Effort	3%	0%	0%	0%	0%
	Setting Objectives	7%	0%	6%	0%	0%
	Summarizing	0%	0%	0%	2%	2%
<p>Based on the data table above, teachers showed an increase of 5% or more for five out of the twelve strategies. The School Leadership Team will dig deeper into the data and survey teachers to determine professional development needs, especially for strategies that have an occurrence of less than 5% across all quarters (such as Providing Recognition and Reinforcing Effort).</p>						

Strategy 1

Rigor and Relevance Training—All teachers will participate in the Rigor and Relevance Training, organized in collaboration with the Education Specialist for Career and Technical Education, Dr. Jessica Taylor. The training will provide teachers with strategies to make learning more rigorous and relevant to students through the use of instructional strategies.

Must cite research: (2016) Rigor and Relevance Framework: A Guide to Focusing Resources to Increase Student Performance. Retrieved from <http://www.leadered.com/pdf/Rigor%20Relevance%20Framework%20White%20Paper%202016.pdf>

Strategy 2

Mini-Trainings at Staff TLCs and School-Level PD days—The school administration will facilitate mini-trainings aligned to GTC’s school-wide goals. Instructional strategies and resources will be shared and integrated at these trainings. In collaboration with the Office of Curriculum and Instruction and ARE (Accountability, Research, and Evaluation), GTC will provide training for teachers, instructors, teacher aides, and support staff to increase student achievement with the use of varied instructional strategies and indicators of learning as measured by quarterly and trend Power Walkthrough Data.

Citation: “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: Mizell, H. (n.d.). Why Professional Development Matters

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
<p><u>Rigor and Relevance Training:</u> In collaboration with the Education Specialist for Career and Technical Education, Dr. Jessica Taylor, all teachers will participate in the Rigor and Relevance Training scheduled on Nov. 10, 2017.</p>	Oct. 2, 2017	May 31, 2018	\$8,584	Title I School-wide	Teachers, Leadership Team, Literacy Coach, OCI, and School Administration
<p><u>Mini-Trainings/School-level PDs</u> Based on PWT and student data, the school administration will facilitate mini-trainings aligned to GTC's school-wide goals. The administration will also work with representatives from Achieve3000 and Renaissance Place to schedule modeling sessions and online webinars to support program implementation.</p>	August 2017	May 2018	<ul style="list-style-type: none"> • \$880- Achieve3000 • \$3,000 Renaissance U and Virtual Seminars 	Title I School-wide	School Administration, School Leadership Team, OCI, and Program Representatives

Activities Progress Update 1 (December 31)

<p>Status (In progress/ Completed)</p>	<p>Progress Notes</p>	<p>Created on</p>	<p>Created by</p>
<p>In progress</p>	<p><u>Rigor and Relevance Training</u></p> <ul style="list-style-type: none"> ● This training was scheduled for Nov. 10, 2017, but was unfortunately cancelled due to unforeseen circumstances. <p><u>Mini-Trainings/School-level PDs</u></p> <ul style="list-style-type: none"> ● As a Non-SSIP school, GTC has been included in the Foundations of Training scheduled throughout this school year. Our assigned trainer, Ms. Libby Jachles, along with our literacy coach, Mrs. Susan Babauta, have been providing reading support to our identified Key Teachers in Kindergarten through 3rd grade: Ms. Maribel Igitol (Kinder), Ms. Henara Sasamoto (1st), Mrs. Mei Reedstrom (2nd), and Ms. Deborah Moore (3rd). Ms. Jachles has also provided Foundations in Reading Training in the dates indicated below: <ul style="list-style-type: none"> ○ Sept. 8, 2017, 12:00-4:30pm—Kick-off Training for Non-SSIP schools ○ Sept. 11, 2017, 12:30-4:30pm—Phonemic Awareness Training ○ Sept. 22, 2017, 12:30-4:30pm—Phonics Training ○ Nov. 17, 2017, 2:45-4:45pm—Fluency Training ○ Nov. 21, 2017, 1:00-4:30pm—Vocabulary Training ● Achieve3000 Modeling Sessions and Data Analysis trainings were provided by Troy Akiyama on the following dates for our 2nd-5th grade teachers: <ul style="list-style-type: none"> ○ Sept. 15, 2017—Data Analysis and KidBiz Program training 	<p>January 3, 2018</p>	<p>Raena B. Camacho</p>

