

Quarterly Progress Update Template

Directions: In preparation for the Progress Update, the Consolidated Grantees must provide responses to the questions in Part A for their overall plan, responses to the questions in Part B for **two** application projects, and responses to Part C for any additional follow up needed.

Part A: *In preparation for the Progress Update, Consolidated Grantees must provide information that addresses the questions below on the implementation of all aspects of their **current Fiscal Year approved Consolidated Grant application**. This may include a written response. If there is already a specific system to report on application/project progress, please work with your program officer to determine the best method of providing this information.*

1. What were the Grantee's key accomplishments this past quarter?
 - **Athletics** - held the Disability Sports Festival after a 3-year hiatus. Three separate events were held on the three islands, with a total of 158 participants. Discussions underway with the Saipan Baseball League (SBL) regarding the adoption of interscholastic softball and fastpitch programs.
 - **Assessment** - Completed all summative assessments for SY 2022-2023. Accomplished 100% of the activities indicated in the plan. Met at least 54% of the target goals.
 - **Class-Size Reduction (CSR) Teachers** - all FTEs were filled.
 - **Community & Family Engagement** - Held a Parent Summit Summer Session on Rota and Stakeholders meeting with the Parent Teacher Student Association on Tinian.
 - **Career & Technical Education (CTE) & Cooperative Education (Co-Op)** - Hosted CTE Summer Programs over the summer, which included Career Exploration & Summer Internship, Nurse Assistantship, Construction Trades, and Teacher Academy.
 - **K-2 Early Literacy** - Held a Multi-tiered Systems of Support (MTSS) and Early Warning System (EWS) training over the summer to Key Management, School Administrators, Teachers, Counselors, Title I Teachers, High Dosage Tutors, ELL teachers, and SPED teachers and aides. MTSS framework adopted systemwide, with the EWS fully implemented among all elementary schools. Met the target goal for K-2 Early Literacy assessment; five out of 6 target goals are met; five out of 6 activities implemented.
 - **Professional Development** - Held Professional Development training for the roll out of High Quality Instructional Materials. For the Aspiring Leaders Program (ALP), 100% of participants indicated "satisfied" to "very satisfied" on the end of course evaluations in response to the question: Please rate your overall satisfaction with the course. ALP participants successfully completed their summer internship, which exposed them to key leadership activities such as Schoolwide Program planning, Strategic Performance Management activities, and the Balanced Leadership Institute.
 - **Schoolwide Program** - All elementary schools met the district goal of 50% and above in STAR Early Literacy. Nine out of 20 schools met the district goal of 50% and above in STAR Reading. Ten out of 20 schools met the district goal of 50% and above in STAR Math. Out of 252 SWP initiatives/objectives from 20 schools, 199 are on track, 36 are lagging, and 17 are at risk of being met as of this reporting period.
 - **Mental Health** - In our committed endeavor to ensure every student completes both a pre and post mental health Strength and Difficulties Questionnaire Survey (SDQ), we proudly achieved 100% of our quarterly goals. The accomplishments are as follows: Every student supported completed both a pre and post mental health Strength and Difficulties Questionnaire Survey (SDQ), achieved 100% of our quarter 1 benchmark. We have successfully reached and trained 6

schools, meeting 72% of our quarterly target of ensuring 80% of the identified staff are appropriately trained and supported.

