

CNMI PUBLIC SCHOOL SYSTEM SCHOOL-WIDE IMPROVEMENT PLAN



School Name: Koblerville Elementary School	School Year: 2019-2020
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Overview (background and summary of data analysis from Step 1 in Standard Operating Procedures for School-Wide Improvement Plans):

Koblerville Elementary School is located on the southern side of the island of Saipan and services 650 students in kindergarten thru 5th grade from the villages of Koblerville and San Antonio. The current student-teacher ratio is 28:1. The student population consists of 35% Chamorro, 28% Filipino, 11% Carolinian, 12% FSM, and 10% Asian.

On October 25, 2018, The strongest super typhoon to ever hit the Mariana Islands caused two months of no class instruction and the loss of nine classrooms resulting in the implementation of half-day instructional sessions upon students' return to school. Aside from the loss of instructional time, many students struggled with family members to find normalcy during the recovery period. The hardship that Super Typhoon Yutu has brought to the CNMI has definitely created a detrimental impact on family livelihoods, hence affecting students' academic progress.

Additionally, the school recently had a change in leadership for SY2019-2020 and onward. Change in leadership will involve transitions in operations and school instructional practices; consequently and collectively, all school personnel will need to make additional efforts and time to adapt the new changes for school improvements and increased student achievements.

Student Achievement Results - SY 2018-2019

STAR Assessments

Screening3 Outcome Results -STAR Reading/ SEL

The SY 2018 outcome result was at 45%. The school targeted 53% for SY2019, however did not meet the goal (9% short).			
Urgent Intervention	Intervention	On-Watch	At/Above Benchmark
21% (123 Students)	20% (117 Students)	15% (88 Students)	44% (260 Students)

Screening 3 Outcome Results -STAR Math

The SY 2018 outcome result was at 49%. The school targeted 53% for SY2019, however did not meet the goal (6% short).			
Urgent Intervention	Intervention	On-Watch	At/Above Benchmark
17% (92 Students)	17% (89 Students)	18% (94 Students)	47% (250 Students)

ACT Aspire

	2015	2016	2017	2018	SY 2019 Goal	SY 2019 Actual	GAP
English	66%	62%	59%	59%	71%	60%	11%
Reading	19%	15%	15%	17%	28%	24%	4%
Math	32%	23%	28%	22%	47%	27%	20%
Science	21%	16%	15%	19%	30%	19%	11%
Writing	10%	14%	28%				

Achieve3000- KidBiz

Grade	Number of Students	Far Below College & Career Readiness	Approaches College & Career Readiness	Meets College & Career Readiness	Exceeds College & Career Readiness
3	100	49%	37%	13%	1%
4	128	38%	51%	9%	2%
5	99	42%	46%	10%	2%

Student Discipline SY 2018-2019

School Year	Total Incidents	Total Infractions	Total Students
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2018	85	95	55
2019	17	17	16

In SY2018, there was a total of 95 infractions from 55 students out of 85 incidences. The student discipline referral for SY 2019 decreased by 78 infractions, totaling only 17 from 16 students out of 17 incidences.

Plan

Part of SY 2020 will highly focus on literacy instructional practices that will help improve student achievement in the areas of reading, mathematics and science. Based on the achievement results from SY 2019 in Reading, a little over 20% of students in Grades 3-5 are proficient. Math and Science also has the lowest percent of students performing on target. This year the school will continue to address Reading and Math throughout all grade levels. Science results are similarly low. If students are better readers, it is likely that they will perform better in Science. Intensive student academic and behavior support will need to be embedded for those who struggle academically and are at risk. Much of the efforts to be made will come with challenges due to the anticipated continued half-day sessions for students, however the school community will pursue its goal and objectives in the best way possible.

BUDGET ALLOCATION BREAKDOWN

Personnel Budget

Local

No. of FTEs	Total Budget Amount (including all benefits)
33	\$1,368,013

Personnel Budget

Federal

No. of FTEs	Total Budget Amount
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	(including all benefits)
9	\$257,889

Local Budget

Operations Allocation: \$65,000

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4235	Cleaning Services	Outsource custodial services for a year		\$12,000.00
4235	Cleaning Services	Pest control for a year	includes rats, termites, ants, roaches	\$4,000.00
4305	Supplies and Operations	Custodial and Cleaning Supplies	Toilet Tissue, trash bags, hand soap, cleaning supplies	\$5,000.00
4224	Repairs and Maintenance	Grounds and Facilities maintenance, parts, and repairs	supplies and replacement parts for grounds and facilities	\$20,346.00
4224	Repairs and Maintenance	Air conditioner repair and maintenance	Recharging Freon, minor repairs of leaks and parts	\$4,000.00
4224	Repairs and Maintenance	School Vehicle and Equipment maintenance (riding mower, and Van)	Oil change services, change brake pads, new tires	\$5,000.00
4229	Rental-Others	Sanitation Permit (PSS waived for SY2020)	Required yearly permit	\$200.00
4229	Rental-Others	BEH Permit	Required yearly permit	\$50.00
4229	Rental-Others	DPW Permit	Required yearly permit	\$50.00
4229	Rental-Others	Tent rental	For school wide events and ceremonies	\$2,500.00
4305	Supplies and Operations	Staff Incentive	For staff/teacher appreciation activities	\$2,000
4224	Repairs and Maintenance	B-6 roof leak repair	B-6 is an extension w/tin roof, water leaks during	\$2000.00

