

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



School Name:

School Year:

Sinapalo Elementary School

SY 2018 -2019

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

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

At the end of School year 2017-18, SNP served 185 students, with a total of 94 males and 91 females with a diverse ethnic background that consisted of: Chamorro, Filipino, Bangladesh, Pohnpeian, Korean, and Marshallese students. Sinapalo Elementary School service provisions include bussing, Free and Reduced Meal Program, Title I Reading Literacy Program, and Special Education services. The school has a staff of 34 to include 1 Principal, 1 Vice Principal, 1 counselor, 1 administrative officer, 1 administrative specialist, 2 school aides, 1 building maintenance, 13 classroom

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

In SY 17-18, Student Non-Academic Performance Data include Free and Reduced Meals, Educational services, and English Language Learners. Of the student populations, 55% are receiving Free Meals. 86% of the student population is receiving General Education services while 14% are receiving Special Education services. SNP also serves 25% English Language Learners and 75% of Non-English Language Learners.

The school uses a variety of assessment data to determine students' academic performances. Our school's goal for SY 2017-2018 was: 50% of all students will be reading at/above grade level by June 2018 as measured by Early STAR Literacy and STAR Reading assessments. Our school met the SY 2017-2018 goal. Based on end of SY 17-18 STAR Early Literacy data for Kindergarten, 78% were at/above grade level, 17% are on watch, 6% at intervention, and 0% at urgent intervention; and 1st grade, 76% at/above grade level, 9% on watch; 1% intervention, and 0% urgent intervention. The STAR Reading data for 2nd – 6th grades was: 2nd grade - 48% at/above, 12% on watch, 27% intervention, 12% urgent intervention; 3rd grade - 71% at/above, 14% on watch, 0% intervention, 14% urgent intervention; 4th grade - 58% at/above, 12% on watch, 12% intervention, 19% urgent intervention; 5th grade - 45% at/above, 24% on watch, 12% intervention, 18% urgent intervention; and 6th grade - 38% at/above, 21% on watch, 21% intervention, 21% urgent intervention.

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

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Personnel Budget**Local**

No. of FTEs	Total Budget Amount (including all benefits)
25	\$ 1,143,669.00

Personnel Budget**Federal**

No. of FTEs	Total Budget Amount (including all benefits)
6	\$246,182.00

Local Budget**Operations Allocation:**

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4306	Controlled Assets	<p>SNP's classroom A/C units have been constantly repaired over time. The units are over 8 years old, therefore, in order to provide a conducive learning environment, we need to replace 10 classroom units.</p> <p>Because of the new fire safety requirement, SNP needs to ensure that all classrooms and buildings have an existing</p>		\$29,000.00

		fire extinguisher. Therefore, SNP needs to purchase additional extinguishers for each classroom and buildings.		
4213	Dues and Subscriptions	Payment for the annual subscription for Spelling Bee, Geography Bee and other organizations.		\$300.00
4216	Licenses and Fees	Annual payment for sanitary permit, building permit, and other permits.		\$ 700.00
4440	Furniture & Fixtures	The classrooms and library need to store and shelf student textbooks and supplemental materials. SNP does not have a storage room to protect all classroom and library materials. The school also continuously needs replacement of light bulbs in order to provide our students and staff proper lightings in the classrooms and offices.		\$5,000.00
4224	Repairs and Maintenance	Expenditures for repair and maintenance services not provided directly by PSS personnel. These expenditures include contracts and agreements. This would include ground maintenance, equipment maintenance, air-conditioning maintenance, annual fire extinguisher maintenance, and other related expenses		\$6 ,000.00
4235	Cleaning Services	It is essential to always keep the school environment clean and safe for our teachers and students.		\$3,000.00

		<p>Since we do not have any custodian, it is necessary to contract a private business to ensure that our campus is clean and safe.</p> <p>It is also necessary to contract a private business to dispose our trash bins due to the lack of a school pickup truck for this purpose.</p>		
4304	Supplies & Materials - Office	Every year, teachers submit request for their classrooms. These items will be provided to teachers for their lessons and for students' use.		\$3,000.00
4305	Supplies & Materials -Operations	In order for the administration to perform effectively, office supplies are needed for the staff to continuously deliver efficient services. Janitorial, maintenance, and bathroom supplies are also needed for all students and staff.		\$6,000.00
4233	Commute within CNMI	<p>Expenditures for travel for:</p> <ul style="list-style-type: none"> • NHQT Instructional Staff • Administrative Staff to attend PD • Student travel for competition 		\$10,000.00
4450	Vehicle	Expenditures for purchasing transportation equipment specifically utilized for performing administrative work.		\$60,000.00

4281	Security Services	Our school was vandalized 3 times for school year (SY 16-17), therefore, we need to purchase security cameras to		\$9,000.00
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		be placed around our school campus to ensure that our campus is monitored 24 hours, seven days a week.		
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Local Budget

CIP Allocation:

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount

Local Budget

Other Allocation:

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

Federal Budget (all funds)

Allocation:

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
193PUB9SNP	Title 1 SWP	Supplemental, Technology, Classroom materials, PDs, and resources	CG: SWP for SNP	\$ 79,153.00
CG	Wellness	After school program wellness physical activities	CG: Wellness	\$ 7,277.00
193PUB9SNP	Parental Involvement	Purchase materials, supplies, and incentives for parent literacy. Provide	CG: Parental Engagement	\$ 2,500.00

		room rental for parent literacy seminars		
193PUB9SNP	Digital Classroom	Purchase technology equipments for 21 st century classrooms	CG: SNP	\$ 11,667.00
	Furniture & Fixtures	Purchase 21 st Century classroom furniture		\$100,000.00
	Networked	Scanner/Computer/Printer	CG: Network and Computer Scanners	\$15,702.00
	Act Aspire	Act Aspire Assessment (3rd-6th grade)	CG: Assessment	\$5,118.00
	Parking Area	Construction of Parking Area with ADA	Federal - Bond	\$ 565,000.00
	FNS	School Breakfast & Lunch	Child Nutrition Services	\$223,364.00

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

Collection:

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
PTSA Fundraising	Student/parents/ teacher Incentives	Purchase incentives for students , parents, and teachers/staff	Needs funding	\$ 5,000.00
ETC	Teachers and Staff Incentives	Provide incentives for teachers and staff	Needs funding	\$ 2,000.00
ETC	Student Incentives	Purchase incentives for winning students	Needs funding	\$ 2,000.00
ETC	Room rental	Provide room/space rental for literacy training, teachers and students activities.	Needs funding	\$ 3,000.00

ETC	Repairs & maintenance	Purchase needed materials for repairs, maintenance, and replacements of	Needs funding	\$ 2,000.00
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		machineries and equipments		
ETC	permits	Pay necessary permits for school	Needs funding	\$ 500.00
		TOTAL		\$ 14,500.00

Goal 1:

By June 2019, 54% of all SNP students will be reading at/above grade level as measured by Scaled Score of Early STAR and STAR Reading assessment.

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

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

Measurable Objective 1:

By Winter Test, all students who scored below at/above grade level on the Fall Test, should increase their reading level by at least one level as measured by the Scaled Score of the Early STAR or STAR Reading Assessment.

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

End of SY 2017-2018 Data:

Test Type:	Grade Level:	Number At/Above Grade Level:	Number of Students Tested:
Early STAR	Kindergarten	14	18
Early STAR	1st	19	25
STAR Reading	1st	2	2
STAR Reading	2nd	16	33
STAR Reading	3rd	15	21
STAR Reading	4th	15	26
STAR Reading	5th	15	33
STAR Reading	6th	9	24
		105 OR 58%	182

survey results

Lesson plans

Learning expectations for different courses

posted learning objectives

course schedules

Strategy 1 - Must cite research:

Extended Learning Opportunities - Students come to school from a variety of different backgrounds and experiences. For students who need extra support to be successful academically, what happens before and after school can be as important as what happens during the school day. Research suggests that regular participation in programs that provide academic and social activities contribute positively to children's academic and social development.

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Extended Learning Opportunities: A Policy Statement of the Chief State School Officers, 2006.
www.ccsso.org/content/PDFs/PolicyStatementOnExtendedLearningOpportunities.pdf.

Add updates of strategies if changed.

