

# CNMI PUBLIC SCHOOL SYSTEM SCHOOL-WIDE IMPROVEMENT PLAN



School Name: William S. Reyes Elementary School

School Year: 2019-2020

## Overview

William S. Reyes Elementary School (WSRES) is located in Chalan Kanoa village, on the island of Saipan, Commonwealth of the Northern Mariana Islands. The school is home to the largest enrollment of students over 695 from K-5 as of May of 2019. The growing number of students enrolled at WSRES reflects increasingly diverse groups based on ethnic, social-economic backgrounds and special needs. The student population is comprised of 17 different ethnic backgrounds, with \_\_\_ English learners identified with \_\_\_ exited at the end of SY 2019. Eighty-three students receive special education services, with 7 initial evaluations and 8 eligibilities lined up. The school has identified 5 students with Section 504 accommodation and 87 receiving services in the Title I reading program. 100% of the students were enlisted on the free meal program not based on income, but with an “All” inclusion basis as granted by the USDA-FNS. WSRES currently employs 62 personnel from classroom teachers to support staff, administrative staff, and community agency partnership.

The school’s continued efforts in raising student achievement in Reading remains at the forefront of the school’s priorities, however all other content areas are being addressed as well. Based on previous year results, more emphasis on effectively teaching reading is necessary in order to continue the upward trend in student reading success. This year presents Year 5 of the State Systemic Improvement Plan (SSIP) implementation. The SSIP continues to be a critical component extending across all classes from Kindergarten through Grade 3. SY 2019 reading data shows that only \_\_\_% of the student population in Grades K-3 is on performance benchmark in reading, as measured by scaled scores in STAR Reading and Early Literacy Assessments. Reading scores continues to reveal a need for improvement on college and career readiness as reported by the ACT Aspire assessments in Grades 3-5. Additionally, focus on addressing Writing, Science and Math scores across Grades 3 to 5 will need to be addressed. Intentional and job-embedded professional development, implementation of the Daily 5 literacy center-based classroom practice across all grade levels, collaborative instructional practices, acquisition of instructional materials/ resources, and intensive student interventions continues to be the key elements the school will carry on in order to strengthen all efforts to help raise student achievement.

A significant change in leadership will take place this school year 2019-2020. Principal Naomi Nishimura has been assigned to a Koblerville Elementary School, while Lynn Mendiola has been assigned to WSR. This change in leadership was confirmed in April 2019, and all leaders affected by this shuffle has been planning to help a smooth transition for all schools.

## BUDGET ALLOCATION BREAKDOWN

Personnel Budget

Local

No. of FTEs	Total Budget Amount (including all benefits)
42	2,210,713

Personnel Budget Federal

No. of FTEs	Total Budget Amount (including all benefits)
9	555,524

Local Budget

Operations Allocation:

Expense Code	Expense Code Title	Expense Description	Estimated amount
4216	Licenses & Fees	Health Sanitation Inspection & Permit Fee	300.00
4224	Repairs & Maintenance	Air Conditioning Units - Air Filter Cleaning Service	12,000
4224	Repairs & Maintenance	Air Conditioning Units - Once-a-Year Maintenance Service	8,000
4224	Repairs & Maintenance	Air Conditioning Units - Repairs & Parts <i>(If FEMA does not cover AC replacements, then may need to purchase AC units for classrooms with only one/ or no unit operable, hence increasing estimated amount)</i>	9,600
4224	Repairs & Maintenance	Fire Extinguishers - Annual Maintenance/ Refills	2,000

4224	Repairs & Maintenance	Building F (FEMA) & G Floor and Ceiling Repair/ Treatment (mold & mildew problems stemming from above/ below building structures)	10,000 5,000.00
4224	Repair & Maintenance	Replace flower beds with concrete benches adjacent building D and C	15,000
4224	Repair & Maintenance	Annual Classroom Cleaning (Floor Buffer, Carpet Window Cleaning (Buffer classroom floors, -Scrub windows, Wash and Dry Classroom Carpets)	5,000
4305	Supplies – Operations	Batteries - smoke detectors & A/C programmable thermostats	1,000.00
4305	Supplies – Operations	Restroom and Janitorial Supplies - toilet tissues, paper towels, liquid soaps, etc.	10,000.00
4305	Supplies- Operations	Office/ Maintenance Operations Supplies	6,900
4305	Supplies- Operations	Office Supplies	5,000.00
4305	Supplies – Operations	Heavy duty Lawn Mower	9,000
4305	Supplies- Operations	Staff Recognition/ Appreciation Activities	3,000
4430	Machinery & Equipment	Water Dispensers	2,000
4440	Furniture & Fixtures	Lighting Fixtures	2,500.00
4440	Furniture & Fixtures	Student Furniture	10,000
Total:			\$105,000 \$91,300.00

Local/FEMA Budget

Expense Code	Code Title	Expense Description	Comment	Estimated Cost	Priority Level
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4406	Building Improvements	Covered Walkways (all walkways)	The school will need construction work on all covered walkways with replacements to roofing and columns that were damaged by Typhoon Yutu	\$80,000.00 (FEMA)	Priority 1
4406	Building Improvements	Building I Repair/ Rebuild (refer to PSS plan of action) for the 10 classrooms	Building I structure was badly hit in October of 2018. It has yet to be determined whether the building will be demolished and rebuilt or major repairs will take place.	Repairs (\$500K) Rebuild (\$2.0M)	Priority 1
4406	Building Improvements	Building C -Rebuild (refer to PSS plan of action) for the 7 classrooms	Building C structure was badly hit in October of 2018. A plan to demolish the entire building is on paper and will just need to wait for construction to begin.	Rebuild (\$1.5M) FEMA	Priority 1
4224	Repairs & Maintenance	Termite Infestations (All buildings)- Apply treatment to remove termite/ roach and ant infestations within all buildings	Some buildings have it worse than others (bldg. B, C, D, E, G). The infestation of termites are slowly eating away at the walls; ants and roaches are encroaching on the student spaces	\$40,000  (1 year service)	Priority 1

4406	Building Improvements	<p>Cafeteria (Painting, New Counters, Lighting Fixtures, Roof)</p> <ul style="list-style-type: none"> <li>- Paint exterior of the cafeteria</li> <li>- Replace Counters for Warmers</li> <li>- Lighting Fixtures need replacements</li> <li>- Replace cafeteria roof</li> </ul>	<p>The cafeteria building needs repainting. The exterior wall paint have faded, peeled and do not look well kept.</p> <p>Counters for the food warmers are old and will need modernization.</p> <p>To keep the area lit in the evenings, the exterior lighting fixtures need replacement. Water settling in lighting fixtures poses electrical damages.</p> <p>The entire roof top is slowly warping. The roof is not made of concrete but from some other material. Maintenance personnel and contractors have a difficult time walking on the rooftops when addressing issues and when air-con services are conducted. Broken A/C that was removed was temporarily patched up and will need a permanent fix to alleviate flooding issues in the cafeteria.</p>	\$50,000.00	Priority 2
4406	Building Improvements	School building painting	The school building paint job is wearing out and was worsened by the recent typhoon. The buildings will need repainting when funds are available.	\$50,000.00	Priority 2
4406	Building Improvements	Campus fence	School fence (100% replacement-90% damaged) is needed to secure the entire campus to avoid easy accessibility by intruders, stray dogs and to safeguard students while on campus.	\$50,000.00	Priority 1
4430	Machinery & Equipment	<p>Surveillance Camera</p> <ul style="list-style-type: none"> <li>- Install surveillance cameras around campus</li> </ul>	For security purposes, it will help to install cameras around the school, considering we do not have security services in place due to budget constraints. It has been on the plan for PSS to place cameras at the elementary schools, but no action has set forth to install them at this time.	\$20,000	Priority 1
4224	Repairs & Maintenance	Building Shutters- Repair/ replace window shutters	Several shutters are over a decade old. For security purposes, the school will need to repair and replace identified window shutters. Some will be funded by FEMA as a result of the typhoon damages.	\$50,000 (FEMA- a portion for bldg. I)	Priority 2