Form 08302017 -

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

	<p>from 3:00pm-4:30pm in GTC cafeteria</p> <ul style="list-style-type: none"> ○ Oct. 23, 2017—Troy Akiyama provided KidBiz modeling sessions for 2nd-5th grade teachers. ○ Dec. 13, 2017—Julie Eckard provided a modeling session for one of our 5th grade teachers who missed the first modeling session. She then held Smarty Ants Data sessions for our Kinder-2nd grade teachers. ● HMH Modeling Sessions and a Journeys Curriculum training were provided to our classroom teachers on Oct. 19, 2017 by Shatta Mejia. <ul style="list-style-type: none"> ○ Mr. Mejia provided modeling sessions in three classrooms (1st, 2nd, and 5th grade) ○ Mr. Mejia provided an after-school training on the Journeys Curriculum to our teachers from 2:45-4:30pm. Teachers were also able to get one-to-one support after the training. ● Renaissance trainings were provided through the coordination of our district leaders. Prior to this training, the school principal, Mrs. Raena Camacho provided mini-trainings on Renaissance U and STAR Custom during the school’s PD session on Nov. 1, 2017. Teachers were asked to assign a STAR Custom assessment to their classes so that they can come up with questions for the trainers since STAR Custom is new to our school and staff. GTC was able to receive Renaissance training on the dates indicated below: <ul style="list-style-type: none"> ○ Nov. 21, 2017, 4:00-6:00pm—AR 360 Training for all Non-SSIP schools. ○ Nov. 22, 2017, 8:00am-11:30am—STAR Professional Development provided by Pam Smothers. <p>Outcomes: Teachers were able to...</p>		
--	--	--	--

	<ul style="list-style-type: none"> ✓ Take a STAR Assessment to gauge student experience ✓ Gain a deeper understanding of the different scores provided by the STAR Assessments ✓ Create a STAR Custom assessment for their class ✓ Access instructional resources and lesson plans through the Renaissance platform ✓ Navigate through the Instructional Planning and Progress-monitoring components within Renaissance Learning <ul style="list-style-type: none"> ● On Nov. 1, 2017, our Vice Principal, Melisa Mendez along with our PLC members were able to attend the HMH Think Central training at PIC. <ul style="list-style-type: none"> ○ Dec. 15, 2017—Ms. Melisa along with PLC members M. Avila, T. Barcinas, and X. Sanchez, provided a Think Central training for all teachers. Outcomes: <ul style="list-style-type: none"> ✓ Teachers were able to create and add students to their classes ✓ Teachers were able to practice creating online assignments for their students ✓ Teachers were able to search online teacher resources to support their ELA instruction ● Our Kindergarten through third grade teachers have been receiving individual coaching support from our school’s literacy coach, Mrs. Susan Babauta. Ms. Sue has scheduled her coaching as a monthly rotation between grade levels. She has also partnered with our Foundations in Reading trainer, Ms. Libby Jachles, to ensure that the practices continue after Ms. Jackles’ visits. Much 		
--	--	--	--

	of the work completed has been focused around Guided Reading, which was requested by most of our classroom teachers.		
--	--	--	--

Activities Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by
In Progress	<p><u>Rigor and Relevance Training</u></p> <ul style="list-style-type: none"> ● On January 31, 2018, School Principals and Vice Principals attended a Rigor and Relevance Training from 11:30am-4:30pm conducted by Dr. Linda Jordan from ICLE (International Center for Leadership Excellence). <p><u>Mini-Trainings/School-level PDs</u></p> <ul style="list-style-type: none"> ● As a Non-SSIP school, GTC has been included in the Foundations of Training scheduled throughout this school year. Our assigned trainer, Ms. Libby Jachles, along with our literacy coach, Mrs. Susan Babauta, have been providing reading support to our identified Key Teachers in Kindergarten through 3rd grade: Ms. Maribel Igitol (Kinder), Ms. Henara Sasamoto (1st), Mrs. Mei Reedstrom (2nd), and Ms. Deborah Moore (3rd). Ms. Jachles continued the Foundations in Reading Training on the dates indicated below: <ul style="list-style-type: none"> ○ Jan. 10-17, 2018, 7:30-2:30pm—Classroom Visits with Key Teachers ○ Jan. 12, 2018, 12:30-4:30pm—Comprehension Training for all teaching staff ○ Feb. 21, 2018, 3:00-4:30pm--Web Conference with Key Teachers ● Feb. 6, 2018--After completing the second screening for STAR Early Literacy, Reading, and Math, the school administration 	April 12, 2018	Raena B. Camacho (Principal)