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes		Created on	Created by
Not Met	Winter test assessment is scheduled for January 2019. Therefore, comparative data cannot be submitted at this time.		12/17/18	Charlene Cruz
	Grade Level:	Test Type:	Number Tested (Fall Test):	Number Below At/Above Grade Level (Fall Test):
	Kinder	Early STAR	17	6
	1 st	Early STAR	22	13
	2 nd	STAR Reading	29	14
	2 nd	Early STAR	1	1
	3 rd	STAR Reading	38	23
	3 rd	Early STAR	2	2
	4 th	STAR Reading	23	14
	5 th	STAR Reading	28	15
	6 th	STAR Reading	36	26

Measurable Objective Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by
Not Met	Although progress towards increasing 1 level or more is evident, not all students increased level in Winter assessment.	3/4/19	Lorna Calvo-King and Emmylou Hocog

Grade Level:	Test Type:	Number Tested (Fall Test):	Number Below At/Above Grade Level (Fall Test):	Number Tested (Winter Test):	Number Below At/Above Grade Level (Winter Test):	Number Increased Level (1 or more) (Winter Test):
Kinder	Early STAR	17	6	17	2	4 (-2)
1 st	Early STAR	22	13	23	7	12 (-1)
2 nd	STAR Reading	29	14	28	9	5 (-9)
2 nd	Early STAR	5	5	2	2	0 (-5)
3 rd	STAR Reading	38	23	35	19	11 (-12)
3 rd	Early STAR	5	5	5	5	2 (-3)
4 th	STAR Reading	23	14	21	11	6 (-3)
5 th	STAR Reading	28	15	28	12	6 (-9)
6 th	STAR Reading	36	26	36	22	11 (-15)

IN-DEPTH ANALYSIS:

Grade Level:	Test Type:	Number Tested (Fall):	Number Below At/Above Grade Level (Fall):	Number Tested (Winter):	Number Below At/Above Grade Level (Winter):
Kinder	Early STAR	17	6	17	2 (4 increased to at/above; 2 maintained scores -1 intervention and 1 urgent intervention)
1 st	Early STAR	22	13	23	6 (6 increased to at/above; 1 maintained on-watch; 6 although below at/above increased 1 level or more; 1 first data = at/above)

2 nd	STAR Reading	29	14	28	10 (5 increased to at/above; 20 maintained score: 13 at/above; 1 on-watch; 2 intervention; 4 urgent intervention; 1 took first STAR Reading and scored urgent; 2 dropped (both from on-watch to intervention))
2 nd	Early STAR	5	5	2 (both took STAR Reading too)	2 (1 maintained urgent intervention and 1 dropped from intervention to urgent intervention)
3 rd	STAR Reading	38	23	35 (2 students also took Early STAR)	19. (11 students increased levels - 6 to at/above and 5 increased from urgent intervention to intervention 20. students maintained level - 10 at/above; 2 on-watch; 4 intervention; 4 urgent intervention 3 decreased level - 1 from intervention to urgent intervention; 2 from at/above to on-watch 1 took STAR for first time and scored urgent intervention)
3 rd	Early STAR	5	5	5 (2 students also took STAR)	5 (... 3 students continue to only take Early STAR) 2 increased level - 1 urgent intervention to intervention; 1 intervention to on-watch; 2 maintained urgent intervention; 1 decreased from intervention to urgent intervention)
4 th	STAR Reading	23	14	21	11 (6 increased level by 1 more; 4 dropped (1 from at/above to intervention; 1 from intervention to urgent intervention; 2 from at/above to on-watch; 11 maintained - 6 at/above; 1 on-watch; 3 intervention; 1 urgent intervention)
5 th	STAR Reading	28	15	28	12 (6 increased level); 2 dropped (1- from on-watch to intervention and 1 from at/above to on-watch); 20 maintained score - 12 at/above; 2 on-watch; 3 intervention-3 urgent intervention)
6 th	STAR Reading	36	26	36	22 (11 students increased levels; 22 students maintained levels - 8 at/above; 4 on-watch; 3 intervention; 7 urgent intervention; 3 students decreased level (2- at/above to on-watch; 1 (on-watch to intervention)

Measurable Objective Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by
Not Met	Although progress towards increasing 1 level or more is evident, not all students increased level on Winter assessment. OUTCOME REPORTED ON PROGRESS UPDATE 2	5/19/19	Charlene Cruz

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
<p>Extended Learning Opportunities These opportunities will be provided for students who are at the urgent intervention and intervention levels in Early STAR and STAR Reading of the Fall and Winter assessments. These opportunities may include After School Reading and Saturday Reading activities.</p>	09/2018	06/2019	\$10,000	SWP	ELA Chairperson; Standard 1 Chairperson; Principal

<p>Data Driven Decision Making</p> <p>Process Teachers will meet to analyze and reflect on Early STAR/STAR Reading data after each assessment term in order to develop plans to address meeting our school goal.</p>	09/2018	06/2019	0		Standard 1 Chairperson; Principal
<p>Read to Succeed (Literacy Awareness Activity)</p> <p>Teachers will host a Parent literacy activity in efforts of making parents aware of what resources/ programs are used to drive</p>	09/2018	03/2019	0		ELA Chairperson; Principal

reading					
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development so that parents will know how to help us develop the reading skills of our children.					
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Activities Progress Update 1 (December 31)

Status (In progress/ Completed)	Progress Notes	Created on	Created by
In Progress	<p>Extended Learning opportunities – These opportunities are provided for students who are at the urgent intervention and intervention levels in Early STAR and STAR Reading of the Fall assessment. These opportunities include After School Reading and Saturday Reading activities.</p>	12/17/18	Charlene Cruz
Completed	<p>Data Driven Decision Making process – Teachers met to analyze and reflect on Early STAR/STAR Reading data after Fall assessment term in order to develop plans to address meeting our school goal.</p> <p>Files can be found at: https://drive.google.com/drive/folders/1LrSASkGLBqYSXf0ZKLqREo8ITk0OieR?usp=sharing</p>	12/17/18	Charlene Cruz
Completed	<p>Read To Succeed (Literacy Awareness Activity) – Teachers hosted two Parent literacy</p>	12/17/18	Charlene Cruz

	<p>activities- November 10 and December 7, 2018- in efforts of making parents aware of what resources/programs are used to drive reading development so that parents will know how to help develop the reading skills of our children.</p>		
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Activities Progress Update 2 (March 31)

Status (In progress/ Completed)	Progress Notes	Created on	Created by
In Progress	<p>Extended Learning opportunities – These opportunities are provided for students who are at the urgent intervention and intervention levels in Early STAR and STAR Reading of the Winter assessment. These opportunities include After School and Saturday activities provided by AmeriCorps.</p>	3/4/19	Emmylou Hocog
Completed	<p>Data Driven Decision Making process – Teachers met to analyze and reflect on Early STAR/STAR Reading data after Winter assessment term in order to develop plans to address meeting Measurable Objective 2 and ultimately, our school goal.</p> <p>Files can be found at: https://drive.google.com/drive/folders/0ABnGjPdBN_GZgUk9PVA</p>	3/4/19	Lorna Calvo-King

Completed	Read To Succeed (Literacy Awareness Activity) – Teachers hosted a Parent Literacy activity in March 2019 - in efforts of making parents aware of what resources/programs are used to drive reading development so that parents will know how to help develop the reading skills of our children.	3/26/19	Emmylou Hocog
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Activities Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by
Completed	<p>Extended Learning opportunities – These opportunities are provided for students who are at the urgent intervention and intervention levels in Early STAR and STAR Reading of the Winter assessment. These opportunities include After School and Saturday activities provided by AmeriCorps. Extended Learning Opportunities ended in May 2019.</p>	5/19/19	Charlene Cruz
Completed	<p>Data Driven Decision Making process – Teachers met to analyze and reflect on Early STAR/STAR Reading data after Winter assessment term in order to develop plans to address meeting Measurable Objective 2 and ultimately, our school goal.</p> <p>Files can be found at: https://drive.google.com/drive/folders/0ABnGjPdBN GZgUk9PVA</p>	5/19/19	Charlene Cruz

Measurable Objective 2:

By Spring Test, all students who scored below at/above grade level on the Winter Test, should increase their reading level by at least one level as measured by the Scaled Score of the Early STAR or STAR Reading Assessment.

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

End of SY 2017-2018 Data:

Test Type:	Grade Level:	Number At/Above Grade Level:	Number of Students Tested:
Early STAR	Kindergarten	14	18
Early STAR	1st	19	25
STAR Reading	1st	2	2
STAR Reading	2nd	16	33
STAR Reading	3rd	15	21
STAR Reading	4th	15	26
STAR Reading	5th	15	33
STAR Reading	6th	9	24
		105 OR 50%	102

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Strategy 1 - Must cite research:

Extended Learning Opportunities - Students come to school from a variety of different backgrounds and experiences. For students who need extra support to be successful academically, what happens before and after school can be as important as what happens during the school day. Research suggests that regular participation in programs that provide academic and social activities contribute positively to children’s academic and social development.

Extended Learning Opportunities: A Policy Statement of the Chief State School Officers, 2006. www.ccsso.org/content/PDFs/PolicyStatementOnExtendedLearningOpportunities.pdf.

