

CNMI PUBLIC SCHOOL SYSTEM SCHOOL-WIDE IMPROVEMENT PLAN



School Name:

School Year:

Kagman Elementary

2019-2020

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

Kagman Elementary School (KAG), Home of the Blue Marlins, is located in the village of Kagman III, on the island of Saipan in the Commonwealth of the Northern Mariana Islands. KAG first opened its doors for students on September 5, 2000. The predominant ethnic groups are Chamorro and Carolinian; however there also are students from Chuuk, Republic of the Philippines, Palauan, Pohnpeian, Japanese, Yapese, Pakistani, Kiribatian & Thailand.

KAG is currently serving 469 students from Kindergarten through fifth grade. This is an enrollment increase of 9% from last school year's of 420 students. All of our students received free meals in SY 2018-2019. The residents, for the most part, are low income.

The current faculty at KAG is made up of 21 general education teachers, two Special Education teachers with six teacher aides, one Chamorro Language (CCLHS) teacher, two CCLHS instructors, two immersion project teachers with two teacher aides. The faculty also includes a librarian, a counselor, Two Title-1 Reading teachers, Two Literacy Coaches for K-3rd teachers and a Chamorro/Carolinian Immersion Project Director. The school's administration is composed of a Principal and Vice-Principal.

The Title I Consolidated Grant allows the school to purchase supplemental materials/resources needed to support student learning. KAGES will continue the focus in implementing the Rigor, Relevance & Relationship framework, evidence-based strategies and instructional support.

The school's leadership team developed leadership responsibilities and actions to guide all staff and stakeholders in collaborating to achieve the school initiative. This School-wide Improvement Plan is aligned to the CNMI Public School System's Strategic Priorities.

In SY 2018-2019, KAGES continued the implementation of the school level quarterly Data Dialogue that engaged each grade level teams with progress monitoring of student learning growth. Towards the end of School Year 2018-2019, all KAGES staff collaborated to analyze our student performance data to determine areas of concern to be addressed for the next school year and plan for the 1st quarter Bridge program.

From this collaborative effort, we have agreed that the continuous need in enrichment program for achieving students and intensive intervention program for low achieving students is still apparent. Therefore, the summer intensive program is needed to bring low performing students up to or near grade level of the required scale score (ss). We selected the use of Lexia Core5 for Reading and Connecting Math Concepts to support students' academic success in our intensive summer school.

In school year 2019-2020, KagES will continue the implementation of the Rigor & Relevance framework for effective Instructional Strategies. The Rigor/Relevance Framework will facilitate rigorous and relevant instruction based on how students learn; possess depth of content knowledge and make it relevant to students; and use assessments to guide and differentiate instruction. We will also continue to implement the Response to Intervention (Rtl) framework with classroom teachers, Title 1, Literacy Coach, Counselor, and Special Education supports, and the implementation of CITW in all classrooms through the use of technology.

Over the past years KAGES has shown growth in Reading using Reading Mastery - Direct Instruction, Lexia Core5 and the Journeys Curriculum. Our Kindergarten students performed in the Early STAR Literacy with the trend data from 650 SS in SY 2015, 656 SS in SY 2016, 678 SS in SY 2017, 645 SS in SY 2018 and **635 SS in Mid of 4th Quarter SY 2019.**

Our students in grades 1st to 5th performed in the STAR Reading with the trend data of 40 PR in SY 2015, 41 PR in SY 2016, 45 PR in SY 2017, 53 PR in SY 2018 and **42 PR in Mid of 4th Quarter SY 2019.**

All students will increase their scale score (ss) every quarter as measured by the STAR Reading (grades 1-5) and Early Literacy (K). The school-wide reading goal is 55 Percentile Rank (PR) on the STAR Reading Assessment by the end of SY 2018-2019. The school-wide math goal is 52 Percentile Rank (PR), by the end of SY 2019, as measured by STAR math.

As per an area needing improvement based on our self-assessment, we will be strengthening our leadership team to ensure the implementation of the continuous improvement process. In addressing the district goal our school will be collaborating to improve parental and community engagement in regards to student achievement, specifically focused on reading and math. Additionally, we will be purchasing and renewing online subscriptions and technology to support and enhance the school's Technology Programs (Renaissance Learning, Achieve3000, Lexia Core5 and Smarty Ants) and assessments. The technology will also support research, writing, and projects to keep students engaged, but more importantly to guide students in making connections with the curriculum as global learners in the 21st Century.

All funding has contributed to the success of student achievement by providing the needed resources and materials for classroom

instruction, professional development for teachers, as well as the daily operations of the school. KAGES depends on the School Wide Program fund allocations “to provide equitable and challenging learning experiences that are aligned to the school’s curriculum, instructional design and assessment to develop learning, thinking, and life skills that lead to college and career ready of our students”.

BUDGET ALLOCATION BREAKDOWN

Personnel Budget

Local

No. of FTEs	Total Budget Amount (including all benefits)
25	\$1,196,561
3 - Bilingual	\$74,648
7- Immersion Project	\$235,400

Personnel Budget

Federal

No. of FTEs	Total Budget Amount (including all benefits)
3 - CSR	\$135,489
8 - SPED	\$204,887

Local Budget Operations

Allocation: \$44,000

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4223	Rental - Office	Off-campus venue for teacher and staff training/workshops and 5 th grade promotional venue	Leadership Responsibility on Affirmation and Contingent Rewards	\$2,000
4224	Repairs and Maintenance	Expenditures for repair and maintenance service of Desktop & Laptop computers, Air conditioning preventative maintenance and repair; Termite & Rodents treatment	Safe & Orderly Schools Strategic Priority	\$18,350
4235	Cleaning Services	Services purchased to clean buildings, Lawn Care (services not a part done by PSS employees).	Safe & Orderly Schools Strategic Priority	\$12,000

		This includes disposal, janitorial, custodial, and lawn care.		
4304	Supplies - Office	Expenditures for papers, pencils, pens, typewriter ribbons, paper clips, fasteners, erasers, binders, folders, glue, staplers and staple wires, small calculators, storage boxes, markers, stamp pads, t-shirt printing, and other expendable supplies used in a regular business office and classroom.	Effective & Efficient Operations Strategic Priority	\$5,000
4305	Supplies - Operations	Expenditures for supplies and materials needed for operations. Examples are bathroom supplies, janitorial supplies, water and disposable cups, renovation supplies and materials, etc., including freight and handling.	Effective & Efficient Operations Strategic Priority	\$6,500
4304	Supplies - Office	Procure a convex safety mirror for the Library	Safe & Orderly Schools Strategic Priority	\$150
			Total Request	\$ 44,000

KAGMAN ELEMENTARY SCHOOL		
	\$25,000.00	Big leaking roof in classroom, B100 & restroom/cabinet needs replacement; the electrical room in Building E and classrooms in Buildings C & F are exposed to water leakage from duct penetrations through the roof. The water leakage is an electrocution and fire safety issue that needs to be addressed.

	\$10,000.00	Flooding happens at every stairways in building A, D, E, F. Drainage the site is poor in some areas. Prolonged pooling of water around the buildings will lead to structural deterioration in the form of wall and column corrosion. It may also lead to foundation settlement, a minor example of which was observed at a corner column of Building E, evidenced by a crack in an adjoining beam.
	\$10,000.00	Replacement of Dry Type Transformers – 3 Phase, 50 KVA; Existing transformer has burnt out.

Local Budget

CIP Allocation:

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4405	Building	Construct Canopies for student drop off/pick up area	Safe & Orderly Schools Strategic Priority	\$30,000
4406	Building Improvement	Replace classroom shelves with cabinets with doors;	Safe & Orderly Schools Strategic Priority	\$50,000
4406	Building Improvement	Replace Atrium roofs	Safe & Orderly Schools Strategic Priority	\$50,000
4406	Building Improvement	Repainting of the school buildings – interior & exterior	Safe & Orderly Schools Strategic Priority	\$150,000
4224	Repair & Maintenance	Repair roofs for leaks.	Safe & Orderly Schools Strategic Priority	\$60,000
4224	Repair & Maintenance	Repair Windows &	Safe & Orderly Schools	\$60,000

		Louvers of all classrooms	Strategic Priority	
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Local Budget

Other Allocation:

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4450	Vehicles - Administrative	Expenditures for purchasing transportation equipment specifically utilized for performing administrative work and home visits. Include service and maintenance of said vehicle.	Effective & Efficient Operations Strategic Priority	\$60,000

Federal Budget (all funds)

Allocation: **\$270,000.00**

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4116	Pay Differential	Summer School Teachers	12 HQT	\$36,000
4213	Subscription	Access(Achieve3000)/Smarty Ants/PD on site		\$17,568
4213	Subscription & Materials	National Elementary Honor Society		\$2,000
4213	Subscription	ASCA Annual Membership Fee	Counselor membership	\$129

4213	Subscription	Enrollment Fee for Scripps Howard Spelling Bee	Enrollment Fee	\$168.00
4213	Subscription	Lexia Core 5	K-5th Reading	\$10,000
4213	Subscription	Dream Box Learning	Math	\$8,200
4213	Subscription	PGFC/CCLHS	Enrollment Fee	\$100
4213	Subscription	Mathcourt	Enrollment Fee	\$100
4213	Subscription	Goal book	School License	\$6,000
4213	Subscription	Admin Plus Notify	School License	3,188.90
4219	Professional Services	Rigor & Relevance PD	Executive Coaching & Training Sessions	\$14,165
4225	Travel – Outside CNMI	Pacific Circle Consortium	Admin (1)/Counselor (1)/ Teachers (4)	\$8,000
4225	Travel – Outside CNMI	Model School Conference	SLT Members	\$45,000
4225	Travel – Outside CNMI	AASL National Conference	KagES School Librarian	\$5,000
4225	Travel – Outside CNMI	ASCA Conference	KagES School Counselor	\$5,000
4225	Travel – Outside CNMI	Regional Spelling Bee Competition – Guam	1 Student w/ coach and Principal – 2 days	\$3,000
4225	Travel – Outside CNMI	Chamorro Language Competition in Guam	10 students w/ 3 Chaperones – 3 days	\$10,000
4301	Books & Instructional Materials	Second Step/Counseling Materials	Character Education/SE	\$5,000
4301	Books & Instructional Materials	AR Books, Fiction/Non-Fiction Books	Library	\$20,000
4301	Books & Instructional Materials	WIDA Model Books	WIDA ACCESS	\$500
4301	Books & Instructional Material	Expenditures for Teachers' Instructional materials needed in the classroom	32 teachers x \$500.00 each	\$16,000

4301	<i>Books & Instructional Materials</i>	<i>Phonics Kits, Math Manipulatives, Teacher-Pay-Teacher (TPT) resources</i>	<i>1st & 3rd grade instructional resource</i>	\$5,819.51
4301	<i>Books & Instructional Materials</i>	<i>Poster Boards, Flip Charts, Card Stock, Butcher Papers, Envelopes, White Board Markers, Jumbo Markers, Bordettes, B-t-B tapes, scotch tapes, masking tapes, protectors, Pens</i>	<i>Classroom Instructional Materials & Supplies</i>	\$5,000
4304	<i>Supplies - Office</i>	<i>National Geographic Bee Competition</i>	<i>Registration Fee & Materials</i>	\$120
4306	<i>Controlled Assets</i>	<i>Meraki</i>	<i>Connectivity to Internet equipment</i>	\$6,122.25
4306	<i>Controlled Assets</i>	<i>Security Cameras (CCTV)</i>	<i>To increase surveillance camera for campus safety</i>	\$4,000
4306	<i>Controlled Assets</i>	<i>Bell System</i>	<i>To repair/replace the bell system that malfunctions occassionally.</i>	\$4,000
4431	<i>Office Equipment</i>	<i>Technology Equipments (Laptops & bags, Projectors, ELMO, Ipads, UPS, Ipad Keyboard Case, Headphones, Laminating Films, ipad Charger, Blue tooth Speaker, MacBook VGA Adapter)</i>	<i>For Instructional Use</i>	\$25,270

Federal Budget (CG – Wellness)Allocation: **\$10,305**

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4116	Differential Pay	Payment for Afterschool Sports –Interscholastic coach & assistant coach	Cross Country/Soccer/Volleyball/Mc Donald’s Track & Field	\$2,000
4431	Playground Equipment Set/P.E. Equipment	Procurement of Playground Equipment & Installation/ P.E. Equipment	Wellness activity for students during recess time and Physical Education	\$8,305

Federal Budget (CG – Parent Involvement)Allocation: **\$3,000**

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4219	Professional Services	Motheread/Fatheread Literacy Program/Kindle equipment	Parent/Student Literacy	\$1,500
4304	Supplies & Materials	Parent Tea Night Incentives	Parent Dialogue	\$500
4304	Supplies & Materials	Open House/Curriculum night	Parent/Teacher Collaboration	\$500
4304	Supplies & Materials	PTSA	Meetings/Incentives	\$500

Non-Appropriated Funds

(Educational Tax Credit, PTSA fundraising, etc) Collection: **\$3,000.00**

Expense Code	Expense Code Title	Expense Description	Comment	Estimated Amount
4302	Food Item	Open House, Teachers & Staff PD	Refreshment for Curriculum Night & Professional Training during staff lunchtime.	\$1,000.00
4304	Supplies & Materials	Teachers, Staff & Students Incentives	Incentives for Students & Teacher/Staff during Special Events & Activities	\$2,000.00

****Add additional rows as needed.***

Goal 1:

By the end of SY 2020-2021, 80% of KagES students in grades K-5th will have met their required minimum grade level scaled score in READING, as measured by the STAR Early Literacy and STAR Reading/SEL Assessments.