Form 08302017 -

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

	<p>conducted a STAR Data Analysis work session with all staff. Teams were able to update their action plans to help guide instruction for the 3rd and 4th quarter. Teachers navigated the Renaissance Learning platform to update instructional groups and determine areas needing improvement. Teachers were also able to generate reports listing specific skill areas to focus on for their instructional groups.</p> <ul style="list-style-type: none"> ● March 2, 2018--During the half-day session, the school administration held a collaborative work session on the following topics: <ul style="list-style-type: none"> ○ Method for Target Setting ○ School-wide Goal updates for Reading and Math ○ 5 Ins and Outs: Aligning Curriculum Within and Across Grades. ○ Teacher Collaboration <ul style="list-style-type: none"> ▪ Lesson Planning/Preparation ▪ Access Online Resources ▪ SPED/General Ed Teacher Collaboration ▪ Student Data Review/Grading ▪ Course Guide Review ● Our Kindergarten through third grade teachers have been receiving individual coaching support from our school's literacy coach, Mrs. Susan Babauta. Ms. Sue has scheduled her coaching as a monthly rotation between grade levels. She has also partnered with our Foundations in Reading trainer, Ms. Libby Jachles, to ensure that the practices continue after Ms. Jackles' visits. Much of the support focused around Guided Reading, writing support, and interventions for struggling students. These supports were requested by the classroom teachers. 		
--	---	--	--

Activities Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by
Completed	<p><u>Rigor and Relevance Training</u></p> <ul style="list-style-type: none"> ● On January 31, 2018, School Principals and Vice Principals attended a Rigor and Relevance Training from 11:30am-4:30pm conducted by Dr. Linda Jordan from ICLE (International Center for Leadership Excellence). <p><u>Mini-Trainings/School-level PDs</u></p> <ul style="list-style-type: none"> ● As a Non-SSIP school, GTC has been included in the Foundations of Training scheduled throughout this school year. Our assigned trainer, Ms. Libby Jachles, along with our literacy coach, Mrs. Susan Babauta, have been providing reading support to our identified Key Teachers in Kindergarten through 3rd grade: Ms. Maribel Igitol (Kinder), Ms. Henara Sasamoto (1st), Mrs. Mei Reedstrom (2nd), and Ms. Deborah Moore (3rd). Ms. Jachles continued the Foundations in Reading Training on the dates indicated below: <ul style="list-style-type: none"> ○ Jan. 10-17, 2018, 7:30-2:30pm—Classroom Visits with Key Teachers ○ Jan. 12, 2018, 12:30-4:30pm—Comprehension Training for all teaching staff ○ Feb. 21, 2018, 3:00-4:30pm--Web Conference with Key Teachers ● Feb. 6, 2018--After completing the second screening for STAR Early Literacy, Reading, and Math, the school administration conducted a STAR Data Analysis work session with all staff. Teams were able to update their action plans to help guide instruction for the 3rd and 4th quarter. Teachers navigated the 	June 26, 2018	Raena B. Camacho (Principal)

Form 08302017 -

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

	<p>Renaissance Learning platform to update instructional groups and determine areas needing improvement. Teachers were also able to generate reports listing specific skill areas to focus on for their instructional groups.</p> <ul style="list-style-type: none"> ● March 2, 2018--During the half-day session, the school administration held a collaborative work session on the following topics: <ul style="list-style-type: none"> ○ Method for Target Setting ○ School-wide Goal updates for Reading and Math ○ 5 Ins and Outs: Aligning Curriculum Within and Across Grades. ○ Teacher Collaboration <ul style="list-style-type: none"> ▪ Lesson Planning/Preparation ▪ Access Online Resources ▪ SPED/General Ed Teacher Collaboration ▪ Student Data Review/Grading ▪ Course Guide Review ● April 3, 2018—During the half-day session the school administration held a collaborative work session on the following topics: <ul style="list-style-type: none"> ○ Accreditation ○ 6 + 1 Writing Traits ● May 10, 2018—Pearson Social Studies Classroom Observations/Feedback and Staff Training on the progress of the curriculum implementation. Utilizing the Pearson Realize digital platform was one of the main focuses of the training. ● Our Kindergarten through third grade teachers have been receiving individual coaching support from our school’s literacy coach, Mrs. Susan Babauta. Ms. Sue has scheduled her coaching as a monthly rotation between grade levels. She has also partnered with our Foundations in Reading trainer, Ms. Libby 		
--	---	--	--