4406	Building Improvements	- Install paved parking space using the space once occupied by auditorium	The school will need an expansion with its school main parking lot. Visitors and school staff park outside the gates and around private lands.  The pavement will create a clean surface ground and will provide an organized space for parking vehicles	\$200,000	Priority 2
	Building Improvements	-Repair roof damages at the maintenance room -Secure windows	Damage from Typhoon Yutu created openings at the maintenance quarters.  The windows at the maintenance room will need to be secured with shutters or rebar to prevent break-ins. The old stage was renovated to accommodate the maintenance room and so will need more work in order to protect school property.	\$3,000	Priority 1
4430	Machinery & Equipment	Installation of Playground Sets around campus (Between Building B & C and around the north side of campus)- Purchase playground sets for two additional areas around campus	The students have been requesting for additional playground areas. There is only one at the school, but no longer exists after Typhoon Yutu. The school needs a playground.	\$30,000	Priority 2
4406	Building Improvements	Gate side entrance walkways- Create walkways at the gate entrances	Some gate entrances are without concrete walkways. The surface is rough and may cause injuries to students and visitors.	\$8,000.00	Priority 2

*NOTE: PLEASE SEE SCHOOL ASSESSMENT REPORT FOR FURTHER FEMA PROJECTS (HOPING ALL TO BE COVERED) :*

<https://drive.google.com/drive/folders/1HVqdPDIYODdgvNv0wX6ntiP3RK6ZzWl6>

Local Budget/ Others Allocation:

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4301	Textbook Funds	Student Core Curriculum Consumables (ELA, Math, Science, Social Studies) and content materials	To be replenished by OCI (however excludes digital content in which should be included in Title 1 funding)	\$100,000

Federal Budget (all funds)

Allocation:

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4301, 4213, 4310, 4801, 4225, 4223, 4211, 4431	Title 1 SWP	Instructional Materials, Technology Software/Hardware Equipment & Services, School Subscriptions and Licenses, Classroom Supplies, Professional Development	Instructional Resources & Services	\$422,400.00 (\$112,212.00 increase)
? (Pending)	USDA Funds	Collateral Equipment for Classrooms (student desks and chairs)	School Classroom Modernization	\$0 (current) \$200,000.00 (allocated prior)
4116, 4301	CG-Wellness Allocation	Pay Differentials and Equipment	After-school/Saturday/summer program	\$16,121 (current)
4301, 4223	Parental Involvement	Parent Passbook Incentive Program Books	PTSA Budget	\$3,000.00 (\$500 increase)
?	Tobacco Settlement Fund	At-Risk Student Summit and Incentives, Pay Differentials for LST Program	Behavioral Support Programs	\$0 (current) \$12,404.50 (allocated prior)

Non-Appropriated Funds (Educational Tax Credit, Admin, PTSA fundraising, etc.) Collection:

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4224, 4305	PTSA Funds	PTSA - Identified School Improvement Projects & Special Events	PTSA Sponsored Events, facility projects	TBD
4224, 4305	WSRES Funds	Emergency small purchases - for school needs	Immediate needs for repairs, meeting, special occasions, etc.	TBD

*\*Add additional rows as needed.*



GOAL

**Goal:** By the end of SY 2020, students will perform at proficient or better in English, Reading, Math, and Science as measured by the ACT Aspire Summative Assessment with the following targets:

Grade	English	Math	Reading	Science
Grade 3	59% (61% SY 19)	41% (30% SY 19)	32% (32% SY 19)	37% (27% SY 19)
Grade 4	65% (57% SY 19)	41% (22% SY 19)	39% (35% SY 19)	32% (32% SY 19)
Grade 5	66% (61% SY 19)	38% (15% SY 19)	29% (29% SY 19)	39% (25% SY 19)

School Quality Factors: Clear Direction, Implementation Capacity, High Expectations, Impact of Instruction, Healthy Culture, Resource Management, Efficacy of Engagement, Implementation Capacity

# Measurable Objective 1

**Measurable Objective 1** (measuring SS Proficiency Levels): Students in Grades K-5 will show an increase from 47% (2019) to 50% or more on or above performance benchmark (Scaled Score) in reading, as measured by the STAR Reading and Early Literacy Assessments (S3) by June 2020.

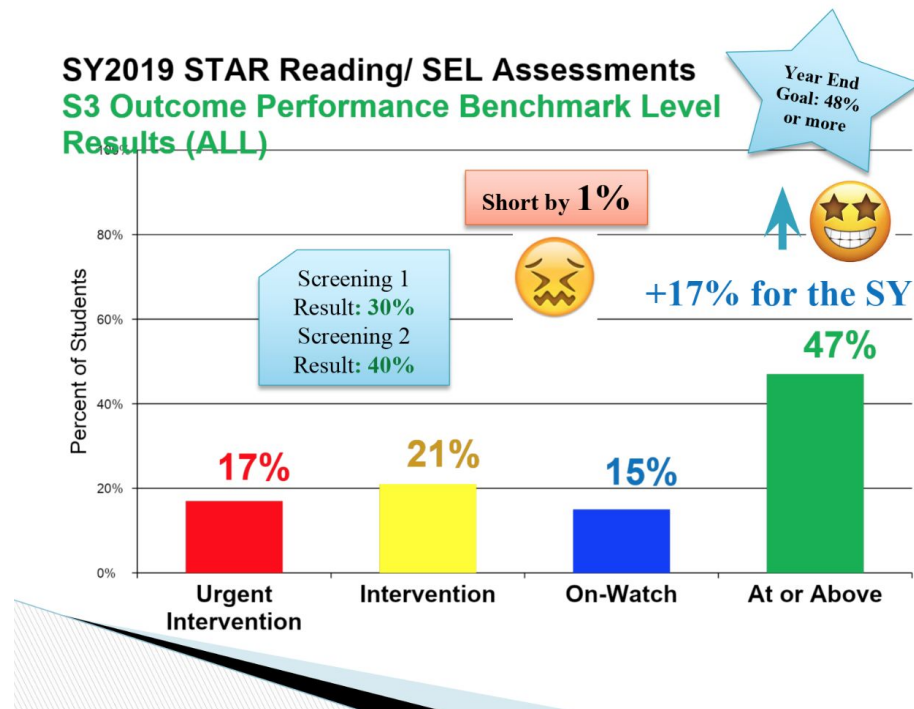
**Measurable Objective 1a** (measuring SS Growth): Students with IEPs will show an increase from 12% (SY 2019 Screening 3 Result) to 15% or more on or above performance benchmark (Scaled Score) in reading, as measured by the STAR Reading and Early Literacy Assessments by June 2020.