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			heavy rain	
4440	Furniture and Fixtures	Replace old classroom furniture	Teacher desks, Filing Cabinets	\$8,054.00

Local Budget

CIP Allocation:

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4410	CIP	Replace all wooden doors to aluminum, and louvers to glass windows with shutters		\$180,000
4410	CIP	Build 3 new classrooms	To address the overcrowding	\$1,000,000

Local Budget

Other Allocation:

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4440	Furniture and Fixtures	Replace old student desks		\$200,000.00

Federal Budget (all funds) Allocation:

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4301, 4213, 4216, 4219, 4431, 4116, 4225, 4223, 4440	Title 1 CG-SWP	Book & Instructional Materials, Dues & Subscriptions, Licenses & Fees, Professional Services, Office Equipment, Other Differentials, Travel Outside-of-the-CNMI, Rental-Office, Furniture & Fixtures	Instructional Resources & Services	\$388,800.00
4116, 4301	CG-Wellness Allocation	Pay Differentials and Equipment	After-school/Saturday/summer program	\$14,839.00
4301, 4223	Parental	Parent Passbook Incentive Program Books	PTSA Budget	\$3,000.00

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	Involvement			
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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	KES Funds	Emergency small purchases – for school needs	Immediate needs for repairs, meeting, special occasions, etc.	TBD

**Add additional rows as needed.*

Goal: By the end of SY 2020, KES Grade 3-5 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	Target: 73% Need: +13% increase	50% Need: +8% increase	33% Need: +13% increase	35% Need: 21% increase
Grade 4	63% Need: +6% increase	33% Need: +11% increase	31% Need: +3% increase	29% Need: +8% increase
Grade 5	70%	34%	30%	34%

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	Need: +4% increase	Need: +17% increase	Need: +6% increase	Need: +20% increase
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School Quality Factors: Clear Direction, Implementation Capacity, High Expectations, Impact of Instruction, Healthy Culture, Resource Management, Efficacy of Engagement, Implementation Capacity

Measurable Objective 1 (measuring SS Proficiency Levels): Students in Grades K-5 will show an increase from 44% (2019 result) to 47% 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 in Grades K-5 will show at least 10% increase from the baseline established on S1 (SY 2020) at or above performance benchmark (Scaled Score) in reading, as measured by the STAR Reading and Early Literacy Assessments by June of 2020.
- **Measurable Objective 1b (measuring SS Growth):** English Learners (ELs) in Grades K-5 will show at least 10% increase from the baseline established on S1 (SY 2020) at or above performance benchmark (Scaled Score) in reading, as measured by the STAR Reading and Early Literacy Assessments by June of 2020.
- **Measurable Objective 1c. (measuring SS Growth):** By June 2020, 30% or more of students in K-5 students will meet their Screening 1 projected scaled score as measured by the STAR Reading/ STAR Early Literacy Assessment (SY2020 result will determine baseline for SY2021 realistic target).

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
 SY 2019 STAR Reading Outcome Score: 44% (See table shown in the executive summary above)

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	Progress Notes	Created on	Created by

Measurable Objective Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by

Strategies:

Reading Instruction, Assessment and 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); heighten efforts on the State Systemic Improvement Plan (SSIP) Phase III implementation, Year 3; 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.

"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."

To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills.

Guided Reading is a research based strategy that has tremendous effects on improving literacy in students. It is a small group strategy that provides students with differentiated instruction by grouping students into their appropriate levels. One study showed that: "The average rate of student learning increased by 16 percent over the course of the first implementation year, 28 percent in the second year, and 32 percent in the third year."

References:

Clark, Janet M. "Does the Guided Reading Model Really Work?" *Does the Guided Reading Model Really Work? | Education - Seattle PI*, Seattle PI, education.seattlepi.com/guided-reading-model-really-work-3120.html.

Learning Media Limited. (2002). The Guided Reading Approach: Theory and Research. 11. Retrieved from:<http://learning.gov.wales/docs/learningwales/publications/130718-guided-reading-approach-en.pdf>

WhatWorksClearingHouse, July 2016: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

Add updates of strategies if changed.