School Quality Factors

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

Measurable Objective 1:

By the end of SY 2019-2020, 60% of KagES students in grades K to 5th will have met their required minimum scaled score before Summer School & Bridge Rtl of 675SS for Kinder, 189SS for 1st Grade, 303SS for 2nd Grade, 419SS for 3rd Grade, 511SS for 4th Grade, and 621SS for 5th Grade in READING as measured by the Star Early Literacy / Star Reading Assessment. (from 46% in SY18-19, 77% in SY17-18, 72% in SY16-17, 78% in SY15-16)

Grade Level	Data as of End of SY 2018-2019
Kinder	40/75 (53%)
1st Grade	39/79 (49%)
2nd Grade	49/73 (67%)
3rd Grade	34/83 (41%)
4th Grade	31/76 (41%)
5th Grade	26/86 (29%)
Overall	219/472 (46%)

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

- KagES implements a school wide level cut-score for reading based on the SEL/STAR Reading Assessment Scaled Score (SS). The implementation of this Scaled Score cut-score was first introduced during SY 15-16. KagES continues to raise the level of expectations for each grade level by increasing the Scaled Score cut-score each school year. The yearly increase of the scaled score is calculated based on the effectiveness and results of the School-Wide RtI Model.
- Grade Level Data at the at the End of Each School Year:
 - Kinder Data:
 - For SY 18-19, the percentage of Kinder students who have met their required reading Scaled Score of 645SS at the **End of 4th Quarter Testing was 53% (Or 40 out of 75 Kinder students)**. For SY 17-18, the Percentage of Kinder students who have met their required reading Scaled Score of 645SS at the end of the school year was at **86% (Or 48 out of 56 Kinder students)**. For SY 16-17, the Percentage of Kinder students who have met their required reading Scaled Score of 616SS at the end of the school year was at **79% (OR 42 out of 53 Kinder Students)**. For SY 15-16, the Percentage of Kinder students who have met their required reading Scaled Score of 532SS at the end of the school year was at **94% (OR 49 out of 52 Kinder Students)**.
 - 1st Grade Data:
 - For SY 18-19, the percentage of 1st grade students who have met their required reading Scaled Score of 189SS at the **End of 4th Quarter Testing was 49% (Or 39 out of 79 First grade students)**. For SY 17-18, the Percentage of 1st Grade students who have met their required reading Scaled Score of 179 at the end of the school year was at **77% (Or 54 out of 70 First Grade Students)**. For SY 16-17, the Percentage of 1st Grade students who have met their required reading Scaled Score of 179SS at the end of the school year was at **82% (OR 57 out of 70 First Grade Students)**. For SY 15-16, the Percentage of 1st Grade students who have met their required reading Scaled Score of 179SS at the end of the school year was at **67% (OR 48 out of 72 First Grade Students)**.
 - 2nd Grade Data:
 - For SY 18-19, the percentage of 2nd grade students who have met their required reading Scaled Score of 303SS at the **End of 4th Quarter Testing was 67% (Or 49 out of 73 Second grade students)**. For SY 17-18, the percentage of 2nd grade students who have met their required reading Scaled Score of 291SS at the end of the school year was at **76% (OR 61 out of 80 Second Grade Students)**. For SY 16-17, the Percentage of 2nd Grade students who have met their required reading Scaled Score of 265SS at the end of the school year was at **85% (OR 58 out of 69 Second Grade Students)**. For SY 15-16, the Percentage of 2nd Grade students who have met their required reading Scaled Score of 243SS at the end of the school year was at **82% (OR 53 out of 65 Second Grade Students)**.

- 3rd Grade Data:

For SY 18-19, the percentage of 3rd grade students who have met their required reading Scaled Score of 419SS at the **End of 4th Quarter Testing was 41% (Or 34 out of 83 Third Grade students)**. For SY 17-18, the percentage of 3rd grade students who have met their required reading Scaled Score of 395 at the end of the school year was at **80% (OR 53 out of 66 Third Grade Students)**. For SY 16-17, the Percentage of 3rd Grade students who have met their required reading Scaled Score of 362 SS at the end of the school year was at **53% (OR 41 out of 77 Third Grade Students)**. For SY 15-16, the Percentage of 3rd Grade students who have met their required reading Scaled Score of 337 SS at the end of the school year was at **67% (OR 40 out of 64 Third Grade Students)**.

- 4th Grade Data:

- For SY 18-19, the percentage of 4th grade students who have met their required reading Scaled Score of 511SS at the **End of 4th Quarter Testing was 41% (Or 31 out of 76 Fourth Grade students)**. For SY 17-18, the Percentage of 4th Grade students who have met their required reading Scaled Score of 476 SS at the end of the school year was at **75% (OR 61 out of 81 Fourth Grade Students)**. For SY 16-17, the Percentage of 4th Grade students who have met their required reading Scaled Score of 443 SS at the end of the school year was at **75% (OR 48 out of 64 Fourth Grade Students)**. For SY 15-16, the Percentage of 4th Grade students who have met their required reading Scaled Score of 409 SS at the end of the school year was at **82% (OR 55 out of 67 Fourth Grade Students)**.

- 5th Grade Data:

- For SY 18-19, the percentage of 5th grade students who have met their required reading Scaled Score of 621SS at the **End of 4th Quarter Testing was 29%(Or 26 out of 86 Fifth Grade students)**. For SY 17-18, the Percentage of 5th Grade students who have met their required reading Scaled Score of 576SS at the end of the school year was at **66% (OR 42 out of 64 Fifth Grade Students)**. For SY 16-17, the Percentage of 5th Grade students who have met their required reading Scaled Score of 531SS at the end of the school year was at **56% (OR 38 out of 58 Fifth Grade Students)**. For SY 15-16, the Percentage of 5th Grade students who have met their required reading Scaled Score of 494 SS at the end of the school year was at **74% (OR 45 out of 61 Fifth Grade Students)**.

- Students not making the required cut-score, KagES implements a School-Wide RtI Model (Response to Intervention) as follows. The intervention intensifies as students show minimal to no response to the interventions. The Child Study Team (CST) continues to monitor and collect data of these students and reconvenes to discuss possible referral for more intensive interventions such as Special Education.

- TIER 1 – Differentiated & Scaffolded Instruction (For all students)
- TIER 2 – Assistance of Title 1 Program
- TIER 3 – Summer School Program

- TIER 4 – 1st Quarter Bridge Program

- Grade level data after full implementation of all interventions:

Note: The implementation of our School-Wide RtI Model was not fully implemented for SY18-19. This is due to Post Super Typhoon Yutu of 2 months no instruction and the cancellation of KagES Summer School Program ordered by COE.

- Kinder Data:

- For SY 17-18, after all interventions listed above have been implemented with fidelity, the Percentage of Kinder students that had met their required reading Scaled Score of 645 SS was now at **96% (Or 54 out of 56 Kinder students)**. For SY 16-17, the Percentage of Kinder students that had met their required reading Scaled Score of 616 SS was now at **94% (OR 50 out of 53 Kinder students)**. For SY 15-16, the Percentage of Kinder students that had met their required reading Scaled Score of 532 SS was now at **100% (OR 52 out of 52 Kinder students)**. The Child Study Team (CST) continues to monitor and collect data of the 3 remaining students who did not make the cut-score.

- 1st Grade Data:

- For SY 17-18, after all interventions listed above have been implemented w/fidelity, the Percentage of 1st Grade students that had met their required reading Scaled Score of 179SS was now at **86% (Or 60 out of 70 First Grade students)**. For SY 16-17, the Percentage of 1st Grade students that had met their required reading Scaled Score of 179SS was now at **94% (OR 66 out of 70 First Grade students)**. The Child Study Team (CST) continues to monitor and collect data of the 4 remaining students who did not make the cut-score. For SY 15-16, after all interventions listed above have been implemented w/fidelity, the Percentage of 1st Grade students that had met their required reading Scaled Score of 179SS was now at **78% (OR 56 out of 72 First Grade students)**. The Child Study Team (CST) continues to monitor and collect data of the 16 remaining students who did not make the cut-score. The Child Study Team (CST) continues to monitor and collect data of the 4 remaining students who did not make the cut-score.

- 2nd Grade Data:

- For SY 17-18, after all interventions listed above have been implemented w/fidelity, the percentage of 2nd grade students that had met their required reading Scaled Score of 291SS was now at **79% (OR 63 out of 80 Second Grade Students)**. For SY 16-17, the Percentage of 2nd Grade students that had met their required reading Scaled Score of 265SS was now at **94% (OR 65 out of 69 Second Grade students)**. For SY 15-16, the Percentage of 2nd Grade students that had met their required reading Scaled Score of 243SS was now at **92% (OR 60 out of 65 Second Grade students)**. The Child Study Team (CST) continues to monitor and collect data of the 5 remaining students who did not make the

cut-score.

- 3rd Grade Data:
 - For SY 17-18, after all interventions listed above have been implemented w/fidelity, the Percentage of 3rd Grade students that had met their required reading Scaled Score of 395 SS was now at **88% (OR 58 out of 66 Third Grade students)**. For SY 16-17, Percentage of 3rd Grade students that had met their required reading Scaled Score of 362 SS was now at **91% (OR 70 out of 77 Third Grade students)**. For SY 15-16, the Percentage of 3rd Grade students that had met their required reading Scaled Score of 337 SS was now at **80% (OR 51 out of 64 Third Grade students)**. The Child Study Team (CST) continues to monitor and collect data of the 13 remaining students who did not make the cut-score.
- 4th Grade Data:
 - For SY 17-18, After all interventions listed above have been implemented w/fidelity, the Percentage of 4th Grade students that had met their required reading Scaled Score of 476SS was now at **86% (OR 70 out of 81 Fourth Grade students)**. For SY 16-17, the Percentage of 4th Grade students that had met their required reading Scaled Score of 443SS was now at **89% (OR 57 out of 64 Fourth Grade students)**. For SY 15-16, the Percentage of 4th Grade students that had met their required reading Scaled Score of 409SS was now at **96% (OR 64 out of 67 Fourth Grade students)**. The Child Study Team (CST) continues to monitor and collect data of the 3 remaining students who did not make the cut-score.
- 5th Grade Data:
 - For SY 17-18, after all interventions listed above have been implemented w/fidelity, the Percentage of 5th Grade students that had met their required reading Scaled Score of 576SS was now at **80% (OR 51 out of 64 Fifth Grade students)**. For SY 16-17, the Percentage of 5th Grade students that had met their required reading Scaled Score of 531SS was now at **97% (OR 56 out of 58 Fifth Grade students)**. For SY 15-16, the Percentage of 5th Grade students that had met their required reading Scaled Score of 494SS was now at **93% (OR 57 out of 61 Fifth Grade students)**. The Child Study Team (CST) continues to monitor and collect data of the 4 remaining students who did not make the cut-score.
- The evidence based programs KagES uses to support our goals and measurable objectives in Reading for all Kinder students are as follows:
 - Achieve3000 (ACCESS)
 - Smarty Ants Program
 - Lexia Core 5 Program
 - Reading Mastery Program
 - Teacher Created Materials – Focused Reading Intervention
 - Journeys

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Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by																
Not Met	<table border="1"> <thead> <tr> <th>Grade Level</th> <th>Data as of Dec. 31, 2019 (Percentage of students who met objective)</th> </tr> </thead> <tbody> <tr> <td>Kinder</td> <td>3/65 (5%)</td> </tr> <tr> <td>1st Grade</td> <td>4/77 (5%)</td> </tr> <tr> <td>2nd Grade</td> <td>18/81 (22%)</td> </tr> <tr> <td>3rd Grade</td> <td>11/70 (16%)</td> </tr> <tr> <td>4th Grade</td> <td>12/79 (15%)</td> </tr> <tr> <td>5th Grade</td> <td>19/74 (26%)</td> </tr> <tr> <td>Overall</td> <td>67/446 (15%)</td> </tr> </tbody> </table>	Grade Level	Data as of Dec. 31, 2019 (Percentage of students who met objective)	Kinder	3/65 (5%)	1st Grade	4/77 (5%)	2nd Grade	18/81 (22%)	3rd Grade	11/70 (16%)	4th Grade	12/79 (15%)	5th Grade	19/74 (26%)	Overall	67/446 (15%)	12/31/2019	I.Demapan & P.Arriola
	Grade Level	Data as of Dec. 31, 2019 (Percentage of students who met objective)																	
	Kinder	3/65 (5%)																	
	1st Grade	4/77 (5%)																	
	2nd Grade	18/81 (22%)																	
	3rd Grade	11/70 (16%)																	
	4th Grade	12/79 (15%)																	
	5th Grade	19/74 (26%)																	
	Overall	67/446 (15%)																	
<p>*NOTE: 45% more students are needed to reach grade level goal of 60%. RTI continues using the instructional planning report from STAR Renaissance. In addition, grade level data dialoguing continues using the McRel DDDM Process.</p>																			

Measurable Objective Progress Update 2 (June 1)

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

Strategies – Must cite research:

Strategy 1 – ACCESS (Achieve3000) & Smarty Ants

Students need daily practice with text at their independent reading level to develop reading strategies and to provide access to grade-level content. Achieve3000's exclusive 5-Step Literacy Routine is designed to build the skills for close reading of informational text with the explicit purpose of finding the evidence necessary to respond to a written prompt. Students begin the routine by working with text at their independent reading level. While reading, they identify and incorporate evidence needed for a response to a Thought Question using Achieve3000's Reading Connections and digital highlighting tool to annotate text. Research shows that when students complete on average two lessons per week, they can expect to more than double their expected Lexile gains, accelerating their readiness for high-stakes assessments.

