

## CNMI PUBLIC SCHOOL SYSTEM SCHOOL-WIDE IMPROVEMENT PLAN

**School Name:**

**School Year:**

**Tanapag Middle School**

**2017-2018**

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

Tanapag Middle School is in its fourth year of being a middle school since it transitioned from an elementary school. The change from an elementary school to a middle school began in school year 2014-2015. Since then, TMS has had three different Principals. Although transition and change was difficult, Tanapag Middle School remains resilient and continues to push forth to empower its students to take charge of their future. Student population has always remained small. Compared to last school year, TMS saw a 14% drop in student population for school year 2017-2018. This is really helpful in maintaining a healthy teacher student ratio, but very challenging when it comes to budgeting. Additionally, TMS has a high turnover rate in classroom teachers. TMS loses about 2 to 3 teachers and/or staff every school year for various reasons. Since it transitioned into a middle school, only 3 teachers and 1 staff has been with the school since then.

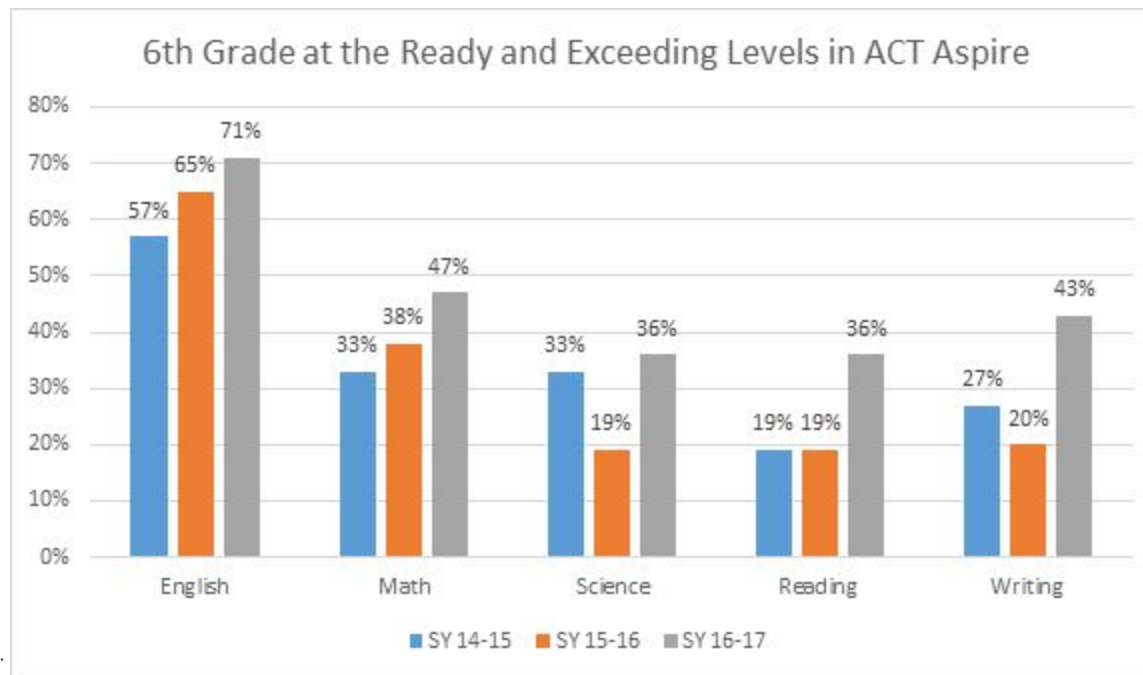
The school buildings have been impacted by the ground it sits on. TMS grounds are soft and is constantly shifting and changing due to heavy rainfall. Such impacts is highly noticeable through damaged classroom floorings and tiles. TMS

is also one of the few school without a sports facility such as a basketball court. The school heavily depends on the North field where much of student physical activities are conducted. A partial of the North field is unsafe for student use do to damp soil and ripples caused by soil erosions.

TMS continues to strive for excellence despite the many challenges it faces. In the past few years, TMS has seen some positive growth in its academic achievements.