**Measurable Objective 1b** (measuring SS Growth): English Learners (ELs) will show an increase from 31% (SY2019 Screening 3 Result) to 34% or more on or above performance benchmark (Scaled Score) in reading, as measured by the STAR Reading and Early Literacy Assessments by June 2020.

**Measurable Objective 1c** (measuring SS Growth): By June 2020, 42% of K-5 students will meet their Screening 1 projected scaled score as measured by the STAR Reading/ STAR Early Literacy Assessment - Screening 3 results (SY2019 result- 39%).

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

STAR Reading and Early Literacy Assessments Results from the STAR Screening tests administered 3x a year



**SY2019 STAR Reading/SEL Assessment**  
**S3 Performance Benchmark Level (EL)**

Performance Benchmark Level	Number of Students
At/Above Benchmark	36 (31%)
On-Watch	20 (17%)
Intervention	21 (18%)
Urgent Intervention	39 (34%)

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

Status (Met/Not Met)	Progress Notes	Created on	Created by

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

Status (Met/Not Met)	Progress Notes	Created on	Created by

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

Status (Met/Not Met)	Progress Notes	Created on	Created by

Strategy:

(1)Reading Instruction, (2) Assessment and (3) RtI Process - The school will screen all students to determine their present level of performance in reading. Based on student results, teachers will be able to identify students that will need intense intervention. Students will receive reading instruction to help increase knowledge and skills on all components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). The school will implement the state adopted curriculum (Journeys); continue efforts on the State Systemic Improvement Plan (SSIP) Phase III implementation, Year 2; continue on its instructional initiative for improving reading achievements.

Response to Intervention, or “RtI,” is a multi-tier instructional program that offers a strategy for early detection and prevention of reading difficulties. Key components of RtI are the screening of all students and ongoing monitoring of their progress in core reading skills. – *DoingWhatWorks, December 2009: Response to Intervention in Primary Grade Reading Practice: Universal Screening*

"Research has repeatedly demonstrated the importance of initial instruction that includes the five critical components of reading: Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension. To be most effective, the five critical components need to be taught explicitly within classrooms that are strongly positive and engaging, use writing activities to support literacy, and provide students with many opportunities to read interesting text and complete authentic reading and writing assignments. Teachers typically follow a core reading curriculum to guide instruction in whole and small group settings."

Research Cited: Montgomery, T., Russell, K., Taylor, Jill, Van Sciver, M., Winterbottom, R., & Bryce, S. (2006, June). Elements of Effective Instruction. Florida Center for Reading Instruction. Retrieved from <http://www.fcrr.org/assessment/ET/>

Activity	Activity Type	Begin Date	End Date	Amount Budgeted	Funding Source	Staff Responsible
STAR Reading Screening 3 times in SY 2019-2020	Policy and Processes	September 2019	June 2020	No Funding Required	\$0	Admin/ Teachers

STAR Reading/ EL student performance level data entry on the school Longitudinal Database System (SS Performance Level count, Participation count, Level of Improvement, Projected SS Student Reading Progress Tracker) for Screening 1, 2 and 3	Policy and Processes	October 2019	June 2020	No Funding Required	\$0	Admin/ Teachers
Provide individualized intervention for struggling readers in Urgent Intervention and Intervention using research-based practices	Academic Support Programs	September 2019	June 2020	No Funding Required	\$0	Teachers
Literacy integration across Science/ Social Studies/ Math content standards and Writing	Policy and Processes	October 2019	June 2020	No Funding Required	\$0	Admin/ Teachers
Increase reading book collections in all grade level classrooms for student reading activities	Academic Support Programs	September 2019	June 2020	\$20,000	Title I	Admin/ Literacy Coach/ Teachers

<p>Provide access to the school library for students to check out books by creating a weekly schedule for each class</p> <p>Access to the bookroom for teachers to checkout guided reading materials</p> <p>Access for students to engage with reading software programs and internet use.</p> <p>Provide annual purchase of book collections and resources/ materials to support library needs</p> <p>Procure Makerspace tools and materials to create an innovative after-school/ Saturday program for students</p>	Academic Support Program	September 2019	June 2020	\$15,000	Title I	Librarian Admin Teachers
<p>Publish 1 authored storybook per student and 30 (1 per class) class storybook publication from Tikatok Publishing Co.</p>	Academic Support Program	September 2019	June 2020	\$17,000	Title 1	Admin Teachers Literacy Coaches
<p>Provide intensive intervention through specially-designed instruction for students with IEPs</p>	Academic Support Programs	September 2019	June 2020	No Funding Required	\$0	Special Education Teacher
<p>TBD- Fifth grade will create their smart goal for SY2020 and monitor/report on their progress</p>	Academic Support Program	September 2019	June 2020	No Funding Required	\$0	Grade 5 Teachers
<p>TBD- Fourth grade will create their smart goal for SY2020 and monitor/report on their progress</p>	Academic Support Program	September 2019	June 2020	No Funding Required	\$0	Grade 4 Teachers



TBD- Third grade will create their smart goal for SY2020 and monitor/report on their progress	Academic Support Program	September 2019	June 2020	No Funding Required	\$0	Grade 3 Teachers
TBD- Second grade will create their smart goal for SY2020 and monitor/report on their progress	Academic Support Program	September 2019	June 2020	No Funding Required	\$0	Grade 2 Teachers
TBD- First grade will create their smart goal for SY2020 and monitor/report on their progress	Academic Support Program	September 2019	June 2020	No Funding Required	\$0	Grade 1 Teachers, Admin
TBD- Kinder grade will create their smart goal for SY2020 and monitor/report on their progress	Academic Support Program	September 2019	June 2020	No Funding Required	\$0	Grade 1 Teachers, Admin
Daily 5 Literacy Center-Based System (K-5) Implementation and resource acquisition (whisper phones, literacy magnetic shelves and literacy center dividers/ literacy-based rugs, movable whiteboards (large and small), desktop easels/ slant boards/ tubs (different sizes for books), student data monitoring filing storage, magnetic letters, etc)	Policy and Processes & Resources	September 2019	June 2020	\$25,000	Title I	WSRES Professional Staff Literacy Coaches Admin
Reading Incentive Program for all students. Students will get the opportunity to read books, gain points/grades and redeem prizes.	Academic Support Program	September 2019	June 2020	\$15,000	Title 1	WSRES Professional Staff Literacy coaches Admin
Technology support for Reading programs, such as subscriptions to researched based programs, and equipment necessary to carry out these programs (Smarty Ants, KidBiz, Tika Tok Teacher Licenses, BrainPop,	Academic Support Program	September 2019	June 2020	\$75,000	Title 1	WSRES Professional Staff Literacy coaches Admin

EdMark Online, Adobe Licenses, etc). Technology equipment such as Netbooks, Laptops, iPads, projectors, Listening center audio players, smart boards, Smart TV and interactive panel boards, reading pens, headphones with microphones, wireless mouse, teacher workstations, computer tables, computer desks, document cameras, communication devices, etc.						
Reading is tied in to ALL CONTENT Areas. Additional classroom materials and resources will be needed. (i.e replenishable supplies such as tape, crayons, cardstock, etc)	Academic Support Program	September 2019	June 2020	\$53,400	Title 1	WSRES Professional Staff Literacy coaches Admin

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

Status (In Progress/ Complete)	Progress Notes	Created on	Created by
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**Activities Progress Update 2 (March 31)**

Status (In Progress/ Complete)	Progress Notes	Created on	Created by
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**Activities Progress Update 3 (July 31)**

Status (In Progress/ Complete)	Progress Notes	Created on	Created by
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## Measurable Objective 2

**Measurable Objective 2:** Students in Grades 1-5 will show an increase from 46% (2019) to 49%- or more at/ above performance benchmark as measured by the STAR Math (SS) assessment (S3) by June 2020.