Activities	Activity Type	Begin Date	End Date	Amount Budgeted	Funding Source(s)	Staff Responsible
1) Journeys implementation with	Academic Support	September 2019	June 2020	No Funding Required	n/a	Admin Literacy Coaches

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fidelity encompassing all components of the curriculum	Program					Teachers
2) Administration of Universal Screening (3x) with fidelity using the STAR Reading/ Early Literacy Assessments to monitor student reading progress -with observations using the STAR Administration Fidelity checklist	Policy and Processes	September 2019	June 2020	No Funding Required	n/a	Classroom Teachers SPED Teachers Admin
3) STAR Reading/ SEL 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	n/a	Teachers Admin

<p>4) Provide individualized intervention for struggling readers in Urgent Intervention and Intervention using research-based explicit and systematic instruction to include the following in small group settings:</p> <p>Title 1: Push-In program SPED: Specially-Designed Instruction Classrooms-Differentiated Instruction</p>	Academic Support Program	September 2019	June 2020	No Funding Required	n/a	Classroom Teachers SPED Teachers Title 1
<p>5)Non-negotiable weekly Grade Level/Program Collaborative Sessions for planning lesson units, analyzing student data, and discussing grade level activities with observations from Admin</p>	Policy and Processes	September 2019	June 2020	No Funding Required	n/a	Grade Level Teachers Special Program Teachers/Staff Admin
<p>6)Increase reading book collections in all grade level classrooms for student reading activities</p>	Academic Support Program	September 2019	June 2020	\$10,000	Title I	Classroom Teachers Literacy Coaches Admin

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7) Grade level classes will publish up to 5 class/ individual student authored books for publication from Tikatok Publishing Co.	Academic Support Program	September 2019	June 2020	\$5,000	Title 1	Literacy Coaches Admin
8) Implementation and monitoring of school adopted web-based reading literacy programs (moby Max, Achieve3000, Renaissance Flow, etc.)	Academic Support Program	September 2019	June 2020	No Funding Required	n/a	Teachers Admin
9) Year 1 implementation of Daily 5/Cafe' to increase reading literacy support for all students	Policy and Processes	September 2019	June 2020	No Funding Required	n/a	Teachers Literacy Coaches Admin

Activities Progress Update 1 (December 31)

Status (In progress/Completed)	Progress Notes	Created on	Created by

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Status	Progress Notes	Created on	Created by

Activities Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by

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

Measurable Objective 2: Students in Grades 1-5 will show an increase from 47% (2019 result) to 50% 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 in Grades K-5 will show at least 10% increase from the baseline established on S1 (SY 2020) at or above performance benchmark (Scaled Score) in math, as measured by the STAR Math Assessments by June of 2020.
- **Measurable Objective 2b (measuring SS Growth):** English Learners (ELs) in Grades K-5 will show at least 10% increase from the baseline established on S1 (SY 2020) at or above performance benchmark (Scaled Score) in math, as measured by the STAR Math Assessments by June of 2020.

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

STAR Math Assessment Results from the STAR Screening tests administered 3x a year
 SY 2019 STAR Math Outcome Score: 47% (See table shown in the executive summary above)

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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	Progress Notes	Created on	Created by

Measurable Objective Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by

Strategy: Assessment and RtI Process- The school will screen all students to determine their present level of performance in math. Base on student results, teachers will be able to identify students that will need intense intervention. As the DI CMC curriculum was designed, students will be administered the DI CMC placement test to assign them in homogenous groups to be taught at their appropriate levels and will advance to the next level on a continuum based on mastery of skills. When students are place at the appropriate level and taught in an explicit and systematic way, students will be able to master the necessary prerequisite skills to effect acceleration in order to reach math proficiency.

“Several researchers have examined factors that can influence why some implementations of Direct Instruction are more successful than others. The clear conclusion appears to be that DI works best when it is implemented as designed. The impact of DI on students’ learning is long-lasting and cumulative” (Stockard, 2015, p. 8).

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Cited Reference:

Stockard, J. (2015). A Brief Summary of Research on Direct Instruction. National Institute for Direct Instruction Research & Evaluation.

Activity	Activity Type	Begin Date	End Date	Amount Budgeted	Funding Source	Staff Responsible
1)Administration of Universal Screening (3x) with fidelity using the STAR Math Assessment to monitor student reading progress –with observations using the STAR Administration Fidelity checklist	Policy and Processes	September 2019	June 2020	No Funding Required	n/a	Classroom Teachers SPED Teachers Admin
2)Provide individualized math interventions for identified students in the Urgent Intervention and Intervention using research-based practices	Academic Support Programs	September 2019	June 2020	No Funding Required	n/a	Classroom Teachers SPED Teachers
3)Year 1	Academic	September 2019	June 2020	No Funding	n/a	KES Professional

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implementation of Math Daily 3 to increase math literacy support for all students	Support Programs			Required		Staff OCI
4) Implementation and monitoring of school adopted web-based math literacy programs	Academic Support Program	September 2019	June 2020	No Funding Required	n/a	Teachers Admin

Activities Progress Update 1 (December 31)

Status (In progress/Completed)	Progress Notes	Created on	Created by

Activities Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by

Activities Progress Update 3 (July 31)

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Status	Progress Notes	Created on	Created by
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Measurable Objective 3: Grade level teachers will create 4 or more thematic lesson units per quarter based on the CCSSO ELA/ Math/ NGSS/SS Standards and integrate content subjects.