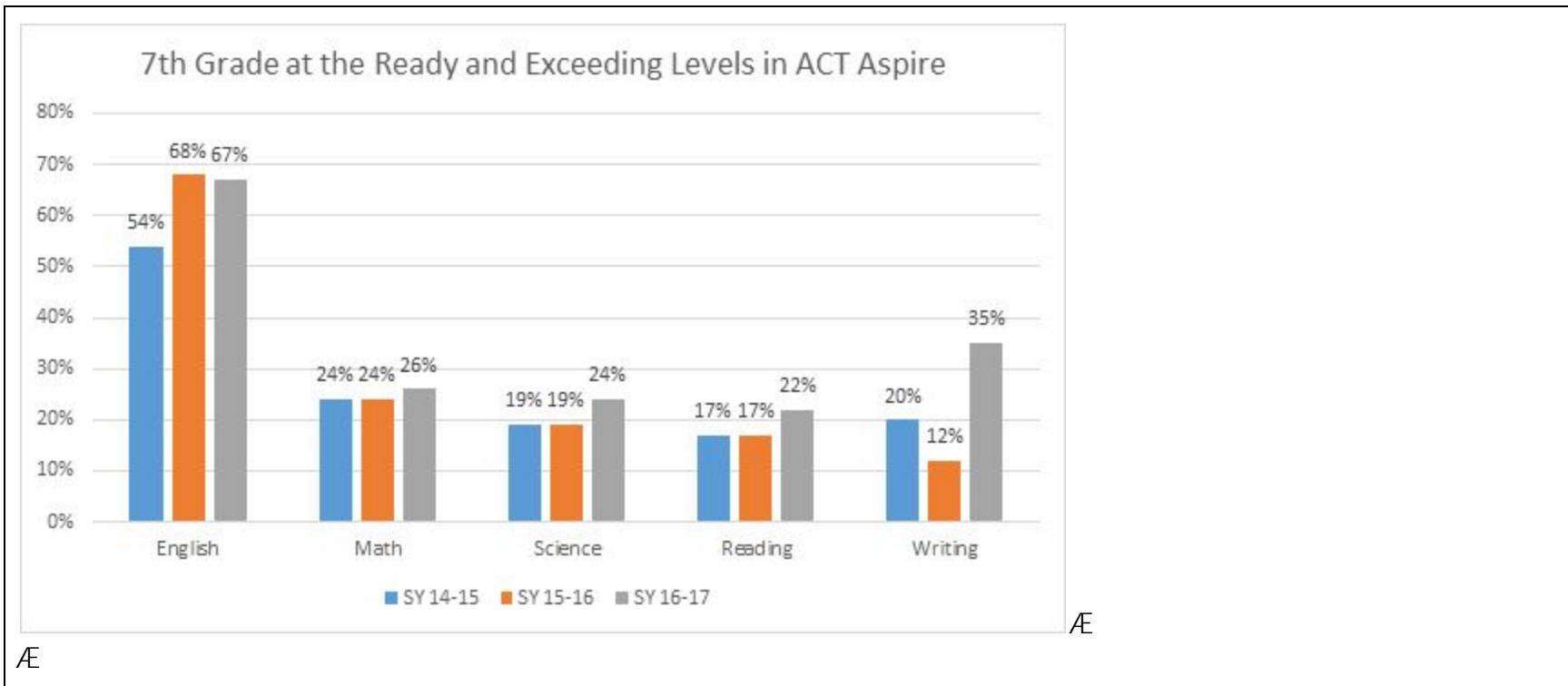
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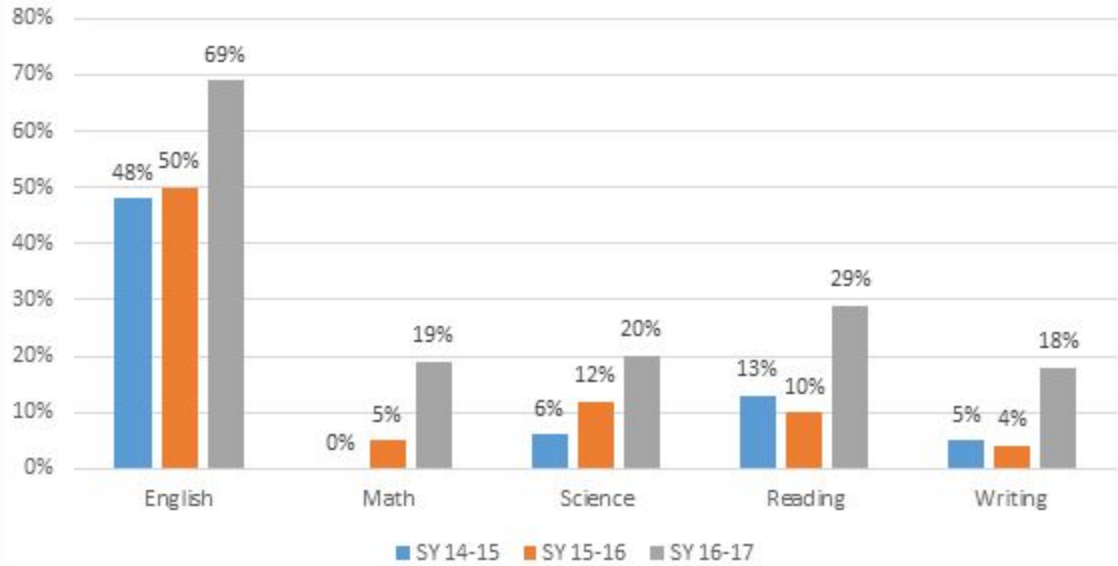


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8thGrade at the Ready and Exceeding Levels in ACT Aspire



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## BUDGET ALLOCATION BREAKDOWN

### Personnel Budget

#### Local

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### Personnel Budget

#### Federal

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### Local Budget

**Operations Allocation: \$149 x 150= \$22,350**

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ßYÜÝ·	† nk k   I bM)lml y·	<xnV  xZ·xNkbn·, Mjì lZ'fMjì lZy'f'n·MkZ' b· Vnk k   I bM)lml 'X  xb`· y  uZx'f)lml 'M X' Zk Zx' ZI Vt·xZyuml yZ·yq  M)lml y·	.	ÖáÜÜ·
ßYÜþ·	ž   Zyì @ UyWxw{t)l y·	<Mk ZI {·_nx'MII   Mjy  UyWxw{t)l y·_nx'@Zjjb`· ÈZZS( Zn` xMiat ÈZZS3/) @S1buxMf'k M M)lml Zy· y  UyWxw{t)l y\$aa· xNkZ'ujMj Zy'M X'M NkXyS	.	ÖÜ\$aaÜ·

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**Local Budget  
CIP Allocation: \$0**

Form 08302017 -

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

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**Local Budget**

**Other Allocation: \$0**

Gzr gpug'Eqf g"	Gzr gpug'Eqf g"Vkrq"	Gzr gpug'F guetkr vkqp"	Eqo o gpv'	Gurko cvgf 'Co qwpv'
				0'

