Consolidated Grants to the Insular Areas

CFDA Number: 84.403A
Formula Grant

Annual Performance Report (APR)

Background: The Annual Performance Report (APR) provides data on the status of the funded Consolidated Grant (CG) projects. The data relates to the scope and objectives established in the approved CG application and any approved revisions. In accordance with 34 CFR § 76.132(a)(5), Insular Areas are required to "submit an annual report to the Secretary containing information covering the program or programs for which the grant is used and administered, including the financial and program performance information required under 2 CFR 200.327 and 200.328."[1]

Information provided in the APR will be used by the Insular Areas Team to evaluate whether the grantee has demonstrated substantial progress toward meeting the program's established project objectives and performance measures.

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[1] The current cites to the financial and program performance reporting requirements are 2 CFR 200.328 and 200.329.

Rural, Insular, and Native Achievement Programs
Consolidated Grant to the Insular Areas
Annual Performance Report Cover Sheet
Reporting Period Information: July 1, 2023 – September 30, 2024

<u>Instructions</u>: Complete the Annual Performance Report Cover Sheet with the appropriate information.

1. Grantee Agency Name _____ CNMI Public School System _____

2. Address _____ P.O. Box 501370 _____

City, State, Zip _____ Saipan, MP 96950 _____

3. Grantee Identification: PR # S403A 230001

4. Federal Grant Director:

Name: _____ Jacqueline Che _____

Title: _____ Federal Programs Officer _____

Tel: ___ (670) 237-3065 ___ Fax: ___ (670) 664-3837 ___

E-mail: _____ jacqueline.che@cnmipss.org _____

5. Authorized Representative of the Grantee (e.g., Commissioner; Director; Superintendent):

Name: _____ Dr. Lawrence F. Camacho _____

Title: _____ Commissioner of Education _____

Tel: ___ (670) 237-3061 ___ Fax: ___ (670) 664-3837 ___

E-mail: _____ pss.coe@cnmi.pss.org _____

Certification

☑ To the best of my knowledge and belief, as the authorized representative of this entity, all data in this Annual Performance Report are true and correct.

☑ The Annual Performance Report fully discloses all known weaknesses concerning the accuracy, reliability and completeness of the data.

Signature of Authorized <u>Representative</u>: _____

Title: _____ Acting Commissioner of Education _____

Date: ___ December 30, 2024 _____

Instructions: Complete the below tables with the appropriate information. The Fiscal Year (FY) and School Year (SY) must align with the APR's reporting period.

The APR is divided into two sections. Section 1 collects program budget information and Section 2 collects project-specific performance data.

Section 1: The following section collects program budget information specific to the grant reporting period. Table 3.1. includes:

- 3.1.A – Enter the amount of funds consolidated within the Consolidated Grant.
- 3.1.B – Enter the amount of funds expended during the Consolidated Grant performance period.
- 3.1.C – Enter the amount of funds remaining within the Consolidated Grant.
- 3.1.D – Enter the calculation of the total amount of funds consolidated within the Consolidated Grant, divided by the amount of funds remaining within the Consolidated Grant.
- 3.1.E – Provide an explanation for why the remaining funds were not expended during the grant performance period.

Table 3.1. Program Budget Information (Fiscal Year 2023)

A. Consolidated Grant Amount Obligated	$19,983,594.00
B. Total Amount Expended	$14,866,864.14
C. Funds Remaining	$5,117,089.96
D. % of Funds Remaining	25%

E. Provide an explanation for the remaining funds: *(Please provide an explanation of how funds will be spent or why these funds have not been spent.)*   The remaining FY 2023 Consolidated Grant funds in the amount of $5,117,089.96 will be used to complete the following project activities under the approved FY 2023 Consolidated Grant Application: - Technology: The evaluation for the districtwide classroom and student technology Invitation for Bid (IFB) has been completed for public and private school students.   - Teacher Professional Development and K-5 Literacy Numeracy activities are still ongoing.   - College, Career and Life Readiness Service activities are still ongoing.   CNMI PSS will continue to monitor project implementation, track delivery of services and goods tied to unliquidated open obligations.

Federal Financial Report
(Follow form Instructions)

1. Federal Agency and Organizational Element to Which Report is Submitted	2. Federal Grant or Other Identifying Number Assigned by Federal Agency (To report multiple grants, use FFR Attachment)
US Department of Education	S403A230001

3. Recipient Organization (Name and complete address including Zip code)

Recipient Organization Name: CNMI PUBLIC SCHOOL SYSTEM

Street1: P.O. BOX 501370

Street2:

City: SAIPAN   County:

State: MP: Northern Mariana Islands   Province:

Country: USA: UNITED STATES   ZIP / Postal Code: 96950-0000

4a. DUNS Number	4b. EIN	5. Recipient Account Number or Identifying Number (To report multiple grants, use FFR Attachment)
854854544	660446193	2400-2420

6. Report Type	7. Basis of Accounting	8. Project/Grant Period	9. Reporting Period End Date
☐ Quarterly ☐ Semi-Annual ☒ Annual ☐ Final	☐ Cash ☒ Accrual	From: 07/01/2023 To: 09/30/2024	09/30/2024

10. Transactions	Cumulative
(Use lines a-c for single or multiple grant reporting)	
Federal Cash (To report multiple grants, also use FFR attachment):	
a. Cash Receipts	
b. Cash Disbursements	0.00
c. Cash on Hand (line a minus b)	0.00
(Use lines d-o for single grant reporting)	
Federal Expenditures and Unobligated Balance:	
d. Total Federal funds authorized	19,983,954.00
e. Federal share of expenditures	13,971,496.73
f. Federal share of unliquidated obligations	895,367.41
g. Total Federal share (sum of lines e and f)	14,866,864.14
h. Unobligated balance of Federal Funds (line d minus g)	5,117,089.86
Recipient Share:	
i. Total recipient share required	0.00
j. Recipient share of expenditures	0.00
k. Remaining recipient share to be provided (line i minus j)	0.00
Program Income:	
l. Total Federal program income earned	0.00
m. Program Income expended in accordance with the deduction alternative	0.00
n. Program Income expended in accordance with the addition alternative	0.00
o. Unexpended program income (line l minus line m or line n)	0.00

11. Indirect Expense

a. Type	b. Rate	c. Period From	Period To	d. Base	e. Amount Charged	f. Federal Share
Provisional	2.50	10/01/2023	09/30/2024	8,188,161.60	204,704.04	204,704.04
			g. Totals:	8,188,161.60	204,704.04	204,704.04

12. Remarks: *Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation:*

[Add Attachment] [Delete Attachment] [View Attachment]

13. Certification: By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

a. Name and Title of Authorized Certifying Official

Prefix: Dr.   First Name: Lawrence   Middle Name: F.

Last Name: Camacho   Suffix:

Title: Commissioner of Education

b. Signature of Authorized Certifying Official

c. Telephone (Area code, number and extension)
670-237-3061

d. Email Address
pss.coe@cnmipss.org

e. Date Report Submitted
12/30/2024

14. Agency use only:

Standard Form 425

FEDERAL FINANCIAL REPORT
(Follow form instructions)

1. Federal Agency and Organizational Element to Which Report is Submitted US Department of Education	2. Federal Grant or Other Identifying Number Assigned by Federal Agency (To report multiple grants, use FFR Attachment) S403A230001	Page of 1 pages

3. Recipient Organization (Name and complete address including Zip code)

CNMI PUBLIC SCHOOL SYSTEM; P.O. BOX 501370; SAIPAN, MP 96950

4a. UEI P1AVLPF9XSA3	4b. EIN 660446193	5. Recipient Account Number or Identifying Number (To report multiple grants, use FFR Attachment) 2400-2420	6. Report Type ☐ Quarterly ☐ Semi-Annual ☑ Annual ☐ Final	7. Basis of Accounting ☐ Cash ☑ Accrual

8. Project/Grant Period (Month, Day, Year) From: 07/1/2023 To: 9/30/2024	9. Reporting Period End Date (Month, Day, Year) 9/30/2024

10. Transactions

	Cumulative
(Use lines a-c for single or multiple grant reporting)	
Federal Cash (To report multiple grants, also use FFR Attachment):	
a. Cash Receipts	
b. Cash Disbursements	
c. Cash on Hand (line a minus b)	
(Use lines d-o for single grant reporting)	
Federal Expenditures and Unobligated Balance:	
d. Total Federal funds authorized	19,983,954.00
e. Federal share of expenditures	13,971,496.73
f. Federal share of unliquidated obligations	895,367.41
g. Total Federal share (sum of lines e and f)	14,866,864.14
h. Unobligated balance of Federal funds (line d minus g)	5,117,089.86
Recipient Share:	
i. Total recipient share required	0.00
j. Recipient share of expenditures	0.00
k. Remaining recipient share to be provided (line i minus j)	0.00
Program Income:	
l. Total Federal program income earned	
m. Program income expended in accordance with the deduction alternative	
n. Program income expended in accordance with the addition alternative	
o. Unexpended program income (line l minus line m or line n)	

11. Indirect Expense	a. Type	b. Rate	c. Period From	Period To	d. Base	e. Amount Charged	f. Federal Share
	Provisional	2.50%	10/01/23	9/30/24	8,188,161.60	204,704.04	204,704.04
				g. Totals:	$8,188,161.60	$204,704.04	$204,704.04

12. Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation:

13. Certification: By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and intent set forth in the award documents. I am aware that any false, fictitious, or fraudulent information may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)

a. Typed or Printed Name and Title of Authorized Certifying Official Lawrence F. Camacho, Ed. D. - Commissioner of Education	c. Telephone (Area code, number, and extension) (670) 237-3061
	d. Email Address pss.coe@cnmipss.org
b. Signature of Authorized Certifying Official	e. Date Report Submitted (Month, Day, Year) 12/30/2024
	14. Agency use only:

Standard Form 425 - Revised 6/28/2010
OMB Approval Number: 0348-0061
Expiration Date: 10/31/2011

FY 2023

CNMI PSS Consolidated Grant Annual Performance Report

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Consolidated Grant
Annual Performance Report FISCAL YEAR 2023 Template

Section 2. The following section collects project-specific data for each of the approved projects in the Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. <u>One table per project in the approved CG application.</u> Information in these sections should align to the Project Narratives included in the approved CG application.

| Project Title: (Federal Program Name): | Assessment | Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized. | TITLE I: Improving the Academic Achievement of the Disadvantaged; PART A: Improving Basic Programs Operated by Local Educational Agencies; SUBPART 1: Basic Program Requirements; SECTION 1111: State Plans. PART B: State Assessment Grants; SECTION 1201: Grants for State Assessment and Related Activities

TITLE III: Language Instruction for English Learners and Immigrant Students; PART A: English Language Acquisition, Language Enhancement, and Academic Achievement Act; SECTION 3102: Purposes

TITLE V: Flexibility & Accountability; PART B: Rural Education Initiative; SUBPART 2: Rural and Low-Income School Program; SECTION 5102: Purpose | Federal Programs Oversight: | Jacqueline Che, Federal Programs Officer/Administrator |

Project Budget			Population Served						
Allocated	**Expended**	**% Expended**	**Students Served**			**Staff Served**			
Public $1,711,947.00	Public $988,314.00	57%	**Grade Level(s)**	*Projected* **Number**	*Actual* **Number**	*Projected* **Number of Teachers**	*Actual* **Number of Teachers**	*Projected* **Number of Administrators**	*Actual* **Number of Administrators**
Private	Private		**Group:** *[Grade Level(s)] K-12*	8,856	8,692	463	501	43	42
			Group: *[Grade Level(s)]*						
Total Population Served				8,692				543	

Consolidated Grant
Annual Performance Report FISCAL YEAR 2023 Template

Project Objective(s) *Add additional rows for each separate project objective.*	Project Activity *(Each project activity should be connected project objective in the previous column)*	Performance Measures (i.e. metric) *Enter the unit of measurement.*	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
TOTAL OBJECTIVES: 5				**Quarter 1 Performance Target** 10/01/23 to 12/31/23 *** DUE: 12/01/23	**Quarter 2 Performance Target** 01/01/24 to 03/31/24 *** DUE: 03/01/24	**Quarter 3 Performance Target** 04/01/24 to 06/30/24 *** DUE: 06/01/24	**Quarter 4 Performance Target** 07/01/24 to 09/30/24 *** DUE: 09/01/24	1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met
OBJECTIVE 1: By the end of SY 2023- 2024, CNMI PSS will increase the STAR Early Literacy and STAR Reading assessment scores by at least 3% and above.	To collect STAR Early Literacy and STAR Reading screeners and outcome data 3 times a year and conduct data dialogue and training with all the PSS schools	Percentage of students at or above proficiency scores	**Baseline Data:** STAR Early Literacy: Grade 1-57% STAR Reading: Grade 3-52% Grade 5-46% Grade 8-38% Grade 10-32%	**TARGET:** STAR Early Literacy: Grade 1-57% STAR Reading: Grade 3-52% Grade 5-46% Grade 8-38% Grade 10-32% *** **ACTUAL:** STAR Early Literacy: Grade 1-46% STAR Reading: Grade 3-41% Grade 5-38% Grade 8-28% Grade 10-52% *** **TARGET MET?** Check One:	**TARGET:** STAR Early Literacy: Grade 1-58% STAR Reading: Grade 3-53% Grade 5-47% Grade 8-39% Grade 10-33% *** **ACTUAL:** STAR Early Literacy: Grade 1-55% STAR Reading: Grade 3-49% Grade 5-43% Grade 8-29% Grade 10-52% *** **TARGET MET?** Check One:	**TARGET:** STAR Early Literacy: Grade 1-59% STAR Reading: Grade 3-54% Grade 5-48% Grade 8-40% Grade 10-34% *** **ACTUAL:** STAR Early Literacy: Grade 1-69% STAR Reading: Grade 3-55% Grade 5-51% Grade 8-36% Grade 10-46% *** **TARGET MET?** Check One:	**TARGET:** STAR Early Literacy: Grade 1-59% STAR Reading: Grade 3-54% Grade 5-48% Grade 8-40% Grade 10-34% *** **ACTUAL:** STAR Early Literacy: Grade 1-69% STAR Reading: Grade 3-55% Grade 5-51% Grade 8-36% Grade 10-46% *** **TARGET MET?** Check One:	**ANNUAL OBJECTIVE MET?:** **Check One** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** _____ _____ _____ *** **DUE: 12/15/24**

Consolidated Grant
Annual Performance Report FISCAL YEAR 2023 Template

				Col A	Col B	Col C	Col D	
				☐ YES ☑ NO	☐ YES ☑ NO	☐ YES ☑ NO	☐ YES ☑ NO	
				IF NO, EXPLAIN WHY: Pre-Test Only	**IF NO, EXPLAIN WHY:** ONLY GRADE 10 MET the Goal. Students are just beginning to learn and master new concepts and skills in Reading	**IF NO, EXPLAIN WHY:** Grades 1, 3, 5, and 10 have met their identified targets. Grade 8 did not meet the target.	**IF NO, EXPLAIN WHY** Grades 1, 3, 5, and 10 have met their identified targets. Grade 8 did not meet the target.	
OBJECTIVE 2: By the end of SY 2023- 2024, CNMI PSS will increase the STAR Math assessment scores by at least 3% and above.	To collect STAR Math screeners and outcome data 3 times a year, and conduct data dialogue and trainings with all the PSS schools	Percentage of students at or above proficiency scores	**Baseline Data:** STAR Math: Grade 2-49% Grade 4-52% Grade 6-35% Grade 7-42% Grade 9-39% STAR Math: Grade 2-39% Grade 4-38% Grade 6-33% Grade 7-31% Grade 9-30%	**TARGET:** STAR Math: Grade 2-49% Grade 4-52% Grade 6-35% Grade 7-42% Grade 9-39% *** **ACTUAL:** STAR Math: Grade 2-39% Grade 4-38% Grade 6-33% Grade 7-31% Grade 9-30% *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** This was the Pre-test only	**TARGET:** STAR Math: Grade 2-50% Grade 4-53% Grade 6-36% Grade 7-43% Grade 9-40% *** **ACTUAL:** STAR Math: Grade 2-48% Grade 4-52% Grade 6-47% Grade 7-35% Grade 9-33% *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Only Grade 6 MET the Goal.	**TARGET:** STAR Math: Grade 2-51% Grade 4-54% Grade 6-37% Grade 7-44% Grade 9-41% *** **ACTUAL:** STAR Math: Grade 2-58% Grade 4-55% Grade 6-39% Grade 7-42% Grade 9-50% *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:**	**TARGET:** STAR Math: Grade 2-51% Grade 4-54% Grade 6-37% Grade 7-44% Grade 9-41% *** **ACTUAL:** STAR Math: Grade 2-58% Grade 4-55% Grade 6-39% Grade 7-42% Grade 9-50% *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:**	**ANNUAL OBJECTIVE MET?: Check One** ☐ YES ☑ NO **IF NO, EXPLAIN WHY: All grades have met except 7th** *** **DUE: 12/15/24**