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

Quarterly reports on established unit lesson that reflect thematic approach and integration across contents

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	Progress Notes	Created on	Created by

Measurable Objective Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by

Strategy: According to research, “Thematic learning serves as an effort to combine knowledge in a comprehensive and integrated approach. Integrated learning in primary schools have the aim to develop students' understanding that aimed students to be more engaged in learning (Slekar, et al, 2003).Thematic learning is defined as a learning that is designed based on a particular theme. Thematic learning definition according to Joyce and Weil (1980) described as a plan to which can be used to shape a curriculum or course to select instruction materials, and to guide a teacher's actions. Thematic learning is one example of the holistic approach. The establishment of a thematic approach in elementary school was due to the general development of students in lower grade elementary school to see everything as a whole and only focused to understand simple concept. Lessons that conducted in separate subjects will cause students to hardly develop holistic thinking. In addition, it will become a problem for students to relate the concepts to their real life every day. Based on the various terms mentioned above, it can be concluded that the thematic learning is a learning model that combines several learning material from various standards competence and basic competences of various subjects. The implementation of thematic learning can be done through three approaches such as the determination based on the relevance standard and basic competencies, themes, and the problems encountered.”

With the KES double session schedule expected in SY 2020, instructional time will further be compromised. Learning time is limited to ~4 hours, hence creating less time to address all learning standards in a school year. By taking a holistic approach, teachers will be able to address multiple standards across content areas and deliver instruction in a more manageable way.

Reference:

International Journal of Science and Research (Volume 5 Issue 11, November 2016). Thematic Learning Implementation in Elementary School. Retrieved from: <https://pdfs.semanticscholar.org/7bd2/2962e6e959bd62492e96710b2fa120657a3c.pdf>

Activity	Activity Type	Begin Date	End Date	Amount Budgeted	Funding Source	Staff Responsible
1)Teachers will practice a holistic approach in the delivery of instruction by integrating content	Policy and Processes	September 2019	June 2020	No Funding Required	n/a	Classroom Teachers SPED Teachers

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area standards						
2)Teachers will upload unit lesson plans on the designated Google Team Drive on a timely manner for review and feedback	Policy and Processes	September 2019	June 2020	No Funding Required	n/a	Classroom Teachers

Activities Progress Update 1 (December 31)

Status (In progress/Completed)	Progress Notes	Created on	Created by

Activities Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by

Activities Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by

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Measurable Objective 4: By the end of SY 2020, students in Grade 4 will show an increase from 50% (SY 2018 result) to 55% proficient or higher on the benchmark tested in the Chamorro/ Carolinian LHS of the CNMI PSS Standards-Based Assessment (SBA).

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

CCLHS SBA achievement result

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
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Measurable Objective Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by
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Measurable Objective Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by
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Strategy: Language Acquisition Through Teaching Strategies and Techniques- KES will continue its effort 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. KES 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). KES 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
1) Increase the number of CCLHS scheduled classes from 2x to 3x a week.	Academic Support Program	September 2018	June 2019	No Funding Required	n/a	CCLHS Teachers Admin
2) 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

Activities Progress Update 1 (December 31)

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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: 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

Measurable Objective Progress Update 1 (December 31)

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

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Measurable Objective Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by

Measurable Objective Progress Update 3 (July 31)

Status	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
1) Guided Reading Ongoing Support	Professional Learning	September 2019	June 2020	No Funding Required	n/a	Literacy Coaches Admin

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2) Achieve3000 Program Implementation Site Support	Professional Learning	September 2019	June 2020	No Funding Required	n/a	Admin Achieve3000 Trainers
3) Moby Max Training	Professional Learning	September 2019	June 2020	No Funding Required	n/a	Admin Teachers
4) Daily 5/ Café Training	Professional Learning	September 2019	June 2020	\$20,000	n/a	Literacy Coaches Admin
5) Math Daily 3 Training	Professional Learning	September 2019	June 2020	No Funding Required	n/a	Literacy Coaches Admin
6) Rigor, Relevance and Relationships Training for Classroom Teachers with Pay Differentials	Professional Learning	September 2019	June 2020	\$20,000	Title 1	OCI Admin RRR Trainer
7) Grade Level/ Support Program Collaborative Work Sessions	Professional Learning	September 2019	June 2020	No Funding Required	n/a	Grade Level Teachers/ Support Programs
8) State PLC Collaborative Work Sessions (with pay differential)	Policy and Process/ Professional learning	September 2019	June 2020	\$3,000	Title 1	KES PLC Content Reps OCI
9) School Data Dialogue Sessions	Policy and Process/	September 2019	June 2020	\$0	n/a	All Staff