**Measurable Objective 2a** (measuring SS Growth): Students with IEPs will show an increase of 25% or more from Screening 1 to Screening 3 in math, as measured by the STAR Math Assessments by June 2020.

**Measurable Objective 2b** (measuring SS Growth): English Learners will show an increase of 30% or more from Screening 1 to Screening 3 in math, as measured by the STAR Math Assessments by June 2020.

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

STAR Math Assessment Screening results

<b>Star Math Data</b>			
<b>Screening 3 SY 18-19</b>			
<b>1st Grade Level</b>	<b>Scaled Score</b>	<b># of Students</b>	<b>% of Students</b>
At benchmark	at/above 357	45	45%
On Watch	below 357	26	26%
Intervention	below 321	15	15%
Urgent Intervention	below 266	13	13%
<b>2nd Grade Level</b>	<b>Scaled Score</b>	<b># of Students</b>	<b>% of Students</b>
At benchmark	at/above 476	40	37%
On Watch	below 476	28	26%
Intervention	below 442	19	18%
Urgent Intervention	below 393	20	19%
<b>3rd Grade Level</b>	<b>Scaled Score</b>	<b># of Students</b>	<b>% of Students</b>
At benchmark	at/above 565	49	39%
On Watch	below 565	15	12%
Intervention	below 528	34	27%
Urgent Intervention	below 465	28	22%
<b>4th Grade Level</b>	<b>Scaled Score</b>	<b># of Students</b>	<b>% of Students</b>
At benchmark	at/above 627	73	54%
On Watch	below 627	23	17%
Intervention	below 590	20	15%
Urgent Intervention	below 528	18	13%
<b>5th Grade Level</b>	<b>Scaled Score</b>	<b># of Students</b>	<b>% of Students</b>
At benchmark	at/above 684	70	53%
On Watch	below 684	20	15%
Intervention	below 647	20	15%
Urgent Intervention	below 580	22	17%

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by

Measurable Objective Progress Update 2 (March 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by

Measurable Objective Progress Update 3 (July 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by

Strategy:

(1) Assessment and (2) RtI Process- The school will screen all students to determine their present level of performance in math. Based on student results, teachers will be able to identify students that will need intense intervention. Students will be administered the placement test to assign them in groups in order to be taught at their appropriate levels.

Published Direct Instruction programs are based on a landmark empirical research study and numerous follow-up studies over the last thirty years about how children actually learn. Project Follow Through (1967), the largest educational experiment ever conducted, evaluated nine major approaches to educating at-risk students. Only students taught with the Direct Instruction approach consistently outperformed control students on basic, cognitive, and affective measures. Direct Instruction is sometimes referred to as "capital DI." Research shows that schools become stronger and more effective as Direct Instruction becomes institutionalized and stabilized within their day-to-day activities, a process that can take several years. Substantial research evidence also shows how the NIFDI model can help teachers and students have the greatest success possible. Schools that adhere to all components of the NIFDI model have greater growth in student achievement than those that do not.

Research Cited - National Institute For Direct Instruction (NIFDI)

Activity	Activity Type	Begin Date	End Date	Amount Budgeted	Funding Source	Staff Responsible
STAR Math Screening 3 times in SY 2019-2020	Policy and Processes	September 2019	June 2020	No Funding Required	\$0	Admin/ Teachers
Provide individualized math interventions for identified students in the Urgent Intervention and Intervention using research-based practices (Title I and SPED support)	Academic Support Programs	September 2019	June 2020	No Funding Required	\$0	Teachers and Support Staff
Implement school-wide Math intervention using the CMC Direct Instruction curriculum with fidelity and practice Math Daily 3 instructional setting (Year 3 of Implementation) <i>(Note: SY 2019 did not implement due to shortened instructional blocks)</i>	Academic Support Programs	September 2019	June 2020	No Funding Required	\$0	WSRES Professional Staff OCI
Engage students in Accelerated Math and Splash Math practice daily.	Academic Support Programs	September 2019	June 2020	No Funding Required	\$0	Teachers
Math Incentive Program for all students. Students will get the opportunity to participate in class competitions and redeem prizes.	Academic Support Program	September 2019	June 2020	\$15,000	Title 1	WSRES Professional Staff Literacy coaches Admin

Technology support for Math programs, such as subscriptions to researched based programs, and equipment necessary to carry out these programs (Netbooks, Laptops, iPads, projectors, Listening center audio players, smart boards, Smart TV and interactive panel boards, reading pens, headphones with microphones, wireless mouse, teacher workstations, computer tables, computer desks, document cameras, communication devices, etc.)	Academic Support Program	September 2019	June 2020	\$50,000	Title 1	WSRES Professional Staff Literacy coaches Admin
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**Activities Progress Update 1 (December 31)**

Status (In Progress/ Complete)	Progress Notes	Created on	Created by
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**Activities Progress Update 2 (March 31)**

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

Status (In Progress/ Complete)	Progress Notes	Created on	Created by
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## Measurable Objective 3



**Measurable Objective 3:** By June 2020, WSRES students will participate in 90% or more on the state-level/community student competition activities offered within school year, as measured by the school tri-annual report.

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

School Tri-Annual Reports (Evidence will be provided during the first Progress Monitoring Update)

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

Status (Met/Not Met)	Progress Notes	Created on	Created by

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

Status (Met/Not Met)	Progress Notes	Created on	Created by

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

Status (Met/Not Met)	Progress Notes	Created on	Created by

Strategy:

Student Competition- WSRES will provide opportunities for students to participate in school/ state level competitions to encourage exposure and realistic outlook towards the competitive nature of real life in such a short span of time as competition provides. These opportunities will allow students to go through a series of brainstorming sessions, rapid problem solving sequences and experience a totally diverse form of learning, which they usually don't practice.

In a case study conducted, results show that in a competitive environment, "70% of the students were motivated by the fact of participating in a competition, whereas 24% said that they felt indifferent about this issue. These results allow us to conclude that our hypothesis is valid, and a healthy competition (as described before) motivates students and enhance their learning skills."

Research cited: Cantador, Iván& M Conde, José. (2018). EFFECTS OF COMPETITION IN EDUCATION: A CASE STUDY IN AN E-LEARNING ENVIRONMENT.