	<p>Jachles, to ensure that the practices continue after Ms. Jackles' visits. Much of the support focused around Guided Reading, writing support, and interventions for struggling students. These supports were requested by the classroom teachers.</p>		
--	--	--	--

Goal 5: ACCREDITATION

High Performing and High Reliability Systems: Gregorio T. Camacho Elementary School will engage 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:

GTC will collaborate to maintain a full-term accreditation through AdvancEd & NCCA and by increasing indicator ratings to the next level for each descriptor by 05/31/2018 as measured by the School Quality Factors Diagnostic, Accreditation Report, and Site Visit.

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

Self-Assessment Indicator ratings for SY 2016-2017 and SY 2015-2016
 GTC Index of Education Quality Overall Score: 254
 Domains: Teaching and Learning (243), Leadership Capacity (291), Resource Utilization (229)

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
Not Met	<ul style="list-style-type: none">• The School Leadership Team is meeting on January 18, 2018 to begin planning for our school's accreditation work sessions in preparation for our visit.• The Leadership Team completed the School Quality Factors Diagnostic prior to the submission of this School-wide Plan.• The Leadership Team will need to request more support from the Office of Accountability, Research, and Evaluation to provide guidance in preparing for AdvancEd's visit.	January 3, 2018	Raena B. Camacho (Principal)

Measurable Objective Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by
Not Met	<ul style="list-style-type: none">• Our school has gained some insight to this new self-assessment tool (School Quality Factor Diagnostic) and is working to determine its alignment to our Self-Assessment from last school year 2016-2017 in order to report comparative progress at the end of this school year 2017-2018. The Leadership Team will be requesting for support and guidance from our district's Accreditation Coordinator in standard	April 12, 2018	Raena B. Camacho (Principal)

Form 08302017 -

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

	reporting of the School Quality Factors Diagnostic.		
--	---	--	--

Measurable Objective Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by
Met	We are still accredited by the North Central Association Commission on Accreditation and School Improvement, an accreditation division of AdvancEd. Our school has gained much insight to the new self-assessment tool (School Quality Factor Diagnostic) and have found some correlation to our school's Self-Assessment from last school year 2016-2017. However, it is not sufficient enough to determine progress. The Principal and Vice Principal were able to meet with the PSS Accreditation Program Coordinator along with other elementary principals on March 28 th to clarify tasks related to accreditation and school improvement. Our school held Accreditation Work Sessions on April 13 th , April 27 th , and May 11 th to finalize our self-assessment and analyze stakeholder survey results.	June 26, 2018	Raena B. Camacho (Principal)

Strategy 1 - Must cite research:

Conduct school-level work sessions to gather evidence and comments to support School Quality Factor Diagnostic ratings.

(2013). Continuous Improvement in Education. Carnegie Foundation for the Advancement of Teaching. Retrieved from https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation_continuous-improvement_2013.05.pdf

Strategy 2 - Must cite research:

Complete new AdvancEd student, parent, and staff surveys to gather stakeholder perception data to guide school-wide improvement activities and goals.

(2013). Continuous Improvement in Education. Carnegie Foundation for the Advancement of Teaching. Retrieved from https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation_continuous-improvement_2013.05.pdf

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
<p><u>School-level Work Sessions</u> Conduct work sessions to gather evidence to support School Quality Factor Diagnostic ratings</p>	Nov. 2017	May 2018	\$1,500 (Supplies & Venue)	Local Funds	School Administration, School Leadership Team, All School Staff

Activities Progress Update 1 (December 31)

Status (In progress/Completed)	Progress Notes	Created on	Created by
In progress	<ul style="list-style-type: none"> The School Leadership Team is meeting on January 18, 2018 to begin planning for our school's accreditation work sessions in preparation for our visit. 	January 3, 2018	Raena B. Camacho (Principal)

Form 08302017 -

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

	<ul style="list-style-type: none"> • The Leadership Team completed the School Quality Factors Diagnostic prior to the submission of this School-wide Plan. • The Leadership Team will need to request more support from the Office of Accountability, Research, and Evaluation to provide guidance in preparing for AdvancEd’s visit. 		
--	---	--	--