**Federal Budget (all funds)**

**Allocation: \$87,682 (SWP: \$73,569, Wellness: \$6,385, Parent Involvement: \$2,000, CTE: \$5,728)**

Gzr gpug'Eqf g"	Gzr gpug'Eqf g"Vkrq"	Gzr gpug'F guetkr vkqp"	Eqo o gpv'	Gurko cvgf 'Co qwpv'
4216	Licenses and Fees	† nl Vh  xyZ`Enni`@ty{Zk y`		0aYa`
4306	Controlled Asset	@ uujZk ZI {MS{ZVal njn` tSVMyxnnk` k MZxbjy`MIX`xZyn  xVZy`	BuXMZ`{ZMwaZxSy{M` jM{nuy`	0Y\$000`
4306	Controlled Asset	@ uujZk ZI {MS{ZVal njn` tSVMyxnnk` k MZxbjy`MIX`xZyn  xVZy  Va`MjM` b Mb` k Wab Z\$Ub`Xb` `k Wab Z\$Vb  {k Wab Z\$ yuZMZxySuxntZV{nxySXnV  k ZI {`VM` ZxM\$Mx` yZxfZx`		0Ua\$000`
4216	Licenses and Fees	?ZI`MjyM`VZ`?ZI`Z,`Mj`ZZ`		0a\$000`
4218	Professional Services	AZVa`2`M`{ZI`MI`VZ`		0Y\$000`
4310	Library Books & Library Materials	@ uujZk ZI {MS{ZVal njn` tSVMyxnnk` k MZxbjy`MIX`xZyn  xVZy`	1bXMt`Enni`y`	0U\$000`
4116	Other Differential	† xZXb`?ZVnfZxt`† n  xyZy`		0a\$000`
4116	Other Differential	°`_{ZxyWannj`, Zjil`Zyy`M{b`†`MIX`uxn`xM`		0a\$Pa`a`
4304/4229	Supplies-Office	".uZI`Xb`  xZynl`k`MZxbjy`MIX`y  uujZy`		0Y\$000`

	Rental-Others	xZjMZX {n'uMZI {b'fnjZk ZI {M{b'f'f'Zy'MIX' xnk 'xZi {M'nx'uMZI {', nxi yanuy'		
4306	Controlled Asset	'Wq bZ f MZZxI 'AZVal njn' t'k MZXb'jyS y  uujbZy'MIX {ZMwAZx'uxn_Zyyt'nl M' XZfZj'nuk ZI {y  uunx{''	f A''	Óa\$Yá'

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

**Collection: \$1,674.31** (ÓÚ\$paY'ab'ÁB'' ' Áj'Ó'Y'Ú'Pa'Á' Aí ÁÁ

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BpÜB'	@ uujbZy'5_bZ'	<  xVaMjZ b'VZI {b'Zy'nx'y{  XZI {y'Mj'xZ, MXY' _nx'uM{b'wM'tnl y'b 'yVannj M'WZk b'ZfZI {yS Vnk uZ{b'tnl ySM X'M{b'f'f'Zy'	.	ÓaÜÜ'
BpÜB'	@ uujbZy'5_bZ''	<  xVaMjZ b'VZI {b'Zy'nx' {ZMwAZxy'nx' xZVh' l b'tnl y'MIX VZjZUxM'tnl y'	.	ÓaÜÜ'

**f5 XX'UXJhcbU'fck g'Ug'b YXYX"**



### Goal 1: Student Success

By June 2018, TMS student cohort groups will increase their “ready” and “exceeding” levels in Reading by 5 percent points or more as measured by the ACT Aspire Summative Assessment.

Students at “Ready” and “Exceeding” levels

	SY 2014-2015	SY 2015-2016	SY 2016-2017
6th	20%	19%	26%
7th	16%	17%	22%
8th	12%	10%	29%

**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, and Implementation Capacity.

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**Measurable Objective 1:**

By June 2018, 20% or more students will be at Meet or Exceeds level in Reading as measured by Achieve3000.
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**Evidence** - List data that support the Goal and Objective(s):

Achieve3000 <ul style="list-style-type: none"><li>• SY 2015-2016: 14% of students at Meets or Exceeds</li><li>• SY 2016-2017: 17% of students at Meets or Exceeds</li></ul>
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**Measurable Objective Progress Update 1 (December 31)**

Status	Progress Notes	Created on	Created by
Not met	As of Dec. 31, 2017, 16% of TMS students are at the meets or Exceeds level.	Feb. 15, 2018	Hilda Rios

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

Status	Progress Notes	Created on	Created by
Met	As of March 28, 2018, 23% of TMS students are at the meets or Exceeds level.	March 28, 2018	Hilda Rios

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

Status	Progress Notes	Created on	Created by
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Met	As of March 28, 2018, 23% of TMS students are at the meets or Exceeds level.	June, 2018	Hilda Rios
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**Strategy - Cite Research:**

**Achieve3000**

Based on decades of scientific research, Achieve3000®'s proven and patented method of online differentiated instruction engages all learners at their individual reading levels and constantly challenges them to improve their literacy skills.

Across all demographics, students using Achieve3000®'s patented literacy solutions regularly exceeded their expected Lexile® reading growth by an average of 72 points, or more than 2X times the expected reading gains. Achieve3000's *Pro* literacy solutions (KidBizPro® for grades 2-5, TeenBizPro® for grades 6-8, and EmpowerPro™ for grades 9-12) are uniquely designed to meet the needs of classrooms with a diverse mix of student abilities and needs: every student in class reads the same grade-appropriate content differentiated at their individual reading level, empowering all students to fully participate in whole-class instruction and discussions. ( <http://www.achieve3000.com/learning-solutions/english-language-arts/> )

**Activities:**

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
<p>ÜªAZNwaZxy', ðj`yZ{`            ð XbftX  NjIMX`            ank Zxnnk `` nMy`_nx`            ° VatZfZ`p000S° † A`            ° yubZSMIX`@A` ?`            ° yyZyyk ZI {y`</p>	<p>5V{nUZxY00a`            "I X`n_ZNwa`            MyZyyk ZI {`</p>	<p>/ I Z`Y00a`</p>	<p>00`</p>	<p>.</p>	<p>AZNwaZxy`            @-` ž `† nI {W{`            AZNwaZx`</p>