Consolidated Grant
Annual Performance Report FISCAL YEAR 2023 Template

					Students are just beginning to learn and master new concepts and skills in Math	All grades have met except 7th;	All grades have met except 7th	
OBJECTIVE 3: By the end of SY 2023- 2024, CNMI PSS will increase the SBA assessment scores by at least 3% and above.	To create and refine locally-generated assessments; collect End of Course (EOC) Standard Based Assessment data, and facilitate data dialogue and training with all the PSS schools	Percentage of standards that are proficient and advanced	**Baseline Data:**	**TARGET:** Grade 6 Cha- 50% Grade 6 Car- 19% Biology- 20% **ACTUAL:** Grade 6 Cha- N/A% Grade 6 Car- N/A% Biology- N/A% *** TARGET MET? Check One: ☐ YES ☑ NO IF NO, EXPLAIN WHY: Students have not taken the test yet.	**TARGET:** Grade 6 Cha- 50% Grade 6 Car- 19% Biology- 20% **ACTUAL:** Grade 6 Cha- N/A% Grade 6 Car- N/A% Biology- 18% *** TARGET MET? Check One: ☐ YES ☑ NO IF NO, EXPLAIN WHY: Students have not taken the test yet	**TARGET:** Grade 6 Cha- 50% Grade 6 Car- 19% Biology- 20% **ACTUAL:** Grade 6 Cha- 46% Grade 6 Car- 17% Biology- 18% *** TARGET MET? Check One: ☐ YES ☑ NO IF NO, EXPLAIN WHY: Grade 8 social studies and U.S. Govt were not tested due to the adoption of new social studies standards	**TARGET:** Grade 6 Cha- 50% Grade 6 Car- 19% Biology- 20% **ACTUAL:** Grade 6 Cha- 46% Grade 6 Car- 17% Biology- 22% *** TARGET MET? Check One: ☐ YES ☑ NO IF NO, EXPLAIN WHY: Lack of CCLHS teachers. Met only Biology target.	**ANNUAL OBJECTIVE MET?:** **Check One** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Lack of Chamorro and Carolinian Heritage Studies (CCLHS) teachers. Met only Biology targets. *** **DUE: 12/15/24**

Consolidated Grant
Annual Performance Report FISCAL YEAR 2023 Template

OBJECTIVE 4:			Baseline Data:	TARGET:	TARGET:	TARGET:	TARGET:	ANNUAL OBJECTIVE MET?:
By the end of SY 2023- 2024, CNMI PSS will increase the WIDA ACCESS assessment scores by at least 3% and above.	To collect WIDA ACCESS summative data for ELL students, and to facilitate data dialogue with all the PSS schools	Percentage of ELL students who scores Expanding and above	Grade 4-35% Grade 5-45% Grade 6-17% Grade 7-21% Grade 8-29% Grade 9-23% Grade 10-22% Grade 11-32% Grade 12-16%	Grade 4-35% Grade 5-45% Grade 6-17% Grade 7-21% Grade 8-29% Grade 9-23% Grade 10-22% Grade 11-32% Grade 12-16%	Grade 4-35% Grade 5-45% Grade 6-17% Grade 7-21% Grade 8-29% Grade 9-23% Grade 10-22% Grade 11-32% Grade 12-16%	Grade 4-35% Grade 5-45% Grade 6-17% Grade 7-21% Grade 8-29% Grade 9-23% Grade 10-22% Grade 11-32% Grade 12-16%	Grade 4-35% Grade 5-45% Grade 6-17% Grade 7-21% Grade 8-29% Grade 9-23% Grade 10-22% Grade 11-32% Grade 12-16%	**Check One** ☐ YES ☑ NO
				ACTUAL: Grd 4-N/A% Grd 5-N/A% Grd 6-N/A% Grd 7-N/A% Grd 8-N/A% Grd 9-N/A% Grd 10-N/A% Grd 11-N/A% Grd 12-N/A%	**ACTUAL:** Grd 4-N/A% Grd 5-N/A% Grd 6-N/A% Grd 7-N/A% Grd 8-N/A% Grd 9-N/A% Grd 10-N/A% Grd 11-N/A% Grd 12-N/A%	**ACTUAL:** Grd 4-35%% Grd 5-33% Grd 6-18% Grd 7-20% Grd 8-23% Grd 9-22% Grd 10-16% Grd 11-13% Grd 12-21%	**ACTUAL:** Grd 4-35%% Grd 5-33% Grd 6-18% Grd 7-20% Grd 8-23% Grd 9-22% Grd 10-16% Grd 11-13% Grd 12-21%	**IF NO, EXPLAIN WHY:** Need to change the objective for better data analysis/reporting. The majority of the grade level did not meet WIDA target scores. *** DUE: 12/15/24
				*** **TARGET MET?** **Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Students have not taken the test yet.	*** **TARGET MET?** **Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Students have not taken the test yet.	*** **TARGET MET?** **Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Need to change the objective for better data analysis/reporting The majority of the grade level did not meet WIDA target scores.	*** **TARGET MET?** **Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Need to change the objective for better data analysis/reporting The majority of the grade level did not meet WIDA target scores.	

Consolidated Grant
Annual Performance Report FISCAL YEAR 2023 Template

OBJECTIVE 5: By the end of SY 2023-2024, CNMI PSS will adopt the Smarter Balanced Summative Assessment for Reading and Math using the SBA online platform	To partner with the Smarter Balanced Consortium to adopt the Smarter Balanced Math and Reading Assessments using the PSS Standard based assessment (SBA) online platform	% Completion rate of the integration and migration of the Smarter Balanced Math and Reading assessments in the PSS online standard based assessment platform	**Baseline Data:** No baseline data	**TARGET:** 25% Completion Rate **ACTUAL:** 0% Completion Rate *** **TARGET MET?** **Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Funding is not enough to purchase Smarter Balanced	**TARGET:** 50% Completion Rate **ACTUAL:** 0% Completion Rate *** **TARGET MET?** **Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Funding is not enough to purchase Smarter Balanced. ARE and OCI communicate with NWEA for the Map Growth Assessments in Reading, Math, and Science. NWEA Assessment is used by more than 30 States for their Map Growth reporting on ESSA Requirement for academic growth.	**TARGET:** 75% Completion Rate **ACTUAL:** 0% Completion Rate *** **TARGET MET?** **Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Smarter balanced assessments are not adopted due to changes in PSS priorities. PSS is looking at piloting the NWEA growth measures that is aligned to both standards and curriculum	**TARGET:** 100% Completion Rate **ACTUAL:** 0% Completion Rate *** **TARGET MET?** **Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Smarter balanced assessments are not adopted due to changes in PSS priorities. PSS is looking at piloting the NWEA growth measures that is aligned to both standards and curriculum	**ANNUAL OBJECTIVE MET?:** **Check One** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Smarter Balanced Assessments was not adopted due to changes in PSS priorities. PSS is looking at piloting the NWEA growth measures that is aligned to both standards and curriculum *** **DUE: 12/15/24**

Consolidated Grant
Annual Performance Report FISCAL YEAR 2023 Template

				For now, we are using STAR Early Literacy, STAR Math, and STAR Reading to measure student academic growth and success.			

Consolidated Grant
Annual Performance Report FISCAL YEAR 2023 Template

Evidence of Success/ Progress *(bullet points)*
List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)   ***Please add more bullet points if necessary.***

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- STAR Screener 1 assessments were given at the beginning of the SY 2023-2024.
- The participation rate for STAR reading assessment is 92%, with 89% participation rate in Math and 91% in STAR Early Literacy.
- The Screener 1 data shows that 41% of the K-1 students score proficiency and above in STAR Early Literacy.
- The Screener 1 data shows that 35% of the Grades 2-12 students score proficiency and above in STAR Reading
- The Screener 1 data shows that 43% of the Grades 1-12 students score proficiency and above in STAR Math.

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- STAR Early Literacy and STAR Reading data shows that there is a significant increase in student academic achievement from screener 1 to screener 2 across grade levels.
- STAR Math data shows there is a significant increase in student academic achievement from screener 1 to screener 2 across grade levels.

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- STAR Assessment data shows that 5 out of 6 grade levels have met their academic achievement targets for both Reading and Math.
- Began the development of the data center to showcase the academic progress of the school district and to comply to U.S. DOE ESSA progress reporting mandate (envisioncnmipss.org)

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- STAR Assessment data shows that 5 out of 6 grade levels have met their academic achievement targets for both Reading and Math.
- The piloting of the Return on Investment shows a high return on investment in various initiatives, including the following: After School and Saturday Academic Programs, Guided Reading, Small Group Instructions, Positive Action Kid Curriculum, Collaborative Lesson Planning, Individualized Learning Plan, Use of HQIM, MTSS and EWS, daily 5 Program, Professional Learning on Science of Reading, Trilateral Planning, Intentional Planning and Accountability, STAR Assessment Trackers, Differentiated Reading Tasks, High Dosage Tutoring, DDDM Reporting and Meeting, Student led projects, Educational Games, College and Career pathways program, and SWP weekly sessions

APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"
- **None**

Activities
List the major activities that were implemented within this project.   ***Please add more numbers if necessary.***

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Conducted the STAR Assessments at the beginning of the SY2024
- Provided data dialogue with all instructional staff including high dosage tutors, classroom teachers, ELL teachers, Title 1 teachers, and setting Reading and Math goals based on student academic screener 1 scores to all instructional staff on how to

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- STAR Screener 2 assessments were conducted in January 2024.
- Data Literacy training was provided on Jan. 5-9, 2024 for all instructional staff including high dosage tutors, Title 1 teachers,classroom teachers, ELL teachers, school leaders, key management, SPED teachers, and counselors. Participants learned the focused skills and trip skills in Reading and Math
- Launched the Assessment Platform: https://app.powerbi.com/view?r=eyJrIjoiYTc2OTM5MDYtM2IxZS00ODZiLWE3ZmMtYmYwOTJmZDc3YTdkIiwidCI6ImQ3MTJhNjM0LWIzMTMtNGQyYi1iMjVmLTBhYjMxOWVjMDIzOSIsImMiOjJ9

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QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- WIDA sponsored training on *Writing for Elementary* for ELL and classroom teachers
- Conducted data dialogue with all school principals and vice principals and introduced the return on investment formula on May 8, 2024.
- Attend weekly meetings with Renaissance for needs assessments based on data.
- Attended formative assessments training with REL on May 15-17, 2024
- Met with NWEA for Map Growth Assessments on May 31, 2024
- Built a data center to showcase school academic progress and comply with reporting requirements. (envisioncnmipss.org)

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Completed the Academic Achievement Report and presented it to the ISA Committee meeting in August, 2024
- Presented the annual academic achievement report to the full board meeting on August 16, 2024
- Analyzed return on investment report. The report shows the following: **Return on Investment:** Based on the data collected, the pilot of the return on investment shows a **high return on investment** in various initiatives, including the following: After-school and Saturday Academic Programs, Guided Reading, Small Group Instructions, Positive Action Kid Curriculum, Collaborative Lesson Planning, Individualized Learning Plan, Use of HQIM, MTSS and EWS, daily 5 Program, Professional Learning on Science of Reading, Trilateral Planning, Intentional Planning and Accountability, STAR Assessment Trackers, Differentiated Reading Tasks, High Dosage Tutoring, DDDM Reporting and Meeting, Student-led projects, Educational Games, College and Career pathways program, and SWP weekly sessions. **Medium Return on Investment** Summer Learning, Use of technology, Online subscriptions, project-based learning, peer observations, data dialogue, SEL program, family literacy and LOW in return on investment on Token Economy System, student led community engagement project, after school wellness program, after school enrichment, and competitions. Data must be verified for accuracy. Return on Investment Report
- Data center is 35% complete (envisioncnmipss.org)

APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"
- **None**

<table>
<tr><td>Observations and/or Challenges
List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines).
List the reasons why the established goals (and/or project objectives) were not met, if appropriate.
Please add more numbers if necessary.</td></tr>
</table>

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- There was a challenge in syncing the Renaissance with Infinite Campus through Clever and created an error during the testing
- Some internet issues were encountered during the testing period
- School admin asked for an extended day/s for students to complete the assessments

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Students not meeting their academic goal. The Analysis of Findings and Overall findings will be submitted during the 3rd quarter reporting as an artifact to report their successes and challenges. The Analysis of Findings will show attributions to the students significant growths from screener 1, 2, and the outcome. Virtual meetings with the school principals were conducted to discuss the assessment targets. Schools seem to be overwhelmed with many competing priorities.

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- It is observed that the significant increase in Star Math data is attributed to students spending more time on Freckle Math.

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- It is observed that even though a significant increase is evident in many grade levels, Assessment program has still not met the goal due to the fact that one grade level is not meeting the target data.

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- It is significantly challenging to meet the goal of academic achievements using the data by grade level instead of the overall data. It is my recommendation to change some of the objectives and use the district's overall data for measurement of the district's success.

APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"

- **None**

Please provide link(s) to any files or any other artifacts/evidence that supports your project.

QUARTER 1 - ARTIFACTS LINKS - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"

- *https://docs.google.com/document/d/1RjN-POUqQy7dyvfM8bGPBOXXF6Tjm4ow/edit?usp=sharing&ouid=112416043904962326013&rtpof=true&sd=true*

QUARTER 2 - ARTIFACTS LINKS - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"

- https://app.powerbi.com/view?r=eyJrIjoiYTc2OTM5MDYtM2IxZS00ODZiLWE3ZmMtYmYwOTJmZDc3YTdkIiwidCI6ImQ3MTJhNjM0LWIzMTMtNGQyYi1iMjVmLTBhYjMxOWVjMDIzOSIsImMiOjJ9

QUARTER 3 - ARTIFACTS LINKS - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"

- *Return on Investment Report*
- *Academic Achievement Report SY2023-2024*
- *Link to PSS Data Center: envision.cnmipss.org*

QUARTER 4 - ARTIFACTS LINKS - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"

- *Link to PSS Data Center: envision.cnmipss.org*
- *Return on Investment Report*
- *Academic Achievement Report SY2023-2024*

APR OUTCOME ARTIFACTS LINKS [DUE TO FPO: 12/15/24](Please add more bullets if necessary). If none, indicate "NONE"

- *None*

Number of Project Objectives Met to Date

TOTAL NUMBER OF OBJECTIVES FOR ASSESSMENT PROJECT: 5

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23]

- 0 out of 5 OBJECTIVES MET

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23]

- 0 out of 5 OBJECTIVES MET

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23]

- 0 out of 5 OBJECTIVES MET

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23]

- 0 out of 5 OBJECTIVES MET

APR OUTCOME [DUE TO FPO: 12/15/24]

- 0 out of 5 OBJECTIVES MET

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Quality of Project Implementation:

- ❑ **Advanced (4) – The grantee has provided quantifiable evidence that <u>progress exceeds</u> the established project objectives and performance measures.**
- ❑ **Meets (3) – The grantee has provided quantifiable evidence of <u>successful</u> project implementation against the listed program objectives and performance measures.**
- ❑ **Approaches (2) – The grantee has provided quantifiable evidence of <u>partial successful</u> project implementation against the listed program objectives and performance measures.**
- ❑ **Needs Work (1) – The grantee has provided evidence that <u>does not address all of the established program objectives</u> and performance measures.**
- ❑ **Unsatisfactory (0) – The grantee is <u>unable to provide any quantifiable evidence</u> of successful project implementation against the listed program objectives and performance measures.**

December 18, 2024

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Section 2. The following section collects project specific data for each of the approved projects in the Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. <u>One table per project in the approved CG application.</u> Information in these sections should align to the Project Narratives included in the approved CG application.

Project Title: (Federal Program Name):	State Administration	Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.	TITLE V: Flexibility & Accountability; PART B: Rural Education Initiative; SUBPART 2: Rural and Low-Income School Program; SECTION 5102: Purpose	Federal Programs Oversight:	Jacqueline Che, Federal Programs Officer/Administrator

Project Budget			Population Served						
			Students Served			**Staff Served**			
Allocated	Expended	% Expended	Grade Level(s)	*Projected* Number	*Actual* Number	*Projected* Number of Teachers	*Actual* Number of Teachers	*Projected* Number of Administrators	*Actual* Number of Administrators
Public $93,932.00	Public $50,968.00	54%	Group: *[Grade Level(s)]*	8,856	8,692	463	501	43	43
Private	Private		Group: *[Grade Level(s)]*	1,690	1,690	157	157	43	42
Total Population Served				10,382				85	

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Project Objective(s) *Add additional rows for each separate project objective.* **TOTAL OBJECTIVES: 2**	Project Activity *(Each project activity should be connected project objective in the previous column)*	Performance Measures (i.e. metric) *Enter the unit of measurement.*	*Baseline Data*	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below: 1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met
				Quarter 1 Performance Target 10/01/23 to 12/31/24 *** DUE: 12/01/23	**Quarter 2 Performance Target** 01/01/24 to 03/31/24 *** DUE: 03/01/24	**Quarter 3 Performance Target** 04/01/24 to 06/30/24 *** DUE: 06/01/24	**Quarter 4 Performance Target** 07/01/24 to 09/30/24 *** DUE: 09/01/24	
OBJECTIVE 1: By the end of SY 2023-2024, 60% of public and private school stakeholders will indicate "satisfaction" with the administration, monitoring and oversight, consultation, technical assistance and support activities provided by FPO.	State Administration	Percent of public and private school stakeholders indicating satisfaction with the administration, monitoring and oversight, consultation, technical assistance and support activities provided by FPO.	Baseline Data: N/A	**TARGET:** 60% **ACTUAL:** ___% *** TARGET MET? Check One: ☐ YES ☐ NO IF NO, EXPLAIN WHY:_____ _____	**TARGET:** 60% **ACTUAL:** ___% *** TARGET MET? Check One: ☐ YES ☐ NO IF NO, EXPLAIN WHY:_____ _____	**TARGET:** 60% **ACTUAL:** ___% *** TARGET MET? Check One: ☐ YES ☐ NO IF NO, EXPLAIN WHY:_____ _____	**TARGET:** 60% **ACTUAL:** 93% *** TARGET MET? Check One: ☑ YES ☐ NO IF NO, EXPLAIN WHY:_____ _____	**ANNUAL OBJECTIVE MET?:** **Check One** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:** _____ _____ _____ *** DUE: 12/15/24
OBJECTIVE 2: By the end of SY 2023-2024, 60% of Consolidated Grant project objectives will be on track to be "met" by the end of School Year 2024.	State Administration	Percent of objectives on track to be met	Baseline Data: N/A	**TARGET:** 60% **ACTUAL:** ___%	**TARGET:** 60% **ACTUAL:** ___%	**TARGET:** 60% **ACTUAL:** ___%	**TARGET:** 60% **ACTUAL:** 83%	**ANNUAL OBJECTIVE MET?:** **Check One** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:**

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				*** TARGET MET? Check One:	*** TARGET MET? Check One:	*** TARGET MET? Check One:	*** TARGET MET? Check One:	_____ _____ _____ *** DUE: 12/15/24
				☐ YES ☐ NO IF NO, EXPLAIN WHY:_____ _____ _____	☐ YES ☐ NO IF NO, EXPLAIN WHY:_____ _____ _____	☐ YES ☐ NO IF NO, EXPLAIN WHY:_____ _____ _____	☑ YES ☐ NO IF NO, EXPLAIN WHY:_____ _____ _____	

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Evidence of Success/ Progress *(bullet points)*
List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)
Please add more bullet points if necessary.