Research cited: Achieve3000. (2011). Research to practice: How Achieve3000 differentiated literacy solutions use research to prepare students to thrive in the 21st century. Retrieved from http://doc.achieve3000.com/intranet/A3K12_00102_ResearchToPractice.pdf.

Strategy 2 – Accelerated Reader Books

“Reading is a skill and, as with every skill, it requires not just instruction but practice. Reading practice serves a number of purposes. It enables students to apply the skills and strategies that you teach. It gives you opportunities to check student learning and identify weaknesses. And it draws students into the world of “real” reading – a world in which people learn from and enjoy books... Guided independent reading is an active classroom practice for students and for you, with a number of activities taking place at the same time.” For the AR program to be implemented with fidelity, the library must have a book collection that covers a wide range of subjects at all levels of difficulty.

Research cited:

Getting Results with Accelerated Reader. (n.d.). *Renaissance Learning*. Retrieved on October 30, 2017 from <http://www.renlearn.co.uk/wp-content/uploads/2014/09/Getting-Results-with-Accelerated-Reader.pdf>

Strategy 3 – Lexia Core 5

Lexia Reading is a computerized reading program that provides phonics instruction and gives students independent practice in basic reading skills. Lexia Reading is designed to supplement regular classroom instruction and to support skill development in the five areas of reading instruction identified by the National Reading Panel.

According to the a review by Schechter, et al (2015), “First- and second-grade students in a low-income, urban school using Lexia

Reading Core5 made significantly more progress than control students on the GRADE™ reading assessment.” In the study, students in the treatment group were able to systematically advance in Core5 over the school year, compared to their peers not in the treatment group. In conclusion, “Results of the current study indicate that digital technology can leverage teachers’ time, allowing teachers to identify and address areas of need through a time efficient but individualized data-driven approach that can be implemented within the schedule and time constraints of a typical classroom.”

Research cited:

Macaruso, P., Hook, P. E., & McCabe, R. (2006). The efficacy of computer-based supplementary phonics programs for advancing reading skills in at-risk elementary students. *Journal of Research in Reading*, 29(2), 162–172.

Macaruso, P., Hook, P., & McCabe, R. (2003). The efficacy of Lexia skills-based software for improving reading comprehension. Retrieved February 4, 2009 from Lexia Learning website: http://www.lexialearning.com.au/library/source/research/revere_030912.pdf. G

Schechter, R., Macaruso, P., Kazakoff, E., & Brooke, E. (2015). Exploration of a Blended Learning Approach to Reading Instruction for Low SES Students in Early Elementary Grade. *Computers in the Schools* Vol. 32 , Iss. 3-4, 2015

Strategy 4 – Summer School Program

Another alternative for low achieving students that has shown promise is the implementation of a curriculum-focused summer school program. The Southern Regional Education Board (SREB) report *Summer School: Unfulfilled Promise* (2002), concluded that summer school can be an effective tool, if used properly, to reduce the rates of failure, narrow the achievement gap, and reduce the need for schools to decide between grade retention and social promotion. Proponents of this option have stated many benefits, including decreasing the learning loss that may occur over the long summer vacation, providing concentrated remediation for at-risk students to improve skills that will enable them to be prepared for the following school year.

Research cited:

Borman, Benson, & Overman, 2005; Green, et al., 2011; Zvoch & Stevens, 2013), providing concentrated remediation for at-risk students to improve skills that will enable them to be prepared for the following school year (Edmonds, O’Donoghue, Spano, & Algozzine, 2009).

Add updates of strategies if changed

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Resource(s)	Staff Responsible
Access (Achieve3000), Smarty Ants	07/01/19	06/30/20	\$17,568	SWP	Classroom Teachers
Procure AR Books & Fiction/Non-Fiction Books for the Library	07/01/19	06/30/20	\$20,000	SWP	School Librarian
Lexia Core5	07/01/19	06/30/20	\$10,000	SWP	K-5 th Classroom Teachers
WIDA Model Books	08/20/19	12/15/20	\$500	SWP	Admin
Summer School Program for K-5 th	6/15/20	7/30/20	\$36,000	SWP	K-5 th Summer School HQT Teachers
Instructional Supplies & Materials	8/25/19	5/30/20	\$16,000	SWP	K-5 th Teachers @ \$500 each

Activities Progress Update 1 (December 31)

(In Progress/Completed)	Progress Notes	Created On	Created By
In Progress	1. Access (Achieve3000), Smarty Ants a. COMPLETED	12/31/2019	I.Demapan & P.Arriola

	<ul style="list-style-type: none"> 2. Procure AR Books & Fiction/Non-Fiction Books for Library <ul style="list-style-type: none"> a. COMPLETED 3. Lexia Core 5 <ul style="list-style-type: none"> a. COMPLETED 4. WIDA Model Books <ul style="list-style-type: none"> a. COMPLETED 5. Summer School Program K-5th <ul style="list-style-type: none"> a. IN PROGRESS 6. Instructional Supplies & Materials <ul style="list-style-type: none"> a. COMPLETED 		
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Activities Progress Update 2 (June 1)

Status (In Progress/Completed)	Progress Notes	Created On	Created By

Goal 2:

By SY 2020-2021, 85% of KagES students in grades K-5th will have met their required minimum grade level scaled score in MATH, as measured by the STAR Math/SEL Assessments.

School Quality Factors

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

Measurable Objective 1:

By the end of SY 2019-2020, 68% of KagES students in grades K to 5th will have met their required minimum scaled score before Summer School & Bridge Rtl of 675SS for Kinder, 363SS for 1st Grade, 479SS for 2nd Grade, 570SS for 3rd Grade, 637SS for 4th Grade, and 695SS for 5th Grade in MATH as measured by the Star Math/SEL Assessment. (from 56% in SY18-19, 71% in SY17-18, 69% in SY16-17)

Grade Level	Data as of End of SY 2018-2019
Kinder	40/75 (53%)
1st Grade	57/78 (73%)
2nd Grade	53/73 (73%)
3rd Grade	42/84 (50%)
4th Grade	34/75 (45%)
5th Grade	38/86 (44%)
Overall	264/471 (56%)

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

- KagES implements a school wide level cut-score for math based on the SEL/STAR Math Assessment Scaled Score (SS). KagES continues to raise the level of expectations for each grade level by increasing the Scaled Score cut-score each school year. The yearly increase of the scaled score is calculated based on the effectiveness and results of the School-Wide Rtl Model.
- Grade Level Data at the at the End of Each School Year:
 - **Kinder Data:**
 - For SY 18-19, the Percentage of Kinder students who have met their required math Scaled Score of 645 at the **End of 4th Quarter Testing was 53% (Or 40 out of 75 Kinder Students)**. For SY 17-18, the Percentage of Kinder students who have met their required math Scaled Score of 645SS at the end of

the school year was at **86% (OR 48 out of 56 Kinder Students)**. For SY 16-17, the Percentage of Kinder students who have met their required math Scaled Score of 616SS at the end of the school year was at **79% (OR 42 out of 53 Kinder Students)**.

○ **1st Grade Data:**

- For SY 18-19, the Percentage of First Grade students who have met their required math Scaled Score of 363 at the **End of 4th Quarter Testing was 73% (Or 57 out of 78 First Grade Students)**. For SY 17-18, the Percentage of 1st Grade students who have met their required math Scaled Score of 363SS at the end of the school year was at **83% (OR 58 out of 70 First Grade Students)**. For SY 16-17, the Percentage of 1st Grade students who have met their required math Scaled Score of 355SS at the end of the school year was at **84% (OR 59 out of 70 First Grade Students)**.

○ **2nd Grade Data**

- For SY 18-19, the Percentage of Second Grade students who have met their required math Scaled Score of 479 at the **End of 4th Quarter Testing was 73% (Or 53 out of 73 Second Grade Students)**. For SY 17-18, the Percentage of 2nd Grade students who have met their required math Scaled Score of 479SS at the end of the school year was at **73% (OR 58 out of 80 Second Grade Students)**. For SY 16-17, the Percentage of 2nd Grade students who have met their required math Scaled Score of 465SS at the end of the school year was at **75% (OR 52 out of 69 Second Grade Students)**.

○ **3rd Grade Data:**

- For SY 18-19, the Percentage of Third Grade students who have met their required math Scaled Score of 570 at the **End of 4th Quarter Testing was 50% (Or 42 out of 84 Third Grade Students)**. For SY 17-18, the Percentage of 3rd Grade students who have met their required math Scaled Score of 570SS at the end of the school year was at **65% (OR 43 out of 66 Third Grade Students)**. For SY 16-17, the Percentage of 3rd Grade students who have met their required math Scaled Score of 569SS at the end of the school year was at **43% (OR 33 out of 77 Third Grade Students)**.

○ **4th Grade Data:**

- For SY 18-19, the Percentage of Fourth Grade students who have met their required math Scaled Score of 637 at the **End of 4th Quarter Testing was 45% (Or 34 out of 75 Fourth Grade Students)**. For SY 17-18, the Percentage of 4th Grade students who have met their required math Scaled Score of 637SS at the end of the school year was at **72% (OR 58 out of 81 Fourth Grade Students)**. For SY 16-17, the Percentage of 4th Grade students who have met their required math Scaled Score of 613SS at the end of the school year was at **76% (OR 49 out of 64 Fourth Grade Students)**.

○ **5th Grade Data:**

- For SY 18-19, the Percentage of Fifth Grade students who have met their required math Scaled Score of 695 at the **End of 4th Quarter Testing was 44% (Or 38 out of 86 Fifth Grade Students)**. For SY 17-18, the Percentage of 5th Grade students who have met their required math Scaled Score of 695SS at the end of the school year was at **47% (OR 30 out of 64 Fifth Grade Students)**. For SY 16-17, the

Percentage of 5th Grade students who have met their required math Scaled Score of 685SS at the end of the school year was at **57% (OR 39 out of 68 Fifth Grade Students)**.

- Students not making the required cut-score, KagES implements a School-Wide Rtl Model (Response to Intervention) as follows. The intervention intensifies as students show minimal to no response to the interventions. The Child Study Team (CST) continues to monitor and collect data of these students and reconvenes to discuss possible referral for more intensive interventions such as Special Education.
 - TIER 1 - Differentiated & Scaffolded Instruction (For all students)
 - TIER 2 - Assistance of Title 1 Program
 - TIER 3 - Summer School Program
 - TIER 4 - 1st Quarter Bridge Program

- Grade level data after full implementation of all interventions:

Note: The implementation of our School-Wide Rtl Model was not fully implemented for SY18-19. This is due to Post Super Typhoon Yutu of 2 months no instruction and the cancellation of KagES Summer School Program ordered by COE.

- **Kinder Data:**
 - For SY 17-18, after all interventions listed above have been implemented w/fidelity, the Percentage of Kinder students that had met their required reading Scaled Score of 645SS was now at **96% (OR 54 out of 56 Kinder students)**. For SY 16-17, the Percentage of Kinder students that had met their required reading Scaled Score of 616SS was now at **94% (OR 50 out of 53 Kinder students)**. The Child Study Team (CST) continues to monitor and collect data of the 9 remaining students who did not make the cut-score.
- **1st Grade Data:**
 - For SY 17-18, after all interventions listed above have been implemented with fidelity, the Percentage of 1st Grade students that had met their required math Scaled Score of 355SS was now at **86% (OR 60 out of 70 First Grade Students)**. For SY 16-17, the Percentage of 1st Grade students that had met their required math Scaled Score of 355SS was now at **87% (OR 61 out of 70 First Grade Students)**. The Child Study Team (CST) continues to monitor and collect data of the 9 remaining students who did not make the cut-score.
- **2nd Grade Data:**
 - For SY 17-18, after all interventions listed above have been implemented with fidelity, the Percentage of 2nd Grade students that had met their required math Scaled Score of 479SS was now at **74% (OR 59 out of 80 Second Grade Students)**. For SY 16-17, the Percentage of 2nd Grade students that had met their required math Scaled Score of 465SS was now at **80% (OR 55 out of 69 Second Grade**

Students). The Child Study Team (CST) continues to monitor and collect data of the 14 remaining students who did not make the cut-score.