- **State Administration** - All respondents indicated satisfaction with the services and technical assistance provided by Project and State Leads this SY23-24 over the previous SY22-23.
- **Student Competition** - Pending Survey response. A Committee of Coaches and Advisors formed.
- **Technology** - 90% of project objectives were met.
 - Objective 1: The CNMI PSS district wide Digital Learning Environment (DLE) Score as of September 01, 2023 is 2.56, which indicates a growth of .09 from the previous reporting period. This score surpasses DLE target score of 2.38. The DLE score takes into account learner use of digital tools/technology to 1) gather, evaluate, and use information for learning, 2) conduct research, solve problems, and create original work, and 3) communicate and work collaboratively for learning. Growth factor can be attributed to increase in school-level professional development offerings on instructional technology.
 - Objective 2: A total of 3,388 students enrolled in online courses through the Student Portal Program during SY 22-23, which surpasses the enrollment goal of 2,350.
 - Objective 3: 80% of students enrolled in Digital Skills middle school courses scored proficient in Digital Skills Exam.
 - Objective 4: A total of 426 educators were enrolled in Professional Portal Program or Ed Tech Program certification courses during this school year. This supasses the goal of 400 educators enrolled for SY 22-23.
 - Objective 5: 100% of schools continue to be connected to the electronic document sharing network. According to usage data, CNMI PSS G-Suite domain reports show an average of over 1000 users connected on a monthly basis.
 - Objective 6: The PRTG network monitor has reported consistent connectivity for the past 6 months. There has been 0% of intentional downtime reported. Connectivity has been at 100% and the only network issues faced were due to unexpected power outages beyond the SIT department's control. During these power outages, the SIT team successfully powered down network systems to avoid any hardware damages that may be caused by the sudden shutdown of these systems.
 - Objective 7: Despite initial challenges with technology procurement, the distance education centers are now fully equipped to serve students at the identified satellite centers. According to recent user perception data, 96% of users reported a satisfied or very satisfied rating for the overall services and resources provided by the Distance Education Centers. 48% of users reported using the distance education centers several times per week with another 29% of users using the centers daily. While 78% of users listed usage of space in the distance education center for working on assignments, an additional 27% of users are using the centers to avail of a safe space as well.
 - Objective 8: A total of 5 AP courses were offered to online students during SY 22-23 (AP Japanese, AP English Language, AP English Literature, AP Statistics, and AP US Government). This meets the target of expanding online AP course offerings from 3 (baseline) to 5 courses.
 - Objective 9: A total of 58.8% of teachers participating in the Core Day Survey reported a positive change in knowledge and attitude on the topic of instructional design. This surpasses the target of 5%.
 - Objective 10: While this objective has not been met (3000 end point devices will be secured), the SIT team has successfully installed security on 2601 identified devices

across the district and is actively procuring additional licenses to expand endpoint device security.

2. What were the Grantee’s key challenges this past quarter?

On the project side,

- **Athletics** - The MHS Gymnasium facility is utilized for nearly all indoor sports for the whole school year. It needs critical repair of flooring, walls, and equipment to withstand rainy season weather conditions and the influx of programs set to begin in SY23-24. If and/or when repairs are scheduled to begin, the Athletics program will need to secure other venues in order to continue successfully running our indoor programs.
- **Assessment** - NMI History outcome did not meet target scores. Some grade-level Math and reading targets were not met
- **Professional Development** - Access to digital resources through Clever, HMH Resource Familiarization.
- **Schoolwide Program** - The resignation of the Research & Evaluation program manager.

There were also other challenges in implementing some aspects of the current FY22 Consolidated Grant application.

- Need for a central data repository or grant management or compliance reporting system that covers project activities, outputs, outcomes, and impacts. PSS uses its own in-house tracking sheet.
- Changing mindset over schoolwide improvement.

3. Is the Grantee on track to meet the objectives and timelines associated with the activities outlined in the approved application? If not, what strategies is the Grantee employing in order to meet its goals?

Projects	Total Objectives	Total Objectives Met	% of Objectives Met
Athletics	2	1	50%
Assessment	4	2	50%
Class Size Reduction	5	0	0%
Family & Community Engagement	1	1	100%
CTE & Co-Op	2	2	100%
K2 Early Literacy	6	5	83%
Professional Development	4	4	100%
School Wide Plan	3	0	0%
Mental Health	2	1	50%
State Administration	3	2	67%
Student Competition	2	2	100%
Technology/AP	10	9	90%
TOTAL	44	29	65%

4. How can the Department help the Grantee meet its goals?
 - How to achieve outcomes more efficiently and effectively.
 - Continue to provide guidance to help us succeed in meeting our CGA objectives.
 - We appreciate the Department's guidance and responsiveness to our inquiries and questions.

5. Review drawdown report (*Department provided information*)
Noted.

6. Have there been any changes in key personnel?
Resignation of Commissioner of Education effective September 1, 2023
Resignation of Research & Evaluation Program Manager, who assists with the SWP project.