- On the level of Project Lead satisfaction regarding the administration, monitoring and oversight, consultation, technical assistance and support from the Federal Programs Office, the stakeholder rating is at **93%** in September 2024 (4th quarter).
- On the level of School Administrators satisfaction regarding the knowledge gained and/or technical assistance and support received from the Consolidated Grant Project Leads, the stakeholder rating is at **92.5%** in September 2024 (4th quarter).
- 38 out of 46 (or **83%**) of Consolidated Grant project objectives were "met" by the end of School Year 2023-2024

Activities
List the major activities that were implemented within this project.
Please add more numbers if necessary.

To ensure the efficient administration of the Consolidated Grant, the Federal Programs Office:
- Conducted quarterly/annual fiscal, programmatic, and administrative monitoring of all Consolidated Grant-funded projects through on-site meetings, observations, reports and compliance reviews of project implementation requests.
- Established requirements for Project Leads to submit progress reports, and used that information to provide training and technical assistance support to ensure activities are on track.
- Maintained a process to ensure that costs charged to the Consolidated Grant are allowable, necessary and reasonable, and properly allocated, and that these determinations are made in a consistent manner.
- Administered Survey to gauge satisfaction and facilitate greater cross-program coordination, planning, and service delivery.
- Established a post-implementation review process that evaluates the projects, answering questions such as
  - Whether or not the project achieved its goals (why or why not?), and
  - Were any process or internal control issues that were identified resolved?

Observations and/or Challenges
List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines).
List the reasons why the established goals (and/or project objectives) were not met, if appropriate.
Please add more numbers if necessary.

- The Federal Programs Office continues to provide feedback, based on data, related to potential changes in project implementation.
- Compliance reviews are conducted on all purchase requests funded under the Consolidated Grant:
  - Procurement requisitions
  - Contractual services
  - Purchase Orders - reviews and modifications
  - Prior Approval

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- - Travel Authorizations
  - Personnel Related matters - request to fill vacant positions, personnel actions to fill vacant positions, personnel actions - salary increments, resignations, etc.
  - Budget modifications to move funding to support the implementation of project activities
  - Services for Private, Non-Public Schools Students and Teachers
  - Uses of Funds
  - Evaluation
- Differentiated supports are provided to schools and Project Leads, facilitating cross-program coordination, planning, and service delivery.
- Increased management coordination oversight of grant amounts, usage, and administration.

To improve state administration at the SEA/LEA level, Federal Programs Office staff and other Project Leads attended the following:

- 2024 National ESEA Annual Conference
- Private School Conference & Ombudsman Meeting
- National Summit, *Meeting the Moment: How State Leaders are Using Innovation for Impact* hosted by the National Comprehensive Center (in lieu of the U.S. Department of Education Insular Areas Meeting)
- Insular Areas & Palau 2024 Grantee Webinar
- 2024 APIPA, the Association of Pacific Islands Public Auditors, *Bridging the Gap of Public Accountability and Transparency*.

Challenges:

- One of the most pervasive challenges observed post-pandemic is a rise in student apathy, lack of motivation and mental health and behavior issues. The shift to remote learning disrupted traditional educational routines and often resulted in a disengaged student body.
- Despite the districts' keen improvement efforts, we have noticed a recurring issue in our experience with our schools and departments – they tend to spend most of their time evaluating which programs to purchase at the expense of considering the actual implementation experience for those involved. In the past year, for example, we assumed all teachers were equally prepared for the shift to the new High Quality Instructional Materials (HQIM) and instructional framework (e.g. Science of Reading). This mindset shift took some time. It also involved investing in more training necessary for teachers to develop the skills needed. PSS was challenged with scheduling conflicts, coaching, technology compatibility issues, and timely data collection, etc.
- Getting people open to change can be a real challenge. As a result of investing in initiatives (funded by the American Rescue Plan), we applied "best practices" and lessons learned in implementing CG-funded projects. The reality is, many people impacted by any change or "improvement" were not as involved in the planning of the program. This can lead to the initiative(s) being seen as just another passing fad, not a significant improvement. In hindsight, it is important to tackle these assumptions head-on for any implementation plan to be realistic and successful. This is not just about sending updates and expecting everyone to follow suit. It is about keeping everyone focused on key priorities and tackling them one at a time (quality over quantity). PSS is establishing systems that can track progress to keep the momentum going.
- Engaging with parents and families continues to be a challenge in our depressed local economy. The greatest challenge to involvement in their children's education was parents' work schedules (or lack of stable employment).
- Meaningful consultation with Private, Non-Public Schools and the implementation of equitable services that addresses student and the educator needs versus school operational needs.
- Rising costs and the availability of receiving supplies and goods in a timely manner due to the CNMI's remote geographic location.

Please provide link(s) to any files or any other artifacts/evidence that supports your project.

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APR OUTCOME ARTIFACTS LINKS [DUE TO FPO: 12/15/24](Please add more bullets if necessary). If none, indicate "NONE"
- *Link to survey: https://docs.google.com/forms/d/e/1FAIpQLSfGfKRKvez4xDUyCwQwMLXjMyFQCIhvofoYHXfeCcuXBN_Q0A/viewform*

Number of Project Objectives Met to Date

TOTAL NUMBER OF OBJECTIVES FOR STATE ADMIN PROJECT: 2
- 2 out of 2 OBJECTIVES MET

Insular Areas Team Program Staff Only

Quality of Project Implementation:
- ❑ **Advanced (4) –** The grantee has provided quantifiable evidence that <u>progress exceeds</u> the established project objectives and performance measures.
- ❑ **Meets (3) –** The grantee has provided quantifiable evidence of <u>successful</u> project implementation against the listed program objectives and performance measures.
- ❑ **Approaches (2) –** The grantee has provided quantifiable evidence of <u>partial successful</u> project implementation against the listed program objectives and performance measures.
- ❑ **Needs Work (1) –** The grantee has provided evidence that <u>does not address all of the established program objectives</u> and performance measures.
- ❑ **Unsatisfactory (0) –** The grantee is <u>unable to provide any quantifiable evidence</u> of successful project implementation against the listed program objectives and performance measures.

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Section 2. The following section collects project specific data for each of the approved projects in the Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. <u>One table per project in the approved CG application.</u> Information in these sections should align to the Project Narratives included in the approved CG application.

Project Title: (Federal Program Name):	Athletics	Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.	TITLE IV: 21st Century Schools; PART A: Student Support and Academic Enrichment Grants; SUBPART 1: Student Support and Academic Enrichment Grants; SECTION 4104: State Use of Funds; SECTION 4107: Activities to Support Well-Rounded Educational Opportunities — TITLE V: Flexibility & Accountability; PART B: Rural Education Initiative; SUBPART 2: Rural and Low-Income School Program; SECTION 5102: Purpose	Federal Programs Oversight:	Jacqueline Che, Federal Programs Officer/Administrator

Project Budget			Population Served						
Allocated	Expended	% Expended	Students Served			Staff Served			
Public $449,164.00	Public $398,965.00	88%	Grade Level(s)	*Projected* Number	*Actual* Number	*Projected* Number of Teachers	*Actual* Number of Teachers	*Projected* Number of Administrators	*Actual* Number of Administrators
Private	Private		Group: [Grade Level(s)]	PSS Elem: 810 PSS MS: 1,155 PNP HS: 900	PSS Elem: 923 PSS MS: 1,145 PSS HS: 1,090	PSS Elem: 108 PSS MS: 154 PSS HS: 110	PSS Elem: 88 PSS MS: 136 PSS HS: 102	3	3
			Group: [Grade Level(s)]	PNP Elem: 630 PNP MS: 825 PNP HS: 720	PNP Elem: 406 PNP MS: 480 PNP HS: 475	PNP Elem: 84 PNP MS: 110 PNP HS: 88	PNP Elem: 43 PNP MS: 70 PNP HS: 60	Public/Non Public K-12	Public/Non Public K-12
Total Population Served				4,519			502		

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Project Objective(s) *Add additional rows for each separate project objective.* **TOTAL OBJECTIVES: 3**	Project Activity *(Each project activity should be connected project objective in the previous column)*	Performance Measures **(i.e. metric)** *Enter the unit of measurement.*	*Baseline Data*	Quarterly Performance Targets				Was this project objective met? Please indicate: **Yes or No. If no, please explain below:**
				Quarter 1 Performance Target 10/01/23 to 12/31/24 *** DUE: 12/01/23	**Quarter 2 Performance Target** 01/01/24 to 03/31/24 *** DUE: 03/01/24	**Quarter 3 Performance Target** 04/01/24 to 06/30/24 *** DUE: 06/01/24	**Quarter 4 Performance Target** 07/01/24 to 09/30/24 *** DUE: 09/01/24	1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met
OBJECTIVE 1: By the end of SY 23-24, the PSS Athletics Program will increase the number of student athletes (from all 3 islands) who report feeling a sense of belonging and connection within their sports team by at least 10% by the end of the sports season as measured by a pre & post student survey.	The PSS Athletics Programs will meet the social needs of students by providing access to athletic programs through a variety of sports	Percent increase of students who report feeling a sense of belonging and connection within their sports team	**Baseline Data:** 66.9% of students report feeling a sense of belonging and connection to their sports team	**TARGET:** 6.0% Increase **ACTUAL:** 0.0% Increase *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Information was not available as we did not have a mechanism established	**TARGET:** 8.0% Increase **ACTUAL:** 1.0% Increase *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Due to the qualitative nature of the survey questions, students self-reported only a 1.0%	**TARGET:** 10% Increase **ACTUAL:** 11.3% Increase *** **TARGET MET? Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:** _____ ___	**TARGET:** 10% Increase **ACTUAL:** 11.3% Increase *** **TARGET MET? Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:** ___	**ANNUAL OBJECTIVE MET?: Check One** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:** _____ _____ _____ *** DUE: 12/15/24

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				for collecting data	increase in physical fitness. However, we intend to administer the survey as an "exit survey" only in hopes of understanding our students self-reporting perceptions better.			
OBJECTIVE 2: By the end of SY 23-24, the CNMI Athletics Program will increase the number of student athletes (from all 3 islands) who report improved emotional well-being as a result of participating in sports by at least 10% by the end of the sports season as measured by a pre & post student survey.	The PSS Athletics Programs will meet the emotional needs of students by providing access to athletic programs through a variety of sports	Percent increase of students who report improved emotional well-being	**Baseline Data:** 62.2% of students report having positive-very positive overall emotional well-being	**TARGET:** 6.0% Increase **ACTUAL:** 0.0% Increase *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Survey Information was not available as we did not have a mechanism established	**TARGET:** 8.0% Increase **ACTUAL:** 6.5% Increase *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Although we were short of our 8% increase target, we are satisfied with the 6.5% increase	**TARGET:** 10% Increase **ACTUAL:** 18.8% Decrease *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** In analyzing our survey data, although the results indicate an 18.8% decrease in self-reported emotional	**TARGET:** 10% Increase **ACTUAL:** 18.8% Decrease *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Athletic Program sporting events were completed for the '23-'24 School year in mid-May.	**ANNUAL OBJECTIVE MET?: Check One** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Although Athletic Programs was unable to meet our annual objective regarding students reporting improved emotional well-being by participating in sports by 10%, this may be misleading as we found that conducting a "Pre" and "Post" survey for each sport season was difficult to accomplish due to the short 8-10 week seasons. Therefore, in wrapping-up the SY23-24 Program(s) we elected to conduct a "Post Sport Student Survey" that was shared with all participating schools with two questions pertaining to this objective. One of the questions asked "Has participation in the sports program helped you manage stress or improve your mood? Of the 617 responses in

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				for collecting data	indicated. However, we intend to administer the survey as an "exit survey" only in hopes of understanding our students self-reporting perceptions better.	well-being, the surveys were not administered with fidelity. While some participants submitted pre and post surveys, many others did only one or the other. In attempting to gather more comprehensive data surrounding this survey question, we crafted a separate survey that was administered to nearly 600 participating students following the completion of our SY23-24 Programs in June, 2024._These survey results will be attached as an "artifact."		total, 493 (79.9%) indicated "Yes". The second question related to this objective was "Do you feel a sense of achievement and satisfaction with yourself after participating in the sport?" Of the 617 responses, 561 (90.9%) responded "Yes". *** DUE: 12/15/24
OBJECTIVE 3: By the end of SY 23-24, the CNMI Athletics Program will increase the number of student athletes (from all 3 islands) who report improved physical well-being as a result of	The PSS Athletics Programs will meet the physical needs of students by providing access to athletic programs through a variety of sports	Percent increase of students who report improved physical well-being	**Baseline Data:** 63% of students report	**TARGET:** 4.0% Increase **ACTUAL:** 0.0%	**TARGET:** 6.0% Increase **ACTUAL:** 1.1%	**TARGET:** 8% Increase **ACTUAL:** 27%	**TARGET:** 8% Increase **ACTUAL:** 27%	**ANNUAL OBJECTIVE MET?:** **Check One** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:**

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participating in sports by at least 8% by the end of the sports season as measured by a pre & post student survey.			having good-excellent overall physical fitness	Increase *** **TARGET MET?** **Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Survey Information was not available as we did not have a mechanism established for collecting data	Increase *** **TARGET MET?** **Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Due to the qualitative nature of the survey questions, students self-reported only a 1.1% increase in physical fitness. However, we intend to administer the survey as an "exit survey" only in hopes of understanding our students self-reporting perceptions better.	Increase *** **TARGET MET?** **Check One:** ☑ YES ☐ NO IF NO, EXPLAIN WHY: _	Increase *** **TARGET MET?** **Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:** _	_____ _____ _____ *** **DUE: 12/15/24**

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Evidence of Success/ Progress *(bullet points)*
List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)   ***Please add more bullet points if necessary.***

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"

- All Athletic Programs that were planned, organized, and implemented in the 1st quarter of SY 23-24 resulted in a 19.25% increase in student participation. The total number of participants in the 1st quarter of SY22-23 was 1,148, while the total number of participants in the 1st quarter of SY23-24 was 1,369.
- Athletic Programs' newly-formed partnership, through an executed MOA with the Saipan Baseball League (SBL), supports the implementation and delivery of five (5) Slow-pitch Softball programs for SY23-24.

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"

- All Athletic Programs that were planned, organized, and implemented in the 2nd quarter of SY 23-24 resulted in a 29.61% increase in student participation. The total number of participants in the 2nd quarter of SY22-23 was 662, while the total number of participants in the 2nd quarter of SY23-24 was 858.
- Objective 1: Due to the qualitative nature of the survey questions, students self-reported only a 1.0% increase in sense of belonging and connection to their team. We intend to administer the survey as an "exit survey" only in hopes of understanding our students self-reporting perceptions better.
- Objective 2: Although we were short of our 8% increase target, we are satisfied with the 6.5% increase indicated. We intend to administer the survey as an "exit survey" only in hopes of understanding our students self-reporting perceptions better.
- Objective 3: Due to the qualitative nature of the survey questions, students self-reported only a 1.1% increase in physical fitness. We intend to administer the survey as an "exit survey" only in hopes of understanding our students self-reporting perceptions better.