<p>Yá&lt;xnfbXZ bk k ZXbMZ xZVn`l bbl`MIX b VZI {bZy`nx` MabZfZk ZI {n_` nMjy`</p>	<p>H ZZi jt`_nx` ValZfZ` p0001` &gt; M{Zxt`_nx` @A` ?` yyZyyk ZI {y`</p>		<p>Óa00`</p>	<p>3nl`1MiuXnuxbMZ` ` I Xy`</p>	<p>° Xk b S(ZNWaZxy`</p>
<p>50Rtqxkf g'utwewtgf.` tki qtqwu."cpf" r wtr qughwi'wwqt kpi "vq" uwr r qt v'uwf gpv` ngctpkpi "vukpi " Cej kxg"5222" rtqi tco 0`</p>	<p>°  `  y{ Y00A`</p>	<p>/ I Z Y00A`</p>	<p>Óa\$000`</p>	<p>?ZVhfZxt`Vn  xyZ`</p>	<p>AZNWaZxyS` Xk b`</p>
<p>60Wr i tcf g'vgcej gt.` eqwpugnt."cpf`'uvch` rer vqr u'cpf` vgej pqmji {`'uwr r qt v` hqt`ghhlekpv'r rcpkpi` cpf`'kputwekqp`"</p>	<p>5V{nUZxY00A`</p>	<p>/ I Z Y00A`</p>	<p>ÓpY\$000`</p>	<p>@H &lt;`</p>	<p>AZNWaZxI` ° Xk b`</p>
<p>70Vgcej gtu'y km` kf gpvhl`"cmqwgf`'ko g` *y q'fc{u'qw'qh'y g` y ggm'ur gekhlecml`'hqt` Cej kxg"5222"</p>	<p>°  `  y{ Y00A`</p>	<p>/ I Z Y00A`</p>	<p>Ó0`</p>		<p>AZNWaZxy`</p>
<p>80Uwf gpw'y km` eqo r rvg"4"qt"o qtg` Cej kxg"5222" cevkklgu"gxgt {`'y ggn0`</p>	<p>°  `  y{ Y00A`</p>	<p>/ I Z Y00A`</p>	<p>Ó0`</p>		<p>AZNWaZxy`</p>

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

Status (In progress/completed)	Progress Notes	Created by	Created on
Activity 1: Not met	Only a few teachers (about 3 teachers out of 14) did goal settings with students. Others have indicated that they spoke to students about setting goals, but did not document the process. This is an activity that TMS intends to strengthen for the next school year.	Hilda Rios Felisa Brel	June 18, 2018
Activity 2: Met	Students were recognize for Achieve 3000 on a weekly basis and were given a prize for their accomplishments. A poster for student achievements were posted in the classrooms and on the school bulletin. Student achievements for STAR	Hilda Rios Felisa Brel	June 18, 2018

	<b>Assessments were recognized through the TMS quarterly awards.</b>		
<b>Activity 3: Met</b>	<b>Students who were in the immediate intervention based on the TMS Intervention Quadrant list received purposeful tutoring through the AmeriCorps Program. Tutoring sessions were conducted during lunch and after school hours.</b>	<b>Hilda Rios Felisa Brel</b>	<b>June 18, 2018</b>
<b>Activity 4: Met</b>	<b>Laptops were provided to all teachers, counselor, librarian, and administrative staff. TMS also procured a book binding machine and a laminating machine.</b>	<b>Hilda Rios Felisa Brel</b>	<b>June 18, 2018</b>
<b>Activity 5: Met</b>	<b>Teachers and admin met in the beginning of year and agreed upon the allotted time for Achieve 3000. ELA teachers identified Thursday and Friday as their allotted</b>	<b>Hilda Rios Felisa Brel</b>	<b>June 18, 2018</b>

	<p><b>time. Additionally, students in non-ELA classroom used the Achieve 3000 program as an option activity when a teacher is out.</b></p>		
<p><b>Activity 6: Not met</b></p>	<p><b>Only 26 out of a total of 146 Achieve 3000 users met the goal of 2 or more Achieve 3000 activities per week. That translates to about 18% of TMS students. A total of 7,967 activities were completed for SY 2017-2018.</b></p>	<p><b>Hilda Rios Felisa Brel</b></p>	<p><b>June 18, 2018</b></p>

**Measurable Objective 2:**

By June 2018, students listed in the “Immediate Intervention” and “Intervention” quadrant will decrease by 38 students as measured by the TMS intervention quadrant list.

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

List how many students are in each of the quadrants.

	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
Immediate Intervention:	16	9	15
Intervention:	35	21	27
Meets:	3	7	4
Exceed:	0	4	3

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

<b>Status</b>	<b>Progress Notes</b>				<b>Created on</b>	<b>Created by</b>
In progress		6th	7th	8th	January 3, 2018	Hilda Rios
	Immediate Intervention	16	10	11		
	Intervention	35	21	27		
	Meets	3	6	5		
	Exceed	1	4	5		



	<p>Note: TMS had one student that transferred out in the Immediate Intervention.  TMS also had three new students. Two from China in the Immediate Intervention.  Three of our students in the Special Education Program do not participate in the Achieve 3000 program.</p>		
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**Measurable Objective Progress Update 2 (March 31)**

Status	Progress Notes				Created on	Created by
In progress		6th	7th	8th	March 28, 2018	Hilda Rios Felisa Brel

	Immediate Intervention	15	5	5		
	Intervention	32	23	28		
	Meets	4	6	9		
	Exceed	2	7	7		
<p>As of March 28, 2018 TMS saw a decrease of 22 students from the immediate intervention list and 14 students from the intervention list. This brings it to a total of 36 students that have moved up a quadrant. TMS still needs to move 2 more students in order to meet its goal.</p> <p>Two more students transferred out.</p>						

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

Status	Progress Notes				Created on																				
Met	<table border="1" data-bbox="510 342 1188 683"> <thead> <tr> <th></th> <th>6th</th> <th>7th</th> <th>8th</th> </tr> </thead> <tbody> <tr> <td>Immediate Intervention</td> <td>14</td> <td>4</td> <td>6</td> </tr> <tr> <td>Intervention</td> <td>33</td> <td>24</td> <td>28</td> </tr> <tr> <td>Meets</td> <td>3</td> <td>6</td> <td>9</td> </tr> <tr> <td>Exceed</td> <td>3</td> <td>7</td> <td>7</td> </tr> </tbody> </table> <p data-bbox="510 724 1163 943">As of May 2018, TMS saw a decrease of 24 students from the immediate intervention list and 14 students from the intervention list. This brings it to a total of 38 students that have moved up a quadrant from the immediate intervention and intervention list.</p> <p data-bbox="510 987 1173 1284">Here is the Breakdown:  TMS started 40 (6th, 7th, &amp; 8th) students in the Immediate Intervention list and ended with 24 students.  24 of those students moved up a quadrant.  7 of those students moved down a quadrant.  1 student transferred out.  2 new students were added.</p>					6th	7th	8th	Immediate Intervention	14	4	6	Intervention	33	24	28	Meets	3	6	9	Exceed	3	7	7	June 19, 2018
	6th	7th	8th																						
Immediate Intervention	14	4	6																						
Intervention	33	24	28																						
Meets	3	6	9																						
Exceed	3	7	7																						