Activities:

Activity	Activity Type	Begin Date	End Date	Amount Budgeted	Funding Source	Staff Responsible
Conduct monthly Spelling Bee competition for students in Grades 3-5. Winning students will advance to the finals and will get the opportunity to compete at the state and regional/nat'l levels	Academic Support Program	September 2019	June 2020	\$5,000	Title 1	School Spelling Bee Coordinators Admin OCI- ELA PM
Promote MathCourt participation for students by providing after-school practices and waiving student participation fees at the state competitions to include pay differentials for coaches	Academic Support Programs	September 2019	June 2020	\$3,000	Title I	MathCourt Coordinators/ Admin
Promote wellness and PE skills by providing practice days to prepare students participating in interscholastic sports competitions: soccer, volleyball, basketball, cross country, track and field, and baseball	Behavior Support Program	September 2019	June 2020	No Funding	\$0	Teachers WSRES Coaches

Conduct a school level STEM Fair for students to showcase their innovative projects and compete for placements in order to advance to the State Level STEM Fair SY 2019. The school will furnish ribbons for placers at the school level competition	Academic Support Program	September 2019	June 2020	\$2,000	Title 1	STEM Fair school coordinators Admin
Provide opportunities for students to participate in community-based competitions and contests	Academic Support	September 2019	June 2020	No Funding Required	\$0	Students, Teachers, Admin, Community Organizers

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

Status (In Progress/ Complete)	Progress Notes	Created on	Created by
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**Activities Progress Update 2 (March 31)**

Status (In Progress/ Complete)	Progress Notes	Created on	Created by
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**Activities Progress Update 3 (July 31)**

Status (In Progress/ Complete)	Progress Notes	Created on	Created by
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## Measurable Objective 4

**Measurable Objective 4:** By June 2020, 40% or more of WSRES students will participate in afterschool programs (Based on student count per program-school baseline).

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

After-school/ Saturday program attendance log sheets (Evidence will be provided during the first Progress Monitoring Update)

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

Status (Met/Not Met)	Progress Notes	Created on	Created by

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

Status (Met/Not Met)	Progress Notes	Created on	Created by

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

Status (Met/Not Met)	Progress Notes	Created on	Created by

Strategy:

Out-of-School Time (OST) Programs- The school will revive the after-school program this school year with the support from the Wellness funding and school system partners. Students will be privileged in attending OST programs to enhance their learning and gain health benefits. Grade levels and support program qualified staff will identify specific programs (after-school academic tutorials, wellness activities, fine arts/ music, etc.). A Peer-Review research states that, “The relevance and potential effectiveness of school-based OST study programmes rests on the proposition that schools, by providing greater structure and well-qualified staff, can compensate for the inadequacy of the learning environment at home and provide a channel to promote social mobility. By delivering high quality, well-resourced activities to those disadvantaged children who otherwise could have no or limited access to them, it can contribute to closing the learning opportunity gap between children of different socio-economic backgrounds” (Pensiero& Green, 2017, p. 128).

Research Cited: Nicola Pensiero& Francis Green (2017) Out-of-school-time study programmes: do they work?, Oxford Review of Education, 43:1, 127-147, DOI: [10.1080/03054985.2016.1240673](https://doi.org/10.1080/03054985.2016.1240673)

Activities:

Activity	Activity Type	Begin Date	End Date	Amount Budgeted	Funding Source	Staff Responsible
Support AmeriCorp Program on campus for student reading tutorials  Acquisition of resource materials to support program needs (classroom supplies, reading kits, educational games, student incentives, etc.)	Academic Support Program	September 2019	June 2020	\$1,000.00	\$0	AmeriCorp Site Coordinator
Provide Pay Differentials for the Academic, Sports and Wellness After-School Program and materials	Academic and Behavior Support Program	September 2019	June 2020	\$16,121	CG-Wellness Funds	Teachers Coaches Admin

Purchase Botvin LifeSkill training TE and Student Books  Provide student incentives for completion of the Botvin LifeSkill Training Student Program participants	Behavior Support Program	September 2019	June 2020	\$5,000	Title 1	Teachers Admin
Students who have excelled academically and meet the pillars of the National Elementary Honor Society will participate in afterschool activities such as free tutorial services, community service, annual induction ceremony, school related activities, etc.	Academic and Behavior Support Program	September 2019	June 2020	\$5,000	Title 1	Teachers Advisors/Faculty Counsel Admin

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

Status (In Progress/ Complete)	Progress Notes	Created on	Created by
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**Activities Progress Update 2 (March 31)**

Status (In Progress/ Complete)	Progress Notes	Created on	Created by
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**Activities Progress Update 3 (July 31)**

Status (In Progress/ Complete)	Progress Notes	Created on	Created by
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# Measurable Objective 5



**Measurable Objective 5:** By the end of SY 2020, students in Grade 4 will show an increase from \_\_\_\_% (SY 2019 result) to \_\_\_\_% proficient or higher on the benchmark tested in the Chamorro/ Carolinian LHS of the CNMI PSS Standards-Based Assessment (SBA).

Note: SBA Results will be out Mid August 2019 (as per Assessment Coordinator).

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

CCLHS SBA achievement result (Evidence will be provided during the first Progress Monitoring Update)

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

Status (Met/Not Met)	Progress Notes	Created on	Created by

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

Status (Met/Not Met)	Progress Notes	Created on	Created by

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

Status (Met/Not Met)	Progress Notes	Created on	Created by

Strategy:

Language Acquisition Through Teaching Strategies and Techniques- WSRES will continue its efforts to improve the local language acquisition and promote its local cultures by providing classes for students in all grade levels. Language acquisition takes years to develop. Practice with language at school and home is also necessary to increase proficiency. WSRES students will not only learn the local language, but also help students understand people from other cultures, learn about past and present and give students insights to cultural differences and similarities. Teaching strategies will be implemented in the CCLHS program to improve proficiency levels in the CCLHS language.

A summary noted an investigative research conducted in 2010 which states that, “The level of language learners was presented as a possible factor for consideration as different types of language and strategies/techniques may be more useful for learners at various times of their language learning development” (Thomson, 2012, p.12). WSRES will incorporate teacher practice in utilizing teaching strategies for various language developmental levels of students. Providing the necessary resources to deliver instruction will be in place as well as considering expanding classes for more instructional opportunities.

Research cited: Thomson, T.N. (2012). Language Teaching Strategies and Techniques Used to Support Students Learning in a Language other than Their Mother Tongue, Kongsberg International School.

Activities:

Activity	Activity Type	Begin Date	End Date	Amount Budgeted	Funding Source	Staff Responsible
Increase the number of CCLHS scheduled classes from 2x to 3x a week.	Academic Support Program	September 2018	June 2019	No Funding Required	\$0	CCLHS Teachers Admin
Identify and procure necessary materials and resources for CCLHS instructional use.	Academic Support Program	September 2018	June 2019	\$5,000	Title 1	CCLHS Teachers Admin
Off-Island Chamorro and Carolinian Language/Heritage competition.	Academic Support Program	September 2018	June 2019	\$10,000	Title 1	CCLHS Teachers/Advisors Admin

Activities Progress Update 1 (December 31)

Status (In Progress/ Complete)	Progress Notes	Created on	Created by
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Activities Progress Update 2 (March 31)

Status (In Progress/ Complete)	Progress Notes	Created on	Created by
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Activities Progress Update 3 (July 31)

Status (In Progress/ Complete)	Progress Notes	Created on	Created by
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# Measurable Objective 6

**Measurable Objective 6:** By June 2020, 95% or more of designated school staff will be in attendance at every professional development provided by the school/system as measured by the PD Accountability Sheets.