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	Professional learning					
10) Daily 5 Implementation Literacy Coaching	Professional Learning	September 2019	June 2020	No Funding Required	n/a	Literacy Coach
11) Professional Development Overseas Incentive Program for the "Of-the-Year" Representatives	Professional Learning	September 2019	June 2020	\$20,000	Title 1	Teacher of the Year Instructor of the Year Teacher Aide of the Year Admin of the Year
12) Conference/Training for School Leadership	Professional Learning	September 2019	June 2020	\$8,000	Title 1	Admin
13) 2020 Pacific Education Conference-Guam (School Leadership Team- 6 representatives)	Professional Learning	September 2019	June 2020	\$10,000	Title 1	School Leadership Team
14) Literacy Coaching and Support for K-3 Teachers (minimum of 10 cycles)	Professional Learning	September 2019	June 2020	No Funding Required	n/a	Classroom Teachers Literacy Coaches
15) Phase III, Year 3 SSIP Scale Up Professional Development Activities	Professional Learning	September 2019	June 2020	\$5,000	Title 1	Admin

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16) Instructional Technology Course	Professional Learning	September 2019	June 2020	\$2,000	Instructional Technology Funds	Staff Instructional Technology Instructors
17) KES End-of-Year Data Reporting and Accreditation Work Session	Professional Learning	September 2019	June 2020	\$5,000	Title 1	School Staff
18) Non-Violent Crisis Management (NVCI) Training	Professional Learning	September 2019	June 2020	No Funding Required	n/a	CNMI PSS NVCI Trainers
19) Lifeskill (Botvin) Elementary Program ToT and Provider Training	Professional Learning	September 2019	June 2020	\$10,000	Title 1	Teachers Admin
20) Tika Tok Web-Based Program	Professional Learning	September 2019	June 2020	\$0	n/a	Teachers Admin Literacy Coach
21) Instructional Review Process	Professional Learning	September 2019	June 2020	\$0	n/a	OCI
22) Content (Science, Social Studies, ELA) Training/Observation/Demonstration	Professional Learning	September 2019	June 2020	\$0	n/a	OCI
23) Renaissance Flow for Leadership/ Classroom	Professional Learning	August 2019	August 2019	\$0	n/a	ARE

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Teachers, Literacy Coaches/ SPED Teachers						
24) STAR Universal Screening SOP / PLC Collaborative Session Fidelity Work	Professional Learning	August 2019	September 2019	\$0	n/a	Admin/ SSIP Core Team
25) Longitudinal Database and Scale Score Projection Tracking Sheet Student Progress Monitoring System	Professional Learning	September 2019	September 2019	\$0	n/a	Admin/ SSIP Core Team

Note: PDs/Training are subject to change based on availability of services. Other PDs/Training may be added throughout the year and funding allocations may be subject to change.

Measurable Objective 6: By June 2020, KES students will participate in 80% or more on the school-level/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

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

Measurable Objective Progress Update 2 (March 31)

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Status	Progress Notes	Created on	Created by

Measurable Objective Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by

Strategy: Student Competition- KES will provide opportunities for students to participate in school/ state level and community competitions to encourage exposure and realistic outlook towards the competitive nature of real life in such a short span of time as competition provide. 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
1)Conduct monthly Spelling Bee competition for students in Grades	Academic Support Program	September 2019	June 2020	\$5,000	Title 1	School Spelling Bee Coordinators Admin OCI- ELA PM

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3-5. The champion and alternate will advance to the CNMI finals with an opportunity to compete at the state and regional/nat'l levels						
2)Promote MathCourt participation for students by providing before/after class practices and waiving student participation fees at state competitions tand include pay differentials for coaches	Academic Support Programs	September 2019	June 2020	\$3,000	Title I	MathCourt Coordinators/ Admin
3)Promote wellness and PE skills by providing practice days to prepare students participating in interscholastic	Behavior Support Program	September 2019	June 2020	No Funding	n/a	KES Coaches

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sports competitions: soccer, volleyball, basketball, cross country, track and field, and baseball						
4)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 2020. The school will furnish ribbons for placers at the school level competition	Academic Support Program	September 2019	June 2020	\$5,000	Title 1	School STEM Fair coordinators Admin
5)Disseminate incoming community-offered opportunities for students to participate in competitions and contests	Academic Support	September 2019	June 2020	No Funding Required	n/a	Students, Teachers, Admin, Community Organizers

6)CCLHS-Promote the local language, culture and custom by participating in fine/performing arts activities (choir, poster, choral reading, essay, story-telling)	Academic Support Program	September 2019	June 2020	\$20,000	Title 1	CCLHS Teachers Admin
7)Procure school uniforms for student use in school activities	Behavioral Support Program	September 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: By June 2020, 30% or more KES students will participate in afterschool programs (Based on student total count participating in all after-school program- SY2020 will determine true baseline for following school year target).