Activities Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by
In progress	<ul style="list-style-type: none"> • During GTC’s PTA Meeting on Feb. 28, 2018, the Principal shared progress updates on goals included in GTC’s School-wide Improvement Plan. • On March 28, 2018-- Mrs. Marian Tudela, PSS’ Accreditation Coordinator, provided a collaborative work session for Elementary Principals focused on supports in preparation of AdvancED’s visit in October 2018 as well as supports for progress updates to School-wide Improvement Plans. • The School Administration administered students surveys for all third through fifth grade students from April 4-10, 2018. The following surveys were administered online: <ul style="list-style-type: none"> ○ Student Climate & Culture Survey ○ Student Engagement Survey ○ Student Inventory Survey • GTC has planned Accreditation Work Sessions for staff and stakeholders on the following dates: <ul style="list-style-type: none"> ○ April 13, 2018--All Staff ○ April 27, 2018--All Staff & Parents 	April 12, 2018	Raena B. Camacho (Principal)

Form 08302017 -

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

	<ul style="list-style-type: none"> ○ May 11, 2018--All Staff <p>Stakeholders will have the opportunity to provide their input and feedback to finalize GTC's School Quality Factors Diagnostic. The Diagnostic was first completed by the School Leadership Team in September. These work sessions will allow for other staff to provide their input and for teams to gather and attach evidence in support of the responses in the School Quality Factor Diagnostic. Stakeholders will also have the opportunity to review and analyze survey results.</p>		
--	--	--	--

Activities Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by
Completed	<ul style="list-style-type: none"> ● The School Administration administered surveys for students, parents, and staff in April 2018. The following surveys were administered online along with the number of respondents: <ul style="list-style-type: none"> ○ Student Climate & Culture Survey for 3rd-5th grade (164/165 or 99%) ○ Student Engagement Survey (155/165 or 94%) ○ Student Inventory Survey (165/165 or 100%) ○ Parent Climate & Culture Survey (206) ○ Staff Climate & Culture Survey (12) ○ Teacher Climate & Culture Survey (15) ○ Teacher Inventory Survey (14) ● GTC held Accreditation Work Sessions for staff and stakeholders on the following dates: <ul style="list-style-type: none"> ○ April 13, 2018--All Staff ○ April 27, 2018--All Staff & Parents 	June 26, 2018	Raena B. Camacho (Principal)

	<ul style="list-style-type: none"> ○ May 11, 2018--All Staff <p>Although parents were invited via our Binadu Connection, Class Dojo, and at our April PTA Meeting, no parents attended the April 27th work session. The whole school staff participated in these work sessions and were assigned to teams led by a School Leadership Team member. These work sessions allowed staff to provide their input and for teams to gather and attach evidence in support of the responses in the School Quality Factor Diagnostic. Stakeholders survey results were utilized as a reference for teams to complete the School Quality Factor Diagnostic Google Form.</p>		
--	--	--	--

Goals Summary:

#	Goal Name	Goal Details	Goal Type	Total Funding
1	READING: High Student Performance—All students will be provided equitable and challenging learning experiences that are aligned to the school’s curriculum, instructional design, and assessment to develop learning, thinking, and life skills that lead to college and career readiness.	SQFs: 6 Objectives: 1 Strategies: 2 Activities: 1	Academic	\$46,125
2	MATH: High Student Performance—All students will be provided equitable and challenging learning experiences that are aligned to the school’s curriculum, instructional design, and assessment to develop learning, thinking, and life skills	SQFs: 6 Objectives: 1 Strategies: 2 Activities: 1	Academic	\$12,050

Form 08302017 -

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

	that lead to college and career readiness.			
3	WRITING: High Student Performance— All students will be provided equitable and challenging learning experiences that are aligned to the school's curriculum, instructional design, and assessment to develop learning, thinking, and life skills that lead to college and career readiness.	SQFs: 6 Objectives: 1 Strategies: 2 Activities: 1	Academic	\$13,500
4	PROFESSIONAL DEVELOPMENT: Highly Qualified & Effective Personnel: All CNMI PSS personnel will demonstrate certifications and professional growth as we develop towards being a more purposeful community that supports student learning.	SQFs: 6 Objectives: 1 Strategies: 2 Activities: 2	Academic	\$12,464
5	ACCREDITATION: High Performing and High Reliability Systems: Gregorio T. Camacho Elementary School will engage stakeholders in accountability and monitoring to ensure continuous improvement.	SQFs: 7 Objectives: 1 Strategies: 2 Activities: 1	Organizational	\$1,500
			TOTAL	\$85,639