- **3rd Grade Data:**
 - For SY 17-18, after all interventions listed above have been implemented w/fidelity, the Percentage of 3rd Grade students that had met their required math Scaled Score of 570SS was now at **67% (OR 44 out of 66 Third Grade Students)**. For SY 16-17, the Percentage of 3rd Grade students that had met their required math Scaled Score of 569SS was now at **49% (OR 38 out of 77 Third Grade Students)**. The Child Study Team (CST) continues to monitor and collect data of the 39 remaining students who did not make the cut-score.
- **4th Grade Data:**
 - For SY 17-18, after all interventions listed above have been implemented w/fidelity, the Percentage of 4th Grade students that had met their required math Scaled Score of 637SS was now at **73% (OR 59 out of 81 Fourth Grade Students)**. For SY 16-17, the Percentage of 4th Grade students that had met their required math Scaled Score of 613SS was now at **76% (OR 49 out of 64 Fourth Grade Students)**. The Child Study Team (CST) continues to monitor and collect data of the 15 remaining students who did not make the cut-score.
- **5th Grade Data:**
 - For SY 17-18, after all interventions listed above have been implemented w/fidelity, the Percentage of 5th Grade students that had met their required math Scaled Score of 695SS was now at **47% (OR 30 out of 64 Fifth Grade Students)**. For SY 16-17, Percentage of 5th Grade students that had met their required math Scaled Score of 685SS was now at **60% (OR 41 out of 68 Fifth Grade Students)**. The Child Study Team (CST) continues to monitor and collect data of the 27 remaining students who did not make the cut-score.
- The evidence based programs KagES uses to support our goals and measurable objectives in math for all Kinder students are as follows:
 - Renaissance Place Program (STAR Math, Accelerated Math, Math Facts in a Flash)
 - Teacher Created Materials - Focused Math Intervention
 - Connecting Math Concepts Program

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
Not Met		12/31/2019	I.Demapan & P.Arriola

	Grade Level	Data as of Dec. 31, 2019 (Percentage of students who met objective)		
	Kinder	3/65 (5%)		
	1st Grade	12/78 (15%)		
	2nd Grade	16/81 (20%)		
	3rd Grade	15/71 (21%)		
	4th Grade	18/80 (23%)		
	5th Grade	20/74 (27%)		
	Overall	84/449 (19%)		
<p>*NOTE: 49% more students are needed to reach the school goal of 68%. RTI continues using the instructional planning report from STAR Renaissance. In addition, grade level data dialoguing continues using the McRel DDDM Process..</p>				

Measurable Objective Progress Update 2 (June 1)

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

Strategies – Must cite research:

Strategy 1 – Dream Box Learning

DreamBox Learning is a supplemental online mathematics program that provides adaptive instruction for students in grades K–5 and focuses on number and operations, place value, and number sense. The program aims to individualize instruction for each student using unique paths through the curriculum that match each student’s level of comprehension and learning style.

Research cited:

What Works Clearinghouse (WWC) identified one study of "DreamBox Learning" that both falls within the scope of the Elementary School Mathematics topic area and meets WWC evidence standards. This study meets standards without reservations and included 557 elementary school students in kindergarten and first grade in three charter schools in San Jose, California. The WWC considers the extent of evidence for "DreamBox Learning" on the math performance of elementary school students to be small for the mathematics achievement domain, the only domain specified in the review protocol.

Strategy 2 – Math Manipulatives

The use of manipulatives in teaching mathematics has a long tradition and solid research history. Manipulatives not only allow students to construct their own cognitive models for abstract mathematical ideas and processes, they also provide a common language with which to communicate these models to the teacher and other students. In addition to the ability of manipulatives to aid directly in the cognitive process, manipulatives have the additional advantage of engaging students and increasing both interest in and enjoyment of mathematics.

Research cited:

In 2013, the National Council of Supervisors of Mathematics (NCSM) issued a position statement on the use of manipulatives in classroom instruction to improve student achievement. “[I]n order to develop every student’s mathematical proficiency, leaders and teachers must systematically integrate the use of concrete and virtual manipulatives into classroom instruction at all grade levels.” (NCSM, 2013)]

“[I]n order to develop every student’s mathematical proficiency, leaders and teachers must systematically integrate the use of concrete and virtual manipulatives into classroom instruction at all grade levels.” —NCSM, 2013

The 2009 What Works Clearinghouse report *Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools* includes using visual models and manipulatives as one of its research-based recommendations.

Add updates of strategies if changed.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Resource(s)	Staff Responsible
Dream Box Learning	07/01/19	06/30/20	\$8,200	SWP	Classroom Teachers
Math Manipulatives & Teacher-Pay-Teacher Resources	07/01/19	06/30/20	\$5,819.51	SWP	Classroom Teachers
Classroom Instructional Materials & Supplies	07/01/19	6/30/20	\$5,000	SWP	Admin.

Activities Progress Update 1 (December 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
In Progress	<ol style="list-style-type: none"> 1. Dreambox Learning <ol style="list-style-type: none"> a. COMPLETED 2. Math Manipulatives & Teacher Pay Teacher Resources <ol style="list-style-type: none"> a. IN PROGRESS 3. Classroom Instructional Materials & Supplies <ol style="list-style-type: none"> a. IN PROGRESS 	12/31/2019	I.Demapan & P.Arriola

Activities Progress Update 2 (June 1)

Status (In Progress/Completed)	Progress Notes	Created On	Created By

Goal 3:

By the end of SY 2020-2021, All instructional staff will demonstrate progress toward using the rigor and relevance framework to create a more engaging learning environment and creating Quad D lessons by focusing on the 3 highest levels of Blooms Taxonomy (Analyze, Evaluate, and Create) and infusing real-world situations into each of them to 60% as measured by the McRel Power Walkthrough Tool.

School Quality Factors

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

Measurable Objective 1:

By the end of SY 2019-2020, all KagES Instructional Staff will have increased the overall use of the 3 highest levels of Bloom's Taxonomy (Analyze, Evaluate, and Create) to 45% (from 39% in SY18-19, 34% in SY17-18, 18% in SY16-17, 18% in SY15-16) as measured by the McRel Power Walkthrough Tool.

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

- During SY 18-19, KagES will have fully implemented the use of the Rigor & Relevance Framework in order to Create Quad D lessons. According to the R&R Framework, Quad D lessons include the overall use of the 3 Highest Levels of Blooms Taxonomy, and infusing real world situations into each of them.
- Because of the added Professional Development & Support for Instructional Staff in regards to the Rigor & Relevance Framework, the KagES leadership believes that a goal of 40% in the overall use of the 3 Highest Levels of Blooms Taxonomy is feasible.
- McRel Power Walkthrough Data:
 - For 2018-2019 as of May 31, 2019, Of 185 Power Walkthroughs conducted, KagES reported the following data in regards to the use of the 3 Highest Levels of Blooms Taxonomy
 - Analyze - 24.6% (or 60/252 PWTs)
 - Evaluate – 7% (or 7/252 PWTs)
 - Create – 7% (or 7/252 PWTs)
 - TOTAL - 38.6% (or 74/252 PWTs)
 - For 2017-2018, Of 548 Power Walkthroughs conducted, KagES reported the following data in regards to the use of the 3 Highest Levels of Blooms Taxonomy

- Analyze - 31% (or 171 PWTs)
 - Evaluate – 1.6% (or 9 PWTs)
 - Create – 0.9% (or 5 PWTs)
 - TOTAL - 34% (or 185 PWTs)
- For 2016-2017, Of 406 Power Walkthroughs conducted, KagES reported the following data in regards to the use of the 3 Highest Levels of Blooms Taxonomy
 - Analyze - 16.3% (or 66 PWTs)
 - Evaluate - 0.2% (or 1 PWTs)
 - Create - 1.2% (or 5 PWTs)
 - TOTAL - 18% (or 72 PWTs)
 - For 2015-2016, Of 396 Power Walkthroughs conducted, KagES reported the following data in regards to the use of the 3 Highest Levels of Blooms Taxonomy
 - Analyze - 16.2% (or 64 PWTs)
 - Evaluate - 0.3% (or 2 PWTs)
 - Create - 1.3% (or 5 PWTs)
 - TOTAL - 18% (or 71 PWTs)

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by										
Not Met	<table border="1"> <thead> <tr> <th>Blooms Level</th> <th>PWT as of March 31, 2019</th> </tr> </thead> <tbody> <tr> <td>Analyze</td> <td>12.5% (1/8 PWT)</td> </tr> <tr> <td>Evaluate</td> <td>0.0% (0/8 PWT)</td> </tr> <tr> <td>Create</td> <td>0.0% (0/8 PWT)</td> </tr> <tr> <td>TOTAL</td> <td>12.5% (1/8 PWT)</td> </tr> </tbody> </table>	Blooms Level	PWT as of March 31, 2019	Analyze	12.5% (1/8 PWT)	Evaluate	0.0% (0/8 PWT)	Create	0.0% (0/8 PWT)	TOTAL	12.5% (1/8 PWT)	12/31/2019	I.Demapan & P.Arriola
Blooms Level	PWT as of March 31, 2019												
Analyze	12.5% (1/8 PWT)												
Evaluate	0.0% (0/8 PWT)												
Create	0.0% (0/8 PWT)												
TOTAL	12.5% (1/8 PWT)												

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Measurable Objective Progress Update 2 (June 1)

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

Strategies - Must cite research:

Strategy 1 - Rigor & Relevance Framework/Professional Development/Model School Conference

- Since 1991, the International Center for Leadership in Education (ICLE) has been at the forefront of promoting rigorous and relevant instruction and developing effective instructional leaders and teachers. ICLE has produced proven strategies, techniques, and research-based programs that have helped states, districts, and schools drive student achievement through data driven instruction that prepares them to be college and career ready.
- One organization that has been working to turn around schools for over twenty years is the International Center for Leadership in Education (**ICLE**), which was founded by Dr. Willard (Bill) Daggett who is also the CEO. Bill and the staff of ICLE offer professional development to schools through their Model Schools Conference as well as individualized consulting. Bill Daggett's philosophy of education comes down to three basic principles, which are rigor, relevance and relationships. When students find their studies relevant, teachers can increase the rigor to meet the needs of students. Relationships between all stakeholders in a school system (i.e. students, staff, teachers, administrators, parents, etc.) make a school system stronger and provide the opportunity to turn schools around.

Research Cited:

Rigor, Relevance and Relationship. McNulty, Raymond J.; Quaglia, Russell J. – School Administrator, 2007 (retrieved @ <https://goo.gl/1Jb98K>)

Rigor, relevance, and relationships are three elements that provide the hallmark for education today. These three elements are integrally connected; if one is missing in a teacher's teaching practices, he or she is not doing his or her best to prepare students for success in school and in life. To ensure the inclusion of both rigor and relevance,...

Descriptors: Academic Achievement, Difficulty Level, Relevance (Education), Teacher Student Relationship

Rigor/Relevance Framework: Its Relationship to K-12 Student Achievement on Statewide Test (retrieved @ <https://goo.gl/qA2zhU>) Willoughby, Catherine Colagross – ProQuest LLC, 2013

This study generated empirical evidence about the characteristics of effective professional development for K-12 teachers and explored the relationship between professional development and student achievement. This study provided evidence about whether characteristics found in past studies could also be found in the Rigor/Relevance Framework, a...

Descriptors: Elementary Secondary Education, Academic Achievement, Faculty Development, Elementary School Teachers

How will attendance at the Model School Conference increase teacher focus on higher level of blooms?