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

Professional Development Accountability Sheets (Evidence will be provided during the first Progress Monitoring Update)

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

Status (Met/Not Met)	Progress Notes	Created on	Created by

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

Status (Met/Not Met)	Progress Notes	Created on	Created by

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

Status (Met/Not Met)	Progress Notes	Created on	Created by

Strategy: Professional Development- Professional Development and Growth for Teachers -Professional Development/ Growth and Performance outlines a process that honors differences among teachers, encourage s positive change, and provides concrete support for improving teaching and learning. Teachers and administrators collaborate to review performance on standards, discuss ways to improve teaching and learning, and identify professional growth goals. Studies have shown that clinical supervisory practices result in implementation of new skills in teachers' classroom performance. Practice-based preparation for high quality instruction- "Professional development for teachers is a key mechanism for improving classroom instruction and student achievement" (Darling-Hammond, 1997, as cited in Burton, 2017, p. iii).

Research Cited: Burton, Tyrone D., "A Case Study of the Implementation and Impact of the System for Teacher and Student Achievement (TAP)" (2017). Seton Hall University Dissertations and Theses (ETDs). 2286.

Activities:

Activity	Activity Type	Begin Date	End Date	Amount Budgeted	Funding Source	Staff Responsible
Guided Reading Ongoing Support	Professional Learning	August 2019	June 2020	No Funding Required	\$0	Literacy Coaches
Renaissance-U Course Suite Individualized PD and refresher	Professional Learning	August 2019	June 2020	No Funding Required	\$0	Admin Teachers Teacher Aides Literacy Coaches
Achieve3000-KidBiz & Smarty Ants Programs (as provided by Achieve3000 reps)	Professional Learning	August 2019	June 2020	No Funding Required	\$0	Admin Achieve3000 Trainers
State Level Content Areas Curriculum Training	Professional Learning	August 2019	June 2020	No Funding Required	\$0	OCI
Daily 5 Refresher	Professional Learning	August 2019	June 2020	No Funding Required	\$0	WSR Trained Staff Literacy Coaches
Math Daily 3 Refresher	Professional Learning	August 2019	June 2020	No Funding Required	\$0	WSR Trained Staff Literacy Coaches

Rigor, Relevance and Relationships Training for Classroom Teachers with Pay Differentials (Training cost and after-working hours @ \$30 for 2 hours)	Professional Learning	August 2019	June 2020	\$15,000	Title 1	OCI Admin
Literacy Coaching Training	Professional Learning	August 2019	June 2020	No Funding Required	\$0	Literacy Coach
Grade Level/ Support Program Collaborative Work Sessions (non-negotiable	Professional Learning	August 2019	June 2020	No Funding Required	\$0	Grade Level Teachers/ Support Programs
State PLC Collaborative Work Sessions (pay differentials as needed)	Policy and Process/ Professional learning	August 2019	June 2020	\$3,000	Title 1	WSR PLC Content Reps OCI
43rd Pacific Circle Consortium (PCC) for 6 Teachers	Professional Learning	July 08, 2019	July 12, 2019	\$10,000.00	Title 1	Admin Teachers
Daily 5 Implementation Literacy Coaching/ 10 coaching cycles per coach with K-3 Teachers	Professional Learning	August 2019	June 2020	No Funding Required	\$0	Literacy Coach

Conference selection/need for SY2020 Teacher of the Year and Runner Up	Professional Learning	August 2019	June 2020	\$10,000	Title 1	Classroom Teachers
CPR/ First Aid Training for School Staff	Professional Learning	August 2019	June 2020	No Funding Required	\$5,000	All Staff
Content Curriculum Training (ELA, Math, Science, Social Studies)	Professional Learning	August 2019	June 2020	\$5,000.00 (as needed)	Title 1	Classroom Teachers Teacher Aides Literacy Coaches Admin OCI ( <i>will coordinate if in the plans to provide ongoing support</i> )
Phase III, Implementation Year 3, SSIP Professional Development Activities	Professional Learning	August 2019	June 2020	\$6,000	Title 1	Admin
Instructional Technology Course	Professional Learning	August 2019	June 2020	\$3,000	Instructional Technology Funds	Staff Instructional Technology Instructors
SY2020 Staff Orientation/ Work Session  WSRES End-of-Year Data Reporting and Accreditation Work Session	Professional Learning	August 2019	June 2020	\$8,000	Title 1	School Staff Admin



Non-Violent Crisis Management (NVC) Training	Professional Learning	August 2019	June 2020	No Funding Required	\$0	CNMI PSS NVC Trainers Admin
Life Skill (Botvin) Provider Training	Professional Learning	August 2018	August 2018	\$2,000	Title 1	Admin/ WSR LST Providers
School Leadership Training/ Conference	Professional Learning	July 2019	June 2020	\$10,000	Title 1	Admin

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

Status (In Progress/ Complete)	Progress Notes	Created on	Created by
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**Activities Progress Update 2 (March 31)**

Status (In Progress/ Complete)	Progress Notes	Created on	Created by
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**Activities Progress Update 3 (July 31)**

Status (In Progress/ Complete)	Progress Notes	Created on	Created by
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# Measurable Objective 7

**Measurable Objective 7:** By June 2020, WSRES will maintain a student daily average attendance rate of 95% or more as measured by End of Quarter Fiscal Reports.

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

WSRES will identify students with chronic absenteeism in the first quarter (more than 6 absences in 1st quarter) and create a baseline for the SY. The school will monitor student absenteeism each quarter.  
 Individual Student Attendance Record  
 Notice of Attendance Status  
 (Evidence will be provided during the first Progress Monitoring Update)

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

Status (Met/Not Met)	Progress Notes	Created on	Created by

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

Status (Met/Not Met)	Progress Notes	Created on	Created by

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

Status (Met/Not Met)	Progress Notes	Created on	Created by

Strategies:

(1) Reducing Student Chronic Absenteeism- Research has shown that low-income children who attend school regularly benefitted from instruction more than higher income peers, hence lessens the reading gap between the rich and the poor by a third. A Chicago research revealed that students who enter pre-K with the weakest reading skills and attended regularly made the biggest gains. A study in Baltimore also found that chronically absent students who improved their attendance, get back on track academically. WSRES will monitor the absenteeism rate of individual students and determine the specific needs to address issues affecting their attendance.

(2) Behavior Management and Student Safety- The safety and supportiveness of a child's school environment can play a crucial role in his or her development and academic success. When students feel safe and supported at school, they tend to have better school attendance and test scores, and they are less likely to engage in risky behavior. The schools' mission is to ensure students feel safe and are disciplined in ways that keeps them from negative outcomes such as anxiety/ depression, truancy, academic problems, violent behavior, etc.. The fear of being bullied alone can affect students' development, concentration, and ability to learn. Student Safety is at the forefront of the school's priority. To ensure a conducive learning environment for all students, the school will improve student safety by creating a demand on the following: an enhanced and intensive focus on improved student supervision, improvements in the ability of staff to address common medical emergencies, review and revise (if applicable) life-saving emergency protocols, and conduct an annual school safety, climate, and emergency preparedness assessment in cooperation with all stakeholders. Researchers said the link between school safety and academic achievement could be an important factor to take into consideration for low-performing schools struggling to turn around their students' academic achievement.