Part B: In preparation for the Progress Update, Consolidated Grantees must submit written responses to the following questions for **two** projects (selected by the Insular Areas Team). All responses in this section should be tailored to the goals, implementation, and evaluation strategies associated with these projects.

Project:¹ Schoolwide Improvement (SWP)

Project Goal: By 2023, CNMI PSS will increase the STAR assessments scores of at least 3% and above by cohort.

Project Objective:

- 1) By the end of SY 22-23, CNMI PSS will increase STAR assessment scores of at least 3% and above by cohort.
- 2) By the end of SY 22-23, CNMI PSS will increase STAR assessment scores of at least 3% and above by cohort.
- 3) By 2023, CNMI PSS will increase STAR assessment scores of at least 3% and above by cohort.

1. What is the extent of the Grantee’s progress toward meeting the project objectives and performance measures and implementing the activities that are included in its approved application for this project?

A. STAR Assessment Results (Reading and Math) by Cohort:

The following grade levels met or exceeded their **STAR Reading/Early Literacy** Goals:

Grade Level (as written in grant narrative)	SY22-23 Grade Level	Year 3 Goal	SY22-23 Reading/SEL Outcomes Screener Result	Was Goal Met or Exceeded?
Kinder	Grade 2	45%	58%	Yes
Grade 1	Grade 3	42%	46%	Yes
Grade 2	Grade 4	48%	52%	Yes
Grade 3	Grade 5	43%	45%	Yes
Grade 4	Grade 6	42%	34%	No
Grade 5	Grade 7	40%	33%	No
Grade 6	Grade 8	40%	35%	No
Grade 7	Grade 9	43%	33%	No
Grade 8	Grade 10	37%	34%	No
Grade 9	Grade 11	36%	38%	Yes
Grade 10	Grade 12	42%	39%	No

¹ All highlighted fields will be pre-populated by the Department program officer for two projects prior to Grantee completion.

The following grade levels met or exceeded their **STAR Math Literacy Goals**:

Grade Level (as written in grant narrative)	SY22-23 Grade Level	Year 3 Goal	SY22-23 Math Outcomes Screener Result	Was Goal Met or Exceeded?
Grade 3	Grade 5	32%	45%	Yes
Grade 4	Grade 6	33%	33%	Yes
Grade 5	Grade 7	37%	34%	No
Grade 6	Grade 8	41%	38%	No
Grade 7	Grade 9	41%	41%	Yes
Grade 8	Grade 10	38%	57%	Yes
Grade 9	Grade 11	47%	68%	Yes

STAR Assessment Results for EL students:

Grade Level	STAR Early Lit. and Reading Outcome Screening Proficiency Scores	Met/Not Met
Kinder	74% (Star E.L.)	Met
Grade 1	53% (Star E.L.)	Met
Grade 2	58% (STAR Reading)	Met

B. Schoolwide Improvement Plans Activities By School

School	Number of Critical Initiatives/O bjectives	Number of Initiatives On track and Met	No. of Initiatives Lagging	No. of Initiatives At Risk	Met/Not Met Academic Achievement in Reading and Math 50% District Target	Notes
CHA	11	8	3	0	STAR Reading Score 35% Not Met STAR Math Score: 34% Not Met	Met most of its critical initiatives. Three initiatives were lagging or at risk due to external factors that prevented the school from meeting these initiatives.
DMS	16	14	2	0	STAR Reading Score 36% Not Met	Academics Overall, STAR Assessment results have been positive as DMS continues to see growth in STAR Reading and Math. These results can be