	<p>In the intervention list, TMS started with 83 students and ended with 85 students.</p> <p>14 of those students moved up a quadrant. 7 of those students moved down a quadrant 24 students were added to the list from the immediate intervention list. 2 students were transferred out.</p> <p>There was a decrease of 38 students from the immediate intervention and intervention list. TMS has met this goal.</p> <p>Note: One of the new transfer in student showed zero activity on Achieve 3000.</p>	
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**Strategy 1 - Must cite research:**

The RTI process is a multi-step approach to providing services and interventions to students who struggle with learning at increasing levels of intensity. The progress students make at each stage of intervention is closely monitored. Results of this monitoring are used to make decisions about the need for further research-based instruction and/or intervention in general education, in special education, or both.

(National Center for Learning Disabilities, 2006, p. 1)

*Add updates of strategies if changed.*

**Activities:**

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
<p>AZiWaZxy, bjj{Njnx  b y{x  V{bnl {n  y{  XZI {yUt MyyZyyb`  MlX'xZyuni Xb` {n  b Xbfb  MljZMl b`  l ZZxy<sup>a</sup></p>	<p>°  `  y{ YÜÜä`</p>	<p>/  l Z YÜÜä`</p>	<p>ÓÜ`</p>	<p>.</p>	<p>AZiWaZxy`</p>
<p>Vgcej gtu'y km'Wug"  uwf gpv'cuuguo gpv"  f cv"cpf "hggf dcm'vq"  kf gpvhf "ctgcu"qh"pggf "  hqt'yj g'r wtr qug"qh"  kf gpvhf kpi "tguqvtegu."  kpvgtxgpvqpu."cpf "  uwr r qt v'hqt "uwf gpwø"  rgctkpi 0'  "</p>	<p>°  `  y{ YÜÜä`</p>	<p>/  l Z YÜÜä`</p>	<p>ÓÜ`</p>	<p>.</p>	<p>AZiWaZxyS` Xk b`  jk nl k'nxb` Ä`</p>
<p>Rtqxf g'vgej gtu'cpf "  qhheg'vch'y kj "  pggf gf "o cvgtknu'cpf "  uwr r rgu"q"ghhekgpvf "  eqpf vev'kput vev'kqp"  cpf lqt "qr gtcvg"  ghhevxgnf "</p>	<p>5V{nUZxYÜÜä`</p>	<p>/  l Z YÜÜä`</p>	<p>Óa§ÜÜ`Z{ZiWaZxyÄ`  ÓäBä`5 _bZÄ`</p>	<p>1nVvj`</p>	<p>AZiWaxi` ° Xk b`</p>

<b>Status (In progress/completed)</b>	<b>Progress Notes</b>	<b>Created by</b>	<b>Created on</b>
<b>Activity 1: In Progress</b>	<p>Teachers have begun the process of looking at data to plan for instruction. Teachers have content meetings in which they review formative and summative assessments to plan for instruction.</p> <p>The school uses its half day Professional Development time to analyze and interpret school level data in order to plan for school level intervention.</p>	<b>Ms. Hilda</b>	<b>June 2018</b>
<b>Activity 2: In Progress</b>	<p>Teachers, staff, and admin met on August 25, 2017, September 8, 2017, October 27, 2017, and March 16, 2018 as a whole school to unpack, analyze, and interpret school data for planning purposes.</p>	<b>Ms. Hilda</b>	<b>June 2018</b>
<b>Activity 3: Met</b>	<p>Teachers worked in content level teams to identify classroom materials and supplies needed for instruction. Although late, they did received the supplies they requested for.</p>	<b>Ms. Hilda</b>	<b>June 2018</b>

**Measurable Objective 3:**

By June 2018, 50% or more TMS students will score 85% correct or higher in their Reading quizzes as measured by the Accelerated Reader Program.

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

This school year will be the first year of full implementation of Accelerated Reader, therefore, the school does not have any data.

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

Status	Progress Notes	Created on	Created by
In Progress	Due to some technical difficulties, this particular objective has not started.	January 3, 2018	Hilda Rios

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

Status	Progress Notes	Created on	Created by
In Progress	TMS will push to initiate implementation this 4th quarter.	March 23, 2018	Hilda Rios

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

Status	Progress Notes	Created on	Created by
Not met	As of May 2018, 104 or 69% of TMS students	May 8, 2018	Hilda Rios

	<p>have taken an AR quiz. A Total of 317 quizzes were taken and 244 or 77% of those quizzes were passed. The percent correct average was at 76.5%.</p> <p>35% of TMS students have taken AR quizzes and average a score of 85% or higher.</p> <p>TMS met only part of the goal. The school needs to work on averaging a higher score on its quizzes.</p>		
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**Strategy 1 - Must cite research:**

Renaissance Accelerated Reader 360® provides data-driven, personalized reading practice to help every student become a flourishing reader, ready to succeed in college and career. Accelerated Reader 360® provides data-driven, personalized reading practice to help every student become a flourishing reader, ready to succeed in college and career.  
<https://www.renaissance.com/products/practice/accelerated-reader-360/> )

**Activities:**

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
1. VxZMjZ jWxMt Unni MWZyybkt	3nfZk UZxY00a	/ I Z Y00a	000\$00	@H <	° Xk b \$1bJxMt ° bXZ
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<b>Status (In progress/completed)</b>	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
Activity 1 In Progress	TMS was only able to invest \$5,000 in books. It aims to gradually increase the number of books each year.	July 2, 2018	Hilda Rios
Activity 2 In Progress	TMS is currently in the process of renewing its Renaissance license.	July 2, 2018	Hilda Rios
Activity 3 Not Met	Due to technical challenges, TMS did not meet this goal. Only 69% of TMS students were able to take quizzes. TMS only started using the AR program sometime after 3rd	July 2, 2018	Hilda Rios

	quarter.		
Activity 4 Not Met	TMS was unable to provide incentives for AR or STAR Assessment this school year. The AR program started late and was used inconsistently. One of the requirements for quarterly achievement award was being on reading and math level for STAR assessments.	July 2, 2018	Hilda Rios

**Measurable Objective 4:**

By June 2018, teachers will increase the category of Blooms (Analyze, Evaluate, and Create) by 5 percent points or more as measured by the PWT.