Add updates of strategies if changed

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
Not Met	Spring Test beyond date of this Update (May 2019)	12/17/18	Charlene Cruz

Measurable Objective Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by
Not Met	Winter test data will be used to drive instruction in efforts of achieving Measurable Objective 2.	3/4/19	Lorna Calvo-King

Grade Level:	Test Type:	Number Tested (Fall Test):	Number Below At/Above Grade Level (Fall Test):	Number Tested (Winter Test):	Number Below At/Above Grade Level (Winter Test):
Kinder	Early STAR	17	6	17	2
1 st	Early STAR	22	13	23	6
2 nd	STAR Reading	29	14	28	10
2 nd	Early STAR	5	5	2	2

3 rd	STAR Reading	38	23	35	19
3 rd	Early STAR	5	5	5	5
4 th	STAR Reading	23	14	21	11
5 th	STAR Reading	28	15	28	12
6 th	STAR Reading	36	26	36	22

Measurable Objective Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by
Not Met	Although not all students below at/above level on Winter test increased at least one level on Spring test, increase of student level is evident in all grade levels. The grade level with the most students increasing level is 1 st grade. Five of 6 students increased level to at/above and one student maintained level of on-watch.	5/19/19	Charlene Cruz

Grade Level :	Test Type:	Number Tested (Winter Test):	Number Below At/Above Grade Level (Winter Test):	Number Tested (Spring Test):	Number Below At/Above Grade Level (Spring Test):	Winter-Spring Data Outcome:
Kinder	Early STAR	17	2	18	2	1 increased to at/above 1 maintained UI 1 decreased to on-watch
1 st	Early STAR	23	6	23	1	1 maintained (On-Watch)
2 nd	STAR Reading	28	10	28	8	6 increased (2 at/above; 2 on-watch; 2 intervention) 4 maintained (1 Intervention; 3 UI)
2 nd	Early STAR	2	2	0	0	0

3 rd	STAR Reading	35	19	38	20	<p>4 increased to at/above</p> <p>4 decreased (2 from at/above to intervention ; 2 on-watch to intervention)</p> <p>14 maintained (6 intervention ; 8 UI)</p> <p>2 took Early STAR first test (Spring) and scored intervention</p>
3 rd	Early STAR	5	5	2	2	2 (maintained UI)
4 th	STAR Reading	21	11	21	12	<p>5 increase (2 increased to at/above; 3 increased from Intervention to on-watch)</p> <p>3 decreased (2 t/above to On-watch; 1 intervention to UI)</p> <p>6 maintained (3 on-watch; 1 intervention ; 2 UI)</p>

5 th	STAR Reading	28	12	26	11	<p>3 increased (2 to at/above; 1 from Intervention to On-Watch)</p> <p>4 decreased (1 at/above to on-watch; 2 on-watch to int; 1 Int to UI)</p> <p>6 maintained (1 on-watch; 2 Intervention; 3 UI)</p>
6 th	STAR Reading	36	22	35	20	<p>7 increased levels (3 to at/above; 1 Int to On-Watch; 3 UI to Intervention)</p> <p>12 maintained (5 On-Watch; 3 Intervention; 4 UI)</p> <p>4 decreased (2 from at/above to on-watch; 2 from On-watch to intervention)</p>

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
<p>Extended Learning Opportunities These opportunities will be provided for students who are at the urgent intervention and intervention levels in Early STAR and STAR Reading of the Fall and Winter assessments. These</p>	09/2018	06/2019		SWP	ELA Chairperson; Standard 1 Chairperson; Principal

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opportunities may include After School Reading and Saturday Reading activities.					
Data Driven Decision Making Process Teachers will meet to analyze and reflect on Early STAR/ STAR Reading data after each assessment term in order to develop plans to address meeting our school goal.	09/2018	06/2019	0		Standard 1 Chairperson; Principal
Read to Succeed (Literacy Awareness)	09/2018	03/2019	0		ELA Chairperson; Principal

Activity) Teachers will host a Parent literacy activity in efforts of making parents					
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aware of what resources/programs are used to drive reading development so that parents will know how to help us develop the reading skills of our children.					
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Activities Progress Update 1 (December 31)

Status (In progress/ Completed)	Progress Notes	Created on	Created by
In Progress	Extended Learning Opportunities	12/17/18	Charlene Cruz
In Progress	Data Driven Decision Making Process	12/17/18	Charlene Cruz
In Progress	Read To Succeed	12/18/19	Charlene Cruz

Activities Progress Update 2 (March 31)

Status (In progress/ Completed)	Progress Notes	Created on	Created by
In Progress	Extended Learning opportunities – These opportunities are provided for students who are at the urgent intervention and intervention levels in Early STAR and STAR Reading of the Winter assessment. These opportunities include After School and Saturday services provided by AmeriCorps.	3/4/19	Emmylou Hocog

Completed	Data Driven Decision Making process –	3/4/19	Lorna Calvo-King
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	<p>Teachers met to analyze and reflect on Early STAR/STAR Reading data after Winter assessment term in order to develop plans to address meeting Measurable Objective 3 and ultimately, our school goal.</p> <p>Files can be found at: https://drive.google.com/drive/folders/0ABnGjPdBN GZgUk9PVA</p>		
Completed	<p>Read To Succeed (Literacy Awareness Activity) – Teachers hosted a Parent Literacy activity entitled Parent Empowerment in March 2019 - in efforts of making parents aware of what resources/programs are used to drive reading development so that parents will know how to help develop the reading skills of our children.</p>	3/29/19	Emmylou Hocog

Activities Progress Update 3 (July 31)

Status (In progress/ Completed)	Progress Notes	Created on	Created by
Completed	<p>Extended Learning opportunities – These opportunities are provided for students who are at the urgent intervention and intervention levels in Early STAR and STAR Reading of the Winter assessment. These opportunities include After School and Saturday services provided by AmeriCorps.</p>	5/19/19	Charlene Cruz

Completed	Data Driven Decision Making process –	5/2419	Charlene Cruz
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	<p>Teachers met to analyze and reflect on Early STAR/STAR Reading data after Spring assessment – end of year data.</p> <p>Files can be found at: https://drive.google.com/drive/folders/0ABnGjPdBN_GZgUk9PVA</p>		
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Measurable Objective 3:

By June 2019, SNP will decrease the % of ESY/Summer School participating students at urgent intervention as measured by Early STAR or STAR Reading.

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

SY 2017-2018 Summer School Data:

Expected Attendance:

63 Students

26 in urgent intervention level

Goal: 20% to increase = 13

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Actual Attendance: 40 Regular Attending Students 16 in urgent intervention level Goal: 20% to increase = 3 Outcome: 4 increased from urgent intervention level	
Early STAR Literacy	STAR Reading
Total Tested: 9 1 student in urgent intervention 0 student increased from urgent intervention	Total Tested: 31 15 students in urgent intervention 4 students increased from urgent intervention

Strategy 1 - Must cite research:

Decades of research have focused on the impact of summer learning loss and effective tools in stemming the flow of knowledge lost during summer break.

During summer vacation, many students lose knowledge and skills. By the end of summer, students perform, on average, one month behind where they left off in the spring. Because many students lose learning over the summer and some students need more time on task to master content, participation in summer learning programs should mitigate learning loss and could even produce achievement gains.

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<https://www.tandfonline.com/doi/full/10.1080/10573569.2018.1446859>

<https://files.eric.ed.gov/fulltext/EJ1110861.pdf>

Add updates of strategies if changed

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes		Created on	Created by
Not Met	Comparison data to show reduction unavailable at this time due to second assessment, Winter, not until January 2019.		12/17/18	Charlene Cruz
	Grade Level:	Test Type:	Number At Urgent Intervention (Fall Test):	
	Kindergarten	Early STAR	3	
	1 st Grade	Early STAR	6	
	2 nd Grade	STAR Reading	4	
	2 nd Grade	Early STAR	1	
	3 rd Grade	STAR Reading	11	
	3 rd Grade	Early STAR	2	
	4 th Grade	STAR Reading	3	
	5 th Grade	STAR Reading	4	
	6 th Grade	STAR Reading	9	

Measurable Objective Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by
Met	Teachers continue to drive instruction in order to meet objective of reducing the number of students. A total of 43 students scored urgent intervention on the reading assessment in Fall 2018 and 38 in Winter 2019. This equates to 5 students, or a decrease of approximately 12% leveling up from urgent intervention as measured by the Fall and Winter data.	3/4/19	Emmylou Hocog

Grade Level:	Test Type:	Number At Urgent Intervention (Fall Test):	Number At Urgent Intervention (Winter Test):	Reduced (YES or NO)
Kindergarten	Early STAR	3	1	YES
1 st Grade	Early STAR	6	0	YES
2 nd Grade	STAR Reading	4	5	NO (increase from first time test taker scoring urgent)
2 nd Grade	Early STAR	1	1	NO
3 rd Grade	STAR Reading	11	6	YES
3 rd Grade	Early STAR	2	3	NO (1 decreased to urgent)
4 th Grade	STAR Reading	3	2	YES
5 th Grade	STAR Reading	4	3	YES
6 th Grade	STAR Reading	9	7	YES

Measurable Objective Progress Update 3 (July 31)

Statu s	Progress Notes	Created on	Created by
Met	The number of students at the urgent intervention level decreased after each testing period. Number of students at urgent intervention level at end of year is 22. A decrease of 17 from the baseline data, which was 39.	5/19/19	Charlene Cruz

Grade Level:	Test Type:	Number At Urgent Intervention (Baseline Test ((Fall)):	Number At Urgent Intervention (Mid- Test (Winter)):	Number At Urgent Intervention (Post- Test (Spring)):	Reduced (Yes or No):
Kindergarten	Early STAR	3	1	1	NO
1 st Grade	Early STAR	6	0	0	YES
2 nd Grade	STAR Reading	4	5	3	YES
2 nd Grade	Early STAR	2	2	0 (students did not take this assessment)	NA
3 rd Grade	STAR Reading	11	6	8	NO
3 rd Grade	Early STAR	3	3	2 (took STAR too)	YES
4 th Grade	STAR Reading	3	2	3	NO
5 th Grade	STAR Reading	4	3	3	NO
6 th Grade	STAR Reading	9	7	4	YES
TOTAL		39	29	22	YES