					<p>STAR Math Score: 40% Not Met</p>	<p>attributed to the return of face-to-face instruction.</p> <p><u>Social-emotional:</u> The counseling program has seen an increase in referrals regarding mental health, friendships, academics, behavior, and bullying. The counselors attended ASCA 2022 and will be purchasing the following curriculum to help with the increase in referrals.</p> <p>DMS will be adopting the Character Strong curriculum, which involves developing thoughtful, healthy, and kind human beings, with a focus on topics such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.</p> <p><u>Parent Engagement</u> There is evidence of parent engagement, but DMS needs to provide more activities for parents to be more involved in the school and their child's learning. More professional development opportunities should be provided to assist with their child's learning.</p> <p><u>Professional Development to assist with Instructional Materials</u> Teachers receive professional development opportunities. One in particular worth highlighting is the Project-Based Learning and Project Lead the Way to assist with increasing student performance. Teachers are also expected to use the PSS Board adopted high-quality instructional materials to provide rigorous grade-level content.</p>
Da'Ok Academy	6	6	0	0	<p>STAR Reading Score 24% Not Met</p> <p>STAR Math Score: 37% Not Met</p>	<p>Da'ok Academy graduated 31 students on June 5th, 2023. Students received certificates of achievement for academic growth workshops on BASE related to Behavioral, Academic, Social, and Emotional Learning (SEL). Many activities this year focused on Project Based Learning (PBL). Annual goals were met for stakeholders for the year SY 22-23. Annual improvement plans were evident and aligned, which helped Da'Ok achieve its long-term goals. Students were given opportunities explore outreach programs, presentations, and opportunities from different government/private sectors. Throughout the school year, students received countless Social Emotional Learning lessons that focused on all five components on half-day Mondays, College Preparedness, Career Pathways, community engagement and involvement, and traditional/out-of-classroom learning experiences.</p>

FMS	9	6	3	0	<p>STAR Reading Score 30% Not Met</p> <p>STAR Math Score: 35% Not Met</p>	<p>Out of the 9 critical initiatives, FMS completed 6 out of 9 critical initiatives. It was a rough start in the beginning.... The critical initiatives and activities guided and helped FMS keep its focus on the overall school goal. FMS will re- focus on the activities missed this year and increase its efforts by having a robust schedule. In addition, peer-to-peer observation using the ELEOT observation tool will continue. Check-ins will be provided, along with data dialogue, in the beginning, middle, and end to ensure teachers' effectiveness and lesson fidelity to increase academic achievement.</p>
GES	19	18	1	0	<p>STAR Early Literacy: 56% Met</p> <p>STAR Reading Score 52% Met</p> <p>STAR Math Score 59% Met</p>	<p>At the end of SY 2022-2023, 52% of students assessed in STAR Reading are performing At/Above Proficiency Benchmark. 59% of students assessed in STAR Math are performing At/Above Proficiency Benchmark. In addition, 56% of students in Kinder-1st are performing At/Above Proficiency Benchmark in STAR Early Literacy. GES implemented personalized learning programs to increase student engagement through After School Tutorials and Saturday Enrichment programs. GES also invested in supplemental learning programs and materials to personalize student learning for all students and subgroups. Teachers and staff procured classroom supplemental resources for their classrooms, and were provided program support and training for professional learning. GES increased stakeholder engagement, including parent conferences.</p>
GTC	18	4	4	0	<p>STAR Early Literacy: 51% Met</p> <p>STAR Reading Score 52% Met</p> <p>STAR Math Score 54% Met</p>	<p>Reading: Based on the STAR Outcome data, 51% of GTC K-5th students performed at/above proficiency in reading as measured by the STAR Early Literacy & Reading assessment. Based on the STAR Outcome data, 55% of students met their screening 1 projected scaled score in reading as measured by the STAR Early Literacy/Reading assessment.</p> <p>Math: Based on the STAR Outcome data, 54% of GTC K-5th students performed at/above proficiency in math as measured by the STAR Math assessment. Based on the STAR Outcome data, 43% of students met their screening 1 projected scaled score in reading as measured by the STAR Math assessment.</p> <p>GTC's leadership team realized the need to include more benchmark dates in the SWP plan to stay on track with all activities and objectives. Details regarding the progress of each critical</p>