<http://www.cvent.com/events/2016-model-schools-conference/custom-18-768ca8b603e7455ca8e35aeac18544cc.aspx>

Add updates of strategies if changed.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Resource(s)	Staff Responsible
Executive Coaching & Classroom Teachers Coaching by ICLE	9/25/19	4/30/20	\$14,165	SWP	Administrators/SLT
Model School Conference Registration, Per Diem, Round Trip Ticket, Ground Transportation for 2 Admin, 1 SpEd, 6 SLT Grade Level Teacher Representatives	06/01/20	07/30/2020	\$45,000	SWP	Administrators/SLT
Pacific Circle Consortium	07/01/19	07/30/19	\$8,000	SWP	Admin/Teachers

Status (In Progress/Completed)	Progress Notes	Created On	Created By
In Progress	<ol style="list-style-type: none"> 1. Executive Coaching & Classroom Teachers Coaching by ICLE <ol style="list-style-type: none"> a. IN PROGRESS 2. Model School Conference Registrations, Per Diem, Round Trip Ticket, Ground Transportation for 2 Admin, 1 SPED, 6 SLT Grade Level Teacher <ol style="list-style-type: none"> a. IN PROGRESS 3. Pacific Circle Consortium <ol style="list-style-type: none"> a. IN PROGRESS 	12/31/2019	I.Demapan & P.Arriola

Activities Progress Update 2 (June 1)

Status (In Progress/Completed)	Progress Notes	Created On	Created By

Goal 4:

By end of SY 2020-2021, KagES will reflect an increase in parental involvement to 90% in regards to attending quarterly parent/teacher conference by providing quarterly and end of year incentives to parents such as certificates and medals in order to further strengthen the link between the home and school.

School Quality Factors

Clear Direction – Healthy Culture – High Expectations – Impact of Instruction - Efficacy of Engagement

Measurable Objective 1:

By the end of SY 2019-2020, KagES will reflect an increase of parental involvement to 90% (from 89% in SY 18-19, 66% in SY17-18, 53% in SY16-17 & 40% in SY15-16), in regards to attending quarterly parent/teacher conferences by providing incentives to parents as measured by the Quarterly Parent/Teacher Attendance Sign-In Sheet.

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

- Sign-In Sheet for Parent/Teacher Quarterly Conference
 - SY 2018-2019 – Total Number Students = 470
 - Mid 1st Quarter Parent Attendance – 89%
 - End 1st Quarter Parent Attendance – 79%
 - End 2nd Quarter Parent Attendance – 95%
 - End 3rd Quarter Parent Attendance – 93%
 - Mid 4th Quarter Parent Attendance - 91%
 - TOTAL AVERAGE - 89%
 - SY 2017-2018 - Total Number Students = 418
 - 1st Quarter Parent Attendance – 62% Parent Attendance (or 221 Parents)
 - 2nd Quarter Parent Attendance – 60% Parent Attendance (or 256 Parents)
 - 3rd Quarter Parent Attendance – 52% Parent Attendance (or 221 Parents)
 - 4th Quarter Parent Attendance - 91% Parents Attendance (or 380 Parents)
 - TOTAL AVERAGE - 66% Parent Attendance Rate
 - SY 2016-2017 - Total Number Students = 403
 - 1st Quarter Parent Attendance - 64% Parent Attendance (or 258 Parents)
 - 2nd Quarter Parent Attendance - 39% Parent Attendance (or 158 Parents)
 - 3rd Quarter Parent Attendance - 48% Parent Attendance (or 194 Parents)
 - 4th Quarter Parent Attendance - 61% Parents Attendance (or 246 Parents)
 - TOTAL AVERAGE - 53% Parent Attendance Rate
 - SY 2015-2016
 - 1st Quarter Parent Attendance - 51% Parent Attendance (or 194 Parents)
 - 2nd Quarter Parent Attendance - 26% Parent Attendance (or 99 Parents)
 - 3rd Quarter Parent Attendance - 26% Parent Attendance (or 99 Parents)
 - 4th Quarter Parent Attendance - 58% Parents Attendance (or 220 Parents)
 - TOTAL OVERAGE - 40% Parent Attendance Rate

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by						
Not Met	<table border="1"> <thead> <tr> <th>1st Quarter - Mid</th> <th>1st Quarter - End</th> <th>Average as of Dec. 31</th> </tr> </thead> <tbody> <tr> <td>81% (391/483 Parents)</td> <td>88% (406/464 Parents)</td> <td>85%</td> </tr> </tbody> </table> <p>*NOTE: KagES will send personalized letters home to ensure that every parent is well informed about the upcoming report card conference. KagES will also send out a reminder via radio station, newspaper, as well as our schools AP Notify Portal. In addition, all teachers at KagES will make phone calls home to each parent.</p>	1st Quarter - Mid	1st Quarter - End	Average as of Dec. 31	81% (391/483 Parents)	88% (406/464 Parents)	85%	12/31/2019	I.Demapan & P.Arriola
1st Quarter - Mid	1st Quarter - End	Average as of Dec. 31							
81% (391/483 Parents)	88% (406/464 Parents)	85%							

Measurable Objective Progress Update 2 (June 1)

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

Strategies - Must cite research:

Strategy 1 - Open House / Parent Curriculum Night / Parent & Teacher Conferences

KagES will hold an Open House and Curriculum night for parents. Teachers will show parents about the curriculum KagES uses. Parents will be more knowledgeable about what their children are learning in school.

“Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs.”

Inviting parents to school activities increases the opportunity for stakeholders to contribute to the school's purpose and build that purposeful community. McREL defines Purposeful Community as "one with collective efficacy and capability to develop and use assets to accomplish goals that matter to all the community members through agreed-upon processes. McREL reminds us that schools have many assets to accomplish new goals or changes that they want to complete."

Research Cited:

Parent, Family, Community Involvement in Education(pp. 1-4, Issue brief No. PB11). (2008). Washington, DC: NEA Education Policy and Practice Department. Retrieved from http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf
https://www.mbaea.org/documents/filelibrary/bett_msit/july_23__24_2007/Purposeful_Com_Collective_Efficacy.pdf School Leadership That Works: From Research to Results Robert J. Marzano, Timothy Waters and Brian McNulty

Epstein, J.L., Sanders, M.G., Simon, B.S., Salinas, K.C., Jansorn, N.R., & Van Voorhis, F.L. (2002). School, Family, and Community Partnerships: Your handbook for action (2nd ed.). Thousand Oaks, CA: Corwin.

Strategy 2 – AP Notify – **School Notification System – Quickly and Easily Notify Your Entire School Community**

Keep your entire school community informed. **AdminPlus Notify** gives you the ability to quickly notify thousands of contacts within your school community via email, text and voice message without having to import data or leave [Administrator's Plus](#). The ParentPlus web portal connects parents and students with schools and teachers. As a parent, you can quickly stay informed about what's happening at the school and your children's classes—from knowing if the school is closed on a given day to seeing how well your child did on his or her last homework or exam. With features such as E-Locker, uploading homework as a parent or student is a breeze and only a few clicks away.

Administrator's Plus® is our cloud-based PK-12 student information system that helps educators manage data, maximize student success and communicate with parents and families. This easy-to-use system handles attendance, report cards, schedule building, discipline, billing and much more. Administrator's Plus is seamlessly integrated with the [TeacherPlus](#) web gradebook and the [ParentPlus](#) web portal, creating a complete, secure online solution for school management.

Here is the link to the website for additional information.

<https://www.rediker.com/solutions/student-information-system/notifications>

Strategy 3 - Parent Champion Recognition Medals

KagES will recognized parents who attended four (4) parent & teacher conferences that is held quarterly with a certificate and a parent champion medals.

Link:

https://s3.amazonaws.com/accreditable_card_attachments/attachments/65698/original/week_4_activity_3_-Living_School_Epstein's_6_ways.pdf

Research Cited: Epstein, J.L., Sanders, M.G., Simon, B.S., Salinas, K.C., Jansorn, N.R., & Van Voorhis, F.L. (2002). School, Family, and Community Partnerships: Your handbook for action (2nd ed.). Thousand Oaks, CA: Corwin.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Resource(s)	Staff Responsible
Open House/ Parent Curriculum Night/PTSA Meeting Materials & Incentives	09/01/2019	12/15/2019	\$1,000	CG – Parent Involvement	SLT/Administrators
Admin Plus Notify	07/01/2019	06/30/2020	\$3,188.90	SWP	Administrators/ Registrar/ Counselor/ Classroom Teachers
Parent Recognition Medals	02/28/2020	06/10/2020	\$1,500	Local	Administrators

Activities Progress Update 1 (December 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By

In Progress	<ol style="list-style-type: none"> 1. Open House/Parent Curriculum Night/PTSA Meeting Materials & Incentives <ol style="list-style-type: none"> a. IN PROGRESS 2. Admin Plus Notify <ol style="list-style-type: none"> a. COMPLETED 3. Parent Recognition Medals <ol style="list-style-type: none"> a. IN PROGRESS 	12/31/2019	I.Demapan & P.Arriola
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Activities Progress Update 2 (June 1)

Status (In Progress/Completed)	Progress Notes	Created On	Created By

Goal 5:

By end of SY 2020-2021, All teachers and students will demonstrate an increase in the utilization of technology by 100% in regards to Student Centered Technology and Teacher Directed Technology.

School Quality Factors

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

Measurable Objective 1:

By the end of SY 2019-2020, All KagES students will demonstrate a growth in the use of student centered technology in any of the areas listed in the McRel PWT Tool to 90% (from 87% in SY 18-19, 76% in SY 17-18, 49.2% in SY16-17 & 29.9% in SY15-16), as measured by Power Walkthrough observation data.

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

- Because the high percentage of power walkthrough data still showing “NONE” Observed in regards to Student Centered Technology (54.8 in SY 16-17 & 70.9 in SY 15-16), KagES Leadership had decided to decrease the number of “NONE” Observed by having students use any of the technology listed in McRel PWT Tool under Student Centered Technology. After improving that number, KagES will then revisit the data and focus on particular areas of technology for students to use.

- For 2018-2019, Of 310 Power Walkthrough conducted, KagES reported the following data in regards to the use of Student Centered Technology
 - Database & Reference - 6.1% (19/310)
 - Diagnostic Prescriptive - 14.5% (45/310)
 - Instructional Interactive - 38.7% (120/310)
 - Instructional Media - 20.9% (65/310)
 - Student Response System 0.9% (3/310)
 - Word Processing - 1.2% (4/310)
 - Display Tool - 1.2% (4/310)
 - Data Collection Tool - 0.3 (1/310)
 - Communication/Collaboration Tool - 0.6% (2/310)
 - Calculator - 0.6% (2/310)
 - TOTAL: 86.5% (265/310)
 - NOTE: 13.5%(42/310) - No Student Technology Observed

- For 2017-2018, Of 525 Power Walkthrough conducted, KagES reported the following data in regards to the use of Student Centered Technology
 - Data Collection/Analysis Tool - 0.4 (2/525)
 - Database & Reference - 2.8 (16/525)
 - Diagnostic System - 21.0% (119/525)
 - Display Tool - 7.2 (41/525)
 - Instr. Interactives - 30.5 (173/525)
 - Instr. Media -11.4% (65/525)
 - Inter. Whiteboard - 1.4% (8/525)
 - Student Resp. System - 0.7% (4/525)
 - Word Processing - 0.7% (4/525)
 - TOTAL: 76.1%**
 - *NOTE: 37.1% (211/525) - No Student Technology Observed**

- For 2016-2017, Of 418 Power Walkthroughs conducted, KagES reported the following data in regards to the use of Student Centered Technology.
 - Brainstorming/Idea Mapping Software - 0%
 - Calculator - 1.7%
 - Communication/Collaboration Tools - 0.2%
 - Data Collection/Analysis Tool - 0%
 - Database and Reference - 1.7%
 - Diagnostic/Prescriptive System - 12.7%
 - Display Tool - 3.3%
 - Instructional Interactives - 13.2%
 - Instructional Media - 15.8%
 - Interactive Whiteboard - 0.2%
 - Kinesthetic Technology - 0%
 - Multimedia Creation - 0.2%
 - Non-Educational Use - 0%
 - Student Response Systems - 0.2%
 - Words Processing - 0%
 - TOTAL - 49.2%
- For 2015-2016, Of 406 Power Walkthroughs conducted, KagES reported the following data in regards to the use of Student Centered Technology.
 - Brainstorming/Idea Mapping Software - 0%
 - Calculator - 0%
 - Communication/Collaboration Tools - 0%
 - Data Collection/Analysis Tool - 0.5%
 - Database and Reference - 0%
 - Diagnostic/Prescriptive System - 20.9%
 - Display Tool - 2.7%
 - Instructional Interactives - 1.2%
 - Instructional Media - 3.4%
 - Interactive Whiteboard - 0%
 - Kinesthetic Technology - 0%
 - Multimedia Creation - 1.0%
 - Non-Educational Use - 0%
 - Student Response Systems - 0%
 - Words Processing - 0.2%

• TOTAL - 29.9%

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
Not Met	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">PWT Data as of Dec. 31, 2018</p> <ul style="list-style-type: none"> • Instructional Interactives - 62.5% (5/8) <p>TOTAL: 62.5% (5/8)</p> <p>*NOTE: 37.5% (3/8) - No Student Technology Observed</p> </div> <p>*NOTE: Daily power walkthroughs will continuously be conducted. In addition, teachers will be provided with immediate feedback by emailing their individual PWT Data to allow them to reflect and plan instructional activities that use student centered technology to also be indicated in their lesson plans.</p>	12/31/2019	I.Demapan & P.Arriola

Measurable Objective Progress Update 2 (June 1)

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

Measurable Objective 2:

By the end of SY 2019-2020, All instructional staff will demonstrate a growth in the use of teacher centered technology in the areas of instructional media & instructional interactives to 80% (from 72.1% in SY 18-19, 47% in SY 17-18, 41% in SY16-17 & 18% in SY15-16), as measured by Power Walkthrough observation data.