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
<p>SNP Summer School/ Extended Year Program</p> <p>Students have the opportunity to reinforce and build their skills during the summer</p>	06/16/2019	08/04/2019	\$9200	SWP	<p>Teachers, Teacher Aides, Classroom Instructor, Administrator, Principal</p>

Activities Progress Update 1 (December 31)

Status	Progress Notes	Created on	Created by
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Completed	SNP Summer School/Extended Year Program Students have the opportunity to reinforce and build their skills during the summer. Students who are at the intervention and urgent intervention are supported throughout the regular school year. Supports include: Response to Intervention; differentiated instruction; guided reading; ELL; Extended Learning Opportunities; amongst others.	12/17/18	Charlene Cruz
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Activities Progress Update 2 (March 31)

Statu s	Progress Notes	Created on	Created by
In-Progress	<p>SNP Summer School/Extended Year Program Students have the opportunity to reinforce and build their skills during the summer.</p> <p>Students who are at the intervention and urgent intervention are supported throughout the regular school year. Supports include: Response to Intervention; differentiated instruction; guided reading; ELL; Extended Learning Opportunities; amongst others.</p>	3/4/19	Lorna Calvo-King

Activities Progress Update 3 (July 31)

Statu s	Progress Notes	Created on	Created by
Completed	<p>SNP Summer School/Extended Year Program Students have the opportunity to reinforce and build their skills during the summer. The Extended School Year Program carried out by the Special Education Department will be conducted this summer (2019). Participants of this Program will only be individuals under IEP or individuals who are serviced by the SPED Department. Of the 22 students at the urgent intervention level, 12 are students with SPED IEPs. Ten students at the urgent intervention level will not be able to attend SNP Summer School Program due to Program being cancelled because of austerity reasons. Our school has a total of 26 students under IEP – 14 of those students scored higher than urgent intervention.</p> <p>All students who were at the intervention and urgent intervention level were supported throughout the regular school year. Supports included: Response to Intervention; differentiated instruction; guided reading; ELL; Extended Learning Opportunities; amongst others.</p>	5/19/19	Charlene Cruz

Goal 2:

By 2020, all Sinapalo Elementary School personnel will demonstrate certifications and professional growth as we develop towards being a more purposeful community that supports students learning as measured by Certification and Professional Development Record.

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

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

Measurable Objective 1:

Instructional staff will participate in 60 hours or more of professional development in order to meet employment requirements by June 2019 as measured by the Professional Development Record.

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

Professional Development Record

SY 15-16:

21 Instructional Staff – 13 or 62% completed 60 hours or more

SY 16-17

23 Instructional Staff – 18 or 78% completed 60 hours or more

SY 17 – 18

22 Instructional – 22 or 100% completed 60 hours or more

Strategy 1 - Must cite research:

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

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

Add updates of strategies if changed.

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
Not Met	<p>0 of 22 instructional staff completed 60 Professional Development hours.</p> <p>Re: Professional Development Record https://docs.google.com/spreadsheets/d/1UYSXVmiBeVTCurCHoLfgJtDuewia10EXzJq1_W3Yauc/edit?usp=sharin g</p>	12/17/18	Charlene Cruz

Measurable Objective Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by
Not Met	<p>11 of 25 instructional staff completed 60 Professional Development hours.</p> <p>Re: PD Listing SY 18-19 https://docs.google.com/spreadsheets/d/1UYSXVmiBeVTCurCHoLfgJtDuewi a10EXzJq1_W3Yauc/edit#gid=1259921635</p>	3/17/19	Elani Orilla

Measurable Objective Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by
MET	100% of Instructional staff or 25 of 25 completed 60 hours or more of professional development this school year. Re: PD Listing SY 18-19 https://docs.google.com/spreadsheets/d/1UYSXVmiBeVTCurCHoLfgJtDuewi a10EXzJq1_W3Yauc/edit#gid=1259921635	5/31/19	Charlene Cruz

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
<p>Rigor and Relevance Instructional staff will participate in a rigor and relevance professional development activity.</p>			\$5,000	SWP	Principal, Administrator
<p>Learning Community Meetings Meetings are held on Saipan twice a year to offer</p>	08/01/18	06/08/2019	\$10,000	SWP	Learning Community Chairperson

support and professional development related to different curriculum areas.					
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Activities Progress Update 1 (December 31)

Status (In progress/ Completed)	Progress Notes	Created on	Created by
In Progress	Rigor and Relevance – has yet to be held	12/17/18	Charlene Cruz
In Progress	Learning Community Meetings (SPN) – have yet to be held	12/17/18	Charlene Cruz

Activities Progress Update 2 (March 31)

Status (In progress/ Completed)	Progress Notes	Created on	Created by
In Progress	Rigor and Relevance – to be held 4 th quarter	3/17/19	Elani Orilla
In Progress	Learning Community Meetings at the school and state levels (SPN) have been conducted and will continue throughout remainder of school year.	3/17/19	Elani Orilla

Activities Progress Update 3 (July 31)

Status (In progress/ Completed)	Progress Notes	Created on	Created by
In Progress	Rigor and Relevance – scheduled to be held in 4 th quarter was postponed until next school year	5/31/19	Charlene Cruz

Completed	Learning Community Meetings at the school and state levels (SPN) were conducted as scheduled this school year.	5/31/19	Charlene Cruz
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Measurable Objective 2:

Support staff will demonstrate a behavior to participate in at least 25 hours of professional development in order to meet employment requirements by June 2019 as measured by the Professional Development Record.

Support staff will attend professional development during Statewide professional development days that are critical for their role as support staff	Professional Learning, Recruitment and Retention	Aug. 2018	June 2019	\$20,000	SWP & Local	All support staff
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Evidence - List data that support the Goal and Objective(s):
SY 15-16:

05 Support Staff – 01 or 20% completed 25 hours or more

SY 16-17

06 Support Staff – 02 or 33% completed 25 hours or more

SY 17 – 18

06 Support Staff – 03 or 50% completed 25 hours or more

Strategy 1 - Must cite research:

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

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

References:

Harper, A. (2018). *Non-instructional staff need professional development, too*. Education Dive. Retrieved from:

<https://www.educationdive.com/news/non-instructional-staff-need-professional-development-too/516959/>

Loeb, S. (2016). *Half the people working in schools aren't classroom teachers – so what?*

Add updates of strategies if changed.

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Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
Not Met	4 of 5 support staff completed at least 25 hours of professional development. RE: Professional Development Record Sheet https://docs.google.com/spreadsheets/d/1UYSXVmiBeVTCurCHoLfgJtDuewia10EXzJq1_W3Yauc/edit?usp=sharing	12/17/18	Charlene Cruz

Measurable Objective Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by
Not Met	4 of 6 support staff completed at least 25 hours of professional development. Re: PD Listing SY 18-19 https://docs.google.com/spreadsheets/d/1UYSXVmiBeVTCurCHoLfgJtDuewia10EXzJq1_W3Yauc/edit#gid=1259921635	3/17/19	Elani Orilla

Measurable Objective Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by
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Met	6 of 6 support staff completed at least 25 hours of professional development. Re: PD Listing SY 18-19 https://docs.google.com/spreadsheets/d/1UYSXVmiBeVTCurCHoLfgJtDewia10EXzJq1_W3Yauc/edit#gid=12599216 35	5/31/19	Charlene Cruz
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Activity	Activity Type	Begin Date	End Date	Amount	Funding Source	Staff
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				Budgeted		Responsible
<p>Statewide professional development activities offered by the District are critical for the role of support staff because information presented are designed to encourage the development of support staff for becoming better mentors for students.</p> <p>Support staff will attend professional development during Statewide professional</p>	Professional Learning, Recruitment and Retention	Aug. 2018	June 2019	\$10,000	Local & ETC	All support staff

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development days that are critical for their role as support staff						
Staff will keep track of all PD hours and certificates	Professional Learning, Recruitment and Retention	Aug. 2018	June 2019	\$0	N/A	All support staff
Support staff will participate in workshops offered by other government agencies.	Professional Learning, Recruitment and Retention	Aug. 2018	June 2019	\$0	N/A	All support staff

Activities Progress Update 1 (December 31)

Statu s	Progress Notes	Created on	Created by
In-Progress	State Wide Professional Development – dates of State Wide offered PDs reflected on Professional Development Record (Sheet shared with Annette Pladegeva)	12/17/18	Charlene Cruz
In-Progress	Community Professional Development Opportunities – Dates of Community offered PD opportunities reflected on Professional Development Record (Sheet shared with Annette Pladegeva)	12/17/18	Charlene Cruz

Activities Progress Update 2 (March 31)

Statu s	Progress Notes	Created on	Created by
In-Progress	State Wide Professional Development – dates of State Wide offered PDs reflected on Professional Development Record (Sheet shared with ARE team)	3/17/19	Elani Orilla
In-Progress	Community Professional Development Opportunities – Dates of Community offered PD opportunities reflected on Professional Development Record (Sheet shared with ARE team)	3/17/19	Elani Orilla

Activities Progress Update 3 (July 31)

Completed	State Wide Professional Development – dates of State Wide offered PDs reflected on Professional Development Record (Sheet shared with ARE team)	5/31/19	Charlene Cruz
Completed	Community Professional Development Opportunities – Dates of Community offered PD opportunities reflected on Professional Development Record (Sheet shared with ARE team)	5/31/19	Charlene Cruz

Measurable Objective 3:

Administration staff will demonstrate a behavior to participate in at least 120 hours of professional development by 06/09/2019 as measured by the Professional Development Record.