						initiative can be found in the Enact and Monitor Progress sections. Details regarding implementation can be found in the Impact of Critical Initiatives.
HMS	14	10	2	2	<p>STAR Reading Score 36% Not Met</p> <p>STAR Math Score: 31% Not Met</p>	By focusing our funding on supplemental instructional resources, staff training, extracurricular activities, and extended learning opportunities this School Year 2022-2023, HMS saw a growth in overall student math level from 5.8 to 6.5 and in reading from 5.7 to 6.5 based on the STAR Assessment and an increase in student daily attendance from 94% in the first semester to 97% in the 2nd semester according to Infinite Campus. HMS also focused parent engagement by successfully conducting one PTSA Meeting per quarter, one family literacy, and other family activities. Based on the data, HMS will soon be receive the Character Ed/SEL Curriculum to implement.
KES	4	4	0	0	<p>STAR Early Literacy: 72% Met</p> <p>STAR Reading Score 47% Not Met</p> <p>STAR Math Score 55% Met</p>	Based on the KES SWP for SY 2023, the school has met all its objectives and implemented all the planned activities.
KHS	19	15	3	1	<p>STAR Reading Score 36% Not Met</p> <p>STAR Math Score: 50% Met</p>	Overall, KHS met three of its five main goals. KHS's STAR scores from the first screener increased due in large part to implementing evidence-based initiatives at the beginning of the second semester. KHS also decreased its disciplinary rate. KHS focused on classroom management and strengthening relationships. The school is looking for ways to improve attendance rate, as attendance dropped from the 1st to 2nd semester. KHS will continue reaching out to homes and performing home visits.
KAGES	6	5	0	1	<p>STAR Early Literacy: 56% Met</p> <p>STAR Reading Score 59% Met</p>	KagES utilized the RtI and EWS process to provide effective instruction, interventions, & SEL to increase student readiness & participation, as measured by the STAR Assessments. To support this initiative, instructional materials and supplies and renewed supplemental programs such as Lexia Core5, Goalbook, and IXL, Renaissance

					<p>STAR Math Score 54% Met</p>	<p>Accelerated Reader program were procured.</p> <p>Lastly, KAGES continues to provide a safe and caring learning environment, various professional development and certification opportunities for teachers and staff. The school is a pilot school in implementing the Early Warning system data monitoring tool. All grade levels from K-5 met or surpassed the district-level outcome expectations, as measured by STAR EL, Reading, and Math data.</p>
MHS	9	9	0	0	<p>STAR Reading Score 37% Not Met</p> <p>STAR Math Score: 54% Met</p>	<p>The graduation initiative was very successful with a 99% graduation rate due to the counselors providing interventions throughout the school year. The students who did not graduate had prevailing risk factors that were more of a challenge for the student to overcome. It was determined with the counselors that an additional school year would be more beneficial for the student to work on the risk factors and then focus on graduation.</p> <p>Much focus was placed on the LA 1 teaching team this school year with an aligned curriculum map, more data dialogues, and a healthy team culture. Deliberate practice on test-taking also helped. The focus was on LA 1 since the 9th graders comprise the largest proportion of students below the benchmark.</p> <p>Math results were generally stagnant. Teachers chalked it up to students not taking the assessment too seriously. All math teachers will focus on getting students motivated for the test as an indicator of growth instead of a tedious compliance activity. Also, greater focus needs to be placed on the Algebra 1 teaching team. There was 1 teacher who lagged for most of the year until the teacher resigned in March. A new and more able teacher was hired but was placed in the classroom for less than 1 quarter.</p>
OES	9	8	1	0	<p>STAR Early Literacy: 73% Met</p> <p>STAR Reading Score 59% Met</p> <p>STAR Math Score 61% Met</p>	<p>Shared Google trackers, quarterly SWP monitoring, and Leadership Team meetings assisted with the implementation of school improvement activities. . The only Critical Initiative not met or lagging was the "Increasing the Digital Learning Environment score (Component G) by .3% as measured by the ELEOT." OES admin and teachers will work together to meet the goal for SY 23-24. OES' focus for SY23-24 will be for teachers to integrate technology within their lessons to apply higher-order thinking Skills with the implementation of</p>