Research Cited:

Ready, Douglas D. Socioeconomic Disadvantage, School Attendance, and Early Cognitive Development, The Differential Effects of School Exposure, Sociology of Education, October 2010.

Ehrlich, Stacy B. et al. Preschool Attendance in Chicago Public Schools: Relationships with Learning Outcomes and Reasons for Absences: Research Summary. September 2013

Connolly, Faith and Olson, Linda S. Early Elementary Performance and Attendance in Baltimore City Schools' Pre-Kindergarten and Kindergarten, Baltimore Education Research Consortium, Baltimore, Md., March 2012.

Sparks, S. (2011, May). Study Links School Safety to Achievement, Relationships, Education Week, 30(31). Retrieved from [http:// http://www.edweek.org](http://www.edweek.org)

Activities:

Activity	Activity Type	Begin Date	End Date	Amount Budgeted	Funding Source	Staff Responsible
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<p>Student Attendance Monitoring, Documentation SOPs and SARC Enforcement :</p> <ul style="list-style-type: none"> <li>a. Monitor individual student absenteeism by recording student data through a school database system.</li> <li>b. Teachers will log communication activities between school and home regarding student absences using the student Attendance Communication Log sheet.</li> <li>c. Notice of Attendance Status will be sent home after the first 3 absences in a quarter.</li> <li>d. Schedule SARC meeting to address unresolved issues with student absenteeism.</li> </ul>	Policy and Process	September 2019	June 2020	No Funding Required	\$0	Teachers Counselors Admin
Implement school wide sexual abuse prevention curriculum for K-5 students	Behavior Support Program	September 2019	June 2020	No Funding Required	\$0	Teachers Counselors
Body Mass Index (BMI) Wellness Pre and Post Assessment	Behavior Support Program	September 2019	June 2020	No Funding Required	\$0	Teachers Admin
Counseling Services (Individual/ Group Counseling)	Behavior Support Program	September 2019	June 2020	No Funding Required	\$0	Teachers Counselors

Conduct Child Study Team meetings to address student needs	Behavior Support Program	September 2019	June 2020	No Funding Required	\$0	Teachers Counselors Admin Sped Teachers
Section 504 Accommodation	Policy and Process	September 2019	June 2020	\$1,000	Title I	Teachers Counselors Admin Sped Teachers
Conduct quarterly disaster drills in order to strengthen the school preparedness SOPs	School Safety	September 2019	June 2020	No Funding Required	\$0	All Staff
Continue implementation of the Student Token Economy System for improving student behavior and attendance. The school will purchase student incentives to include school materials, playthings and educational games as part of the token economy.	Behavioral Support Program	September 2019	June 2020	\$5,000	Title I	Teachers Admin
STUCO- spearheaded by the student officers and supported by the advisors to fulfill STUCO objectives. Funds will be used for STUCO activities, as determined	Student Organization/ Leadership	September 2019	June 2020	\$1,000	Title 1	Teachers Admin
Head Lice Screening and Procurement of Head Lice Solution Kits	School Safety	September 2019	June 2020	\$500	State Funds	Teachers Counselors Admin

Procurement of materials, services, and equipment to ensure safety, healthy, clean campus environment (compliance fees, school facility essentials, air-conditioning services and maintenance, electric fans, office/ maintenance operations supplies, student collateral equipment, student incentives, security equipment, telephones devices, building repairs and maintenance materials- see local budget proposal for details)	School Safety	October 01, 2019	August 2020	\$90,800.00	State Funds	Admin Teachers Support Programs
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**Activities Progress Update 1 (December 31)**

Status (In Progress/ Complete)	Progress Notes	Created on	Created by
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**Activities Progress Update 2 (March 31)**

Status (In Progress/ Complete)	Progress Notes	Created on	Created by
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**Activities Progress Update 3 (July 31)**

Status (In Progress/ Complete)	Progress Notes	Created on	Created by
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## Measurable Objective 8



**Measurable Objective 8:** (PECP) By June 2020, WSRES will increase parental involvement at PTSA from by 5% or more from previous year as measured by attendance records (sign-in sheets). Prior Year Data: SY 2017= 557, SY 2018= 695, SY2019= 692.

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

Parent Activity Sign-in sheets (Evidence will be provided during the first Progress Monitoring Update)

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

Status (Met/Not Met)	Progress Notes	Created on	Created by

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

Status (Met/Not Met)	Progress Notes	Created on	Created by

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

Status (Met/Not Met)	Progress Notes	Created on	Created by

Strategy:

Parent Involvement, Engagement and Community Outreach - The school will use the Epstein Model approach to increase the parent participation rate by means of regular communication between home and school; incorporating parenting skills and tips for support at home; encourage parental support in their child's learning; volunteerism; partners in decision-making; and connecting families to community resources for support.

Research Cited: Research Cited: Bower, H. & Griffin, H (2011). Can the Epstein Model of Parental Involvement Work in a High-Minority, High-Poverty Elementary School? A Case Study. Professional School Counseling, 15(2). Retrieved from <http://professionalschoolcounseling.org/>

Activities:

Activity	Activity Type	Begin Date	End Date	Amount Budgeted	Funding Source	Staff Responsible
Parent Passbook Incentive Program built to encourage parent participation at the monthly PTSA meetings and other parental involvement activities	Parental Involvement	September 2019	June 2020	\$3,000	Parental Involvement Fund	PTSA Admin Teachers
Conduct PTSA Election of Officers for SY2020	Parental Involvement	September 2019	September 2019	No Funding Required	\$0	PTSA Admin
Offer two Family Literacy Nights-Purchase educational materials for families who attend the semester-based literacy sessions	Parental Involvement	September 2019	June 2020	\$3,000	Title 1	Admin Teachers
Provide opportunities for families to engage in literacy activities with their children by attending the Motherread/ Fatheread Program	Parental Involvement	September 2019	June 2020	\$5,000	Title 1	CNMI Motherread/ Fatheread Program Coordinators/ Trainers Admin
Coordinate with the Immunization Program and parents to ensure all students receive the required vaccines.	Student Safety	September 2019	June 2020	No Funding Required	\$0	CCHC Admin

Engage students and their parents in community outreach activities/ competitions spearheaded by private and government agencies. Registration fees will be paid for by the school as necessary.	Community Outreach	September 2019	June 2020	\$500	Title 1	Admin Teachers Support Staff
Conduct 5 <sup>th</sup> Grade Student Summit (Team building, Life Skills, Awareness and Prevention Topics Age-Appropriate, Middle School Life)	Behavioral Support Program	May 2020	June 2020	\$5,000	Title 1	Counselors Teachers Admin
Acquisition of one set of K-5 grade level Second Step character education program	Behavioral Support Program	September 2019	June 2020	\$8,000	Title 1	Counselors Admin

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

Status (In Progress/ Complete)	Progress Notes	Created on	Created by
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**Activities Progress Update 2 (March 31)**

Status (In Progress/ Complete)	Progress Notes	Created on	Created by
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**Activities Progress Update 3 (July 31)**

Status (In Progress/ Complete)	Progress Notes	Created on	Created by
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## Measurable Objective 9

**Measurable Objective 9:** By the end of June 2020, WSRES will administer feedback surveys and inventories to parents, teachers, staff and students using the AdvancED eProve Climate and Culture and Engagement surveys and Inventories for improvement planning purposes.