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

SY 15-16:

02 Admin – 02 or 100% completed 120 hours or more

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SY 16-17

02 Admin – 01 or 50% completed 120 hours or more

SY 17–18

02 Admin – 01 or 50% completed 120 hours or more

Strategy 1 - Must cite research:

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

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

References:

Harper, A. (2018). *Non-instructional staff need professional development, too*. Education Dive. Retrieved from: <https://www.educationdive.com/news/non-instructional-staff-need-professional-development-too/516959/>

Loeb, S. (2016). *Half the people working in schools aren't classroom teachers – so what?*
Add updates of strategies if changed.

Measurable Objective Progress Update 1 (December 31)

Status	Progress Notes	Created on	Created by
Not Met	0 of 2 administration staff completed at least 120 hours of professional development. Re: Professional Development Record Sheet https://docs.google.com/spreadsheets/d/1UYSXVmiBeVTCurCHoLfgJtDuewia10EXzJq1_W3Yauc/edit?usp=sharing	12/17/18	Charlene Cruz

Measurable Objective Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by
Met	2 of 2 administration staff completed at least 120 hours of professional development. Re: https://docs.google.com/spreadsheets/d/1UYSXVmiBeVTCurCHoLfgJtDuewia10EXzJq1_W3Yauc/edit#gid=12599_21635 (shared with ARE team)	3/17/19	Elani Orilla

Measurable Objective Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by
Met	2 of 2 administration staff completed at least 120 hours of professional development. Re: https://docs.google.com/spreadsheets/d/1UYSXVmiBeVTCurCHoLfgJtDuewia10EXzJq1_W3Yauc/edit#gid=12599_21635 (shared with ARE team)	5/31/19	Charlene Cruz

Activity	Activity Type	Begin Date	End Date	Amount	Funding Source	Staff
<p>Statewide professional development activities offered by the District are critical for the role of administration staff because information presented are designed to encourage the development of administration staff for becoming better mentors for students.</p> <p>Administration staff will attend professional development during Statewide</p>	<p>Professional Learning, Recruitment and Retention</p>	<p>Aug. 2018</p>	<p>June 2019</p>	<p>Budgeted \$5,000.00</p>	<p>Local & ETC</p>	<p>Responsible All support staff</p>

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professional development days that are critical for their role as Administration staff						
Administration staff will keep track of all PD hours and certificates	Professional Learning, Recruitment and Retention	Aug. 2018	June 2019	\$0	N/A	All support staff
Administration staff will participate in workshops offered by other government agencies.	Professional Learning, Recruitment and Retention	Aug. 2018	June 2019	\$0	N/A	All support staff

Activities Progress Update 1 (December 31)

Statu s	Progress Notes	Created on	Created by
In-Progress	State Wide Professional Development – dates of State Wide offered PDs reflected on Professional Development Record (Sheet shared with Annette Pladegeva)	12/17/18	Charlene Cruz
In-Progress	Community Professional Development Opportunities –	12/17/18	Charlene Cruz

	Dates of Community offered PD opportunities reflected on Professional Development Record (Sheet shared with ARE team)		
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Activities Progress Update 2 (March 31)

Statu s	Progress Notes	Created on	Created by
In-Progress	State Wide Professional Development – dates of State Wide offered PDs reflected on Professional Development Record (Sheet shared with Annette Pladegeva)	3/17/19	Charlene Cruz
In-Progress	Community Professional Development Opportunities – Dates of Community offered PD opportunities reflected on Professional Development Record (Sheet shared with ARE team)	3/17/19	Charlene Cruz

Activities Progress Update 3 (July 31)

Statu s	Progress Notes	Created on	Created by
Completed	State Wide Professional Development – dates of State Wide offered PDs reflected on Professional Development Record (Sheet shared with Annette Pladegeva)	5/31/19	Charlene Cruz
Completed	Community Professional Development Opportunities – Dates of Community offered PD opportunities reflected on Professional Development Record (Sheet shared with ARE team)	5/31/19	Charlene Cruz

Goal 3:

By June 2019, 100% of our parent population will have participated in seven or more school events as measured by event attendance record.

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

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

Measurable Objective 1:

By June 2019, SNP will host 14 activities to encourage parental involvement as measured by event attendance record.

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

Open House - 08/18/17 = 75 parents of 141, or 53%

Thanksgiving Luncheon -11/20/17 =112 parents of 141, or 79%

Mother's Day Luncheon – 5/11/18 = 91/142 = 64%

Christmas Pageant -12/21/17 = 130 of 141 parents, or 92%

Family Fun Night was merged with PTSA meeting for December - 64 of 141 parents, or 45%

PTSA:

August (8/29/17) = 60 parents of 141, or 43%

Sept. (9/26/17) = 56 parents of 141, or 40%

Oct. (10/30/17) = 46 parents of 141, or 33%

November (11/28/17) = 44 parents of 141, or 31%

December (12/19/17) = 64 parents of 141, or 45%

January (2/1/18) = 43/140 or 31%

February (2/21/18) = 33/141 or 24%

March (3/27/18) = 41/139 or 29%

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April – 4/24/18 = 32/142 = 23%

May – 6/5/18 = 22/142 = 15%

PTC:

1st Quarter: 75 parents of 141, or 53%

2nd Quarter: 119 parents of 141, or 84%

3rd Quarter: 53/141 or 38%

4th Quarter – 6/1/18 = 125/142 = 88%

Family Literacy Night

02/01/18 = 43/140 or 31%

End of Year Picnic – 6/5/18 = 22/142 = 15%

Strategy 1 - Must cite research:

Add updates of strategies if changed.

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

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

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and provide services to the community.

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

Research Cited:

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

Erdener, M.A., & Knoepfel, R.C. (2018). Parents' perceptions of their involvement in schooling. International Journal of Research in Education and Science (IJRES), 4(1), 1-13. DOI:10.21890/ijres.369197

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
Not Met	SNP hosted 10 of 14 activities to date (December 31, 2018).	12/18/18	Charlene Cruz

Measurable Objective Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by
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Not Met	SNP hosted 3 additional activities, with a total to date – as of Progress Update 2's submission - at 13. Upcoming activities: Mother's Day luncheon, STAR Celebration, End of Year Picnic, Q4 PTC, end of year PTSA meeting and School Handbook Review (6 upcoming = 19 hosted activities at end of school year). Re: https://docs.google.com/spreadsheets/d/14yRp-BrEYzwTEWzj42U_PCvx8GAu7dG7ut8528Fd-mY/edit?userstoinvite=charlene.cruz@cnmipss.org&ts=5c182c03&actionButton=1#gid=0	3/27/19	KariBeth Camacho
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Measurable Objective Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by
Met	<p>SNP hosted 5 additional activities, with a total to date – as of Progress Update 3's submission - at 18. Father's Day Luncheon held in substitute of End of Year Picnic and there was no end of year PTSA due to none needed as per by-laws.</p> <p>Re: https://docs.google.com/spreadsheets/d/14yRp-BrEYzwTEWzj42U_PCvx8GAu7dG7ut8528Fd-mY/edit?userstoinvite=charlene.cruz@cnmipss.org&ts=5c182c03&actionButton=1#gid=0</p>	5/31/19	Charlene Cruz

Activities:

Activity	Beg in Dat e	End Date	Amount Budget ed	Fundin g Source(s)	Staff Responsible
Open House At the opening of school, this meeting provides parents and other interested people with information published in the student handbook as well as personal introductions to all staff.	08/01/18	08/31/18	0		ALL

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Luncheon Two luncheons per year provide opportunities for parent to have an enjoyable social interaction with their children in the school setting.	11/2018	06/2019	0		ALL
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Christmas Pageant Singing, and dancing offer students an opportunity to learn performance skills and engage the parents in non-academic school activities	12/2018	12/2018	8		ALL	
Family Literacy Night Parents gain first hand, practical skills and methods for helping their children become better readers.	08/01/18	06/2019	9	2,600.00	SWP	ALL
STAR Celebration Held to honor students who score reading at/above grade level as measured by Early STAR Literacy and STAR Reading assessment at end of	05/2018	06/2019	9	3,500.00	SWP	ALL

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year test window.					
End of the Year Picnic An informal celebration of the year's achievements.	06/2019	06/2019	2,000	SWP	ALL

Parents-Teachers-Students Association PTSA is a formal body directly engaged in supporting the school's goal of improving the school environment and children's education by encouraging active parent participation.	08/01/18	06/2019	2,500	SWP	ALL
Parents Teachers Conference (PTC) These conferences give parents a one on one opportunity to discuss their child's progress. The first three of four conferences will be held at mid quarter, so that the parent can help and encourage the child to work on specific areas of the curriculum to improve their	08/2018	06/2019			ALL