						Project-Based Learning.
RHI	22	17	4	1	<p>STAR Reading Score 36% Not Met</p> <p>STAR Math Score: 42% Not Met</p>	<p>RHI identified three areas in its school-wide improvement plan to focus on: Language and Math Development, Social Emotional Learning, and Career Pathways. One of RHI's primary objectives is 50% of students will increase by one grade level by cohort. Based on the Star Reading and Math assessments outcome, all grade levels decreased from at or above grade level. Therefore the decrease in percentage indicated that the students did not increase one grade level by cohort. For the Standard Based Assessments outcome, for Biology only 18% of students are proficient or advanced, for Env. Science only 40%, NMI History at 13%, US Gov't at 13%, for Social Studies at 26%, and Chamorro at 26%. The impact of the activities identified did not increase the assessment outcomes as intended. Therefore, instructional leaders in the classroom must facilitate learning with fidelity and differentiate instruction based on students' ability levels to help the students progress in their assessments. All activities identified to support the critical initiative must be facilitated with fidelity and monitor progress for accountability. With the Social Emotional Learning initiative, the activities identified as successful are the Youth Summit and the after-school programs. Based on the Cognia Climate and Culture Survey results students indicated that they are learning and teachers are supportive and helpful. There was also another evaluation survey conducted for the Youth Summit. The result from the survey indicated that the students think the Youth Summit was worth their time. With the Career Pathway initiative, there are various programs for students, including the Tasi to Table and the ASVAB Prep Tutorial . The program provided an opportunity for students to gain skills and knowledge about fishery. The ASVAB preparation sessions gave the students the opportunity to experience taking an ASVAB test. Out of the twenty-nine students who took the ASVAB test, sixteen passed.</p>
SNP	17	13	3	1	<p>STAR Early Literacy: 76% Met</p> <p>STAR Reading Score</p>	<p>Sinapalo Elementary School met 10 out of 17 objectives. <u>Student Success:</u> Met 3 Objectives, Did Not Meet 4 Objectives <u>Accountability:</u> Met 2 Objectives <u>High Performing Personnel:</u> Did Not Meet 2</p>

					<p>51% Met</p> <p>STAR Math Score 49% Met</p>	<p>Objectives</p> <p><u>Safe and Caring Schools</u>: Met 1 Objective, Did Not Meet 1 Objective</p> <p><u>Efficient Operations</u>: Met 2 Objective</p> <p><u>Communications and Community Relations</u>: Met 2 Objectives</p> <p>Sinapalo Elementary School needs to continue or change the following Objectives for SY23-24:</p> <ol style="list-style-type: none"> 1. 50% (general population), 40% (IEP), and 45% (ELL) of all students will meet Projected Scale Score per StarEL and Star Reading Assessment by May 2023. 2. 40% (general population), 30% (IEP), and 45% (ELL) students of the 1st-6th grade will meet the Projected Scale Score per Star Math Assessment by May 2023. 3. 53% (general population) of all students will perform at/above grade level on the Star Math Assessment by May 2023. 4. By May 2023, ESY/summer school students will meet 40% of the projected scale score in StarEL/Reading and 30% of the projected scale score in STAR Math. 5. As of May 2023, 95% of SNP staff will maintain certification/professional training as indicated on Certification and Professional Development Record. 6. By May 2023, assigned teachers and all teacher aides will be mentored bi-weekly to improve student success. 7. By May 2023, Sinapalo Elementary will incorporate the SEL curriculum and DEAR activities for 75% of the weeks as indicated by the ELEOT observation report.
SSHS	13	13	0	0	<p>STAR Reading Score 31% Not Met</p> <p>STAR Math Score: 51% Met</p>	<p>Decrease in truancy due in large part to increased participation in student clubs. Having club advisors monitoring student engagement closely helped students feel more comfortable at school. Making the connection between the students and the staff helped with the relationship aspect under the Rigor and Relevance.</p> <p>Progress has been made in specific areas, but the increase in reading scores and math scores still needs to show more improvement. SSHS provided credit recovery for both reading and math classes and 51% of students did recover the failed credits but in terms of growth in reading or math scores, there is still a need for improvement to reach the annual growth goal.</p> <p>We will continue to focus on increasing math and reading scores as well as continue to strengthen</p>