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

PWT			
	SY 14-15	SY 15-16	SY 16-17
	91 PWT	129 PWT	59 PWT
Analyze	2%	5%	17%
Evaluate	0%	0%	0%
Create	3%	1%	0%

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

Status	Progress Notes	Created on	Created by
In Progress	We do not have enough data yet to be able to determine or monitor this objective.	Jan. 3, 2018	Leadership Team

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

Status	Progress Notes	Created on	Created by
In Progress	Still in the process of inputting information. TMS' PWT is all done on paper.	March 31, 2018	Ms. Hilda Rios

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

Status	Progress Notes	Created on	Created by					
Not met	<p>TMS was able to complete 95 PWT. It did not meet its goal of increasing by 5% on Blooms analyze and evaluate. It however increased its create category. It went from 0% last year to 7% this school year. This is an area that the school would like to continue to work on. TMS' Blooms level is still high on the understand level.</p> <table border="1" data-bbox="510 1273 1209 1341"> <tr> <td data-bbox="510 1273 678 1341"></td> <td data-bbox="678 1273 802 1341">SY</td> <td data-bbox="802 1273 926 1341">SY</td> <td data-bbox="926 1273 1066 1341">SY 16-17</td> <td data-bbox="1066 1273 1209 1341">SY 17-18</td> </tr> </table>		SY	SY	SY 16-17	SY 17-18	July 2, 2018	Ms. Hilda Rios
	SY	SY	SY 16-17	SY 17-18				

	14-15	15-16		
	91PWT	129 PWT	59 PWT	94 PWT
Analyze	2%	5%	17%	6%
Evaluate	0%	0%	0%	2%
Create	3%	1%	0%	7%

**Strategy 1 - Must cite research:**

All teachers at TMS are familiar with Bloom's taxonomy and mostly likely learned about Bloom's during their teacher preparation program or through Professional Development. Based on our school PWT data, few teachers engage their students beyond the first two level of cognition: Remember and Understand. According to Tankerskey (2005), "Because most jobs in the 21st century will require employees to use the four highest levels of thinking—application, analysis, synthesis, and evaluation—this is unacceptable in today's instructional programs. We must expect students to operate routinely at the higher levels of thinking."

**Research Cited:**

Tankersley, K. (2005). Literacy strategies for grades 4-12: reinforcing the threads of reading. Alexandria, VA: Assoc. for Supervision and Curriculum Development.

*Add updates of strategies if changed*

**Activities:**

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<b>Activity</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Amount Budgeted</b>	<b>Funding Source(s)</b>	<b>Staff Responsible</b>
Professional Development on Bloom's Taxonomy.	August 2017	June 2018	0%		Admin, OCI
Create PWT Schedule and Conduct PWTs as planned.	August 2017	June 2018	0\$		Vice Principal
Provide Teachers with technological tools and support to aide in instruction	October 2017	June 2018	\$15,000	SWP	Admin

<b>Status (In progress/completed)</b>	<b>Progress Notes</b>	<b>Created on</b>	<b>Created by</b>
Activity 1 Not Met	TMS was unable to carry out a PD on Bloom's Taxonomy.	July 2, 2018	Hilda Rios
Activity 2 Not Met	TMS did create a schedule for PWT, but do to unforeseen interruption in schedule, we were unable to consistently follow the planned schedule.	July 2, 2018	Hilda Rios
Activity 3	TMS was able to provide teachers with	July 2, 2018	Hilda Rios

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

Met	technological tools to support classroom instruction. All teachers got a Macbook Pro and speakers. We are in the process of getting 3 projectors and 2 more document cameras for the classrooms.		
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**Measurable Objective 5:**

By June 2018, 70% of TMS Certified staff will achieve Highly Qualified Status as measured by the TMS HQT Listing.

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

October 2017  
 8 HQT (Teachers)  
 4 NHQT (Teachers)  
 2 NHQI (Instructors)  
 1 NHQC (Counselor)  
 2 NHQA (Admin)

**TOTAL: 9 Non Highly Qualified Certified Staff**

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

Status	Progress Notes	Created on	Created by
In Progress	<p>Most recently, TMS lost 2 of its teachers (both HQT), teachers, instructors, counselor, and admin are currently working on their HQT status.</p> <p>As of Jan. 2018</p> <ul style="list-style-type: none"> <li>10 HQT (Teachers)</li> <li>2 NHQT (Teachers)</li> <li>2 NHQI (Instructors)</li> <li>1 NHQC (Counselor)</li> <li>2 NHQA (Admin)</li> </ul>	January 3, 2018	Hilda Rios

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

Status	Progress Notes	Created on	Created by
In Progress	Status is still the same from last reporting.	March 31, 2018	Hilda Rios

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

Status	Progress Notes	Created on	Created by
Not Met	TMS ended the year with 10 HQT, 2 NHQT, 2 NHQI, 1 NHQC, and 2 NHQA. TMS counselor is currently taking courses online to meet requirements for HQT status. One NHI is also currently taking summer courses to meet requirements for HQT. One admin recently is currently working on Certification status to meet HQT requirements.	July 2, 2018	Hilda Rios

**Strategy 1 - Must cite research:**

"The research indicates that... (text is mirrored and partially illegible) ...  
 TMS ended the year with 10 HQT, 2 NHQT, 2 NHQI, 1 NHQC, and 2 NHQA. TMS counselor is currently taking courses online to meet requirements for HQT status. One NHI is also currently taking summer courses to meet requirements for HQT. One admin recently is currently working on Certification status to meet HQT requirements."