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quarterly progress. The fourth conference will be held at the end of the school year.					
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School Handbook Review Stakeholders are involved in the continuous improvement process which entails looking at what we are, what we do and why we do what we do - mission, vision, expectations, how we operate, etc. - all of this is stated in our school handbook. The handbook is presented to all stakeholders at the beginning of the school year and reviewed for suggested revisions at the end of the school year.	08/2018	06/2019			ALL
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Activities Progress Update 1 (December 31)

Status (In progress/ Completed)	Progress Notes	Created on	Created by
Completed	Open House Held on 8/17/18	12/18/18	Charlene Cruz
Completed	School Handbook Review Held on 8/17/18	12/18/18	Charlene Cruz

Completed	Luncheon One of two luncheons completed (Thanksgiving) – held on 11/22/18	12/18/18	Charlene Cruz
Completed	Read To Succeed (Literacy Awareness Activity) – Instructional staff hosted two Parent literacy activities- November 10 and December 7, 2018	12/18/18	Charlene Cruz
Completed	Christmas Pageant Held on Friday, December 14, 2018	12/18/18	Charlene Cruz
Completed	PTSA August 28, 2018	12/18/18	Charlene Cruz
Completed	PTSA September 25, 2018	12/18/18	Charlene Cruz
Completed	PTSA October 30, 2018	12/18/18	Charlene Cruz
Completed	PTC – 1 st Quarter September 26, 2018	12/18/18	Charlene Cruz
Completed	PTC – 2 nd Quarter 11/29/18	12/18/18	Charlene Cruz

Activities Progress Update 2 (March 31)

Status (In progress/ Completed)	Progress Notes	Created on	Created by
Completed	Read To Succeed (Literacy Awareness Activity)– Instructional staff hosted a Family Literacy activity entitled Parent Empowerment.	3/27/19	KariBeth Camacho
Completed	PTSA March 26, 2019	3/27/19	KariBeth Camacho
Completed	PTC – 3rd Quarter February 14, 2019	3/27/19	KariBeth Camacho

Activities Progress Update 3 (July 31)

Status (In progress/ Completed)	Progress Notes	Created on	Created by
Completed	Mother's Day Luncheon Held on Friday, 5/10/19	6/7/19	Charlene Cruz
Completed	4 th Quarter PTC Held on 5/24/19	6/7/19	Charlene Cruz
Completed	Handbook Review Held on 5/24/19	6/7/19	Charlene Cruz
Completed	STAR Celebration Held on 5/31/19	6/7/19	Charlene Cruz
Completed	End of Year Picnic (Father's Day Luncheon) Held on 6/6/19	6/7/19	Charlene Cruz

Goal 4:

By April 30, 2019, at least 85% of Sinapalo Elementary School students, staff and parents will complete online annual surveys as measured by AdvancEd.

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

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

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

Measurable Objective 1:

At least three types of surveys will be completed by each subgroup - students, teachers, staff and parents - by April 30, 2019 as measured by AdvancEd.

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

Data Collection Summary:

- Student Survey for Schools (Middle) 24/24 = 100% - Overall Score: 4.24
- Student Survey for Schools (Elementary) 82/82 = 100% - Overall Score: 2.81
- Climate & Culture (Middle) 24/24 = 100%
- Climate & Culture (Elementary) 82/82 = 100%
- Teacher and Staff Survey for Schools 29/31 = 94% - Overall Score: 4.21
- Climate & Culture Staff 8/8 = 100%
- Climate & Culture Teacher 23/23 = 100%
- Parent Survey for Schools 140/140 = 100% - Overall Score: 4.15
- Climate & Culture Parent = 140/140 = 100%
- Elementary School Student Inventory- 86/82 (105%) – closed 4/24/18
- Elementary Student Engagement Survey – 80/82 (98%) – closed 4/24/18
- Middle/High School Student Inventory – 24/24 (100%) – closed 4/24/18
- Middle School Student Engagement Survey – 23/24 (96%) – closed 4/24/18
- Teacher Inventory – 25/23 (109%)* - closed 4/24/18

Form 08302017 -

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

Strategy 1 - Must cite research:*Add updates of strategies if changed.*

AdvancEd -

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

Research Cited:

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

(2017), Stakeholders Are Important Too!, in Linda Dudar , Shelleyann Scott , Donald E. Scott (ed.)*Accelerating Change in Schools: Leading Rapid, Successful, and Complex Change Initiatives (Advances in Educational Administration, Volume 27)* Emerald Publishing Limited, pp.217 - 258

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
Not Met	Surveys to be completed in April 2019.	12/18/18	Charlene Cruz

Measurable Objective Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by
Not Met	Surveys to be completed in April 2019. Team met in March to determine the number of student, staff and family who will be competing the survey in preparation for the release of survey links in April. In addition, team developed an accountability plan of action for dissemination and status of completion.	3/8/19	Ronnie Calvo

Measurable Objective Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by
MET	All survey links were distributed in the beginning of April and closed at the end of April as planned.	5/31/19	Charlene Cruz

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
Climate and Culture Survey – Elementary Student	04/01/19	04/30/19			Standard 5 Chairperson, Principal

Climate and Culture Survey – Middle/High Student	04/01/19	04/30/19			Standard 5 Chairperson, Principal
Climate and Culture Survey – Parent	04/01/19	04/30/19			Standard 5 Chairperson, Principal
Climate and Culture Survey – Teacher	04/01/19	04/30/19			Standard 5 Chairperson, Principal
Climate and Culture Survey – Staff	04/01/19	04/30/19			Standard 5 Chairperson, Principal

Inventory- Elementary Student	04/01/19	04/30/19			Standard 5 Chairperson, Principal
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Inventory- Middle/High Student	04/01/19	04/30/19			Standard 5 Chairperson, Principal
Inventory- Teacher	04/01/19	04/30/19			Standard 5 Chairperson, Principal
Student Engagement Survey – Elementary School	04/01/19	04/30/19			Standard 5 Chairperson, Principal
Student Engagement Survey – Middle School	04/01/19	04/30/19			Standard 5 Chairperson, Principal

Activities Progress Update 1 (December 31)

Status (In progress/ Completed)	Progress Notes	Created on	Created by
In Progress	Surveys to be completed in April 2019	12/18/18	Charlene Cruz

Activities Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by
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In Progress	Surveys to be completed in April 2019. Team met in March to determine the number of student, staff and family who will be competing the survey in preparation for the release of survey links in April. In addition, team developed an accountability plan of action for dissemination and status of completion. Survey links are scheduled to be released by Accreditation Chair on April 1, 2019 and	3/8/19	Ronnie Calvo
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	implementation of our team's plan will begin on April 2, 2019.		
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Activities Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by
Completed	<ul style="list-style-type: none"> ● Climate & Culture (Middle) 37/37 = 100% - closed 4/17/19 ● Climate & Culture (Elementary) 88/88 = 100% - closed 4/15/19 ● Climate & Culture Staff 7/7 = 100% - closed 4/16/19 ● Climate & Culture Teacher 26/26 = 100% - closed 4/16/19 ● Climate & Culture Parent = 138/138 = 100% - closed 4/28/19 ● Elementary School Student Inventory- 90/88 (102%) – closed 4/17/19 ● Elementary Student Engagement Survey – 88/88 (100%) – closed 4/30/19 ● Middle/High School Student Inventory – 37/37 (100%) – closed 4/15/19 ● Middle School Student Engagement Survey – 37/37 (100%) – closed 4/30/19 ● Teacher Inventory – 28/26 (108%) - closed 4/16/19 	5/19/19	Charlene Cruz

Goal 5:

By June 2019, SNP will conduct four Emergency/Disaster Drills for all students and staff to ensure safety measures and preparedness is in place as measured by emergency/disaster drill reports.

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

Clear Direction - Healthy Culture - Resource Management

Measurable Objective 1:

SNP will conduct quarterly Emergency/Disaster Drills for all students and staff to ensure safety measures and preparedness is in place by June 2019 as measured by emergency/disaster drill reports.

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

Four Quarterly Emergency/Disaster Drills

1st Quarter: 10/13/17 – Fire Drill

2nd Quarter: 10/19/17 – Earthquake drill

3rd Quarter: 2/12/18 – Fire Drill

4th Quarter: 4/20/18 – Active Shooter Drill

Strategy 1 - Must cite research:

Add updates of strategies if changed.

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

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

Research Cited: Guidance From the National Association of School Psychologists and the National Association of School Resource Officers. December 10, 2014. Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills. Retrieved from file:///Users/charlenetaitanocruz/Downloads/BP_Armed_Assailant_Drills.pdf
<https://onlinelibrary.wiley.com/doi/pdf/10.1002/pits.20533>

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met) Not met	Progress Notes	Created on	Created by
Not Met	Four Quarterly Emergency Disaster Drills: 1 st Quarter: 8/28/18 – Fire drill, 8/29/18 - Earthquake evacuation 2 nd Quarter: Earthquake evacuation drill 10/18/18	12/19/18	Lynne Michael

Measurable Objective Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by
Not Met	3 rd quarter Emergency Drill – Shelter in Place 3/13/2019	3/29/2019	Lynne Michael

Measurable Objective Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by
MET	4 th Quarter Emergency Drill – Lockdown – 5/22/19	6/4/19	Lynne Michael

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
Emergency/Disaster Drills Students are taught and practice appropriate responses to different emergency situations.	08/2018	06/2019			Administrator Principal

Activities Progress Update 1 (December 31)

Status (In progress/ Completed)	Progress Notes	Created on	Created by
Completed	Emergency/Disaster drills Students are taught and practice appropriate responses to different emergency situations 8/28/18 (1 st Quarter) – Fire drill 10/18/18 (2 nd Quarter)– Earthquake drill	12/19/18	Lynne Michael

Activities Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by
Completed	3/13/2019 – Emergency Drill – Shelter In Place	3/29/19	Lynne Michael

Activities Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by
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Completed

4th Quarter Drill – Lockdown – 5/22/19

6/4/19

Lynne Michael

Measurable Objective 2:

By June 2019, 60% of 27 unresolved recommendations of SY 17-18 in addition to recommendations for SY 18-19, will be resolved as measured by the school monitoring report.