						relationship building.
SVES	4	4	0	0	<p>STAR Early Literacy: 53% Met</p> <p>STAR Reading Score 54% Met</p> <p>STAR Math Score 51% Met</p>	SVES continues to use the SWP to measure growth in student achievement.
TES	7	6	1	0	<p>STAR Early Literacy: 38% Not Met</p> <p>STAR Reading Score 42% Not Met</p> <p>STAR Math Score 46% Not Met</p>	<p>Implementing the SEL curriculum and other activities such as cultural day, family literacy & numeracy day, 4th-grade mental retreat, 6th-grade Life Skills camp out, and many others were conducted to promote and strengthen students' social-emotional learning. By the end of the school year, there were ONLY a total of 8 Behavior Office Referrals.</p> <p>Programs such as PATTS, Positive Actions, and classroom guidance were implemented to support students and staff's positive mental health.</p> <p>There is a decrease in academic growth by the end of the school year. However, Star Reading has a 60.1% growth percentile and a 51.7% growth percentile in Star Math. To ensure successful implementation, it's essential to continue ongoing professional development for teachers, regular evaluation of the curriculum's effectiveness, and feedback from both students and teachers. By continuously monitoring and adjusting the implementation strategies, Tinian Elementary School can meet its school improvement objectives. .</p> <p>Tinian Elementary School continues to communicate with all stakeholders by using different channels such as School Newsletters (which are distributed online every month), Facebook, student/parent/guardian emails, and parent group chat.</p>
TJSHS	22	14	8	0	<p>STAR Reading Score 38% Not Met</p> <p>STAR Math Score: 70% Met</p>	

TMS	14	12	1	1	STAR Reading Score 32% Not Met STAR Math Score: 35% Not Met	TMS did not meet all the goals set this year.
WSR	13	13	0	0	STAR Early Literacy: 79% Met STAR Reading Score 59% Met STAR Math Score 73% Met	Overall, WSR met 11 out of 12 goals. This was a great year for WSR. The school met all its academic goals.
District	252	199	36	17		

2. What methods, tools, and processes are the Grantee using to evaluate project outcomes and the quality of implementation of the activities described for this project?

In the SWP, school leaders and teachers must demonstrate how they will meet the instructional needs of struggling students (those performing at 2 or more grades below level) utilizing the Response to Intervention (RTI) models for Reading (What Works Clearinghouse, 2011) and Math (What Works Clearinghouse, 2009), and how they will meet the instructional needs of students performing near, at or above grade level by using the Rigor, Relevance and Relationship model (Wallach et al, 2006).

Schools implement activities requiring funding through the procurement processes. The SWP is monitored by the Federal Programs Office, the Office Accountability, Research and Evaluation, and the principal of each of our public schools. The monitoring is performed throughout the school year; a formative evaluation to allow schools to make mid-course corrections, and a summative evaluation to measure how many objectives were met (on the last progress update). Schools are required to submit two updates per year (one in December and one in June) to the OARE which monitors each school's progress in achieving school improvement objectives. The updates highlight school activities and evidence-based strategies to facilitate positive student outcomes. In addition to the SWP progress update reports, schools also conduct a Data Dialogue session twice a year (1-mid year; 1- end of year). At this Dialogue, schools and the OARE representatives review various student and survey data to help identify improvement opportunities, interventions, etc. to inform practices for the remainder of the school year and/or the next school year.

3. How is the SEA providing technical assistance to its LEAs/Project Leads and participating non-public schools (if applicable)?
 - Technical assistance is provided to ensure compliance with federal requirements. We offer guidance about a particular federal requirement, assessing the risk the project will not comply with federal grant rules and taking steps to mitigate those risks.
 - We provide technical assistance that support identifying, implementing and using funds to pay for evidence-based practices that improve student outcomes, program performance, and activities that are necessary and reasonable for meeting the particular federal program goals.
 - Technical assistance can take a variety of forms, including written guidance, presentations, and responding to individual phone calls and emails, and other types of support.
 - Reviewing purchase orders and requests, and applying the “necessary and reasonable” standard to activities supported with CG funds (SWP).
 - FPO periodically monitors and reviews the SWP project’s implementation on a quarterly basis. The Department of ARE does the same for individual schools.

4. How is the SEA monitoring its LEAs/Project Leads, and participating non-public schools (if applicable), for high-quality implementation, and proper fiscal expenditures?