**TMS ended the year with 10 HQT, 2 NHQT, 2 NHQI, 1 NHQC, and 2 NHQA. TMS counselor is currently taking courses online to meet requirements for HQT status. One NHI is also currently taking summer courses to meet requirements for HQT. One admin recently is currently working on Certification status to meet HQT requirements.**

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*Add updates of strategies if changed*

**Activities:**

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
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Status (In progress/completed)	Progress Notes	Created on	Created by
Activity 1  Not Met	Although TMS identified mentors for new teachers, it was not as structured as we want it to be. Most of the content teams are made up of two individuals. Within that team is one seniority teacher who serves as the mentor for the newer teacher. PSS recently activated its mentoring program and TMS has identified 3 mentor teachers under this program.	July 2, 2018	Hilda Rios
Activity 2  Met	A survey through the teachers Professional Development was conducted to identify areas of professional development needs. Some areas of need that were identified were technology assistance, classroom management, differentiating instruction, Higher Order Thinking Skills, addressing students with special needs, and using data to drive instruction.	July 2, 2018	Hilda Rios
Activity 3	We did not do all the professional development as listed. TMS did conducted	July 2, 2018	Hilda Rios

Not Met	professional development on Rigor and Relevance, analyzing and using data, special education in the classroom. PD on differentiated instruction, classroom management, and cooperative learning were not met.		
Activity 4 Not Met	Although TMS created a schedule for PWT observation, it was not consistent. We did see an increase in PWT observation from last year. TMS however, did not meet the required 20 observations per teacher per year.	July 2, 2018	Hilda Rios
Activity 5 Met	TMS did use the IRP report to address needs of improvement of the school. Some of these needs were addressed through the half day professional development. TMS conducted PD's on Special Education, unpacking data, Rigor and relevance in the classroom, and data analysis. The school was not able to cover all areas of needs and therefore will continue to address some of those needs on the next school year. An analysis of data from the IRP, PWT, and Teacher professional development plans have given us more insights as to professional development needs for the next school year.	July 2, 2018	Hilda Rios

**Measurable Objective 6:**

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

By June 2018, TMS will address 35 out of 66 recommendations cited by the Department of Administrative Services and others identified by the school as measured by PSS Admin Inspection and school list.

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

School Monitoring Report: 69 Recommendations  
 Fire Department, BECQ, Public Works: 5 Recommendations  
 School Listing: 5

- Just in the 1<sup>st</sup> quarter alone, TMS has been burglarized 3 times.
- Two classroom buildings, main office, and counselor’s office remain without shutters.
- TMS continues to be without a fire alarm system.
- School buildings need upgrades, especially classroom tiles.
- TMS is pitch dark at night. No proper lightings.

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

Status	Progress Notes	Created on	Created by
Completed	<ul style="list-style-type: none"> <li>• All Fire Department requirements have been met.</li> <li>• Walkways have lights at night.</li> <li>• 16 Security Cameras have been installed.</li> </ul>	Jan. 3, 2018	Hilda Rios
In Progress	<ul style="list-style-type: none"> <li>• 34 of the 69 recommendations (from the School Monitoring Report) have been completed.</li> </ul>		

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

Status	Progress Notes	Created on	Created by
Met	53 of the 69 recommendations (from the School Monitoring Report) have been completed. Door shutters to the main office were added after the latest break in. No break ins have occurred since then.	March 31, 2018	Felisa Brel

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

Status	Progress Notes	Created on	Created by
Met	57 of the 69 recommendations (from the School Monitoring Report) have been completed. Other than a working fire alarm system, TMS has met all Fire, BECQ, and Public Works recommendations. TMS continues to keep up with maintenance for the upcoming school year. Additionally, TMS met one of its school recommendations which is to install lights in the hallways to keep it lit at night. It has not been burglarized since school cameras were installed. More work needs to be done with regards to classroom tiles and getting shutters for all classrooms.	July 6, 2018	Felisa Brel

**Strategy 1 - Must cite research:**

Improvements in school facilities and the school environment aimed at providing a safe, clean, healthy atmosphere conducive to learning and orderly at TMS is of utmost importance. Research has shown the importance of having a safe and orderly school environment and how it affects student achievement, including one study by Frank, et al that looked at this issue specifically. In this research, “safety play[s] an important role in explaining differences in reading achievement between classes.”

**Research cited:**

Kennedy, E. (2010). Improving Literacy Achievement in a High-Poverty School: Empowering Classroom Teachers Through Professional Development. Reading Research Quarterly, 45(4), 384-387. doi:10.1598/rrq.45.4.1

*Add updates of strategies if changed*

**Activities:**

<b>Activity</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Amount Budgeted</b>	<b>Funding Source(s)</b>	<b>Staff Responsible</b>
Keep emergency folders updated	August 2017	August 2018	\$0		Admin, Teachers
Maintain, monitor and assess Fire extinguishers, smoke alarm, and fire alarm log book.	August 2017	August 2018	\$0		Admin
Conduct required emergency drills	October 2017	June 2018	\$0		Admin

Maintain school grounds and buildings including restroom cleanliness.	August 2017	September 2018	\$8,000	Local	Admin
Acquire needed school toiletries and cleaning supplies and	October 2017	June 2018	\$2,000	Local	Admin
Monitor to ensure each building in TMS is in compliance with Safety, Sanitation, Fire, and Health Codes.	August 2017	September 2018	\$ 900	Local	Admin

Status (In progress/completed)	Progress Notes	Created on	Created by
Cevkk\ "3" " O gv"	Cm'ltqqo u'cpf "em'uatqqo u'ctg'gs wkr r gf "y kj " go gti gpe{ 'hqrf gt "y kj "yj g"o cr "qh'yj g"eco r wu'cpf " yj g"y j qng'hcek\ 0Go gti gpe{ 'hqrf gtu'ctg'wr f cvgf " cu'pggf gf 0Tquvgtu'ctg'wr f cvgf 'tgi wctn{ "cu'pgy " uwf gpw'gpvgt "qt "gzk'VO U'	July 2, 2018	Hilda Rios