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

88 recommendations for SY 17-18 (61 resolved and 27 unresolved at end of school year)

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Strategy 1 - Must cite research:

Add updates of strategies if changed.

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

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

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

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

Measurable Objective Progress Update 1 (December 31)

Status	Progress Notes	Created on	Created by
Not met	Summer – 6/7/18 – Storage shelves built in closets in building 2. Awaiting 2x4's for completion of project. No major repairs were scheduled for 1st quarter Facilities Development and Management Report 9/15/18 re air conditioners.	12/19/18	Lynne Michael

	14 classrooms passed inspection 2 classrooms had air conditioner problems		
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Measurable Objective Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by
Not met	Money for 2X4s – If CIP funding .is being used for the air conditioning then there will be funds for the 2x4s. Room 101 and Administration Building air conditioners are presently not in operation.	3/29/19	Lynne Michael Charlene Cruz

Measurable Objective Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by
MET	As of 6/4/19 there were 73 resolved and 15 unresolved recommendations from The SY 2018/19 School Monitoring Report of December 12, 2017. One major recommendation was for smoke detectors. These have been purchased, but not installed pending approval from the Fire Department.	6/4/19	Lynne Michael

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
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This form is to be used alongside the "CNMI PSS Standard Operating Procedures (SOPs) for School-Wide Improvement Plans"

<p>Repairs and Maintenance the facility is maintained in a clean and operational condition to provide an environment conducive to learning.</p>	<p>08/15/2018</p>	<p>06/09/2019</p>	<p>\$6000</p>	<p>Local</p>	<p>Administrator Principal</p>
<p>Cleaning Services Restrooms and common areas are cleaned to provide a clean and healthy learning environment.</p>	<p>08/15/2018</p>	<p>06/09/2019</p>	<p>\$5000</p>	<p>Local</p>	<p>Administrat or Principal</p>
<p>Trash Disposal Trash needs to be disposed of regularly in order to provide a clean and healthy learning environment.</p>	<p>08/15/2018</p>	<p>06/09/2019</p>	<p>\$5000</p>	<p>Local</p>	<p>Administrat or Principal</p>

Activities Progress Update 1 (December 31)

Status (In progress/ Completed)	Progress Notes	Created on	Created by
In Progress	Repairs and Maintenance – no major repairs Cleaning Services – performed by maintenance staff	12/19/18	Lynne Michael
Completed	Trash Disposal A contract was issued to AFV General Ground Maintenance company for trash removal 11/18 to 10/19	12/19/18	Lynne Michael
In Progress	Airconditioner in Room 114 in need of repair. Unit disabled in 2 nd Quarter. Awaiting arrival of parts	12/19/18	Lynne Michael

Activities Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by
In Progress	2 nd Quarter – room 114 air conditioner fixed. Air conditioners in Room 101 and Administration Building are in need of repair/ replacement.	3/29/19	Lynne Michael Charlene Cruz

Activities Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by
In Progress	A request for bids was tendered in May 2019 for replacement of all air conditioners to be funded by CIP (Capital Improvement). Bids have been submitted and are currently being reviewed by the CIP office. 2X4s have not been purchased through local funding due to other priorities. . All airconditioners to be replced through CIP funding – currently out for bids.	6/4/19	Lynne Michael

Goal 6:

By June 2019, all students and staff will have the available resources and services that support the school’s purpose and direction to ensure student success.

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

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

Measurable Objective 1:

By the end of SY 2018- 2019, 54% of all SNP students will be reading at/above grade level as measured by Scaled Score of Early STAR and STAR Reading assessment.

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

STAR Reading Screening #3 (Spring) (May 18- 25, 2018)

STAR Early Literacy

- Kindergarten: 78% are at/above 644 SS
- First Grade: 76% are at/above 743

SS STAR Reading

- First Grade: 100% are at/above 105 SS

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- Second Grade: 48% are at/above 279 SS
- Third Grade: 71% are at/above 392 SS
- Fourth Grade: 58% are at/above 479 SS
- Fifth Grade: 45% are at/above 584 SS
- Sixth Grade: 38% are at/above 698 SS
-

survey results

Lesson plans

Learning expectations for different courses

posted learning objectives

course schedules

description of instructional techniques

Strategy 1 - Must cite research:

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

References: Ross, E. W. (Ed.). (2014). *Social Studies Curriculum, The: Purposes, Problems, and Possibilities*. Suny Press.
 Ralowichitkul, N. (2017). Teacher Professional Development. *Journal of Education*, 17(1), 21-33.
 Dymert, J. E., Davis, J. M., Nailon, D., Emery, S., Golenet, S., McCrea, N., & Hill, A. (2014). The impact of professional development on early childhood educators' confidence, understanding and knowledge of education for sustainability. *Environmental Education Research*, 20(5), 660-679.

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

Add updates of strategies if changed.

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
Not Met	End of Year data will not be available until May 2019. Fall Test Data reflected on chart below	12/19/18	Lynne Michael
Grade Level:	Test Type:	Number Tested (Fall Test):	Number At/Above Grade Level (Fall Test):
Kinder	Early STAR	17	11
1 st	Early STAR	22	9
2 nd	STAR Reading	29	15
2 nd	Early STAR	1	0
3 rd	STAR Reading	38	15
3 rd	Early STAR	2	0
4 th	STAR Reading	23	9
5 th	STAR Reading	28	13
6 th	STAR Reading	36	10
	TOTAL = 42%	196	82

Measurable Objective Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by
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Not Met	Based on Winter Test (Mid) data, 47% of our students are at the at/above level. In order to meet our goal we need at least 15 students to reach the at/above level on the spring (post) test in May 2019. Teachers will continue to work to ensure that all students are working collectively to reach our goal. SNP will continue to provide support with resources and materials to support all stakeholders.	3/17/19	Charlene Cruz
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Measurable Objective Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by
Met	Based on Spring Test (Post) data, 62% of our students are at the at/above level.	5/29/19	Charlene Cruz

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
<p>Renaissance Learning STAR Assessment is used Pre, mid and post annually to assess individual student progress and identify areas of concern. Accelerated Reading allows students to individually challenge themselves and read books at their zone of proximal development, so they can take charge of their own continuous improvement.</p>	<p>08/15/2018</p>	<p>06/09/2019</p>	<p>\$10,120</p>	<p>SWP</p>	<p>Classroom Teachers, Test Coordinator, Librarian, Principal</p>

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<p>Achieve 3000 Provides daily differentiated instruction for non-fiction reading and writing that is tailored to each student's Lexile reading level.</p>	<p>08/15/2018</p>	<p>06/09/2019</p>	<p>\$11,850</p>	<p>SWP</p>	<p>Classroom Teachers, Test Coordinator, Librarian, Principal</p>
<p>Houghton Mifflin Harcourt Education The <i>Journeys</i>© 2017, ELA Anthologies K-5 focus on skill mastery; using authentic, award-winning text building the skills needed for college and careers.</p>	<p>08/15/2018</p>	<p>06/09/2019</p>		<p>SWP</p>	<p>ELA Chairperson, Administrator, Principal</p>

WIDA Students for whom English is a second language, are	08/15/2018	06/09/2019	\$4,860	SWP	Test Coordinator, Administrator, Principal
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assessed annually so that specific individual needs are identified and addressed.					
Perma-bound The school library provides books to support individual reading by interest level, reading level and individual choice in order to support the Accelerated Reading program and personalized learning.	08/15/2018	06/09/2019	\$4,500	SWP	Librarian
Pearson Social Studies An online program with supporting print material tailors the	08/15/2018	06/09/2019		SWP	Social Studies Chairperson, Administrator, Principal

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<p>student learning to address individual needs, and teaches 21st century learning skills.</p>					
<p><small>Pearson 6</small> Grade Math Internet based, with a student companion print book and online, the program teaches mathematics skills and concepts using a digital approach.</p>	<p>08/15/2018</p>	<p>06/09/2019</p>		<p>SWP</p>	<p>Math Chairperson, Administrator, Principal</p>
<p>McGraw Hill Education A direct instruction program K-5</p>	<p>08/15/2018</p>	<p>06/09/2019</p>		<p>SWP</p>	<p>Math Chairperson, Administrator, Principal</p>

combines facts, procedures,					
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Form 08302017 -

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conceptual understanding, applications and problem solving skills.					
Technology Equipment and Infrastructure supports online and digital learning	08/15/2018	06/09/2019		Title IV Part B	Administrator, Technology Chairperson, Principal

Activities Progress Update 1 (December 31)