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"

- All Athletic Programs that were planned, organized, and implemented in the 3rd (Jan 19-April 3, '24) and 4th quarter (April 4-June 7,'24) of SY 23-24 resulted in a 28.9% increase in student participation at the Elementary level (SY22-23: 478 participants; SY23-24: 616 participants). Although we had planned to conduct the Co-ed Elementary Softball season following the completion of the Athletics (Track) season, we were unable to effectively organize and deliver the season as planned due to the exceptionally busy month of May for students, coaches, and our Sport Federation partner, Saipan Baseball League (SBL).
- Throughout the same reporting periods, SY23-24 participation at the Middle School level increased by 23.7% in the boys volleyball (SY22-23: 173 participants; SY23-24: 214 participants). Girls Softball was implemented during the 3rd quarter of SY23-24 resulting in 115 girls participating. We were unable to describe the percentage of increase as this was the inaugural season. The Girls Middle School Basketball participation saw an increase of 10.9% (SY22-23: 119 participants; SY23-24: 132 participants) while the Boys Middle School Soccer program witnessed an increase of 3% (SY22-23: 99 participants; SY23-24: 102 participants). Our annual All Schools Athletics experienced a decline in participation with 5 fewer male participants (SY22-23: 103 participants; SY23-24: 98 participants; 4.8% decrease) and 23 fewer female participants than the previous School year (SY22-23: 99 participants; SY23-24: 76 participants; 23.2% decrease). Overall, Middle School participation increased by 24.3% during the 3rd and 4th quarters compared to the previous year (SY22-23: 593 participants; SY23-24: 737 participants).
- At the High School level, the participation rate increased by a total of 18.9% compared to the previous school year (SY22-23: 741 participants; SY23-24: 881 participants), when comparing the same sport opportunities. This does account for our inaugural Girls High Softball that was not an option during the '22-'23 School year. Boys Basketball increased by 6% from 183 (SY22-23) to 194 (SY23-24), while Boys Volleyball increased by 6%, as well, from 166 (SY22-23) to 176 (SY23-24). Girls High Soccer increased as well, from 39 participants in SY22-23 to 55 participants in SY23-24 for a 41% increase. Our Co-ed High Badminton participation rates decreased by 18.8%, from 112 total participants in SY22-23 to 91 in SY23-24. The Co-ed Athletics participation dropped by less than 1% (SY22-23: 166 participants; SY23-24: 165 participants), but our Co-ed Outrigger numbers increased by 5.3% going from 75 in SY22-23 to 79 in SY23-24. Finally, due to the implementation of the Girls Softball, we added 121 High School Girls to our annual participation.
- Objective 1: In the 3rd and 4th quarter of SY23-24, there was a 14.9% increase and 12.1% increase respectively in the percentage of students who self-reported feeling a sense of belonging and connection to their team, totalling a 27% increase overall between pre and post sport surveys implemented in both quarters.

- Objective 2: In the 3rd and 4th quarter of SY23-24, there was a 19.1% decrease and 0.3% increase respectively in the percentage of students who reported having a positive outlook on their overall emotional well-being, totalling a 18.8% decrease overall between pre and post sport surveys implemented in both quarters.
- Objective 3: In the 3rd and 4th quarter of SY23-24, there was a 12.3% increase and 1% decrease respectively in the percentage of students who reported having good-excellent overall physical fitness levels, totalling a 11.3% increase between pre and post sport surveys implemented in both quarters.

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Athletic Program sporting events were completed for the '23-'24 School year in mid-May, therefore we have "NONE" to report.

APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"
- None

Activities
List the major activities that were implemented within this project.
Please add more numbers if necessary.

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- All Schools Cross Country
- Coed Elementary Soccer
- Middle School Girls Soccer
- Middle School Boys Basketball
- High School Girls Volleyball
- High School Boys Softball

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Coed Elementary Basketball
- Middle School Girls Volleyball
- Middle School Boys Softball
- High School Girls Basketball
- High School Boys Soccer
- Coed High School Badminton

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- All Schools Athletics (Elementary, Middle, High)
- Coed Elementary Volleyball
- Middle School Boys Volleyball
- Middle School Boys Soccer
- Middle School Girls Softball
- Middle School Girls Basketball
- Coed High School Badminton
- Coed High School Va'a
- High School Boys Basketball
- High School Boys Volleyball
- High School Girls Soccer
- High School Girls Softball

December 18, 2024

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QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
• Consolidation of SY23-24 Athletic Program data for annual reporting purposes
• Systemwide work conducted with stakeholders to formulate the District's strategic plan
• National Sport Federation MOA Signing in preparation for the SY24-25 Athletic Programs
• SY24-25 Sports competition scheduling with relevant National Federations
APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"
• None

<table>
<tr><td align="center">Observations and/or Challenges
<i>List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines).
List the reasons why the established goals (and/or project objectives) were not met, if appropriate.
Please add more numbers if necessary.</i></td></tr>
</table>

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
• Athletic Programs was unable to gather baseline data during the 1st quarter due to the survey tool not being completed and vetted, therefore we were only able to gather limited "exit survey" data from a limited number of participating students. Along with this barrier, the short "sport seasons" (typically 6-8 weeks) do not provide enough time to see students' perception data change, thus the lower than expected results in relation to the target.
QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
• The same survey questions are used for both the baseline and exit surveys. Due to the short timeframe between the two surveys, we feel that we are not allowing enough time to elapse prior to receiving data. We intend to administer the survey as an "exit survey" only in hopes of understanding our students self-reporting perceptions better.
QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
• Although we identified issues with our survey responses in the previous reporting period, we struggled to implement "pre" and "post" surveys with fidelity due to the short time-frame between pre and post surveys. Therefore, following the completion of SY23-24 Athletic Programs, we requested all schools that participated in our Programs throughout the school year to provide access to their students to take the "Post sport: Student sport survey SY23-24". We were able to receive survey data from a total of 617 students, both Public and non-Public. The results of the survey can be found in our artifacts "Post sport: Student sport survey SY23-24" to review the responses.
• Inter-island commutes, student stipends, and car rentals to support our Tinian and Rota schools with equitable access to these programs will continue to be major liabilities in regards to annual funding.
QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
• None
APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"
• None

<table>
<tr><td align="center">Please provide link(s) to any files or any other artifacts/evidence that supports your project.</td></tr>
</table>

QUARTER 1 - ARTIFACTS LINKS - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
• *Student Participation Numbers & Breakdown*
• *Student Survey Data*
QUARTER 2 - ARTIFACTS LINKS - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
• *Student Participation Numbers & Breakdown*
• *Student Survey Data*
QUARTER 3 - ARTIFACTS LINKS - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"

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- *Survey Responses/Results*
- *Student Participation Numbers & Breakdown*
- *Athletic Programs SY23-24 Photos*
- *Athletic Programs Highlight Videos*
- *Athletic Programs Sport Participation Data Charts*

QUARTER 4 - ARTIFACTS LINKS - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- *Survey Responses/Results*
- *MOA slides SY23-24 Season Recap w/ Sport Data Numbers*
- Adopted SY24-25 Eligibility Criteria

APR OUTCOME ARTIFACTS LINKS [DUE TO FPO: 12/15/24](Please add more bullets if necessary). If none, indicate "NONE"
- *Insert your ink(s) here.*

Number of Project Objectives Met to Date

==TOTAL NUMBER OF OBJECTIVES FOR ATHLETICS PROJECT: 3==

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23]
- 0 out of 3 OBJECTIVES MET

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23]
- 0 out of 3 OBJECTIVES MET

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23]
- 2 out of 3 OBJECTIVES MET

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23]
- 2 out of 3 OBJECTIVES MET

APR OUTCOME [DUE TO FPO: 12/15/24]
- 2 out of 3 OBJECTIVES MET

Insular Areas Team Program Staff Only

Quality of Project Implementation:
- ❑ **Advanced (4) –** The grantee has provided quantifiable evidence that <u>progress exceeds</u> the established project objectives and performance measures.
- ❑ **Meets (3) –** The grantee has provided quantifiable evidence of <u>successful</u> project implementation against the listed program objectives and performance measures.
- ❑ **Approaches (2) –** The grantee has provided quantifiable evidence of <u>partial successful</u> project implementation against the listed program objectives and performance measures.
- ❑ **Needs Work (1) –** The grantee has provided evidence that <u>does not address all of the established program objectives</u> and performance measures.
- ❑ **Unsatisfactory (0) –** The grantee is <u>unable to provide any quantifiable evidence</u> of successful project implementation against the listed program objectives and performance measures.

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Section 2. The following section collects project specific data for each of the approved projects in the Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. <u>One table per project in the approved CG application.</u> Information in these sections should align to the Project Narratives included in the approved CG application.

Project Title: (Federal Program Name):	Class Size Reduction (CSR)	Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.	TITLE II: Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders; PART A: Supporting Effective Instruction; SECTION 2101: Formula Grants to States; SECTION 2103: Local Uses of Funds TITLE V: Flexibility & Accountability; PART B: Rural Education Initiative; SUBPART 2: Rural and Low-Income School Program; SECTION 5102: Purpose	Federal Programs Oversight:	Jacqueline Che, Federal Programs Officer/Administrator

Project Budget			Population Served						
Allocated	**Expended**	**% Expended**	**Students Served**			**Staff Served**			
Public $2,037,224.00	Public $2,037,224.00	100%	**Grade Level(s)**	*Projected* Number	*Actual* Number	*Projected* Number of Teachers	*Actual* Number of Teachers	*Projected* Number of Administrators	*Actual* Number of Administrators
Private	Private		**Group:** [Grade Level(s)]	600	600	30	30	0	0
			Group: [Grade Level(s)]						
Total Population Served				600			30		

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Project Objective(s) *Add additional rows for each separate project objective.* **TOTAL OBJECTIVES: 6**	Project Activity *(Each project activity should be connected project objective in the previous column)*	Performance Measures **(i.e. metric)** *Enter the unit of measurement.*	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target 10/01/23 to 12/31/24 *** DUE: 12/01/23	**Quarter 2 Performance Target** 01/01/24 to 03/31/24 *** DUE: 03/01/24	**Quarter 3 Performance Target** 04/01/24 to 06/30/24 *** DUE: 06/01/24	**Quarter 4 Performance Target** 07/01/24 to 09/30/24 *** DUE: 09/01/24	1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met
OBJECTIVE 1: By the end of SY 2023-2024, 50% or more of our students in grades 3rd through 8th will score at the ready level as measured by the STAR Reading Assessment.	Administer the STAR assessments during the following: Screener 1 (Fall), Screener 2 (Spring), Screener 3 (Outcome)	Percentage of students scoring at the ready level in reading on the STAR Reading Assessment.	Baseline Data: **41%**	**TARGET:** 43% **ACTUAL:** 34% *** **TARGET MET?** Check One: ☐ YES ☑ NO IF NO, EXPLAIN WHY: While the goal of "50% of 3rd-8th grade students will score at the ready level in reading was not met, schools	**TARGET:** 46% **ACTUAL:** 38% *** **TARGET MET?** Check One: ☐ YES ☑ NO IF NO, EXPLAIN WHY: While the goal of "50% of 3rd-8th grade students will score at the ready level in reading was not met, there was an increase of 4%	**TARGET:** 48% **ACTUAL:** 38% *** **TARGET MET?** Check One: ☐ YES ☑ NO IF NO, EXPLAIN WHY BELOW. While the goal of "50% of 3rd-8th grade students will score at the ready level in reading was not met, there increase of 4%	**TARGET:** 50% **ACTUAL:** 44% *** **TARGET MET?** Check One: ☐ YES ☑ NO IF NO, EXPLAIN WHY BELOW. While the goal of "50% of 3rd-8th grade students will score at the ready level in reading was not met, there was an increase of	**ANNUAL OBJECTIVE MET?:** **Check One** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** While the goal of 50% of 3rd-8th grade students scoring at the ready level in reading was not met, there was an increase of 10% from 34% to 44% from the STAR Renaissance Outcome Screener. The 10% increase was attributed to the strong support from the High Dosage Tutors and Intervention programs across the school district. *** **DUE: 12/15/24**

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				continue to make strides in providing evidence-based academic recovery strategies, including High Dosage Tutoring, Title I, after-school and expanded learning programs.	from 34% to 38% from Screener 1 to Screener 2.	from 34% to 38% from Screener 1 to Screener 2.	10% from 34% to 44% from Outcome Screener.	
OBJECTIVE 2: By the end of SY 2023-2024, 44% or more of our students in grades 9th through 12th will score at the ready level as measured by the STAR Reading Assessment.	Administer the STAR assessments during the following: Screener 1 (Fall), Screener 2 (Spring), Screener 3 (Outcome)	Percentage of students scoring at the ready level in reading on the STAR Reading Assessment.	**Baseline Data:** **33.5%**	**TARGET:** 37% **ACTUAL:** 35% *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** While the goal of "44%" of 9th-12th grade students scoring at the ready level in Reading" was not met, schools continue to make strides in providing evidence-based academic	**TARGET:** 39% **ACTUAL:** 39% *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** While the goal of "44%" of 9th-12th grade students will score at the ready level in Reading" was not met, there is an increase of 4% from 35% to 39% from Screener 1 to Screener 2.	**TARGET:** 41% **ACTUAL:** 39% *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** While the goal of "44%" of 9th-12th grade students will score at the ready level in Reading" was not met, there is an increase of 4% from 35% to 39% from Screener 1 to Screener 2.	**TARGET:** 44% **ACTUAL:** 49% *** **TARGET MET? Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:** The goal of "44%" of 9th-12th grade students will score at the ready level in reading was met, an increase of 14% from 35% to 49% from Screener 1 to Outcome Screener.	**ANNUAL OBJECTIVE MET?: Check One** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:** *** **DUE: 12/15/24**

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				recovery strategies, including High Dosage Tutoring, Title I, after-school and expanded learning programs.				
OBJECTIVE 3: By the end of SY 22-23, 100% of elementary schools will have a 20:1 or smaller student to teacher ratio.	CSR Teacher placement in elementary schools	Percent & Number of elementary schools that have a 20:1 student-teacher ratio	**Baseline Data: 89%**	**TARGET:** 100% or 23 out of 23 elem. schools **ACTUAL:** 96% or 22 out of 23 elem. schools *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** While the goal of 100% of elementary schools will have a 20:1 or smaller student-to-teacher ratio was not met, however, 22 out of 23 CSR teachers have a 20:1 or	**TARGET:** 100% or 23 out of 23 elem. schools **ACTUAL:** 96% or 22 out of 23 elem. schools *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** While the goal of 100% of elementary schools will have a 20:1 or smaller student-to-teacher ratio was not met, however, 22 out of 23 CSR teachers have a 20:1 or	**TARGET:** 100% or 23 out of 23 elem. schools **ACTUAL:** 96% or 22 out of 23 elem. schools *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** While the goal of 100% of elementary schools will have a 20:1 or smaller student-to-teacher ratio was not met, however, 22 out of 23 CSR teachers have a 20:1 or	**TARGET:** 100% or 23 out of 23 elem. schools **ACTUAL:** 96% or 22 out of 23 elem. schools *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** While the goal of 100% of elementary schools will have a 20:1 or smaller student-to-teacher ratio was not met, however, 22 out of 23 CSR teachers have a 20:1 or	**ANNUAL OBJECTIVE MET?: Check One** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** The goal of 100% of elementary schools having a 20:1 or smaller student-to-teacher ratio was not met; however, 22 out of 23 CSR teachers have a 20:1 or smaller student-to-teacher ratio. *** **DUE: 12/15/24**

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				smaller student-to-teacher ratio.	smaller student-to-teacher ratio..	smaller student-to-teacher ratio.	smaller student-to-teacher ratio.	
OBJECTIVE 4: By the end of SY 22-23, 100% of middle schools will have a 20:1 or smaller student-to-teacher ratio.	CSR Teacher placement in middle schools	Percent & Number of middle schools that have a 20:1 student-teacher ratio	**Baseline Data:** **None**	**TARGET:** 100% or 7 out of 7 middle. schools **ACTUAL:** 43% or 3 out of 7 middle schools *** **TARGET MET?** **Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** While the goal of 100% of middle schools will have a 20:1 or smaller student-to-teacher ratio was not met, schools continue to make strides in providing evidence-based academic recovery	**TARGET:** 100% or 7 out of 7 middle schools **ACTUAL:** 43% or 3 out of 7 middle schools *** **TARGET MET?** **Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** While the goal of 100% of middle schools will have a 20:1 or smaller student-to-teacher ratio was not met, schools continue to make strides in providing evidence-based academic recovery	**TARGET:** 100% or 7 out of 7 middle schools **ACTUAL:** 43% or 3 out of 7 middle schools *** **TARGET MET?** **Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** While the goal of 100% of middle schools will have a 20:1 or smaller student-to-teacher ratio was not met, schools continue to make strides in providing evidence-based academic recovery	**TARGET:** 100% or 7 out of 7 middle schools **ACTUAL:** 43% or 3 out of 7 middle schools *** **TARGET MET?** **Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** While the goal of 100% of middle schools will have a 20:1 or smaller student-to-teacher ratio was not met, schools continue to make strides in providing evidence-based academic recovery	**ANNUAL OBJECTIVE MET?:** **Check One** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** The goal of 100% of middle schools having a 20:1 or smaller student-to-teacher ratio was not met; however, schools continue to make strides in implementing evidence-based academic recovery strategies, including High Dosage, and other intervention programs. *** **DUE: 12/15/24**