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

After-school/ Saturday program attendance log sheets

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Status (Met/Not Met)	Progress Notes	Created on	Created by
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Measurable Objective Progress Update 2 (March 31)

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Strategy: Out-of-School Time (OST) Programs- The school will pursue 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.).

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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).

Additionally, research has shown that after school **tutoring programs** have had a positive effect on student achievement especially with students who come from low income and disadvantaged families. The structure and support provided by after school programs provides students with the level of support needed to make gains in their learning. With the absence of the after school programs students are usually left to their own devices and most likely become involved in activities that are not as stimulating and beneficial to their academic progress, ie. watching TV, or playing video games.

Studies show that students involved in **sports programs and extracurricular activities** maintain a higher GPA and achieve higher test scores. Extra-curricular activities provide students opportunities to develop social skills, teamwork, responsibility and independence. All of these attributes are aligned with KES’ mission. KES will provide a variety of extracurricular activities for students to participate in such as Sports, Glee Club, MyWave, Biking, and Swimming.

About 80% of the students from KES come from low income families. Most parents lack the knowledge and ability to adequately help their children with their homework at home. To address this issue KES will provide after school tutoring to struggling students to help them boost their achievements in reading and other subject areas in order to close the gap.

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

Cited Reference: Allen, Bobby. “After-School Tutoring Increases Academic Performance.” *Journal of Teaching, Learning, and Scholarship*, DigitalCommons@FVSU, 2015, digitalcommons.fvsu.edu/cgi/viewcontent.cgi?article.

Cited Reference: <https://www.psychologytoday.com/us/blog/reading-minds/201705/after-school-programs-do-work>

Cited Reference: Studies Show that Physically Active Kids Perform Better Academically. (n.d.). Retrieved October 19, 2017, from <http://www.sparkpe.org/blog/study-physically-active-kids-perform-better-academically/>

Cited Reference: A. (n.d.). Research Link / Extracurricular Activities: The Path to Academic Success? Retrieved October 19, 2017, from <http://www.ascd.org/publications/educational-leadership/dec99/vol57/num04/-Extracurricular-Activities%40-The-Path-to-Academic-Success%C2%A2.aspx>

Activities:

Activity	Activity Type	Begin Date	End Date	Amount Budgeted	Funding Source	Staff Responsible
1)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	\$2,000.00	n/a	AmeriCorp Site Coordinator
2)Provide Pay Differentials for the Academic, Sports and Wellness After-School Program and materials	Academic and Behavior Support Program	September 2019	June 2020	\$14,839.00 \$10,000	Wellness Funds Title 1	Teachers Coaches Admin
3)Purchase Botvin LifeSkill training TE and Student Books	Behavior Support	September 2019	June 2020	\$8,000	Title 1	Teachers Admin

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Provide student incentives for completion of the Botvin LifeSkill Training Student Program participants	Program					
4)Extended School Year (for students with IEPs)	Academic Support Program	June 2020	August 2020	\$6,500	SPED Funds	Teachers SPED Central Admin

Activities Progress Update 1 (December 31)

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Activities Progress Update 3 (July 31)

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Measurable Objective 8: By June 2020, 100% or more of classroom teachers will be appraised at the proficient or better (accomplished/ distinguished) on all five teacher standard as measured by the McRel Teacher Evaluation (SY 2019 -95%).

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

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McRel Teacher Evaluation

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Measurable Objective Progress Update 2 (March 31)

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Strategy: Professional Development and Growth for Teachers -Professional Development/ Growth and Performance outlines a process that honors differences among teachers, encourages 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
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1)Professional staff will complete their self-assessment on the McRel Teacher Evaluation Site	Professional Learning	September 2019	June 2020	No Funding Required	n/a	Teachers Admin
2)Professional staff will complete their professional development plan on the McRel Teacher Evaluation Site at the beginning of the school year	Professional Learning	September 2019	June 2020	No Funding Required	n/a	Teachers Admin
3)Teachers will demonstrate their mid-year progress targeting their individual goals (with Admin)	Professional Learning	September 2019	June 2020	No Funding Required	n/a	Teachers Admin
4)Monitor and evaluate staff performance by completing the performance appraisal process	Professional Learning	September 2019	June 2020	No Funding Required	n/a	Teachers Admin
5) Procure school staff uniforms to encourage comradery and for easy identification of school staff within the school community	Professional Learning	September 2019	June 2020	\$3,000	Title 1	Admin

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Measurable Objective 9: By the end of SY 2020, KES will decrease chronic absenteeism by ___% from the 1st quarter baseline of ___%, as measured by student attendance record.

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

KES 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

Measurable Objective Progress Update 1 (December 31)

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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. KES 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.

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

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

Cited Reference: 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.