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

- **McRel Power Walkthrough Data on Teacher Directed Technology**
 - For 2018-2019, Of 190 Power Walkthroughs conducted, KagES reported the following data in regards to the use of Teacher Directed Technology in the areas of Instructional Media & Instructional Interactives.
 - Instruct. Interactives - 54.7% (104/190)
 - Instruct. Media - 17.4% (33/190)
 - TOTAL: 72.1%**
 - *NOTE: 27.9% (46/190) - No Teacher Technology Observed**
 - For 2017-2018, Of 525 Power Walkthroughs conducted, KagES reported the following data in regards to the use of Teacher Directed Technology in the areas of Instructional Media & Instructional Interactives.
 - Instruct. Interactives - 30.8% (175/525)
 - Instruct. Media - 15.8% (90/525)
 - TOTAL: 46.6%**
 - *NOTE: 32.6% (185) - No Teacher Technology Observed**
 - For 2016-2017, Of 418 Power Walkthroughs conducted, KagES reported the following data in regards to the use of Teacher Directed Technology in the areas of Instructional Media & Instructional Interactives.
 - Instructional Interactives - 15% (Or 64 PWTs)
 - Instructional Media - 26% (Or 110 PWTs)
 - TOTAL - 41% (Or 174 PWTs)
 - For 2015-2016, Of 406 Power Walkthroughs conducted, KagES reported the following data in regards to the use of Teacher Directed Technology in the areas of Instructional Media & Instructional Interactives.
 - Instructional Interactives - 2% (Or 8 PWTs)
 - Instructional Media - 16% (Or 64 PWTs)
 - TOTAL - 18% (Or 72 PWTs)

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
Not Met	.	12/31/2019	I.Demapan & P.Arriola

	PWT Data as of Dec. 31, 2018		
	<ul style="list-style-type: none"> ● Instruct. Interactives - 0% (0/8) ● Instruct. Media - 0% (0/8) <p>TOTAL: 0.0% (0/8)</p> <p>*NOTE: 12.5% (1/8) - No Teacher Technology Observed</p>		
<p>*NOTE: Daily power walkthroughs will continuously be conducted. In addition, teachers will be provided with immediate feedback by emailing their individual PWT Data to allow them to reflect and plan instructional activities that use student centered technology to also be indicated in their lesson plans.</p>			

Measurable Objective Progress Update 2 (June 1)

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

Strategy 1 - Must cite research:

<p>Technology Equipment/Online Subscriptions - Availability and access to technology in the classroom will increase Teachers and Students use as shown in the Technology Plan. This will also increase by using online instructional interactive, instructional media, and multimedia creation by the students in their learning. At the same time, teachers will be empowered to use instructional strategies through the use of technology and digital equipment.</p> <p>P21 Framework: Information Literacy (http://www.p21.org/about-us/p21-framework/264), Media Literacy (http://www.p21.org/about-us/p21-framework/349), ICT Literacy (http://www.p21.org/about-us/p21-framework/350)</p> <p>Research Cited: CNMI State Board of Education; Public School System. Technology Plan, 2012-2015. CNMI Public School System.</p>

Add updates of strategies if changed.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Resource(s)	Staff Responsible
Procure additional Merakis to enhance connectivity in the classroom	7/5/19	12/23/19	\$6,122.25	SWP	Administrators
Procure and replace obsolete/non-operational laptops & technology equipment for Teachers	7/05/19	12/23/2019	\$25,270	SWP	Administrators
School Librarian attends the AASL National conference on informational resources, using tech tools for higher level Blooms and Differentiating Instruction	7/05/19	12/23/2019	\$5,000	SWP	Administrators/SLT
Procure additional security cameras	7/05/19	12/23/2019	\$4,000	SWP	Administrators
Procure school bell system	7/05/19	2/28/20	\$4,000	SWP	Administrators
Provide teachers with alternate learning resources & learning support tools through online	7/05/19	03/01/20	\$6,000.00	SWP	Administrators

subscription					
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Activities Progress Update 1 (December 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
In Progress	<ol style="list-style-type: none"> 1. Procure additional Merakis to enhance connectivity in the classrooms <ol style="list-style-type: none"> a. IN PROGRESS 2. Procure and replace obsolete/non-operational laptops & technology equipment for teachers <ol style="list-style-type: none"> a. COMPLETED 3. School Librarian attends the AASL National Conference on informational resources, using tech tools for higher level Blooms and Differentiating Instruction <ol style="list-style-type: none"> a. COMPLETED 4. Procure additional security camera <ol style="list-style-type: none"> a. COMPLETED 5. Procure school bell system <ol style="list-style-type: none"> a. COMPLETED 	12/31/2019	I.Demapan & P.Arriola

Activities Progress Update 2 (June 1)

Status (In Progress/Completed)	Progress Notes	Created On	Created By

Goal 6:

By end of SY 2020-2021, Kagman Elementary School will continue to maintain a 90 to 100 percent rating in regards to providing all students and staff a safe, healthy and conducive working/learning environment as measured by the Department of Public Health (DPH) Inspection Results.

School Quality Factors

Clear Direction – Healthy Culture – Resource Management

Measurable Objective 1:

By 07/31/20, KagES will maintain the passing or compliance rating for a safe, clean, and healthy environment, between 90% to 100%, as measured by the Bureau of Environment & Health (BEH) Inspection Results.

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

- Bureau of Environment & Health (BEH) inspection Results
 - SY 2018 – 2019
 - List area of demerits
 - NOTE - Pending Inspection in July 2019. - Inspection Done in Aug. 2019 and PASSED.
 - SY 2017-2018
 - List area of demerits
 - No demerits listed or given.
 - Issued a Sanitary Permit by the Bureau of Environmental Health
 - Passed the Annual Safety Inspection, approved by DPW
 - Fire Safety Inspection Report at Conditional
 - SY 2016-2017
 - List area of demerits
 - KagES received a 5% deduction on “Is the vegetation maintained to eliminate vector harborage?”
 - Total Score = 95%
 - SY 2015-2016
 - List area of demerits
 - KagES received a 2% deduction on “Are toilet facilities in good working order & kept clean daily?”

- KagES received a 2% deduction on “Is wasted and garbage stored and disposed of daily?”
- KagES received a 2% deduction on “Is the vegetation maintained to eliminated vector harborage?”
- Total Score = 92%

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
Met	<p>KagES Sanitary Permit Issued on 8/19/19 to 8/19/20 KagES Cert. of Occupancy Issued on 7/26/19 to 7/26/20</p> <p>BEH Inspection Grade - PASS</p> <p>*NOTE: KagES will continuously ensure a safe and orderly school by conducting daily in house inspection by admin. and ensuring that all school facilities are in good working condition and kept cleaned, and that school grounds are maintained and kept cleaned as well. In addition, KagES has assigned each grade level different days of the week to conduct campus clean up.</p>	12/27/2019	I.Demapan & P.Arriola

Measurable Objective Progress Update 2 (June 1)

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

Strategy 1 – Must cite research:

According to the US Department of Education, “The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff, and visitors. School buildings and grounds must be designed and maintained to be free of health and safety hazards, and to promote learning. Studies have shown that student achievement can be affected either positively or negatively by the school environment. Policies and protocols must be in place to ensure food protection, sanitation,

safe water supply, healthy air quality, good lighting, safe playgrounds, violence prevention, and emergency response, among other issues that relate to the physical environment of schools.”

Keeping our campus clean, safe and healthy is one of our top priorities every school year. We make sure that our campus is kept clean, hence the amount of funds we spend on school custodian contracts, trash bins, and cleaning products. It is our main goal to maintain all our buildings, air conditioners, and sanitation requirements. We are required by law to comply with fire regulations, environmental quality regulations as well as occupancy requirements. To abide by regulations and requirements, we use a good amount of our funds fulfill these requirements.

Research Cited:

The Physical School Environment “An Essential Component of a Health-Promoting School”. The World Health Organization Information Series on School Health, Document 2.

LINK: http://www.who.int/school_youth_health/media/en/physical_sch_environment_v2.pdf

Add updates of strategies if changed.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Resource(s)	Staff Responsible
Procure a Convex Mirror for the Library – increase safety, eliminate blind corners & better monitor of student behaviors	10/05/2019	12/23/2019	\$150	Local Allotment	Administrators/Maintenance
Procure parts & materials for Repair & Maintenance of equipments and	10/30/2019	06/30/2020	\$10,000	Local Allotment	Administrators

building as needed throughout the school year.					
Purchase Order for School Grounds Maintenance Service continually throughout school year.	10/05/2019	07/30/2020	\$15,500	Local Allotment	Administrators/Maintenance
Rental – Office PO for Workshops & PD off campus- as needed & 5th grade promotional ceremony venue.	10/05/2019	06/30/2020	\$2,000	Local Allotment	Administrators
Procure Supplies – Office as needed to provide classroom teachers with the basics - whiteboard markers, chart papers, pens, pencils,	10/05/2019	06/30/2020	\$8,000	Local Allotment	Administrators
Supplies – Operations: Purchase Orders of supplies for daily school operations	10/05/2019	07/30/2020	\$8,350	Local Allotment	Administrators

throughout the school year.					
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Activities Progress Update 1 (December 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
In Progress	<ol style="list-style-type: none"> 1. Procure a Convex Mirror for the Library – increase safety, eliminate blind corners & better monitor of student behaviors <ol style="list-style-type: none"> a. IN PROGRESS 2. Procure parts & materials for Repair & Maintenance of equipments and building as needed throughout the school year. <ol style="list-style-type: none"> a. IN PROGRESS 3. Purchase Order for School Grounds Maintenance Service continually throughout school year. <ol style="list-style-type: none"> a. IN PROGRESS 4. Rental – Office PO for Workshops & PD off campus- as needed & 5th grade promotional ceremony venue. <ol style="list-style-type: none"> a. IN PROGRESS 5. Procure Supplies – Office as needed to provide classroom teachers with the basics - whiteboard markers, chart papers, pens, pencils <ol style="list-style-type: none"> a. COMPLETED 6. Supplies – Operations: Purchase Orders of supplies for daily school operations throughout the school year. <ol style="list-style-type: none"> a. IN PROGRESS 	12/31/2019	I.Demapan & P.Arriola

Activities Progress Update 2 (June 1)

Status (In Progress/Completed)	Progress Notes	Created On	Created By

Goal 7:

By end of SY 2020-2021, KagES will maintain 100% participation in all district level academic competitions that are available in our school system such as Spelling Bee, Geography Bee, MathCourt, STEM Fair, and PGFC/CCLHS as monitored by student competition registration.

School Quality Factors

Healthy Culture – High Expectations – Impact of Instruction – Efficacy of Engagement

Measurable Objective 1:

By the end of SY 2019-2020, Kagman Elementary School will maintain district level competition participation (Spelling Bee, Geography Bee, Math Court, STEM Fair, PGFC/CCLHS at 100% as measured by competition student registration. (from 100% in SY18-19, 100% in SY 17-18, 80% in SY16-17, 80% in SY15-16)

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

- KagES District Level - Academic Competition Registration Data
 - SY2018-2019
 - Spelling Bee Competition - 100% Participation at the District Level
 - Geography Bee Competition - 100% Participation at the District Level
 - Math Court Competition - 100% Participation at the District Level
 - STEM Fair Competition - 100% Participation at the District Level
 - PGFC/CCLHS - 100% Participation at the District Level

- TOTAL - 100% Participation Rate at the District Level
- SY2017-2018
 - Spelling Bee Competition - 100% Participation at the District Level
 - Geography Bee Competition - 100% Participation at the District Level
 - Math Court Competition - 100% Participation at the District Level
 - STEM Fair Competition - 100% Participation at the District Level
 - PGFC/CCLHS - 100% Participation at the District Level
 - TOTAL - 100% Participation Rate at the District Level
- SY2016-2017
 - Spelling Bee Competition - 100% Participation at the District Level
 - Geography Bee Competition - 100% Participation at the District Level
 - Math Court Competition - 100% Participation at the District Level
 - STEM Fair Competition - 100% Participation at the District Level
 - PGFC/CCLHS - 0% Participation at the District Level
 - TOTAL - 80% Participation Rate at the District Level
- SY2015-2016
 - Spelling Bee Competition - 100% Participation at the District Level
 - Geography Bee Competition - 100% Participation at the District Level
 - Math Court Competition - 100% Participation at the District Level
 - STEM Fair Competition - 100% Participation at the District Level
 - PGFC/CCLHS - 0% Participation at the District Level
 - TOTAL - 80% Participation Rate at the District Level

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by						
Not Met	<table border="1" style="width: 100%;"> <tr> <td colspan="2" style="text-align: center;">Data as of Dec. 31, 2018</td> </tr> <tr> <td style="text-align: center;">COMPETITION NAME</td> <td style="text-align: center;">PARTICIPATION RATE</td> </tr> <tr> <td style="text-align: center;">Spelling Bee Competition</td> <td style="text-align: center;">100%</td> </tr> </table>	Data as of Dec. 31, 2018		COMPETITION NAME	PARTICIPATION RATE	Spelling Bee Competition	100%	12/31/2019	I.Demapan & P.Arriola
Data as of Dec. 31, 2018									
COMPETITION NAME	PARTICIPATION RATE								
Spelling Bee Competition	100%								

	Geography Bee Competition	100%			
	Math Court Competition	100%			
	STEM Fair Competition	0% (On Going)			
	PGFC/CCLHS Competition	100%			
	TOTAL	80%			

Measurable Objective Progress Update 2 (June 1)

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

Strategy 1 - Must cite research:

Student competitions: 1) improve teamwork and collaboration, 2) enhance social and emotional learning, 3) develop academic heroes, 4) increase intrinsic motivation, 5) enhances beneficial peer comparisons, 6) strengthens academic self-concept, 7) facilitates growth mindsets, 8) builds mental toughness, 9) develops agency, and 10) improves risk analysis.