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				strategies, including High Dosage Tutoring, Title I, after-school and expanded learning programs	strategies, including High Dosage Tutoring, Title I, after-school and expanded learning programs	strategies, including High Dosage Tutoring, Title I, after-school and expanded learning programs	strategies, including High Dosage Tutoring, Title I, after-school and expanded learning programs	
OBJECTIVE 5: By the end of SY 22-23, 100% of high schools will have a 25:1 or smaller student-to-teacher ratio.	CSR Teacher placement in high schools	Percent & Number of high schools that have a 25:1 student-teacher ratio	**Baseline Data:** **None**	**TARGET:** 100% or 6 out of 6 high schools **ACTUAL:** 0% or 0 out of 6 high schools *** **TARGET MET?** **Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** While the goal of 100% of high schools having a 25:1 or smaller student-to-teacher ratio was not met, schools continue to make strides in providing evidence-bas	**TARGET:** 100% or 6 out of 6 high schools **ACTUAL:** 0% or 0 out of 6 high schools *** **TARGET MET?** **Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** While the goal of 100% of high schools having a 25:1 or smaller student-to-teacher ratio was not met, schools continue to make strides in providing evidence-based academic	**TARGET:** 100% or 6 out of 6 high schools **ACTUAL:** 0% or 0 out of 6 elem. schools *** **TARGET MET?** **Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** While the goal of 100% of high schools having a 25:1 or smaller student-to-teacher ratio was not met, schools continue to make strides in providing evidence-based academic	**TARGET:** 100% or 6 out of 6 high schools **ACTUAL:** 0% or 0 out of 6 elem. schools *** **TARGET MET?** **Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** While the goal of 100% of high schools having a 25:1 or smaller student-to-teacher ratio was not met, schools continue to make strides in providing evidence-based academic	**ANNUAL OBJECTIVE MET?:** **Check One** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** The goal of 100% of high schools having a 25:1 or smaller student-to-teacher ratio was not met; however, schools continue to make strides in implementing evidence-based academic recovery strategies, including High Dosage, and other intervention programs. *** **DUE: 12/15/24**

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				ed academic recovery strategies, including High Dosage Tutoring, Title I, after-school and expanded learning programs	recovery strategies, including High Dosage Tutoring, Title I, after-school and expanded learning programs	recovery strategies, including High Dosage Tutoring, Title I, after-school and expanded learning programs	recovery strategies, including High Dosage Tutoring, Title I, after-school and expanded learning programs	
OBJECTIVE 6: By the end of the 2023-2024 school year, all 30 Class Size Reduction teachers will exhibit 'Evident to Very Evident' levels in all seven observable aspects of creating classroom learning environments conducive to learning, as measured by the ELEOT	Seven observable aspects of creating classroom learning environments conducive to learning, as assessed by the ELEOT	Number of CSR Teachers exhibiting 'Evident to Very Evident' levels in all seven observable aspects of creating classroom learning environments conducive to learning, as measured by the ELEOT	**Baseline Data:** **None**	**TARGET:** 24 out of 30 **ACTUAL:** 10 out of 30 *** **TARGET MET?** **Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** The remaining 20 CSR teachers' ELEOT observations are ongoing or not yet observed.	**TARGET:** 26 out of 30 **ACTUAL:** 14 out of 30 *** **TARGET MET?** **Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** The remaining 16 CSR teachers' ELEOT observations are ongoing or not yet observed.	**TARGET:** 28 out of 30 **ACTUAL:** 14 out of 30 *** **TARGET MET?** **Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** The remaining 16 CSR teachers' ELEOT observations are ongoing or not yet observed.	**TARGET:** 30 out of 30 **ACTUAL:** 14 out of 30 *** **TARGET MET?** **Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** The remaining 16 CSR teachers' ELEOT observations are ongoing or not yet observed.	**ANNUAL OBJECTIVE MET?:** **Check One** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** 14 out of 30 CSR teachers exhibited 'Evident to Very Evident' levels in all seven observable aspects of creating classroom learning environments conducive to learning, as measured by the ELEOT. The remaining 16 CSR teachers' ELEOT observations are ongoing or not yet observed. *** **DUE: 12/15/24**

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Evidence of Success/ Progress *(bullet points)*
List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)
Please add more bullet points if necessary.

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- The strong support of the High Dosage Tutors across the school district.
- The additional support of the Title I intervention teachers across the school district.
- Instructional support and partnership across the school district with the Office of Curriculum and Instruction (OCI) and parental involvement and engagement.

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- The strong support of the High Dosage Tutors across the school district.
- The additional support of the Title I intervention teachers across the school district.
- Credit Recovery and Extended Learning Programs across the school district.
- Instructional support and partnership across the school district with OCI and parental involvement and engagement.

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- The strong support of the High Dosage Tutors and Title I intervention teachers across the district contributed to the growing increase in our students' reading proficiency.

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- The strong support of the High Dosage Tutors and Title I intervention teachers across the district contributed to the increase in our students' reading proficiency. The reading proficiency objective for grades 9-12 was met for the year.

APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"
- The involvement of High Dosage Tutors and Title 1 intervention teachers has had a significant positive impact on students' reading proficiency across the school district. The Title 1 teachers often work with students from low-income families, providing essential resources and tailored instruction that has further boost academic success.

Activities
List the major activities implemented within this project.
Please add more numbers if necessary.

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- The placement of all 30 Class Size Reduction (CSR) teachers across the school district.

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- The placement of all 30 CSR teachers across the school district.

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- The placement of all 30 CSR teachers across the school district.
- Continual support from the central key management and school administrators with programs such as HDT and Title I programs.

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- The placement of all 30 CSR teachers across the school district.
- Continued support from the central key management and school administrators with programs such as HDT and Title I intervention programs.

APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"
- **None**

Observations and/or Challenges
List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines).
List the reasons why the established goals (and/or project objectives) were not met, if appropriate.

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Please add more numbers if necessary.

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- The ELEOT Observations need to be submitted promptly on the Cognia ePlatform.

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- The ELEOT Observations need to be submitted promptly on the Cognia ePlatform.
- Need to finalize the 30 Class Size Reduction teacher listing.

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- The ELEOT Observations need to be submitted promptly on the Cognia ePlatform.
- Need to finalize the 30 Class Size Reduction teacher listing.

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- The ELEOT Observations need to be submitted promptly on the Cognia ePlatform.
- Need to finalize the 30 Class Size Reduction teacher listing.

APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"
- None

Please provide link(s) to any files or any other artifacts/evidence that supports your project.

QUARTER 1 - ARTIFACTS LINKS - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Academic Achievement Portal
  https://app.powerbi.com/view?r=eyJrIjoiYTc2OTM5MDYtM2IxZS00ODZiLWE3ZmMtYmYwOTJmZDc3YTdkIiwidCI6ImQ3MTJhNjM0LWIzMTMtNGQyYi1iMjVmLTBhYjMxOWVjMDIzOSIsImMiOjJ9
- Cognia
  https://www.cognia.org/

QUARTER 2 - ARTIFACTS LINKS - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Academic Achievement Portal
  https://app.powerbi.com/view?r=eyJrIjoiYTc2OTM5MDYtM2IxZS00ODZiLWE3ZmMtYmYwOTJmZDc3YTdkIiwidCI6ImQ3MTJhNjM0LWIzMTMtNGQyYi1iMjVmLTBhYjMxOWVjMDIzOSIsImMiOjJ9
- Cognia
  https://www.cognia.org/

QUARTER 3 - ARTIFACTS LINKS - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Academic Achievement Portal
  https://app.powerbi.com/view?r=eyJrIjoiYTc2OTM5MDYtM2IxZS00ODZiLWE3ZmMtYmYwOTJmZDc3YTdkIiwidCI6ImQ3MTJhNjM0LWIzMTMtNGQyYi1iMjVmLTBhYjMxOWVjMDIzOSIsImMiOjJ9
- Cognia
  https://www.cognia.org/

QUARTER 4 - ARTIFACTS LINKS - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Academic Achievement Portal
  https://app.powerbi.com/view?r=eyJrIjoiYTc2OTM5MDYtM2IxZS00ODZiLWE3ZmMtYmYwOTJmZDc3YTdkIiwidCI6ImQ3MTJhNjM0LWIzMTMtNGQyYi1iMjVmLTBhYjMxOWVjMDIzOSIsImMiOjJ9
- Cognia
  https://www.cognia.org/

APR OUTCOME ARTIFACTS LINKS [DUE TO FPO: 12/15/24](Please add more bullets if necessary). If none, indicate "NONE"

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- Academic Achievement Portal
  https://app.powerbi.com/view?r=eyJrIjoiYTc2OTM5MDYtM2IxZS00ODZiLWE3ZmMtYmYwOTJmZDc3YTdkIiwidCI6ImQ3MTJhNjM0LWIzMTMtNGQyYi1iMjVmLTBhYjMxOWVjMDIzOSIsImMiOjJ9
- Cognia
  https://www.cognia.org/

Number of Project Objectives Met to Date

TOTAL NUMBER OF OBJECTIVES FOR CSR PROJECT: 6

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23]
- 0 out of 6 OBJECTIVES MET

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23]
- 0 out of 6 OBJECTIVES MET

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23]
- 0 out of 6 OBJECTIVES MET

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23]
- 1 out of 6 OBJECTIVES MET

APR OUTCOME [DUE TO FPO: 12/15/24]
- 1 out of 6 OBJECTIVES MET

Insular Areas Team Program Staff Only

Quality of Project Implementation:

- ❏ **Advanced (4) –** The grantee has provided quantifiable evidence that <u>progress exceeds</u> the established project objectives and performance measures.
- ❏ **Meets (3) –** The grantee has provided quantifiable evidence of <u>successful</u> project implementation against the listed program objectives and performance measures.
- ❏ **Approaches (2) –** The grantee has provided quantifiable evidence of <u>partial successful</u> project implementation against the listed program objectives and performance measures.
- ❏ **Needs Work (1) –** The grantee has provided evidence that <u>does not address all of the established program objectives</u> and performance measures.
- ❏ **Unsatisfactory (0) –** The grantee is <u>unable to provide any quantifiable evidence</u> of successful project implementation against the listed program objectives and performance measures.

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Section 2. The following section collects project specific data for each of the approved projects in the Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. <u>One table per project in the approved CG application.</u> Information in these sections should align to the Project Narratives included in the approved CG application.

Project Title: (Federal Program Name):	College, Career, and Life Readiness Project	Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.	TITLE I: Improving The Academic Achievement of the Disadvantaged; PART A: Improving Basic Programs Operated by Local Educational Agencies; SUBPART 1: Basic Program Requirements; SECTION 1114: Schoolwide Programs TITLE II: Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders; PART A: Supporting Effective Instruction; SECTION 2101: Formula Grants to States; SECTION 2103: Local Uses of Funds TITLE IV: 21st Century Schools; PART A: Student Support and Academic Enrichment Grants; SUBPART 1: Student Support and Academic Enrichment Grants; SECTION 4101: Purpose; SECTION 4104: State Use of Funds; SECTION 4107: Activities to Support Well-Rounded Educational Opportunities TITLE V: Flexibility & Accountability; PART B: Rural Education Initiative; SUBPART 2: Rural and Low-Income School Program; SECTION 5102: Purpose	Federal Programs Oversight:	Jacqueline Che, Federal Programs Officer/Administrator

Project Budget			Population Served						
Allocated	**Expended**	**% Expended**	**Students Served**			**Staff Served**			
Public $1,855,500.00	Public $1,062,834.00	57%	**Grade Level(s)**	*Projected* **Number**	*Actual* **Number**	*Projected* **Number of Teachers**	*Actual* **Number of Teachers**	*Projected* **Number of Administrators**	*Actual* **Number of Administrators**
Private	Private		**Group:** *[Grade Level(s)]*	9-12th grade students: 600 (Advanced Placement)	428 (Advance Placement)	463 (Advanced Placement)	27 (Advanced Placement)	45 (Advanced Placement)	17 (Advanced Placement)

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			Group: [Grade Level(s)]	11-12th grade students: 500 (Cooperative Education)	930 (Cooperative Education)	N/A	N/A	N/A	N/A
Total Population Served				1,358					44

Project Objective(s) *Add additional rows for each separate project objective.* **TOTAL OBJECTIVES: 5**	Project Activity *(Each project activity should be connected project objective in the previous column)*	Performance Measures **(i.e. metric)** *Enter the unit of measurement.*	*Baseline Data*	Quarterly Performance Targets				Was this project objective met? Please indicate: **Yes or No.** **If no, please explain below:** 1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met
				Quarter 1 Performance Target **10/01/23 to 12/31/24** *** **DUE: 12/01/23**	**Quarter 2 Performance Target** **01/01/24 to 03/31/24** *** **DUE: 03/01/24**	**Quarter 3 Performance Target** **04/01/24 to 06/30/24** *** **DUE: 06/01/24**	**Quarter 4 Performance Target** **07/01/24 to 09/30/24** *** **DUE: 09/01/24**	
OBJECTIVE 1: By the end of SY23-24, at least 60% of students who took an Advanced Placement (AP) exam will indicate that they felt prepared by enrolling in the corresponding AP course.	AP Exam Preparation	Percentage of students who took an AP exam will indicate that they felt prepared by enrolling in the corresponding AP course.	**Baseline Data:** **This is the first year collecting this data.**	**TARGET:** 60% **ACTUAL:** 47% *** **TARGET MET?** **Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** AP courses are year-long,	**TARGET:** 60% **ACTUAL:** 47% *** **TARGET MET?** **Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** AP courses are year-long,	**TARGET:** 60% **ACTUAL:** 83% *** **TARGET MET?** **Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:**_____ _____	**TARGET:** 60% **ACTUAL:** 85% *** **TARGET MET?** **Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:**_____ _____	**ANNUAL OBJECTIVE MET?:** **Check One** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:** _____ _____ _____ *** **DUE: 12/15/24**

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				student preparedness for exams is expected to increase the further they are into the school year.	student preparedness for exams is expected to increase the further they are into the school year.			
OBJECTIVE 2: By the end of SY 23-24, 70% of AP/Pre-AP teachers will rate "Agree" or "Strongly Agree" for seeing improvement in their practices as an AP/Pre-AP teacher after participating in a related College Board Summer Professional Development (PD) as measured by the PD evaluation survey.	Pre AP/AP Teacher	Percentage of AP/Pre-AP teachers who rated "Agree" or "Strongly Agree" for seeing improvement in their practices as recorded on the PD Evaluation survey.	**Baseline Data:** **This is the first year collecting this data.**	**TARGET:** 70% **ACTUAL:** 0% *** **TARGET MET? Check One:** ☐ YES ☑ NO IF NO, EXPLAIN WHY: PD evaluation data was not collected at this reporting time.	**TARGET:** 70% **ACTUAL:** 90% *** **TARGET MET? Check One:** ☑ YES ☐ NO IF NO, EXPLAIN WHY:	**TARGET:** 70% **ACTUAL:** 90% *** **TARGET MET? Check One:** ☑ YES ☐ NO IF NO, EXPLAIN WHY:_____ _____	**TARGET:** 70% **ACTUAL:** 100% *** **TARGET MET? Check One:** ☑ YES ☐ NO IF NO, EXPLAIN WHY:_____ _____	**ANNUAL OBJECTIVE MET?:** **Check One** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:** _____ _____ _____ *** **DUE: 12/15/24**
OBJECTIVE 3: By the end of SY 23-24, 70% of AP coordinators will rate "Agree" or "Strongly Agree" for seeing improvement in their practices as an AP coordinator after participating in a related College Board Summer Professional Development (PD) as measured by the PD evaluation survey.	AP Coordinator Training	Percentage of AP Coordinators who rated "Agree" or "Strongly Agree" for seeing improvement in their practices as recorded on the PD Evaluation survey.	**Baseline Data:** **This is the first year collecting this data.**	**TARGET:** 70% **ACTUAL:** 100% *** **TARGET MET? Check One:** ☑ YES ☐ NO	**TARGET:** 70% **ACTUAL:** 100% *** **TARGET MET? Check One:** ☑ YES ☐ NO	**TARGET:** 70% **ACTUAL:** 100% *** **TARGET MET? Check One:** ☑ YES ☐ NO	**TARGET:** 70% **ACTUAL:** 100% *** **TARGET MET? Check One:** ☑ YES ☐ NO	**ANNUAL OBJECTIVE MET?:** **Check One** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:** _____ _____ _____ *** **DUE: 12/15/24**

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				IF NO, EXPLAIN WHY:	IF NO, EXPLAIN WHY:	IF NO, EXPLAIN WHY:_____ _____	IF NO, EXPLAIN WHY:_____ _____	
OBJECTIVE 4: By the end of SY 2024, there will be an increase in the number of students participating in work-based learning by 10% or 500 students.	Cooperative Education Work-Based Learning	Number of students enrolled/participating in Cooperative Education	**Baseline Data:** **SY 22-23:** 796 Total Enrollment	**TARGET:** 500 Total Enrollment **ACTUAL:** 0 Total Enrollment Sem.1= 0 Sem.2= 0 *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Enrollment has not begun yet.	**TARGET:** 500 Total Enrollment **ACTUAL:** 432 Total Enrollment Sem.1= 432 Sem.2= 0 *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Enrollment for Semester 2 is ongoing.	**TARGET:** 500 Total Enrollment **ACTUAL:** 930 Total Enrollment Sem.1= 432 Sem.2= 498 *** **TARGET MET? Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:** _____ _____ _____	**TARGET:** 500 Total Enrollment **ACTUAL:** 930 Total Enrollment Sem.1= 432 Sem.2= 498 *** **TARGET MET? Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:** _____ _____ _____	**ANNUAL OBJECTIVE MET?: Check One** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:** _____ _____ _____ *** **DUE: 12/15/24**
OBJECTIVE 5: By the end of SY 2024, professional development and training will be provided for at least one high school to develop and implement one career pathway.	Career Technical Education (CTE) - Career Pathway	Number of high schools attending PDs and Trainings on how to develop & implement a career pathway	**Baseline Data:** **None**	**TARGET:** At least 1 High School attending PDs and Trainings on how to develop & implement a career pathway **ACTUAL:**	**TARGET:** At least 1 High School attending PDs and Trainings on how to develop & implement a career pathway **ACTUAL:**	**TARGET:** At least 1 High School attending PDs and Trainings on how to develop & implement a career pathway **ACTUAL:**	**TARGET:** At least 1 High School attending PDs and Trainings on how to develop & implement a career pathway **ACTUAL:**	**ANNUAL OBJECTIVE MET?: Check One** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:** *** **DUE: 12/15/24**

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				# 0 High School(s) have attended PDs and Trainings on how to develop & implement a career pathway.	# 0 High School(s) have attended PDs and Trainings on how to develop & implement a career pathway.	# 6 High School(s) have attended PDs and Trainings on how to develop & implement a career pathway.	# 5 High School(s) have attended PDs and Trainings on how to develop & implement a career pathway.	
				***	***	***	***	
				TARGET MET?	**TARGET MET?**	**TARGET MET?**	**TARGET MET?**	
				Check One:	**Check One:**	**Check One:**	**Check One:**	
				☐ YES	☐ YES	☑ YES	☑ YES	
				☑ NO	☑ NO	☐ NO	☐ NO	
				IF NO, EXPLAIN WHY: Career Pathways PD and Training for Schools will begin in Feb/March 2024	**IF NO, EXPLAIN WHY:** The Southern Regional Education Board (SREB) conducted a site visit in APril 2023. Based on SREB's recommendations, PSS developed a 3-year plan to provide training and Professional Development at the district and school levels to develop and implement at least one career	**IF NO, EXPLAIN WHY:** _____ _____ ___	**IF NO, EXPLAIN WHY:** _____ _____ ___	

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				pathway at each high school. The work is in progress and ongoing..			
			┊				

Evidence of Success/ Progress *(bullet points)*
List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) <u>and</u> *the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)*   ***Please add more bullet points if necessary.***

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"

- **Advanced Placement:**
  - Based on a recently disseminated AP Student Experience Survey results, 81% of AP students reported that the AP courses they are enrolled in are challenging and intellectually stimulating.
- **Career Technical Education:**
  - Merchant Marine Program: Rota and Tinian cohorts were added and ongoing.
  - Teacher Academy Program: Three students continue to take final course of career pathway program (2 years)
  - Entrepreneurship Program: Two cohorts from Daok Academy continue with program (1-certification course and 2-internship work-based course)
  - Nurse Assistant Program: Students complete Certified Nursing Assistant (CNA) exam with the Nursing Board; currently awaiting results
  - Construction Program: Eight students are continuing with the program at Kagman High School; they were transferred as 8th graders from Tanapag Middle School
- **Cooperative Education:**
  - 435 students are successfully enrolled in the Cooperative Education Program, which include 70 students enrolled in the AHLEI Hospitality Certification course.
  - Successful completion of Co-Op on the job training at 60 companies and agencies on all three islands.