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<p>Cevxxkx\ "5" " P qv'o gv"</p>	<p>VO U'y cu'cdng"v"eqpf wev'y q'hkg"cpf "qpg" uwpco kf tkm0Wphqt wpcvgn\ ."VO U'f kf "pqv" eqpf wev'cp\ "rqenif qy p'f tkm0VO U'eqmcdqtcvgf " y kj "J qo grcpf "Ugewtkx\ "v"eqpf wev'hwv j gt'f tkm. " dw'y ku'pgxgt"j cr r gpgf 0"</p>	<p>July 2, 2018</p>	<p>Hilda Rios</p>
<p>Cevxxkx\ "6" " O gv"</p>	<p>VO U'tgutqqo u'y gtg'tgpqxcvgf "y ku" { gct0' Echgytk'tgutqqo u'y gtg'hkg"gf "cpf "tqqr gp0' Dwxf kpi "D."K"cpf "qh'heg'tgutqqo u'y gtg" tgpqxcvgf 0'VO U'utwi i rnf "y kj "nggr kpi "ku" i tqwpf u'tgi wrctn\ "ew'f wg"v"y g"dtgcnf qy p"qh'y g" uej qqm'u'tk' kpi "o qy gt"cpf "dtwuj ewwgt0J qy gxgt." VO U'tgcej gf "qww"v"y g'eqo o vpkx\ "cpf "i qv'j gr " htqo "y g'o c { qt'u'qh'heg. "y g'eqo o vpkx\ u'J qwug" qh'T gr tguqpcv'kxg"cpf "vgcej gt"cpf "uc'h'h'xqnpvggt" v'j gr "ew'v'j g'i tcuu'lp"v'ko gu'qh'uwej "ej cmgpi gu0' Vj g'tk' kpi "o qy gt"ku'wr "cpf "twppkpi "ci clp."cpf "y g" uej qqn'ku'lp"y g'r tqeguu'qh'i gw'kpi "y q"o qtg" dtwuj ewwgtu0'Vj g'uej qqn'ku'ewtgpv\ "k'p'i qqf " o clpvpcpeg"ucwwu0"</p>	<p>"</p>	<p>"</p>
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**Measurable Objective 7:**

By June 2018, parental and community engagement will increase by 10% as measured by parent & community involvement attendance sheet.

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

- Parental attendance during parent-teacher conferences have always had a low turnout rate of about 15% parental attendance.
- PTSA attendance was from 15% to 20% turn-out rate.

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

Status	Progress Notes	Created on	Created by
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On-going	TMS has taken several measures to improve and increase its parental involvement effort. Teachers, staff, and admin all have a parent communication log that keep monitor and track parental communication. Teachers are required to call parents prior to teacher-parent conferences. As a result, there was an increase in parental involvement. Out of the 9 homerooms, 2 had about 25% turnout, 2 had about a 50% turnout, and 5 had 70% or more of its parent show up. We saw a decrease in this numbers in 2nd quarter because some of the teachers forgot to call their parents.	Jan. 3, 2018	Hilda Rios
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**Measurable Objective Progress Update 2 (March 31)**

Status	Progress Notes	Created on	Created by
In Progress	TMS had 36 parents that showed up for Mid-progress in the 2nd quarter. At that time, TMS had a total of 148 students. Therefore, TMS had a 24% parent turnout. Most teachers, misplaced or lost their parent sign in sheet for 3rd quarter, so it was difficult to determine the percentage of parents.	July 6, 2018	Ms. Hilda

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

Status	Progress Notes	Created on	Created by												
Not Met	<p>TMS saw an average of 14% for PTSA attendance. Again in 4th quarter, only 4 out of the 9 teachers submitted their parent attendance for mid-progress. TMS was able to conclude a 28% turnout for 4th quarter mid progress report. Due to the inconsistency in the collection of data, it was difficult to say that TMS met this goal.</p> <table border="1" data-bbox="510 651 871 1209"> <thead> <tr> <th data-bbox="510 651 764 716">Quarter</th> <th data-bbox="764 651 871 716"></th> </tr> </thead> <tbody> <tr> <td data-bbox="510 716 764 824">1st Qtr Mid-Progress</td> <td data-bbox="764 716 871 824">56%</td> </tr> <tr> <td data-bbox="510 824 764 933">2nd Qtr Mid-Progress</td> <td data-bbox="764 824 871 933">24%</td> </tr> <tr> <td data-bbox="510 933 764 1042">3rd Qtr Mid-Progress</td> <td data-bbox="764 933 871 1042">?</td> </tr> <tr> <td data-bbox="510 1042 764 1151">4th Qtr Mid-Progress</td> <td data-bbox="764 1042 871 1151">28%</td> </tr> <tr> <td data-bbox="510 1151 764 1209">Parent Log</td> <td data-bbox="764 1151 871 1209"></td> </tr> </tbody> </table>	Quarter		1st Qtr Mid-Progress	56%	2nd Qtr Mid-Progress	24%	3rd Qtr Mid-Progress	?	4th Qtr Mid-Progress	28%	Parent Log		July 6, 2018	Ms. Hilda
Quarter															
1st Qtr Mid-Progress	56%														
2nd Qtr Mid-Progress	24%														
3rd Qtr Mid-Progress	?														
4th Qtr Mid-Progress	28%														
Parent Log															

**Strategy 1** - Must cite research:

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communication, and support needs.					
Provide monthly PTSA newsletter highlighting school events and activities	October 2017	June 2018	\$0		PTSA, Teachers, Students, Admin

Status (In progress/completed)	Progress Notes	Created on	Created by
Completed "3" "O g"	All teachers and staff were provided with a parent communication log. At the end of the year 6 teachers and 2 staff turned in their communication logs. 8 of the teachers indicated that they had misplaced or lost their communication log.	July 6, 2018	Hilda Rios
Completed "4" "P qv'O gv"	Other than the AdvancED survey, no other parent survey was conducted.	July 6, 2018	Hilda Rios
Completed "5" "P qv'O gv"	PTSA monthly newsletter was unsuccessful this school year. The school Principal was able to provide Quarterly Parent Calendars to inform parents of school happenings and events.	July 6, 2018	Hilda Rios