Research Cited:
 Neubert, J. (n.d.). 10 Ways Competitions Enhance Learning. Retrieved October 15, 2017, from <https://www.competitionsscience.org/2016/07/04/10-ways-competitions-enhance-learning/>

Brown, R. (n.d.). Extracurricular activity: How does participation encourage positive youth development? (Fact Sheet 99-32). Retrieved November 15, 2008, from: www.unce.unr.edu/publications/files/cy/other/fs9932.pdf

Add updates of strategies if changed.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Resource(s)	Staff Responsible
National/Regional Spelling Bee Competition	10/15/19	3/30/20	\$3,168	SWP	SLT
National Geographic Bee Competition	10/15/19	2/30/20	\$120	SWP	SLT
Math Court Competition	10/15/19	5/07/20	\$100	SWP	SLT/Math Chair
PGFC/CCLHS	10/15/19	6/07/20	\$100	SWP	CCLHS/Immersion
Chamorro Language Competition in Guam	03/05/20	4/30/20	\$10,000	SWP	CCLHS/Immersion/ Admin.

Activities Progress Update 1 (December 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
In Progress	<ol style="list-style-type: none"> 1. National/Regional Spelling Bee Competition <ol style="list-style-type: none"> a. IN PROGRESS (Regional) 2. National Geographic Bee Competition <ol style="list-style-type: none"> a. COMPLETED 3. Math Court Competition <ol style="list-style-type: none"> a. IN PROGRESS 4. Chamorro Language Competition In Guam <ol style="list-style-type: none"> a. IN PROGRESS 	12/31/2019	I.Demapan & P.Arriola

Activities Progress Update 2 (June 1)

Status (In Progress/Completed)	Progress Notes	Created On	Created By

Goal 8:

By end of SY 2020-2021, KagES will demonstrate a decrease in student referrals to 2% as measured by the AdminPlus Discipline Referral Data.

School Quality Factors

Clear Direction – Healthy Culture – High Expectations - Efficacy of Engagement ,

Measurable Objective 1:

By the end of SY 2019-2020, KagES will demonstrate a decrease in referral rates to 10% (from 16% in SY18-19, 7% in SY17-18, 13% in SY16-17, 7% in SY15-16) by implementing & monitoring the 2nd Step Character Education Program that supports student academically, socially, and emotionally, as measured by the AdminPlus Discipline Referral Data.

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

- Discipline Office Referral data
 - SY 18-19 Quarterly Office Referral Data
 - 1st Quarter - 1% (Or 2/450 Students)
 - 2nd Quarter - 4% (Or 17/472 Students)
 - 3rd Quarter - 2% (Or 9/476 Students)
 - 4th Quarter - 9% (Or 40/470 Students)
 - TOTAL - 16% (Or 68 Students)
 - SY 17-18 Quarterly Office Referral Data w/student enrollment of 418

- 1st Quarter - 1% (Or 6 Students)
- 2nd Quarter - 1% (Or 3 Students)
- 3rd Quarter - 3% (Or 13 Students)
- 4th Quarter - 2% (Or 10 Students)
- TOTAL - 7% (Or 32 Students)
- SY 16-17 Quarterly Office Referral Data w/student enrollment of 403
 - 1st Quarter - 2% (Or 10 Students)
 - 2nd Quarter - 4% (Or 18 Students)
 - 3rd Quarter - 4% (Or 18 Students)
 - 4th Quarter - 3% (Or 14 Students)
 - TOTAL - 13% (Or 60 Students)
- SY 15-16 Quarterly Office Referral Data w/student enrollment of 381
 - 1st Quarter - 0% (Or 0 Students)
 - 2nd Quarter - 1% (Or 2 Students)
 - 3rd Quarter - 3% (Or 13 Students)
 - 4th Quarter - 4% (Or 14 Students)
 - TOTAL - 7% (Or 25 Students)

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by		
Met	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Total Referrals as of Dec. 31, 2018</td> </tr> <tr> <td>4% (20/470)</td> </tr> </table>	Total Referrals as of Dec. 31, 2018	4% (20/470)	12/31/2019	I.Demapan & P.Arriola
Total Referrals as of Dec. 31, 2018					
4% (20/470)					

Measurable Objective Progress Update 2 (June 1)

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

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Strategy 1 - Must cite research:

KagES will continue implementing the Second Step program.

The Steps to Respect - Teachers will follow the steps for the program. They will teach the students strategies in using S.T. E. P. Student lessons teach empathy for bullied children, positive social norms, and specific socially responsive behaviors for children to use when they witness bullying. In keeping with a focus on positive youth development, children have opportunities to practice problem-solving and emotion-management skills.

Research Cited: Steps to Respect: A Bullying Prevention Program is an effective tool that educators can use to decrease bullying at school and help students build more supportive relationships with each other (Frey et al.,2005).

LINK: <https://files.eric.ed.gov/fulltext/EJ1167262.pdf>
<https://files.eric.ed.gov/fulltext/ED573440.pdf>

Add updates of strategies if changed.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Resource(s)	Staff Responsible
2 nd Step Materials	10/05/2019	06/15/20	\$5,000	SWP	Classroom Teachers
NEHS Induction Program & Materials	10/05/2019	06/15/20	\$2,000	SWP	Advisors/Counselor

Activities Progress Update 1 (December 31)

Status (In Progress/Completed)	Progress Notes	Created on	Created by
In Progress	<ol style="list-style-type: none"> 1. 2nd Step Materials <ol style="list-style-type: none"> a. IN PROGRESS 2. NEHS Induction & Materials <ol style="list-style-type: none"> a. IN PROGRESS 	12/31/2019	I.Demapan & P.Arriola

Activities Progress Update 2 (June 1)

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

Goal 9:

By the end of SY 2020-2021, KagES will have increased the percentage of students in the “Healthy” Weight Category to 63% by providing students with after school program opportunities like interscholastic sports, PSS/McDonalds Track & Field and playground equipment, as well as implementing the SPARK PE Curriculum, as measured by the Schools BMI Data.

School Quality Factors

Clear Direction – Healthy Culture – High Expectations - Efficacy of Engagement

Measurable Objective 1:

By the end of SY 2019-2020, All KagES students will demonstrate progress towards achieving a “healthy” weight category to 57% (from 53% in SY18-19, 54% in SY17-18, 54% in SY16-17) as measured by the KagES BMI Data.

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

- KagES would like to increase the number of students in the healthy weight category, by decreasing the number

of students in the underweight, overweight, and obese category by providing an array of physical activities.

- SY 2018-2019 BMI Data for K to 5th
 - Healthy Weight Category = 53% of K to 5th Grade Students
 - Underweight Category = 3% of K to 5th Grade Students
 - Overweight Category = 15% of K to 5th Grade Students
 - Obese Category = 29% of K to 5th Grade Students

- SY 2017-2018 BMI Data for K to 5th
 - Healthy Weight Category = 54% of K to 5th Grade Students
 - Underweight Category = 9% of K to 5th Grade Students
 - Overweight Category = 16% of K to 5th Grade Students
 - Obese Category = 21% of K to 5th Grade Students

- SY 2016-2017 BMI Data for K to 5th
 - Healthy Weight Category = 54% of K to 5th Grade Students
 - Underweight Category = 2% of K to 5th Grade Students
 - Overweight Category = 21% of K to 5th Grade Students
 - Obese Category = 23% of K to 5th Grade Students

- SY 2015-2016 BMI Data for K to 5th
 - Healthy Weight Category = 55% of K to 5th Grade Students
 - Underweight Category = 7% of K to 5th Grade Students
 - Overweight Category = 14% of K to 5th Grade Students
 - Obese Category = 24% of K to 5th Grade Students

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by								
Met	BMI Data as of Dec. 31, 2019 <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Category</th> <th>Percentage of Students (K-5th)</th> </tr> </thead> <tbody> <tr> <td>Healthy Weight</td> <td>59%</td> </tr> <tr> <td>Underweight</td> <td>5%</td> </tr> <tr> <td>Overweight</td> <td>15%</td> </tr> </tbody> </table>	Category	Percentage of Students (K-5th)	Healthy Weight	59%	Underweight	5%	Overweight	15%	12/31/2019	I.Demapan & P.Arriola
Category	Percentage of Students (K-5th)										
Healthy Weight	59%										
Underweight	5%										
Overweight	15%										

	Obese	21%		
<p>*NOTE: KagES will continuously ensure that our schools healthy snack policy is fully enforced and non-negotiable. Also, KagES will continuously ensure that every school day has a PE Block that integrates outside physical activity or indoor physical activity using the SPARK PE Curriculum. In addition, KagES will procure a school playground set to encourage more outdoor physical activity.</p>				

Measurable Objective Progress Update 2 (June 1)

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

Strategy 1 - Must cite research:

School coaches should teach, model, and reinforce to their athletes that participation in interscholastic sports is a character-building privilege earned by showing respect, playing fair, and striving to win while keeping winning in perspective.

Increased students physical activity during their recess time will increase student wellness.

SPARK Activities in the Classroom and Recess: <https://sparkpe.org/>

Interscholastic Sports: A Character-Building Privilege (PDF Download Available). Available from: https://www.researchgate.net/publication/271666101_Interscholastic_Sports_A_Character-Building_Privilege [accessed Oct 13 2017].

Lumpkin, Angela & Stokowski, Sarah. (2011). Interscholastic Sports: A Character-Building Privilege. Kappa Delta Pi Record. 47. 124-128. 10.1080/00228958.2011.10516576.

Add updates of strategies if changed.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Resource(s)	Staff Responsible
After school Sports -Interscholastic coach & assistant coach differential pay	10/15/19	6/07/20	\$2,000	CG-Wellness	Administrators/Coaches
Playground Equipment Set/P.E. Equipment	09/05/19	06/30/20	\$8,305	CG-Wellness	Administrator/SLT

Activities Progress Update 1 (December 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
In Progress	<ol style="list-style-type: none"> 1. After School Sports - Interscholastic coach & assistant coach differential pay <ol style="list-style-type: none"> a. IN PROGRESS 2. Playground Equipment Set/PE Equipment <ol style="list-style-type: none"> a. IN PROGRESS 	12/29/2019	I.Demapan & P.Arriola

Activities Progress Update 2 (June 1)

Status (In Progress/Completed)	Progress Notes	Created On	Created By

Goal 10:

By end of SY 2020-2021, KagES parents will demonstrate a yearly increase in participation by 50% at school events in regards to literacy as measured by the attendance sheet of Parent Literacy Workshop, Parent Literacy Tea Night, and PTSA Events.

School Quality Factors

Clear Direction – Healthy Culture – High Expectations - Resource Management - Efficacy of Engagement ,

Measurable Objective 1:

By the end of SY 2019-2020, KagES will demonstrate an increase of 30% (Average of 80 Parents) parental involvement in the Motherread/Fatheread Literacy Workshop, Monthly PTSA Meetings, and Parent Literacy Tea Night, as measured by the attendance log sheet. (From 62 Average participants in SY18-19)

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

- Motherread and Fatheread Data / Parent Tea Night / PBLC:
 - SY 19-20 Expectation – 80 (30% increase from previous year)
 - SY 18-19 Expectation – 18 (50% increase from previous year)
 - DATA - 62 Parents (a 167% Increase compared to previous year)
 - SY 17-18 - 12 parents
 - SY 16-17 - 6 parents
 - SY 15-16 - 7 parents
- PTSA Monthly Meeting
 - SY 19-20 – Expectation - 58 (30% increase from previous year)
 - SY18-19 - Expectation – 45 parents for End of School Year Average (50% increase from previous year)
 - DATA - 45 parents (a 50% increase from previous year)
 - SY 17-18 - 35 Parents for End of School Year Average

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by
Not Met		12/31/2019	I.Demapan &

Event	Participation Rate	Previous Year participation Rate	Increase of % from previous year (Goal: 30% Increase)		P.Arriola
Motheread/Fatheread	On Going	27 AVG	On Going		
Parent Tea Night (PBL)	On Going	44 AVG.	On Going		
PTSA Monthly Meeting Sept - 90 Oct./Nov - 39 Dec. - Need upload	On Going	46 AVG.	On Going		

Measurable Objective Progress Update 2 (June 1)

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

Strategy 1 - Must cite research:

“The Motheread/Fatheread program is a nationally-acclaimed family literacy program that combines the teaching of literacy skills with child development and family empowerment challenges. The program is designed to provide parents with the skills necessary to build their children’s reading and critical thinking skills...”