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"

- **Advanced Placement:**
  - Based on training evaluation data gathered from the AP Data Dialogue on 01/08/2024, 88% of participants reported "Agree" to "Strongly Agree" that the knowledge and skills gained from the workshop will positively impact their practice as an AP teacher or coordinator.
  - Based on training evaluation data for an AP Skills workshop conducted on 2/03/2024, 90% of AP workshop participants reported "Agree" to "Strongly Agree" that the knowledge gained from the workshop will have a positive impact on their practice as a Pre AP/AP Teacher.
- **Career Technical Education:**
  - Information Technology Program: Fifteen Marianas High School students begin the program.
  - Nurse Assistant Program: One student from Dr. Rita H. Inos Junior Senior High School and two students from Tinian High School will take the CNA exam at the end of March 2024. For the Nursing Assistant Program, 20 students were enrolled in the Summer Program 2023.
  - Teacher Academy Program: Three students are scheduled to complete the final course in Spring 2024. For the Teacher Academy Program, 8 students are currently enrolled in the Teacher Academy Program; 2 students from the first cohort are completing the program after 2 years enrolled.

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- ○ Plans are underway for Career Technical Education (CTE) summer programs.   We hope to hold these CTE Summer Programs: 1. Nurse Assistant Summer Program at GMTC June 24-August 7, 2024 Mon-Sat (Aug 10 graduation). 2. NMTech Summer Sessions at NMTech Campus June 24-July 26, 2024 (8-11am Mon-Th). 3. Teacher Academy Program at NMC Campus June 17-July 26, 2024 (830am-1130am Mon-Fri). 4. Saipan Chamber of Commerce Career Exploration Summer Internship (CESI). 5. IT Bootcamp (Tentative) at NMC. 6. Entrepreneurship Summer Academy (Tentative) at NMC
- ● **Cooperative Education:**
  - ○ 498 students are successfully enrolled in the Cooperative Education Program, which include 72 students currently enrolled in the AHLEI Hospitality Certification course.
  - ○ Currently partnering with 70 companies and agencies on all three islands as we approach the completion of the 1st Co-Op period.

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- ● **Advanced Placement:**
  - ○ Based on a Post AP Exam survey administered to AP students:
    - ■ 67% of students agree or strongly agree that the resources provided by their school for AP courses (textbooks, online materials, etc.) have been helpful in their learning
    - ■ 78% of students feel supported by their teachers in AP courses.
    - ■ 73% of students agree or strongly agree that they have access to sufficient practice materials and resources to prepare for the AP exams.
    - ■ 67% of students felt somewhat prepared for their AP exam(s) after enrolling in the corresponding AP course.
    - ■ 16% of students felt very well prepared for their AP exam(s) after enrolling in the corresponding AP course.

- ● **Career Technical Education:**
  - ○ All 19 students enrolled in the Information Technology cohort at Marianas High School completed and passed Certiport Certification in Device Configuration.
  - ○ Of the total 35 students enrolled in the Merchant Marine Program, 14 students graduated with credentials and 6 students submitted their applications for credentials; 13 students are ongoing students; and 2 withdrew from the program.

- ● **Cooperative Education:**
  - ○ 498 students are successfully enrolled in the Cooperative Education Program which includes 72 students currently enrolled in the AHLEI Hospitality Certification course. (awaiting results of Hospitality Certification Exam)
  - ○ Successful partnerships with over 70 companies and agencies on all three islands as we complete a successful semester of training.
  - ○ Student Post on-the-job training survey administered to outgoing Co-Op students indicate :
    - ■ 77% of students feel that the quality of their on-the-job training was rated as "very-good / excellent"
    - ■ 55 students were offered training upon completion of on the job training, of which 21 accepted their offers.
  - ○ Company / Agency Post on-the-job training survey administered to partnering training sites indicate:
    - ■ 81% of respondents indicate that student training performance is "good - completed tasks 100% of the time and well enough to be considered complete"
    - ■ 100% of respondents indicated that they are willing to return next school year as continuing partners for on-the-job training with the PSS Co-Op Program.

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- ● **Advanced Placement:**

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- ○ Based on the End-of-course AP Student Experience survey, student perception on exam preparedness was as follows: the majority of respondents (98 out of 142) felt "Somewhat prepared," while a smaller portion (23 out of 142) felt "Very well prepared." A minority reported feeling "Somewhat unprepared" (15 out of 142) or "Very unprepared" (4 out of 142).
  - ○ On the AP Teacher/AP Coordinator PD Impact Survey, perception on the improvement on practices based on participation in an AP-focused summer PD were as follows: All respondents (100%) strongly agreed that attending the College Board AP Annual Conference Professional Development would have a significant impact on their overall effectiveness and efficiency as an AP Teacher or Coordinator.
- **Career Technical Education:**
  - ○ A total of 18 students were accepted into the Nurse Assistant Summer Program: 16 students successfully graduated from the program and 2 students withdrew.
  - ○ A little over a 100 students participated and completed in the Career Exploration Summer Internship Program in partnership with the Saipan Chamber of Commerce and Workforce Innovation and Opportunity Act (WIOA) Office.
  - ○ 8 students completed the Teacher Academy Summer Program.
- **Cooperative Education:**
  - ○ None

APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"
- **Advanced Placement:**
  - ○ **Student Engagement in AP Courses:**
    - ■ 81% of AP students describe their courses as both challenging and intellectually stimulating as reported by AP Student Surveys. The AP program continues to provide rigorous academic opportunities that promote college readiness and advanced learning opportunities.
  - ○ **Professional Development for AP Teachers and Coordinators:**
    - ■ Feedback from professional development workshops, such as the AP Data Dialogue and AP Skills Workshop, revealed that approximately 90% of participants felt the training would positively impact their practice.
    - ■ Additionally, 100% of attendees at the College Board AP Annual Conference strongly agreed that the training significantly enhanced their effectiveness and efficiency as AP educators . This demonstrates the AP Project's success in equipping educators with the skills and confidence needed to support AP students.
  - ○ **Adequate Preparation Resources but Mixed Perceptions of Exam Readiness:**
    - ■ While 73% of students agreed they had access to sufficient practice materials for exams, 16% felt "Very well prepared" for their AP exams, and 67% felt "Somewhat prepared." This discrepancy suggests a gap between exam preparation resources and perceived exam preparedness, indicating an opportunity to align resources more effectively with student needs.
- **Career Technical Education:**
  - ○ The Merchant Marine Program recruited 6 students from Tinian Middle and High School and 6 students from Dr. RHI Junior Senior High School. Recruitment from other high schools is ongoing. 2 students who completed the Merchant Marine Program in the previous cohort are now employed on the ships.
  - ○ NMTech will be recruiting middle school students for the Construction Program. NMTech recently emailed student interest surveys to the middle schools. 2 students from a previous cohort are now employed by a local construction company.
  - ○ Plans for Future Ready classes to begin in January 2025: FMS (1 class); TMS (1 class); TMHS (3 classes); RHI (2 classes); Daok (1 class); MHS (2 classes); and KHS (2 classes).
  - ○ There are 4 ongoing Teacher Academy students from Saipan taking Education courses (ED211) and a new cohort of 8 students (3 Saipan, 3 Rota, 2 Tinian) taking College Success (BE111) at the Northern Marianas College (NMC)
  - ○ 24 students attended the Business Academy Program Information Session at NMC.
- **Cooperative Education:**

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- ○ **Enrollment**
  - ■ The Cooperative Education program surpassed its enrollment goal of 500 students for SY 23-24, by successfully enrolling 930 students.
- ○ **Internal Stakeholder Feedback (students)**
  - ■ Roughly 77% of students exiting the Co-Op on the job Training Program have rated the quality of their training experience as Very Good / Excellent.
  - ■ 32% of students exiting the Co-Op on the job Training Program have been offered employment by their training sites upon completion of Co-Op.
- ○ **External Stakeholder Feedback (employers / trainers)**
  - ■ Approximately 71% of employers report in their employer exit survey that their student trainee(s) attendance is *Good - and they report as scheduled 100% and are notified in advance for missed work days.*
  - ■ Approximately 81% of employers report in their employer exit survey that their student trainee(s) performance is *Good - Student(s) completed tasks100% of the time and performed tasks well enough to be considered "complete".*

Activities
List the major activities that were implemented within this project.
Please add more numbers if necessary.

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- ● **Advanced Placement:**
  - ○ On November 30, 2023, a Pre AP/AP Teacher Needs Assessment was disseminated to measure teacher self-efficacy on teaching AP courses, professional development needs, and other areas of support needed to promote teacher efficacy in facilitating AP courses.
  - ○ On December 12, 2023, an AP Student Experience Survey was disseminated to measure student perceptions on exam preparedness for upcoming AP Exams.
- ● **Career Technical Education:**
  - ○ Several meetings were held to discuss and plan for School-Level Career Pathway Professional Development and Training.

- ● **Cooperative Education:**
  - ○ Over 35 companies and agencies attended the Cooperative Education Job Fair on Saipan.

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- ● **Advanced Placement:**
  - ○ On January 8, 2024, the AP Program gathered Pre AP Teachers, AP Teachers, AP Coordinators, and School Administrators for an AP Program Data Dialogue that explored AP exam and enrollment 5 year trend data, collaborative discussions on best practices, and sharing of resources and needed support for AP courses.
  - ○ On February 3, 2024, the AP Program provided a virtual AP workshop facilitated by the CollegeBoard on the topic of "Developing Cross-Curricular AP Skills." The workshop was open to both public and private school Pre AP Teachers, AP Teachers, and AP coordinators. A total of 26 participants were in attendance.
- ● **Career Technical Education:**
  - ○ Proposal for School-Level Career Pathway PD and Training was submitted and approved; PD and Training to begin February / March 2024
  - ○ Plans are underway for CTE Summer Programs
- ● **Cooperative Education:**
  - ○ The Fall 2023 Company Appreciation Event was held on Saipan on January 17, 2024. 34 companies were recognized for their partnership and support of our students and our program.
  - ○ The Cooperative Education Job Fair was held in Saipan on February 6, 2024. 36 companies and agencies were in attendance.
  - ○ Students were successfully placed into 21 agencies and companies on Rota and 9 on Tinian.

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QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- **Advanced Placement:**
  - The AP exams were successfully administered across the district with no major issues reported for exam administration. In total, 23 different AP Exam Course Subjects were administered; 637 total exams administered; and 665 AP students across the district participated in the AP exams.
- **Career Technical Education:**
  - Plans underway in planning for CTE Summer Programs:
    - Teacher Academy Summer Program with NMC School of Education
    - Career Exploration Summer Internship Program with Saipan Chamber of Commerce
    - NMTech Summer Tech Program with Northern Marianas Technical Institute
    - Nurse Assistant Summer Program with Guam Marianas Training Institute
  - CTE Professional Development with Southern Regional Education Board
    - Book Study with Dr. Gene Bottoms "Tomorrow's High School" (May 28, June 22, and June 29, 2024)
- **Cooperative Education:**
  - On May 09, 16 and 20th, 2024, the Co-Op Program successfully held company appreciation and outreach events on Saipan, Tinian and Rota acknowledging the strong partnership and support of all 70 partners on all 3 islands.
  - As of the reporting date, the Co-Op Program is still awaiting AHLEI hospitality certification examination results that will determine the total number of students that achieved nationally recognized hospitality certification upon successful completion of semester-long courses.

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- **Advanced Placement:**
  - A total of 11 educators (6 AP teachers and 5 AP Coordinators) were able to attend the Annual AP Conference. Based on the PD Impact Survey data, the AP Annual Conference improved educators' ability to prepare students for exams, strengthened professional networks, and enhanced lesson planning and curriculum understanding. It also led to better use of teaching technology and more effective program coordination.
- **Career Technical Education:**
  - CTE Summer Programs Completion Ceremonies
  - CTE Southern Regional Education Board Professional Development was held on August 31, 2024
- **Cooperative Education:**
  - None

APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"
- **Advanced Placement:**
  - Key activities completed this year were the administration of several data collections tools for the AP Program, including the AP Teacher Needs Assessment and AP Student Experience Survey. These tools were used to collect perception information from students and educators to identify areas of improvement and support within the program.
  - The AP Program also conducted its first Annual AP Data Dialogue to share 5 year AP data trends with stakeholders. Data from the mid-year AP Teacher Needs Assessment and AP Student Experience Survey were also discussed during the Data Dialogue session.
  - The AP Program expanded professional development opportunities for AP Teachers and Coordinators by offering a virtual "Developing Cross-Curricular AP Skills" workshop facilitated by a designated College Board AP trainer. PD opportunities also included the support of AP teachers and coordinators to attend the AP Annual Conference to obtain subject-specific and coordinator-focused training.
- **Career Technical Education:**
  - Merchant Marine, Teacher Academy, Business Program, IT Program, Future Ready, Construction programs were approved for this school year.

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- ○ A Request For Proposal (RFP) for the Career Pathways Internship Program was just announced and plans to begin this program in January 2025 are underway.
- ○ Discovery Kits for Daok Academy are on their way and 3 Practical Assessment Exploration System (PAES) Labs are also on their way for FMS, CHA, and SSHS. These labs are workplace labs and are part of the CTE program as well.
- **Cooperative Education:**
  - ○ One of the most notable activities that were carried out this year was the successful roll out of the AHLEI Hospitality Certification courses that had over 60 students graduate with Hospitality Certifications in both the Fall 2023 and Spring 2024 Semester.
  - ○ The Co-Op Program successfully held its company appreciation and outreach events on the island of Saipan, Tinian and Rota. Although this activity occurs on a semester basis on Saipan, the successful turnout on the islands of Rota and Tinian solidified the valuable partnerships that allow our students to experience the workforce in the private, public and non-profit sectors.

Observations and/or Challenges
List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines).
List the reasons why the established goals (and/or project objectives) were not met, if appropriate.
Please add more numbers if necessary.

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- **Advanced Placement:**
  - ○ Based on Pre AP/AP Teacher Needs Assessment , teachers are in need of instructional resources that specifically support the standards for their AP course. AP Teachers also reported the need to procure instructional materials to support additional exam preparation and consumables for students.   We have advised teachers to collaborate with their school administrators to look at using SWP for supplemental instructional materials. AP teachers also have access to the HMH primary instructional materials. In addition, College Board has provided free access to instructional materials and practice tests on the AP Classroom website.