Cited Reference: 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
1) Student Attendance Monitoring, Documentation SOPs and SARC Enforcement : a. Monitor individual student absenteeism by recording student data through a school database system. b. Teachers will log communication activities between school and home regarding student absences using the student Attendance Communication Log sheet.	Policy and Process	September 2019	June 2020	No Funding Required	n/a	Teachers Counselor Admin

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<p>c. Notice of Attendance Status will be sent home after the first 3 absences/ 6 absences/ 9 absences/12 absences/ 15 absences (SARC Notice)/ 18 absences / 21 absences/ 25 absences or more (SARC Referral) throughout the school year.</p> <p>d. Schedule SARC meeting to address unresolved issues with student absenteeism.</p>						
<p>2) Implement school wide sexual abuse prevention curriculum for K-5 students</p>	<p>Behavior Support Program</p>	<p>September 2019</p>	<p>June 2020</p>	<p>No Funding Required</p>	<p>n/a</p>	<p>Teachers Counselors</p>
<p>3) Body Mass Index (BMI) Wellness Pre and Post Assessment</p>	<p>Behavior Support Program</p>	<p>September 2019</p>	<p>June 2020</p>	<p>No Funding Required</p>	<p>n/a</p>	<p>Support Staff Admin</p>
<p>4) Counseling Services (Individual/ Group Counseling)</p>	<p>Behavior Support Program</p>	<p>September 2019</p>	<p>June 2020</p>	<p>No Funding Required</p>	<p>n/a</p>	<p>Teachers Counselors</p>
<p>5) Conduct Child Study Team meetings to address student needs</p>	<p>Behavior Support Program</p>	<p>September 2019</p>	<p>June 2020</p>	<p>No Funding Required</p>	<p>n/a</p>	<p>Teachers Counselors Admin Sped Teachers</p>
<p>6) Section 504 accommodation</p>	<p>Policy and Process</p>	<p>September 2019</p>	<p>June 2020</p>	<p>\$1,000</p>	<p>Title I</p>	<p>Teachers Counselors Admin</p>

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						Sped Teachers
7) Conduct quarterly disaster drills in order to strengthen the school preparedness SOPs	School Safety	September 2019	June 2020	No Funding Required	n/a	All Staff
8) Establish and implement a 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	\$10,000	Title I	Teachers Admin
9) 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 STUCO Advisors
10) MyWave Club-spearheaded by the student officers and supported by the advisors to fulfill the activities	Student Organization/ Leadership	September 2019	June 2020	\$1,000	Title 1	Teachers Admin MyWave Advisors
11) Head Lice Screening and Procurement of Head Lice Solution Kits	School Safety	September 2019	June 2020	\$500	State Funds	Teachers Counselors Admin
12) 5 th Grade "Middle School	Behavioral Support	June 2020	June 2020	\$4,000	Title 1	5 th Grade

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Transition” Summit	Program					Teachers Admin Community Partners
13) 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, building repairs and maintenance materials, water dispensers, etc- see local budget proposal for details)	School Safety	October 01, 2019	August 2020	\$65,000	State Funds	Admin Teachers Support Programs

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Activity Progress Update 3 (July 31)

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Measurable Objective 10: By June 2020, KES will increase parental engagement at PTSA by 5% or more from previous year as measured by attendance records (sign-in sheets). Prior Year Data: SY2019= 147 (40%).

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

Parent Activity Sign-in sheets

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Status (Met/Not Met)	Progress Notes	Created on	Created by
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Measurable Objective Progress Update 2 (March 31)

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Strategy: Parent Engagement and Community Outreach - The school will use the Epstein Model approach to increase the parent participation rate by means of regular communications 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
1)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
2)Conduct PTSA Election of Officers for SY2020	Parental Involvement	September 2019	September 2019	No Funding Required	n/a	PTSA Admin
3)Offer at least one Family Literacy Night-Purchase educational materials for families who attend the event	Parental Involvement	September 2019	June 2020	\$3,000	Title 1	Admin Teachers
4)Provide opportunities for families to engage in literacy activities with their children by attending the	Parental Involvement	September 2019	June 2020	\$5,000	Title 1	CNMI Motherhead/ Fatherhead

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Motheread/ Fatheread Program						Program Coordinators/ Trainers Admin
5)Coordinate with the Immunization Program and parents to ensure all students receive the required vaccines.	Student Safety	September 2019	June 2020	No Funding Required	n/a	CCHC Admin
6)Conduct 5 th 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

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Measurable Objective 11: KES will expend 95-100% of its fiscal year CG by the end of June 2020, as measured by the school's end of school year funding balance report.

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

Monthly Funding Balance Report

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Strategy: Acquisition of Instructional Materials/Equipment/ Resources and Support Systems- School stakeholders will collaborate to identify needed instructional materials and resource for student learning. The school will fulfill procurement requirements to acquire essential instructional materials, technology equipment, school subscriptions, licenses and supplies for students across grade levels, support programs and content areas. When learners get active in the materials deeper learning and understanding usually results. Instructional materials are considered as consciously planned programme for the improvement and consolidation of instruction and for effective teaching and learning. A study indicated that Instructional materials help gain and hold the attention of the learners engaging them in the activity given on participation in classroom assignments. When learners get actively involved in the materials deeper learning and understanding usually results. Instructional materials are considered as consciously planned programme for the improvement and consolidation of instruction and for effective teaching and learning.