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

eProve Climate and Culture Survey (Evidence will be provided during the first Progress Monitoring Update)

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

Status (Met/Not Met)	Progress Notes	Created on	Created by

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

Status (Met/Not Met)	Progress Notes	Created on	Created by

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

Status (Met/Not Met)	Progress Notes	Created on	Created by

Strategy: School Improvement Processes- The school will engage all stakeholders in the accreditation process by conducting an annual review of the school's performance based on a comprehensive set of standards under the Leadership Capacity, Learning Capacity and Resource Capacity domains. Improvement is a continuous process schools use to ensure that all students are achieving at high levels. All schools, in collaboration with families, students, and communities, can create better environments so that all students are successful. Continuous improvement of public schools is essential to providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with staff development, focused and aligned resources, and public participation in planning are critical factors in improving schools.

Research Cited: School - Research for School Improvement: An Appraisal of Some Recent Trends, American Educational Research Association

Activities:

Activity	Activity Type	Begin Date	End Date	Amount Budgeted	Funding Source	Staff Responsible
Deploy all stakeholder climate & culture/ engagement surveys and inventories to stakeholders	Policy & Process	January 2020	February 2020	No Funding Required	\$0	School Leadership Team Admin
Generate all stakeholder climate & culture/ engagement surveys and inventories reports for analysis	Policy & Process	March 2020	April 2020	No Funding Required	\$0	School Leadership Team Admin

Activities Progress Update 1 (December 31)

Status (In Progress/ Complete)	Progress Notes	Created on	Created by

Activities Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by

(In Progress/ Complete)			
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Activities Progress Update 3 (July 31)

Status (In Progress/ Complete)	Progress Notes	Created on	Created by
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# Measurable Objective 10



**Measurable Objective 10:** By the end of June 2020, WSRES will complete the school’s Diagnostic, Student Performance Impact of Instruction Inventory and ELEOT analysis, using the AdvancED eProve platforms (eProve Diagnostics and eProve ELEOT) to assist teachers and staff with improvement planning.

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

eProve Diagnostics  
 eProve ELEOT  
 School Performance Impact of Instruction Inventory  
 (Evidence will be provided during the first Progress Monitoring Update)

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

Status (Met/Not Met)	Progress Notes	Created on	Created by

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

Status (Met/Not Met)	Progress Notes	Created on	Created by

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

Status (Met/Not Met)	Progress Notes	Created on	Created by

Strategy:

School Improvement Processes- The school will engage all stakeholders in the accreditation process by conducting an annual review of the school’s performance based on a comprehensive set of standards under the Leadership Capacity, Learning Capacity and Resource Capacity domains. Improvement is a continuous process schools use to ensure that all students are achieving at high levels. All schools, in collaboration with families, students, and communities, can create better environments so that all students are successful. Continuous improvement of public schools is essential to providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with staff development, focused and aligned resources, and public participation in planning are critical factors in improving schools.

Research Cited: School - Research for School Improvement: An Appraisal of Some Recent Trends, American Educational Research Association

Activities:

Activity	Activity Type	Begin Date	End Date	Amount Budgeted	Funding Source	Staff Responsible
Convene to complete the School Quality Factors School Diagnostic with appropriate engagement (SQF Focus Committee) using the stakeholder climate & culture/ engagement surveys and inventories, ELEOT observation data, curriculum fidelity data, demographic data and other pertinent school data	Policy & Process	March 2020	April 2020	No Funding Required	\$0	School Leadership Team Admin
The school staff will complete the analysis of student (All/ Sub Groups) performance and program data (ACT Aspire Interim, STAR Reading/ EL/Math, Splash Math/KidBiz/SmartyAnts, Lexia Core 5, AR/ AM) through data dialogue sessions (School-level (Admin), Grade Level (Teachers, Title 1 and SPED team), Counselors, Library) <i>Note: Data Dialogue conducted 2 weeks after STAR assessment window closes)</i>	Policy & Process	October 2020	June 2020	No Funding Required	\$0	All

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

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

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

Status (In Progress/ Complete)	Progress Notes	Created on	Created by
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## Goals Summary

#	Goal Name	Goal Details (Number of SQF, Number of Objectives, Number of Strategies, Number of Activities)	Goal Type (Organizational or Academic)	Total Funding																				
1	<p>Goal: By the end of SY 2020, students will perform at proficient or better in English, Reading, Math, Science and Writing as measured by the ACT Aspire Summative Assessment with the following targets:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 10%;">Grade</th> <th style="width: 15%;">English</th> <th style="width: 15%;">Math</th> <th style="width: 15%;">Reading</th> <th style="width: 15%;">Science</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Grade 3</td> <td style="text-align: center;">59%</td> <td style="text-align: center;">41% (+4%) <i>(30% -actual target)</i></td> <td style="text-align: center;">32%</td> <td style="text-align: center;">37%</td> </tr> <tr> <td style="text-align: center;">Grade 4</td> <td style="text-align: center;">65%</td> <td style="text-align: center;">41% (+4%) <i>(33% -actual target)</i></td> <td style="text-align: center;">39%</td> <td style="text-align: center;">32%</td> </tr> <tr> <td style="text-align: center;">Grade 5</td> <td style="text-align: center;">66%</td> <td style="text-align: center;">38% (+4%) <i>(33% -actual target)</i></td> <td style="text-align: center;">29%</td> <td style="text-align: center;">39%</td> </tr> </tbody> </table>	Grade	English	Math	Reading	Science	Grade 3	59%	41% (+4%) <i>(30% -actual target)</i>	32%	37%	Grade 4	65%	41% (+4%) <i>(33% -actual target)</i>	39%	32%	Grade 5	66%	38% (+4%) <i>(33% -actual target)</i>	29%	39%	<p>SQF: Clear Direction, Implementation Capacity, High Expectations, Impact of Instruction, Healthy Culture, Resource Management, Efficacy of Engagement, Implementation Capacity</p> <p>Objectives: 10 Strategies: 15 Activities: 67</p>	Academic and Organizational	<p>\$532,821.00 <i>(Local/ Federal/ Parental Involvement/ After-School Funding ONLY)</i></p>
Grade	English	Math	Reading	Science																				
Grade 3	59%	41% (+4%) <i>(30% -actual target)</i>	32%	37%																				
Grade 4	65%	41% (+4%) <i>(33% -actual target)</i>	39%	32%																				
Grade 5	66%	38% (+4%) <i>(33% -actual target)</i>	29%	39%																				

Additional Info:

BUDGET CATEGORY TABLE				
Description	Current FY 19 (Identify funding source)	Requested FY20 Local	Requested FY 20 Federal	Total Requested FY20 (Local/Fed)
Personnel	\$2,060,708 (PSS Local )	\$2,210,713	\$555,524	\$2,766,237
Operations	\$70,000 (School local)	\$91,300	\$0	\$91,300
Utilities	\$115,990 (PSS Local)	\$127,812	\$0	\$127,812
Instructional Materials and Supplies	\$422,400 (School SWP CG) \$16,121 (Wellness CG) <u>\$3,000 (Parental Involvement)</u> = \$441,521.00 (Federal Funding)	\$0	\$441,521	\$441,521
Capital Improvement Projects (PSS Local/ Federal)	TBD (Local/ OIA-ABC/CNP)	\$3,845,000	\$250,000	\$4,095,000