Schoolwide Improvement monitoring - PSS uses a comprehensive tracking system sheet that includes all the schools’ objectives, activities, performance measures and benchmark targets. The tracking tool will help to keep activities in check and ensure effective monitoring practices. Within the tool, the gantt chart identifies and aligns checkpoints in the year to ensure that activities are monitored accordingly.

High Quality Implementation - the AdvancEd-Cognia platform requires schools to follow a Quality Improvement guided approach in developing the SWP. The approach includes identification of a Strategy Map, Annual Plan, Implementation Plan, and Theory of Action. The SWP is evaluated quarterly in order to measure the effectiveness of the school’s approach.

Proper Fiscal Expenditures - Upon completion of the comprehensive needs assessment, the Schoolwide Improvement Plan (SWP) is submitted to the SWP review committee. The committee reviews the submission, all associated school improvement activities requiring funding, and ensures that the activities are evidence-based and an allowable expenses. Once the review is completed, the SWP is then sent through an approval process to the Federal Programs Officer and the Office of the Commissioner of Education. Upon approval, schools utilize their funds to implement these school improvement activities.

5. What is the status of the tools, resources, and materials procured for this project? How are they incorporated into the project?
All proposed expenditures are cross-referenced to the SWP and spent.

6. If the Grantee is not on track to meet the project objectives, performance measures, timelines and quality of implementation related to this project as outlined in its approved application,

why not, and what strategies is the Grantee employing in order to meet these objectives, timelines, and performance measures?

Technical assistance and professional development continue to be provided to schools, along with robust data dialogue and professional learning communities to address student achievement, student behavior, attendance, etc.

7. What are the obstacles and/or risks that could impact the Grantee's ability to meet its goals and performance measures related to this project?

On looking at external challenges to school improvement, there are several factors that are likely to improve school improvement efforts. Shortage of teachers in some schools, including our sister islands, creates a huge burden that may lead to inadequate service delivery. Oftentimes, principals and vice principals step in to fill in the shortage, which have implications not only on instruction, but also learner performance. This shortage impedes school improvement efforts. From an instructional services standpoint, more support is needed to ensure that students with disabilities, English Language Learners, and other marginalized groups are adequately served.

Part B: *In preparation for the Progress Update, Consolidated Grantees must submit written responses to the following questions for **two** projects (selected by the Insular Areas Team). All responses in this section should be tailored to the goals, implementation, and evaluation strategies associated with these projects.*

Project:² Early Literacy K-2

Project Goal: By 2023, CNMI PSS will increase the STAR assessments scores of at least 3% and above by cohort.

Project Objective:

By the end of SY 22-23, CNMI PSS will increase STAR assessment scores of at least 3% and above by cohort.

By the end of SY 22-23, CNMI PSS will increase STAR assessment scores of at least 3% and above by cohort.

By 2023, CNMI PSS will increase STAR assessment scores of at least 3% and above by cohort.

1. What is the extent of the Grantee's progress toward meeting the project objectives and performance measures and implementing the activities that are included in its approved application for this project?
2. What methods, tools, and processes are the Grantee using to evaluate project outcomes and the quality of implementation of the activities described for this project?
3. How is the SEA providing technical assistance to its LEAs/Project Leads and participating non-public schools (if applicable)?
4. How is the SEA monitoring its LEAs/Project Leads, and participating non-public schools (if applicable), for high-quality implementation, and proper fiscal expenditures?
5. What is the status of the tools, resources, and materials procured for this project? How are they incorporated into the project?
6. If the Grantee is not on track to meet the project objectives, performance measures, timelines and quality of implementation related to this project as outlined in its approved application, why not, and what strategies is the Grantee employing in order to meet these objectives, timelines, and performance measures?
7. What are the obstacles and/or risks that could impact the Grantee's ability to meet its goals and performance measures related to this project?

Part C: Other Follow-up Needed. *There may be projects that require additional time to discuss and follow-up on their status/ progress. In preparation for the Progress Update, Consolidated Grantees must submit written responses to the following questions. Follow up questions will depend on the specific follow up needed.*

Areas for follow-up:

1. *Questions to be designed based on the specific follow up needed.*

² All highlighted fields will be pre-populated by the Department program officer for two projects prior to Grantee completion.