LINK: <http://www.motheread.org/training/mothereadfatheread-training/>

The Council established the Motherhead Program in the CNMI in 1998 and has administered the program over the past twelve years. The training will be under the direction of the Council's Motherhead Program Coordinator, Viola S. Deleon Guerrero. The course cycle will be facilitated by Motherhead certified parent trainers.

Add updates of strategies if changed.

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Resource(s)	Staff Responsible
Motherhead/ Fatheread program	01/30/19	02/23/19	\$1,200	CG - Parent Involvement	Administrator
Parent Tea Night (PBL)	03/22/19	03/22/19	\$500	CG - Parent Involvement	Administrator/SLT

Activities Progress Update 1 (December 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
In Progress	<ol style="list-style-type: none"> 1. Motherhead/Fatheread Program <ol style="list-style-type: none"> a. In Progress 2. Parent Tea Night (PBL) <ol style="list-style-type: none"> a. In Progress 	12/31/2019	I.Demapan & P.Arriola

Activities Progress Update 2 (June 1)

Status (In Progress/Completed)	Progress Notes	Created On	Created By

Goal 11:

By end of SY 2020-2021, KagES will continue to provide prevention support activities in the following areas: 1.) 5th Grade Health & Wellness Retreat, 2.) ASCA Conference Counselors Training, 3.) Joint Training PTA Workshop Prevention, and 4.) BMI Collection & Monitoring by 100% as measured by the participation attendance sheet.

School Quality Factors

Clear Direction – Healthy Culture - Resource Management - Efficacy of Engagement ,

Measurable Objective 1:

By the end of SY 2019-2020, KagES will demonstrate an increase of prevention support activities from 50% to 100%, in the following areas: 1.) 5th Grade Health & Wellness Retreat, 2.) ASCA Conference Counselors Training, 3.) Joint Training PTA Workshop Prevention, and 4.) BMI Collection & Monitoring, as measured by the participation attendance sheet. (from 50% in SY18-19, 25% in SY17-18)

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

- o SY2018-2019
 - 5th Grade Health & Wellness Retreat - 0% Demonstrated
 - ASCA Conference Counselors Training - 100% Demonstrated
 - Joint Training PTA Workshop Prevention - 0% Demonstrated
 - BMI Collection & Monitoring - 100% Demonstrated
 - **TOTAL - 50% Demonstrated**

- o SY2017-2018
 - 5th Grade Health & Wellness Retreat - 100% Demonstrated
 - ASCA Conference Counselors Training - 0% Demonstrated
 - Joint Training PTA Workshop Prevention - 0% Demonstrated
 - BMI Collection & Monitoring - 0% Demonstrated
 - **TOTAL - 25% Demonstrated**

Measurable Objective Progress Update 1 (December 31)

Status (Met/Not Met)	Progress Notes	Created on	Created by	
Not Met	Prevention Support Activities		12/31/2019	I.Demapan & P.Arriola
	Activity Name	Demonstration Rate		
	5th Grade Health & Wellness Retreat	0% (In Progress)		
	ASCA Conference Counselors Training	0% (In Progress)		
	Joint Training PTA Workshop Prevention	0% (In Progress)		
	BMI Collection & Monitoring	50% (In Progress)		
	TOTAL DEMONSTRATION RATE	25%		

Measurable Objective Progress Update 2 (June 1)

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

Strategy 1 - Must cite research:

Prevention fosters safe and healthy environments for individuals, families and communities. To create safe and healthy environments, prevention must reduce adverse personal, social, health, and economic consequences by addressing problematic alcohol, tobacco and other drugs (ATOD) availability, manufacture, distribution, promotions, sales, and use. By leveraging resources, prevention programs will achieve maximum impact.

1. Enhance decision making skills and communication skills and knowledge through the curriculum development and Implementation by using “Health Education *SPARK* – Healthy Lifestyle Choices for K-5th”.
2. Forbid tobacco use by students, staff and visitors on all school grounds and at all school-sponsored events. School tobacco-free policies that are clearly and consistently communicated, applied and enforced reduce tobacco use among students. While just making sure that no kids use tobacco at school is helpful, also prohibiting tobacco use by teachers, other school staff, and visitors sends a much more powerful and constructive tobacco-free message. And while adopting firm tobacco-free policies for all school properties and events will have a strong positive impact in and of themselves, these policies are even more effective when accompanied by prevention and cessation education. Many schools are already required to prohibit smoking because the Federal Pro Children’s Act of 1994 prohibits smoking in facilities that regularly provide certain Federally-funded children’s services.

Research cited in “2018 CNMI Healthy Youth, Healthy Future: A Comprehensive Plan for Youth Risk Behaviors”.

The Office of Curriculum & Instruction (OCI) engaged stakeholders in the process to develop a comprehensive CNMI-wide **Alcohol, Tobacco, and Other Drugs (ATOD) Education Plan**. This plan was developed to guide teachers, counselors, and school administrators in their efforts to address ATOD issues in the schools and community. The YRBS data, School Health Profile Results, and statistics from the Commonwealth Healthcare Corporation were used as references to guide in the recommendation and implementation of the comprehensive development of curriculum, instruction, and supports.

According to the 2017 Youth Risk Behavior Survey, among Middle School students in the CNMI

- **39.7%** (weighted percentage) or 651 students who ever drank alcohol
- **29.9%** (weighted percentage) or 508 students who ever tried cigarette smoking
- **36.7%** (weighted percentage) or 637 students who ever used an electronic vapor product
- **20%** (weighted percentage) or 327 students who currently used an electronic vapor product
- **13.6%** (weighted percentage) or 234 students who currently used smokeless tobacco, not counting any electronic vapor products
- **24.8%** (weighted percentage) or 423 students who ever used marijuana
- **2.9%** (weighted percentage) or 51 students who ever tried cocaine (in any form including powder, crack, or freebase)
- **43.5%** (weighted percentage) or 771 students who ever carried a weapon

- **50.5%** (weighted percentage) or 897 students who ever been in a physical fight
- **59%** (weighted percentage) or 1,064 students who ever been bullied on school property
- **30.2%** (weighted percentage) or 555 students who ever been electronically bullied
- **44.5%** (weighted percentage) or 809 students who ever seriously thought about killing themselves
- **33.8%** (weighted percentage) or 615 students who ever made a plan about how to commit suicide
- **21.4%** (weighted percentage) or 390 students who ever tried to commit suicide

Add updates of strategies if changes

Activities:

Activity	Begin Date	End Date	Amount Budgeted	Funding Resource(s)	Staff Responsible
5 th grade Health/Wellness Retreat	March 23, 2020	May 23, 2020	\$2,204.50	SWP	Administrators/5 th grade teachers
ASCA Conference & Membership	10/05/19	07/30/20	\$5,129	SWP	Counselor

Activities Progress Update 1 (December 31)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
In Progress	<ol style="list-style-type: none"> 1. 5th Grade Health/Wellness Retreat <ol style="list-style-type: none"> a. In Progress 2. ASCA Conference & Membership <ol style="list-style-type: none"> a. In Progress 	12/31/2019	I.Demapan & P.Arriola

Activities Progress Update 2 (June 1)

Status (In Progress/Completed)	Progress Notes	Created On	Created By
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Goals Summary:

#	<u>Goal Name</u>	<u>Goal Details</u> (Number of SQFs, Number of Objectives, Number of Strategies, Number of Activities)	<u>Goal Type</u> (Organizational or Academic)	<u>Total Funding</u>
1	Reading: By June 2020, 60% of KagES students in grades K to 5th will have met their required minimum scaled score of 675SS for Kinder, 189SS for 1st Grade, 303SS for 2nd Grade, 419SS for 3rd Grade, 511SS for 4th Grade, and 621SS for 5th Grade in READING as measured by the Star Early Literacy / Star Reading Assessment.	SQFs: 7 Objectives:6 Strategies:4 Activities:6	Academic	\$100,068
2	Math: By June 2020, 68% of KagES students in grades K to 5th will have met their required minimum scaled score of 675SS for Kinder, 363SS for 1st Grade, 479SS for 2nd Grade, 570SS for 3rd Grade, 637SS for 4th Grade, and 695SS for 5th Grade in MATH as measured by the Star Math/SEL Assessment.	SQFs: 7 Objectives:6 Strategies:2 Activities:3	Academic	\$19,091.51

3	By end of SY 2020, All instructional staff will demonstrate progress toward using the rigor and relevance framework to create a more engaging learning environment and creating Quad D lessons by focusing on the 3 highest levels of Blooms Taxonomy (Analyze, Evaluate, and Create) and infusing real-world situations into each of them.	SQFs: 6 Objectives:5 Strategies:2 Activities:3	Organizational	\$67,165
4	By end of SY 2020, KagES will reflect an increase in parental involvement in regards to attending quarterly parent/teacher conference by providing quarterly and end of year incentives to parents such as certificates and medals in order to further strengthen the link between the home and school.	SQFs: 5 Objectives:1 Strategies:3 Activities: 3	Organizational	\$4,488.90 (\$1,300 – CG) (\$3,188.90 – SWP)
5	Technology: By end of SY 2019-2020, All teachers and students will demonstrate an increase in the utilization of technology in regards to Student Centered Technology and Teacher Directed Technology.	SQFs: 5 Objectives:5 Strategies:2 Activities:6	Academic	\$50,392.25

6	Safe & Orderly School: By end of SY 2019-2020, All students and staff will be provided a safe, clean, and healthy environment conducive to learning at Passing or an A rating (or 90 to 100%) and granted a renewal of Sanitary Permit by BEH, as measured by the Department of Public Health (DPH) Inspection Results.	SQFs: 3 Objectives:1 Strategies:1 Activities:6	Organizational	\$44,000.00 (Local Funds)
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7	Student Competition: By end of SY 2019-2020, KagES students will maintain full participation in all district level academic competitions that are available in our school system such as Spelling Bee, Geography Bee, MathCourt, STEM Fair, and PGFC/CCLHS.	SQFs: 7 Objectives:1 Strategies:1 Activities: 5	Organizational/Academic	\$13,488
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8	Discipline: By end of SY 2019-2020, KagES will demonstrate a decrease in student referrals as measured by the AdminPlus Discipline Referral Data.	SQFs: 7 Objectives:1 Strategies:1 Activities: 2	Organizational	\$7,000.00
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9	Wellness: By the end of SY 2019-2020, KagES will have increased the percentage of students in the “Healthy” Weight Category by providing students with after school program opportunities like interscholastic sports, PSS/McDonalds Track & Field and playground equipment, as well as implementing the SPARK PE Curriculum, as measured by the Schools BMI Data.	SQFs: 5 Objectives:1 Strategies:2 Activities: 2	Organizational	\$10,305 (\$2,000 – CG Wellness) (\$8,305 – CG Wellness)
10	Parent Involvement (CG): By end of SY 2019-2020, KagES parents will demonstrate an increase in participation at school events in regards to literacy as measured by the attendance sheet of Parent Literacy Workshop and Parent Literacy Tea Night.	SQFs: 5 Objectives: 2 Strategies:1 Activities: 2	Organizational	\$1,700.00 (CG-Parental Involvement)
11	ATOD Prevention: By end of SY 2019-2020, KagES will demonstrate an increase in support activities, in regards to prevention of alcohol, tobacco and other mental health related issues, as measured by the attendance sheet in afterschool program, joint training collaboration workshop, team building and training certificate at	SQFs: 4 Objective: 1 Strategies: 2 Activities: 2	Organizational	\$7,333.50

	professional development.			
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Add additional rows as needed.

By Funding Source

Goal	SWP	Local	Wellness	CG - Parent Involvement	Non-Appro. (ETC)	Other Local
1	\$100,068					
2	\$19,091.51					
3	\$67,165					
4	\$3,188.90			\$1,300		
5	\$50,392.25					
6		\$44,000				
7	\$13,488					
8	\$7,000					
9			10,305			
10				\$1,700		
11	\$7,333.50					
					3,000	\$60,000
Total	267,727.16	\$44,000	\$10,305	\$3,000	3,000	\$60,000