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Research Cited: Wambui, S. (2013). Effects of Use of Instructional Materials on Learner Participation In Science Classroom.
Retrieved from cees.uonbi.ac.ke/sites

Activities:

Activity	Activity Type	Begin Date	End Date	Amount Budgeted	Funding Source	Staff Responsible
1)Classroom Instructional Materials, Resources and Supplies	Academic Support Program	September 2019	June 2020	\$84,300	Title 1	Admin OCI
2)Technology Equipment (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, document cameras, communication devices, etc.)	Academic Support Program	September 2019	June 2020	\$100,000	Title 1	Admin
3)School subscriptions, site licenses and web-based programs (ASCD, ASCA, Smarty Ants, KidBiz, Tika Tok Teacher Licenses, BrainPop, Moby Max, IXL , Adobe licenses, etc.)	Academic Support Program	September 2019	June 2020	\$30,000	Title 1	Admin

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Measurable Objective 12: By the end of June 2020, KES will administer eight separate feedback surveys and inventories administered 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

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Measurable Objective Progress Update 3 (July 31)

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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
1)Deploy all stakeholder climate & culture/ engagement surveys and inventories to stakeholders	Policy & Process	January 2020	February 2020	No Funding Required	n/a	Admin Teachers
2)Generate all stakeholder climate & culture/ engagement surveys and inventories reports for analysis	Policy & Process	March 2020	April 2020	No Funding Required	n/a	Admin

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

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 13: By the end of June 2020, KES 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).

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

eProve Diagnostics
 eProve ELEOT
 School Performance Impact of Instruction Inventory

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
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Measurable Objective Progress Update 2 (March 31)

Status	Progress Notes	Created on	Created by
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Measurable Objective Progress Update 3 (July 31)

Status	Progress Notes	Created on	Created by
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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
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Form 08302017 -

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

<p>1) Convene to complete the School Quality Factors School Diagnostic with appropriate engagement (SQF Focus Group) using the stakeholder climate & culture/ engagement surveys and inventories, ELEOT observation data, curriculum fidelity data, demographic data and other pertinent school data</p>	<p>Policy & Process</p>	<p>March 2020</p>	<p>April 2020</p>	<p>No Funding Required</p>	<p>n/a</p>	<p>SQF Focus Group School Leadership Team Admin</p>
<p>2) The school staff will complete the analysis of student (All/ Sub Groups) performance and program data (ACT Aspire Interim, STAR Reading/ SEL/Math, Splash Math/KidBiz/SmartyAnts, Renaissance Flow) through data dialogue sessions Presenting format:</p>	<p>Policy & Process</p>	<p>October 2020</p>	<p>June 2020</p>	<p>No Funding Required</p>	<p>n/a</p>	<p>All Staff</p>

Form 08302017 -

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

School Level, Grade Level, and Special Programs (<i>Note: Data Dialogue conducted 2 weeks after STAR assessment window closes</i>)						
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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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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, KES Grade 3-5 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:</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>English</th> <th>Math</th> <th>Reading</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td>Target: 73% Need: +13% increase</td> <td>50% Need: +8% increase</td> <td>33% Need: +13% increase</td> <td>35% Need: 21% increase</td> </tr> <tr> <td>Grade 4</td> <td>63% Need: +6% increase</td> <td>33% Need: +11% increase</td> <td>31% Need: +3% increase</td> <td>29% Need: +8% increase</td> </tr> <tr> <td>Grade 5</td> <td>70% Need: +4% increase</td> <td>34% Need: +17%</td> <td>30% Need: +6% increase</td> <td>34% Need: +20%</td> </tr> </tbody> </table>				Grade	English	Math	Reading	Science	Grade 3	Target: 73% Need: +13% increase	50% Need: +8% increase	33% Need: +13% increase	35% Need: 21% increase	Grade 4	63% Need: +6% increase	33% Need: +11% increase	31% Need: +3% increase	29% Need: +8% increase	Grade 5	70% Need: +4% increase	34% Need: +17%	30% Need: +6% increase	34% Need: +20%	<p>SQF: Clear Direction, Implementation Capacity, High Expectations, Impact of Instruction, Healthy Culture, Resource Management, Efficacy of Engagement, Implementation Capacity</p> <p>Objectives: 13 Strategies: 14 Activities: 84</p>	Academic and Organizational	<p>\$471,639.00</p> <p><i>(Local/ Federal/ Parental Involvement / After-School Funding ONLY)</i></p>
	Grade	English	Math	Reading	Science																						
	Grade 3	Target: 73% Need: +13% increase	50% Need: +8% increase	33% Need: +13% increase	35% Need: 21% increase																						
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			increase		increase			
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