- **Career Technical Education:**
  - ○ Major challenge: Scheduling for career pathway programs is usually in the summer or after school.
  - ○ Personnel: Need an additional FTE to assist with growing CTE projects.
  - ○ Discussions are ongoing regarding CTE programs at the school level and how that would look like with the school schedule. The Commissioner, CTE Director and High School principals recently visited Tiyan High School in Guam, model Career Academy school, High school principals were exposed to other instructional models and scheduling for career pathways.
- **Cooperative Education:**
  - ○ One of the major obstacles as noted by both students & teachers in the Post Fall 2023 Semester Survey was the district's transition to a new school bell schedule. With the new bell schedule that included a later school start and end time, students had trouble making the required hours for Co-Op training. Student target hours are 180 for the semester or three 60 hour pay periods. With the change in bell schedule, students now depart later to work because of classes scheduled later in the afternoon. Government / Public sector training sites often close by 4:30PM, which impacts students' abilities to meet the required hours. Teachers determine a grade based on a student's ability to meet required hours, this can vary by school. This issue will be addressed in the upcoming school year. As recent as Spring 2024, government agencies have made accommodations to help our students meet their hours such as allowing them to change positions that have more flexible hours or allowing them to work an extra 30 mins a day. Cooperative Education Teachers are requesting to hold data dialogues and work sessions to create plans and Standard Operating Procedures to clearly and effectively run these programs.

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- **Advanced Placement:**

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- ○ Based on workshop evaluation data, Pre AP / AP Teachers are in need of additional time to collaborate with their colleagues on topics such as vertical alignment and student skill building.
- **Career Technical Education:**
  - ○ Major Challenge: Scheduling and Personnel
- **Cooperative Education:**
  - ○ Currently there are no observations and/or challenges for the current quarter. This information is subject to change upon completion of the current semester.

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- **Advanced Placement:**
  - ○ While there were no major issues reported during the AP Exam administration, one of the challenges was coordinating the delivery/receiving and proctoring of AP exams for online students. In order to improve AP exam support services for next year, surveys were administered to AP exam coordinators to identify challenges/recommendations for exam administration. The data will be analyzed and action steps to be determined in the 4th quarter.
- **Career Technical Education:**
  - ○ Funding availability, now that ARP funds have been exhausted (blended/braided funding).
- **Cooperative Education:**
  - ○ There are no current major issues

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- **Advanced Placement:**
  - ○ No major issues to report; however, AP teachers and coordinators recommended the following support needed to improve on practices: 1) continued professional development, 2) funding support for AP-specific training, 3)resources like PSAT testing for middle school students to identify AP potential, 4) need for access for AP-specific teaching resources, and 5) continued opportunities to attend future AP conferences.

- **Career Technical Education:**
  - ○ Funding availability, now that ARP funds have been exhausted (blended/braided funding).
- **Cooperative Education:**
  - ○ None

APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"
- **Advanced Placement:**
  - ○ AP Teachers and Coordinators have expressed their continued need for subject-specific AP training and workshops that can be obtained through attending the AP Annual Conference or virtual AP workshops.
  - ○ Based on information obtained from the AP Annual Conference, AP Coordinators and AP Teachers will need to begin planning for the implementation of Digital AP Exams for the next exam administration.
- **Career Technical Education:**
  - ○ Currently working with the Federal Programs Office and the schools to consider embedding CTE programs into their school improvement plans for next school year (2025-2026) and beyond.
  - ○ Need to potentially fund PAES Lab instructors for schools if needed.
  - ○ Provide more online/virtual access to CTE Programs for Rota and Tinian students.
- **Cooperative Education:**

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- ○ Working directly with the Federal Programs Office to identify alternative and additional funding sources to support Hospitality Certification Courses for PSS high schools

Please provide link(s) to any files or any other artifacts/evidence that supports your project.

QUARTER 1 - ARTIFACTS LINKS - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- *Insert your ink(s) here.*
  - ○ **Advanced Placement:**
    - ■ *SY 23-24 Pre AP/AP Teacher Needs Assessment*
    - ■ *SY 23-24 AP Student Experience Survey*
    - ■ *Press Release: CNMI PSS AP Scholars*
  - ○ **Career Technical Education:**
    - ■ CTE Artifacts LINK
  - ○ **Cooperative Education:**
    - ■ *Co-Op Quarter 1 & 2 Evidences*

QUARTER 2 - ARTIFACTS LINKS - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- *Insert your ink(s) here.*
  - ○ **Advanced Placement:**
    - ■ *Students First: AP Data Dialogue*
  - ○ **Career Technical Education:**
    - ■ *CTE Artifacts*
  - ○ **Cooperative Education:**
    - ■ *Co-Op Quarter 1 & 2 Evidences*

QUARTER 3 - ARTIFACTS LINKS - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- *Insert your ink(s) here.*
  - ○ **Advanced Placement:**
    - ■ *SY 23-24 AP Student Experience Survey (End of Course)*
    - ■ *SY 23-24 AP Coordinator Exam Administration Survey*
  - ○ **Career Technical Education:**
    - ■ CTE Artifacts LINK
  - ○ **Cooperative Education:**
    - ■ *https://docs.google.com/document/d/1yLfF-7Bvw36ma68tACGffLuXsjXoMRaDL7R-kjBj8TQ/edit?usp=sharing*

QUARTER 4 - ARTIFACTS LINKS - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- *Insert your ink(s) here*
  - ○ **Advanced Placement:**
    - ■ *CNMI PSS AP Scholar Press Release*
    - ■ *SY 23-24 AP Exam Data*
    - ■ *PD Impact Survey for AP Teachers and Coordinators*
  - ○ **Career Technical Education:**
    - ■ CTE Artifacts LINK
  - ○ **Cooperative Education:**

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- ■ *None*

APR OUTCOME ARTIFACTS LINKS [DUE TO FPO: 12/15/24](Please add more bullets if necessary). If none, indicate "NONE"
- ● *Insert your ink(s) here.*
  - ○ **Advanced Placement:**
    - ■ *SY 23-24 AP Annual Data Report*
    - ■ *PSS Students First Feature: AP Capstone Celebration*
  - ○ **Career Technical Education:**
    - ■ SREB PD Eval Results LINK
  - ○ **Cooperative Education:**
    - ■ *Spring 2024 Post Training Student Survey Results -*
    - ■ *SY23-24 Employer Exit Survey*

Number of Project Objectives Met to Date

TOTAL NUMBER OF OBJECTIVES FOR CCLR PROJECT: 5

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23]
- ● **Career Technical Education:** 0 out of 1 Objectives Met
- ● **Cooperative Education:** 1 out of 1 Objectives have been met
- ● **Advanced Placement:** 1 out of 3 Objectives met

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23]
- ● **CTE:** 0 out of 1 Objectives Met
- ● **Co-Op:** 1 out of 1 Objectives have been met
- ● **Advanced Placement:** 2 out of 3 Objectives met

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23]
- ● **Career Technical Education:** 1 out of 1 Objectives Met
- ● **Cooperative Education:** 1 out of 1 Objectives have been met
- ● **Advanced Placement:** 3 out of 3 Objectives met

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23]
- ● **Career Technical Education:** 1 out of 1 Objectives Met
- ● **Cooperative Education:** 1 out of 1 Objectives have been met
- ● **Advanced Placement:** 3 out of 3 Objectives met

APR OUTCOME [DUE TO FPO: 12/15/24]
- ● **Cooperative Education:** 1 out of 1 Objectives Met
- ● **Career Technical Education:** 1 out of 1 Objectives have been met
- ● **Advanced Placement:** 3 out of 3 Objectives met

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Insular Areas Team Program Staff Only

Quality of Project Implementation:

- ❑ **Advanced (4)** – The grantee has provided quantifiable evidence that <u>progress exceeds</u> the established project objectives and performance measures.
- ❑ **Meets (3)** – The grantee has provided quantifiable evidence of <u>successful</u> project implementation against the listed program objectives and performance measures.
- ❑ **Approaches (2)** – The grantee has provided quantifiable evidence of <u>partial successful</u> project implementation against the listed program objectives and performance measures.
- ❑ **Needs Work (1)** – The grantee has provided evidence that <u>does not address all of the established program objectives</u> and performance measures.
- ❑ **Unsatisfactory (0)** – The grantee is <u>unable to provide any quantifiable evidence</u> of successful project implementation against the listed program objectives and performance measures.

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Section 2. The following section collects project specific data for each of the approved projects in the Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. <u>One table per project in the approved CG application.</u> Information in these sections should align to the Project Narratives included in the approved CG application.

Project Title: (Federal Program Name):	Family and Community Engagement	Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.	TITLE I: Improving the Academic Achievement of the Disadvantaged; PART A: Improving Basic Programs Operated by Local Educational Agencies; SECTION 1116: Parent and Family Engagement TITLE IV: 21st Century Schools; PART A: Student Support and Academic Enrichment Grants; SUBPART 1: Student Support and Academic Enrichment Grants; SECTION 4104: State Use of Funds; SECTION 4107: Activities to Support Well-Rounded Educational Opportunities TITLE V: Flexibility & Accountability; PART B: Rural Education Initiative; SUBPART 2: Rural and Low-Income School Program; SECTION 5102: Purpose	Federal Programs Oversight:	Jacqueline Che, Federal Programs Officer/Administrator

Project Budget			Population Served						
Allocated	**Expended**	**% Expended**	**Students Served**			**Staff Served**			
Public $162,958.00	Public $95,979.00	59%	**Grade Level(s)**	*Projected* **Number**	*Actual* **Number**	*Projected* **Number of Teachers**	*Actual* **Number of Teachers**	*Projected* **Number of Administrators**	*Actual* **Number of Administrators**
Private	Private		**Group: [Grade Level(s)]**	8,856	8,856	463	463	43	43
			Group: [Grade Level(s)]						
Total Population Served				8,856				506	

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Project Objective(s) *Add additional rows for each separate project objective.* **TOTAL OBJECTIVES: 1**	Project Activity *(Each project activity should be connected project objective in the previous column)*	Performance Measures (i.e. metric) *Enter the unit of measurement.*	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target 10/01/23 to 12/31/24 *** DUE: 12/01/23	**Quarter 2 Performance Target** 01/01/24 to 03/31/24 *** DUE: 03/01/24	**Quarter 3 Performance Target** 04/01/24 to 06/30/24 *** DUE: 06/01/24	**Quarter 4 Performance Target** 07/01/24 to 09/30/24 *** DUE: 09/01/24	1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met
OBJECTIVE 1: By the end of SY 2023-24, the CNMI Public School System's overall average rating of the Cognia Family Engagement score will increase by 0.5 points.	The CNMI PSS will increase the overall average rating of the Cognia Family Engagement score.	Increase in points in the district's overall average rating of the Cognia Family Engagement survey score.	**Baseline Data:** **3.08**	**TARGET:** 0.125 Points Increase **ACTUAL:** 0 Points Increase *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Cognia Family Engagement Survey is scheduled to be launched 4/1/24	**TARGET:** 0.25 Points Increase **ACTUAL:** 0 Points Increase *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Cognia Family Engagement Survey is scheduled to be launched 4/1/24. The FECI program works collaboratively	**TARGET:** 0.375 Points Increase **ACTUAL:** 3.171 Points Increase *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Cognia FE Survey has been closed as of 5/31/24. The total average is 3.171 There is a need to revise the objective.	**TARGET:** 0.5 Points Increase **ACTUAL:** 3.18 Points Increase *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** The current objective would be difficult to achieve as an overall average is taken for all 20 schools	**ANNUAL OBJECTIVE MET?: Check One** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** At the end of SY23-24, the Cognia Survey average score is 3.18 . To meet the target of an increase of 0.5, the average score should be no less than 3.58, which we did not score. Therefore, achieving the actual target of 0.5 annually may be overly ambitious based on the historical trend being collected. There is a need to amend the overall target to reflect a more realistic and data-driven goal that would ensure PSS is able to implement more purposeful family and community engagement that would impact student learning. **DUE: 12/15/24**

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				with all school PTSAs to plan engagement and training opportunities throughout the school year. Activities/ Events proposals are submitted to see if it aligns with school SWP objectives that include parental involvement/ engagement and learning opportunities for families.	It is noted that an increase of 0.5 may be challenging over the course of one (1) year and smaller increments may be more achievable since we are collecting overall average index score.	who participated. The highest score is a 4. A need to revise the objective to make a 0.05 increase would be more achievable when looking at average increment growth.	

Evidence of Success/ Progress *(bullet points)*
List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)
Please add more bullet points if necessary.

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- The district continues to publish and highlight the various students, staff, school level and district successes through the printing of the Students First Newsletter.
- The amount of viewers, shares, likes, and positive comments on the PSS social media platforms and websites.
- There continues to be consistency and building of transparent communication to all stakeholders through multitude of communication channels such as email broadcasts, social media platforms, monthly newsletter publications, monthly Parent Teacher Student Association (PTSA) meetings, quarterly Parent Advisory Council (PAC) meetings, and PSS Board of Education meetings.
- Consistent PTSA & PAC meetings that have been scheduled for the entire year to ensure consistency of communications across school and district.

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- CNMI PSS has consistently distributed its monthly Students First Articles for the second quarter reporting timeframe.

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- Consistent increase in the amount of viewers, shares, likes, and positive comments made by stakeholders on the various PSS social media platforms.
- All 20 schools and PAC continue to meet on a regularly consistent schedule to ensure that they deliver transparent communication and dialogues.

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- PSS is very transparent and consistent with its communications with stakeholders via social media outlets, email broadcasts, newsletters and live streaming of board meetings.
- PSS continues to publish the monthly Students First Newsletters between this reporting period.
- All 20 schools continue to meet monthly/ quarterly as PTSA bodies to establish networking, informational updates, provide parent training, and report card conferences.

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- PSS builds on transparent communication across all stakeholders. Therefore it has consistently made various efforts to keep stakeholders informed through its media platforms, modes of communications, newsletters and live streams & shares of Board Education meetings.
- Monthly PSS Students First Newsletters along with special editions were printed and disseminated to all schools, PSS website, and community businesses/ partners.
- PSS included the Parent Advisory Council, PTSAs and Community involved and engaged in its School Improvement Planning Budget Work Session, PSS Strategic Leadership Institute, and year end celebrations.

APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"
- PSS delivered an abundance of opportunities to communicate transparency across all stakeholders through publications of the monthly Students First Newsletters. The official CNMI PSS website has provided digital access to the newsletters to all stakeholders to ensure it maximizes its modes of communication.
- A consistent rise in the number of viewers, shares, likes, and comments received on the media outlets/ platforms is evidential.
- There continues to be consistency and building of transparent communication to all stakeholders through multitude of communication channels such as email broadcasts, social media platforms, monthly newsletter publications, monthly Parent Teacher Student Association (PTSA) meetings, quarterly Parent Advisory Council (PAC) meetings, and PSS Board of Education meetings.
- A successful 2024 CNMI State-Wide Fall Parent Summit was held with various breakout sessions that included PSS Accountability Report Card, Artificial Intelligence & Digital Literacy for Parents, Parenting Supports through Division of Youth Services Program, & 988 Suicide Prevention & Outreach.

Activities
List the major activities that were implemented within this project.
Please add more numbers if necessary.

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- 10/30/2023 Parent Advisory Council Quarterly meeting.
- Publication of Students First Articles for the months of October 2023-December 2023.
- 11/6-9/2023 PSS Cognia Accreditation Engagement Review Process (Parents, Students, Staff, and Community Stakeholders were actively involved in the process.
- 11/14/2023: Parent Literacy Night Event
- Schools across the district conducted monthly PTSA meetings in October -December 2023.
- 12/27/2023: PTSA and School Administrators Budget Expenditures Work Session
- Maintained consistency in disseminating information broadcasts using email, social media posts, school/district newsletters, and press releases.

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Publication of Students First Articles for the months of January 2024 - March 2024.
- Community partnership collaborations with the following: Commonwealth Health Center Non-communicable Diseases Program, Special Education Project Higai Stakeholder Engagement meeting; Co-operative Education Appreciation Event, FEMA Emergency Response Engagement Session, Pediatric Mental Health Care Access Work Session; School Accountability Report Card Stakeholder session, Career Technical Education Month Proclamation & Community Collaboration, Homeland Security Investigations iGuardian Cyber Security Parent Training; Marianas High School 55 Years Anniversary Cultural Celebration, Digital Learning Day, Partnership Meeting with

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DPS/ PSS/ COE, PSS Partner Agencies Collaborative Meeting Related to Threats & Hazards, Commonwealth Bureau of Military Affairs Partnership Meeting & CHCC's Helping Teens Access the Health Care they Need Session.

- Parent Advisory Council Meetings & PTA Events on: January 22, 2024, February 14, 2024 (Homeland Security Investigations iGuardian Cyber Security & Escape the Vape Parent Training), February 21, 2024, February 25, 2024 (Marianas High School 55 Years Anniversary Cultural Celebration), March 5-7, 2024 (National PTA Legislative Conference), March 9, 2024 (MHS Dolphin Parent Workshop Day), March 11, 2024 (Tinian Elementary School Parent Tech Symposium), March 15, 2024 (KES Parent Literacy Night), March 16, 2024 (GTC 5K Family Fun Run & Walk), and March 20, 2024 (OES Family Game Night)
- Monthly PTA Meetings across district from January 2024 to March 2024: PSS PTA Monthly Meetings Calendar for SY2023-2024

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Publication of Students First Newsletters for the months of April 2024 and May 2024. June is currently in progress for finalization of publications.
- Community Partnerships/ Engagements = Westcare Collaboration; Pediatric Mental Health Community Council Meeting; Mental Health Awareness Month; PSS Co-Operative Education Partnership Appreciation; Commonwealth Bureau of Military Affairs Wellness Mission Project Community Collaboration; FMS Career Day with Community Partners; CNMI PSS Literacy Celebration; CTE Kick Off Orientation with SREB (May 25); DYS Stakeholders Session - CNMI Child Abuse Registry
- Parent Advisory Council Meetings & PTSA Activities/ Events = Dandan Middle School Family Fun Bash (Apr. 5); Quarterly Parent Advisory Council Meeting (Apr. 8); MHS Dolphins Parent Literacy Training (Apr. 13); 2024 Sped Pacific Data Quality Collaboration (Apr. 15-19); COVMS Parent Literacy Day (Apr. 20); Quarterly Parent Advisory Council (PAC) Meeting (May 1); SVES Family Fun Day (May 4); FMS Parent Mini Tech Workshop Day (May 4); HMS Parent Literacy Day (May 18); GTC Elem. Family Fun Cultural Day (May 18); KES PTSA Family Fun Night (May 24); TMS Parent Summit (May 25); DRHIJSHS Family Fun Night (May 31); GES PTSA Family Fun Day (June 4); Sharks Family Cultural Day (June 4);
- FECI Director attended the 2024 National Community Schools & Family Engagement Conference in Atlanta, GA.