Status (In progress/ Completed)	Progress Notes	Created on	Created by
completed	Renaissance Learning Annual contract \$10,134.00	12/19/18	Lynne Michael
completed	Achieve 3000 Annual payment of \$7,500 paid through PSS Central office using SNP's SWOP funding	12/19/18	Lynne Michael
In Progress	Houghton Mifflin Harcourt Education	12/19/18	Lynne Michael
In Progress	WIDA	12/19/18	Lynne Michael
In progress	Perma-bound Year 2 of Five year plan for library update approved but not processed. \$4144.06	12/19/18	Lynne Michael

In Progress	Pearson Social Studies (refer to spreadsheet from CIA office – Daisy has it)	12/19/18	Lynne Michael
In Progress	Pearson 6 th Grade Math (refer to spreadsheet from CIA office – Daisy has it)	12/19/18	Lynne Michael
In Progress	McGraw Hill Education (refer to spreadsheet from CIA office – Daisy has it)	12/19/18	Lynne Michael
In Progress	Technology Equipment and infrastructure budgeted \$10,000 through Title IV Part B	12/19/18	Lynne Michael

Activities Progress Update 2 (March 31)

Statu s	Progress Notes	Created on	Created by
Completed	WIDA testing completed March 29. Permabound Book order received March 28. Social Studies materials arrived March 22. Technology – received 3 sets of iPads – total 90 funded by Federal funds. Received 10 Chromebooks for the library March 25.	3/29/19	Lynne Michael

Activities Progress Update 3 (July 31)

Statu s	Progress Notes	Created on	Created by
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Completed	All books and equipment have been received. For SY 2018/219. Consumable books that accompany the texts for ELA, Math, Science and Social Studies needed for SY 2019/20 will be funded through the office of Curriculum and Instruction (OCI). Detailed information is available on the Textbook Inventory of May 2019.	6/4/19	Lynne Michael
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Measurable Objective 2:

By June 2019, SNP teacher technology usage will be at 62% or more as measured by Power Walk Through.

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

Power Walk Through data

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

Strategy 1 - Must cite research:

Add updates of strategies if changed.

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

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

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

Measurable Objective Progress Update 1 (December 31)

Status	Progress Notes	Created on	Created by
Not Met	Power Walkthrough from 8/1 to 10/31/18 shows teacher technology use at 56.7%	12/19/18	Lynne Michael

Measurable Objective Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by
Met	Power Walkthrough data indicates teacher technology use at 72%	3/29/19	Lynne Michael

Measurable Objective Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by
MET	Power Walkthrough data May 2019 indicates teacher technology use for SY 2018-2019 at 66%	6/5/19	Lynne Michael

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
Online Subscriptions Web and cloud based programs support current	08/15/2018	06/09/2019	\$4,000	SWP	Administrator Principal

learning methods					
Technology Equipment and Infrastructure supports online and digital learning	08/15/2018	06/09/2019	\$10,000	Title IV Part B	Administrator, Technology Chairperson, Principal

Activities Progress Update 1 (December 31)

Status (In progress/ Completed)	Progress Notes	Created on	Created by
In progress	Online Subscriptions Online subscriptions for web and cloud based programs - \$4,000 budgeted to be paid through SWP funds.	12/19/18	Lynne Michael
In progress	Technology Due to two typhoons, online connectivity was very limited during first and second quarters.	12/19/18	Lynne Michael

Activities Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by
Completed	Online subscriptions for Rediker, Renaissance and Achieve.	3/29/19	Lynne Michael
Completed	Switched to DOCOMO – improved connectivity and speed.	3/29/19	Lynne Michael

Activities Progress Update 3 (July 31)

Statu s	Progress Notes	Created on	Created by
Completed	All contracts for SY 2018-2019 paid. For SY 2019-2020, all subscriptions will be funded through Federal funding; WIDA by ARE Office; and some new instructional materials have been requested by CCLHS.	6/4/19	Lynne Michael

Measurable Objective 3:

Demonstrate a behavior to annually provide teachers with \$500 per grade level, of requested materials and supplies in order for teachers to be able to maximize learning by 06/01/2019 as measured by each Teacher's Wish List.

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

Teacher Receivable List

Strategy 1 - Must cite research:

Add updates of strategies if changed.

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

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

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

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

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

Measurable Objective Progress Update 1 (December 31)

Status	Progress Notes	Created on	Created by
Not Met	. POs totaling \$7,344.88 were issued to various vendors.	12/19/18	Lynne Michael

Measurable Objective Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by
Met	Supplies were distributed by January 7 The next order PO was issued March 27. Expected delivery is May	3/29/19	Lynne Michael

Measurable Objective Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by
MET	Supplies listed on POs were delivered by May 30, 2019.	6/4/19	Lynne Michael

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
Supplies and Materials – Teacher’s Wish List	08/15/2018	06/09/2019	\$3,500	SWP	Administrator Principal

Activities Progress Update 1 (December 31)

Status (In progress/ Completed)	Progress Notes	Created on	Created by
In Progress	Supplies and Materials – Teacher’s Wish List Orders for first semester are currently arriving, but not complete	12/19/18	Lynne Michael

Activities Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by
Completed	All supplies for first semester were received.	3/27/19	Lynne Michael

Activities Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by
Completed	All supplies for second semester 2019 were received.	6/4/19	Lynne Michael

Measurable Objective 4:

Demonstrate a behavior to provide office and janitorial supplies needed on a daily basis in order to perform effective and efficient services daily for all students and staff by 06/01/2019 as measured by requisition slips and inventory records

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

Requisition slips and inventory records

Strategy 1 - Must cite research:

Add updates of strategies if changed.

Healthy School Environment -

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

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

Research Cited: Berry, Dr. Michael A. Healthy School Environment and Enhanced Educational Performance. Retrieved from: https://www.ciriscience.org/a_314-Healthy-School-Environment-and-Enhanced-Educational-Performance.

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
Not Met	Cleaning supplies are ordered as needed	12/19/18	Lynne Michael

Measurable Objective Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by
Met	Cleaning supplies were received. New orders will be submitted as needed.	3/29/19	Lynne Michael

Measurable Objective Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by
MET	Cleaning supplies were ordered and received as needed.	6/4/19	Lynne Michael

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
Supplies and Materials – Operations Janitorial, maintenance, and bathroom supplies are also needed for all students and staff.	08/01/2018	06/01/2019	\$6,000	Local	Administrator Principal
Supplies & Materials - Office In order for the administration to perform effectively, office supplies are needed for the staff to continuously deliver efficient services.	08/01/2018	06/01/2019	\$3,000	Local	Administrat or Principal

Activities Progress Update 1 (December 31)

Status (In progress/ Completed)	Progress Notes	Created on	Created by
In Progress	Supplies and Materials – Operations As of 12/19/18 a total of \$4,968.18 has been expended on cleaning supplies	12/19/18	Lynne Michael
In Progress	Supplies and Materials - Office	12/19/18	Lynne Michael

Activities Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by
In Progress	Supplies and Materials – Operations Supplies and Materials - Office	3/29/19	Charlene Cruz

Activities Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by
Completed	No further supplies for SY 2018/19 were required. Cleaning supplies for SY 2019-2020 will be ordered in July 2019.	6/4/19	Lynne Michael

Goals Summary:

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

Number of Activities)

<p>1</p>	<p>High Student Performance- All students will have equitable and challenging learning experiences that are aligned to</p> <p>the school’s curriculum, instructional design, and assessment to ensure that all students have sufficient opportunities to develop learning, thinking, and life skills in preparation for the secondary level that</p> <p>lead to success in college and career readiness.</p>	<p>SQFs: 6 Objectives: 3 Strategies: 3 Activities: 7</p>	<p>Academic</p>	<p>\$40,530</p>
<p>2</p>	<p>Highly Qualified and Effective Personnel: All Sinapalo Elementary School personnel will demonstrate certifications and professional growth as we develop towards being a more purposeful community that supports student learning. All staff members participate in a continuous program of professional learning and growth.</p>	<p>SQFs: 6 Objectives: 3 Strategies: 3 Activities: 8</p>	<p>Organizational</p>	<p>\$55,000</p>
<p>3</p>	<p>Parental Engagement and Community Partnership: Sinapalo Elementary School will engage families, community</p>	<p>SQFs: 5 Objectives: 1 Strategies: 1</p>	<p>Organizational</p>	<p>\$10,600</p>

	members, and other stakeholders in	Activities: 9		
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	meaningful ways to improve their children's education and inform parents and the public of student success.			
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4	High Performing and High Reliability Systems: Sinapalo Elementary School will engage all stakeholders in accountability and monitoring to ensure continuous improvement.	SQFs: 7 Objectives: 1 Strategies: 1 Activities: 10	Organizational	\$ 0
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5	Safe and Orderly Schools: All students will be provided a safe, clean, and healthy environment conducive to learning. The facility is maintained, equipment is provided and repaired, and personnel work to ensure the school provides an environment that supports learning.	SQFs: 3 Objectives: 2 Strategies: 2 Activities: 4	Organizational	\$ 16,500
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6	Effective and Efficient Operations: All students and staff will have the available	SQFs: 5 Objectives: 4	Organizational	\$26,500
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	resources and services that support the school's purpose and direction to ensure student success.	Strategies: 4 Activities: 13		
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