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Publication and dissemination of Students First Articles for the months of June, July, and August 2024.
- PSS Launched a Keeping Up With PSS Live Stream with Commissioner of Education and Students Talk Show
- Community Partnerships/ Engagements = 2024 Strategic Planning Institute; Commonwealth Health Centers Immunization Partnership with PSS Summer Vaccination Outreach: Teacher Academy Summer Insitute; NMI Technical Institute Summer Program with PSS; IslandHER Rising Partnership; CHCC's Summer Health Internship Program; Certified Nursing Assistants 4th Cohort in collaboration with Guam Marianas Training Center; Saipan Chamber of Commerce Career Exploration Summer Internship; Homeland Security & Guam National Guard Kontfitma Active Shooter Lockdown Drill; National Suicide Prevention Month Collaboration; Athletics Program Community Partnership with Sports Federations; Chamorro Carolinian Cultural Heritage Month Collaboration & Partnership Celebration;
- Parent Advisory Council & Parent Engagements = School Improvement Plan (SIP) Work Session Collaboration; 2024 Strategic Planning Institute; Special Board of Education Meeting; Regular Board of Education Meetings; Back to School Open Houses and Orientations across the district; PTSA SY 2024-2025 Election of Officers; Parent Advisory Council State Officers Meetings;
- FECI Director attended the WestAT 3 session webinar series with the State Supports for Students, Family, and Community Engagement addressing Chronic Absenteeism.

APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"
- Publication and dissemination of Students First Articles for the months of September, October, November, & Special Edition Publications.
- Community Partnerships/ Engagements from September 2024 - December 15, 2024 = Homeland Security, DPS, and PSS KONFITMA island-wide drill; Domestic Violence Awareness Month Partnership; Safe Schools Roadside Waving; The Great Shake Out; Pediatric Mental Health Care Advisory Council Meeting; Non-Communicable Diseases Hybrid Survey Dissemination Workshop; Commonwealth Bureau of Military Affairs IRT Partnership; DYS/DPS/PSS Partnership for Incarcerated Youth Program;
- Family Engagement, Parent Advisory Council & Parent Engagements from September 2024 - December 13, 2024 = Bullying Prevention & Safe Schools Events; Cyber Security Month Events; Head Start Family Day; National School Lunch Meals Week; Character Strong MTSS Training; 2024 Education Month Activities; PSS Strategic Priority 1 Committee Planning; Portrait of a Graduate Work Sessions 1-3; Hopwood Middle School Parent Literacy Night; Best Practices Info for Parents of Students with

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ASD Session; Parent Advisory Council Quarterly Meeting (Election of Council Officers, Dept. of Commerce Non-Profit Organization Info Session, Parents' Supports for Student and School Safety Session, PTA Non-Appropriated Funds Training, & Parent Involvement Survey Data Dialogue with PTA).

Observations and/or Challenges
List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines).
List the reasons why the established goals (and/or project objectives) were not met, if appropriate.
Please add more numbers if necessary.

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- PSS acknowledges the need to adopt a researched-based/ evidenced-based Family Engagement framework for the district.
- Additional training support will be offered to families and schools on various ways to increase involvement and support student academic improvement.
- Additional resources will be provided to support the 21 school PTSAs and the state Parent Advisory Council (PAC) in meeting their annual goals.
- The district is being proactive with addressing concerns that might impede parent involvement in schools. These include lack of resources, such as transportation or internet access, which can hinder participating in school events or accessing information; cultural or socioeconomic differences; language differences between parents and staff; lack of parent education to help with schoolwork; and other concerns.

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- PSS acknowledges the need to adopt a researched-based/ evidenced-based Family Engagement framework for the district. Currently there is no evidence/research-based Family Engagement framework being implemented at the state of school levels. Implementing a research-based framework would strongly provide guidance for an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation among schools, families, and community partners to support student learning and achievement.
- Additional training support will be offered to families and schools on various ways to increase involvement and support student academic improvement. I am hoping to obtain these strategies through the National Family Engagement Conference that I will be attending.
- Additional resources will be provided to support the 21 school PTSAs and the state Parent Advisory Council (PAC) in meeting their annual goals.
- The district is being proactive with addressing concerns that might impede parent involvement in schools. These include lack of resources, such as transportation or internet access, which can hinder participating in school events or accessing information; cultural or socioeconomic differences; language differences between parents and staff; lack of parent education to help with schoolwork; and other concerns.

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Same as the reporting period for quarter 2.

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Same as the reporting period for quarter 2.

APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"
- The same issues listed on the above reporting periods.

Please provide link(s) to any files or any other artifacts/evidence that supports your project.

QUARTER 1 - ARTIFACTS LINKS - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- PSS PTA Monthly Meetings Calendar (SY2023-2024)
- https://www.facebook.com/cnmipss
- https://www.instagram.com/cnmipss/
- https://twitter.com/cnmi_pss

QUARTER 2 - ARTIFACTS LINKS - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- PSS PTA Monthly Meetings Calendar (SY2023-2024)
- https://www.facebook.com/cnmipss

- https://www.instagram.com/cnmipss/
- https://twitter.com/cnmi_pss
- *Cognia Family Engagement Survey Index Score Data for CG*
- *Cognia Survey: https://eprovesurveys.advanc-ed.org/surveys/#/action/250849/30287/1*

QUARTER 3 - ARTIFACTS LINKS - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- PSS PTA Monthly Meetings Calendar (SY2023-2024)
- https://www.facebook.com/cnmipss
- https://www.instagram.com/cnmipss/
- https://twitter.com/cnmi_pss
- *Cognia Family Engagement Survey Index Score Data for CG*
- *Cognia Survey: https://eprovesurveys.advanc-ed.org/surveys/#/action/250849/30287/1*
- *F&CE Quarter 3_Social Media Analytics from 4-1-24 to 6-5-24*

QUARTER 4 - ARTIFACTS LINKS - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- *PTSA Monthly Meetings Calendar SY2024-2025*
- https://www.facebook.com/cnmipss
- https://www.instagram.com/cnmipss/
- https://twitter.com/cnmi_pss
- *Cognia Family Engagement Survey Index Score Data for CG*
- *CNMI PSS Official Website (to access Newsletters Digital Copy)*
- *CG FY23_Qtr 4 Progress Reports Social Media Analytics*

APR OUTCOME ARTIFACTS LINKS [DUE TO FPO: 12/15/24](Please add more bullets if necessary). If none, indicate "NONE"
- *PTSA Monthly Meetings Calendar SY2024-2025*
- https://www.facebook.com/cnmipss
- https://www.instagram.com/cnmipss/
- https://twitter.com/cnmi_pss
- *Cognia Family Engagement Survey Index Score Data for CG*
- *CNMI PSS Official Website (to access Newsletters Digital Copy)*
- *PSS Parent Engagement Tracking_SY2023-2024*
- *CG__FY23_F&CE APR Artifacts (Sept.2024-Dec.2024)*

Number of Project Objectives Met to Date

TOTAL NUMBER OF OBJECTIVES FOR F&CE PROJECT: 1

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23]
- 0 out of 1 OBJECTIVES MET

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23]
- 0 out of 1 OBJECTIVES MET

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23]

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- <u>0 </u>out of <u>1</u> OBJECTIVES MET (unless we change the objective from 0.5 increase from baseline to 0.05 increase.)

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23]

- <u>0 </u>out of <u>1</u> OBJECTIVES MET (unless we change the objective from 0.5 increase from baseline to 0.05 increase.)

APR OUTCOME [DUE TO FPO: 12/15/24]

- <u>0 </u>out of <u>1</u> OBJECTIVES MET

Insular Areas Team Program Staff Only

Quality of Project Implementation:

❑ **Advanced (4) – The grantee has provided quantifiable evidence that <u>progress exceeds</u> the established project objectives and performance measures.**

❑ **Meets (3) – The grantee has provided quantifiable evidence of <u>successful </u>project implementation against the listed program objectives and performance measures.**

❑ **Approaches (2) – The grantee has provided quantifiable evidence of <u>partial successful</u> project implementation against the listed program objectives and performance measures.**

❑ **Needs Work (1) – The grantee has provided evidence that <u>does not address all of the established program objectives</u> and performance measures.**

❑ **Unsatisfactory (0) – The grantee is <u>unable to provide any quantifiable evidence</u> of successful project implementation against the listed program objectives and performance measures.**

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Section 2. The following section collects project specific data for each of the approved projects in the Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. <u>One table per project in the approved CG application.</u> Information in these sections should align to the Project Narratives included in the approved CG application.

Project Title: (Federal Program Name):	Mental Health and Safety Supports	Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.	TITLE II: Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders; PART A: Supporting Effective Instruction; SECTION 2101: Formula Grants to States; SECTION 2103: Local Uses of Funds TITLE IV: 21st Century Schools; PART A: Student Support and Academic Enrichment Grants; SUBPART 1: Student Support and Academic Enrichment Grants; SECTION 4108: Activities to Support Safe and Healthy Students TITLE V: Flexibility & Accountability; PART B: Rural Education Initiative; SUBPART 2: Rural and Low-Income School Program; SECTION 5102: Purpose	Federal Programs Oversight:	Jacqueline Che, Federal Programs Officer/Administrator

Project Budget			Population Served						
Allocated	**Expended**	**% Expended**	Students Served			Staff Served			
Public $398,322.00	Public $111,440.00	28%	**Grade Level(s)**	*Projected* **Number**	*Actual* **Number**	*Projected* **Number of Teachers**	*Actual* **Number of Teachers**	*Projected* **Number of Administrators**	*Actual* **Number of Administrators**
Private	Private		**Group:** *[Grade Level(s)]*	8,567 K-5:3,384 6-8: 2,060 9-12: 3,123	8,618 K-5:3,477 6-8: 1,885 9-12: 3,256		600		Principals & Vice Principals: 40 Counselors: 40 Crisis Response Teams: 300

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								(est. 15/school, duplicated numbers with counselors 7 school administrators)
		Group: *[Grade Level(s)]*						
Total Population Served			8,618					640

Project Objective(s) *Add additional rows for each separate project objective.* **TOTAL OBJECTIVES: 4**	Project Activity *(Each project activity should be connected project objective in the previous column)*	Performance Measures **(i.e. metric)** *Enter the unit of measurement.*	*Baseline Data*	**Quarterly Performance Targets**				Was this project objective met? Please indicate: Yes or No. If no, please explain below: 1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met
				Quarter 1 Performance Target **10/01/23 to 12/31/24** ******* **DUE: 12/01/23**	**Quarter 2 Performance Target** **01/01/24 to 03/31/24** ******* **DUE: 03/01/24**	**Quarter 3 Performance Target** **04/01/24 to 06/30/24** ******* **DUE: 06/01/24**	**Quarter 4 Performance Target** **07/01/24 to 09/30/24** ******* **DUE: 09/01/24**	
OBJECTIVE 1: By the end of SY 2023-2024, PSS will continue to provide direct services and collect intervention outcome data of 100% of PSS students who complete direct services as measured by completed Strengths and Difficulties Questionnaire surveys and compiled in quarterly and annual reports.	PSS Mental Health will improve its direct services outcomes to identified students, of which 100% of students will complete the SDQ as an outcome measure to establish baseline data for areas of improvement.	Percentage of students completing the Impact Supplement of the Strengths and Difficulties Questionnaire and completion of annual report of outcomes.	Baseline Data:	**TARGET:** 25% **ACTUAL:** 171% ******* **TARGET MET?** **Check One:** ☑ YES ☐ NO IF NO, EXPLAIN	**TARGET:** 50% **ACTUAL:** 235% ******* **TARGET MET?** **Check One:** ☑ YES ☐ NO IF NO, EXPLAIN	**TARGET:** 75% **ACTUAL:** 167% ******* **TARGET MET?** **Check One:** ☑ YES ☐ NO IF NO, EXPLAIN	**TARGET:** 100% **ACTUAL:** 100% ******* **TARGET MET?** **Check One:** ☑ YES ☐ NO IF NO, EXPLAIN	**ANNUAL OBJECTIVE MET?:** **Check One** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:** _____ _____ _____ ******* **DUE: 12/15/24**

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				WHY:_____	WHY:_____	WHY:_____	WHY:_____	
				——————— ———	——————— ———	——————— ———	——————— ———	
OBJECTIVE 2: By the end of SY 2023-2024, 50% of identified school-level staff of identified pilot schools will increase their ability to recognize and respond to mental health issues among students as measured by the Trauma-Informed Multi-tiered System of Support Climate survey and pre- and post-survey of trauma-informed practices training.	PSS Mental Health will adopt a trauma-informed classroom curriculum to meet the needs of the CNMI PSS. Quarter 1: Identified staff will interpret the Trauma Responsive Needs Assessments Results and identify gaps. Quarter 2: Identified staff will create a 4-point Likert scale rubric reflecting the CLAS Standards, matching assessment outcomes and PSS quality priorities, to improve trauma-informed educational practices. This will be termed the Trauma-Informed Classroom (TIC) Evaluation Tool. Quarter 3: Identified staff will attend the identified training of trainer (TOT) and take a pre/post evaluation on identified training outcome measures aligned with TIC Evaluation Tool and needs assessment. Quarter 4: Provide post evaluation survey to identified school level staff.	Percentage of identified school-level staff who indicate an increase in ability to recognize and respond to mental health issues as measured by pre/post trainer confidence outcomes.	**Baseline Data:**	**TARGET:** Identified staff will interpret the Trauma Responsive Needs Assessments Results and identify gaps. **ACTUAL:** Pilot schools identified; Established contact with Wellpoint Care Network	**TARGET:** Identified staff will create a 4-point Likert scale rubric reflecting the CLAS Standards, matching assessment outcomes and PSS quality priorities, to improve trauma-informed educational practices. This will be termed the Trauma-Informed Classroom (TIC) Evaluation Tool. **ACTUAL:** Pilot schools identified participants; Ongoing work with Wellpoint Care Network to finalize TOT dates.	**TARGET:** Identified staff will attend the identified training of trainer (TOT) and take a pre/post evaluation on identified training outcome measures aligned with TIC Evaluation Tool and needs assessment. **ACTUAL:** TOT dates finalized with Wellpoint Care Network. Obligation of funds for training ongoing.	**TARGET:** 50% of identified school-level staff will increase their ability to recognize and respond to mental health issues. **ACTUAL:** 50% of identified school-level staff will increase their ability to recognize and respond to mental health	**ANNUAL OBJECTIVE MET?:** **Check One** ☑ **YES** ☐ **NO** **IF NO, EXPLAIN WHY:** ———————————— ———————————— ———————————— ******* **DUE: 12/15/24**

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				Participant numbers updated.	issues	
				***	*******	
			*** **TARGET MET?**	**TARGET MET?**	**TARGET MET?**	
			Check One:	**Check One:**	**Check One:**	
			☐ YES	☐ YES	☑ YES	
			☑ NO	☑ NO	☐ NO	
			IF NO, EXPLAIN WHY:	**IF NO, EXPLAIN WHY:**	**IF NO, EXPLAIN WHY:_____**	

Column 1 — TARGET MET? Check One: ☑ NO

IF NO, EXPLAIN WHY: While program staff did not successfully execute the Trauma-Responsive Needs Assessment, program staff have continuously engaged in several meetings to discuss a robust rollout and begin the procurement process for these services. The discussions entail a scope of work that include collecting baseline data to establish the trauma-informed score for

Column 2 — TARGET MET? Check One: ☑ NO

IF NO, EXPLAIN WHY: The execution of the Trauma-Responsive Needs Assessment will be completed in Q3 with the training of the pilot school occurring in Q4.

Column 3 — TARGET MET? Check One: ☑ NO

IF NO, EXPLAIN WHY: TOT was initially scheduled for Q3; however, issues in planning arose (trainers could not commit to coming to CNMI to provide training as well as travel restrictions imposed by the BOE caused planning team to come up with alternatives). As of June 28, 2024 Training Batch #1 is identified and Travel Authorization for training is en route. The

Column 4 — TARGET MET? Check One: ☑ YES

IF NO, EXPLAIN WHY:_____

4 of the 8 TOT's completed the TIC Evaluation Tool Post-Test.

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			pilot schools around the principles of 7ei. Program staff is finalizing the procurement of services and substantial efforts and focus is dedicated to accomplishing this objective. Considerable groundwork has been laid to ensure a robust rollout. To date, there have been a total of four planning meetings with pilot schools (RHI, SNP, TM&HS, TIN, KHS, MCS, and GCA) and four meetings with the Wellpoint Care Network. These discussions have been instrumental in establishing buy-in and preparing a comprehensive rollout plan.		identified trainers will take the pre-test before training on August 5-8.		

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OBJECTIVE 3:			Baseline Data:	TARGET: ___%	TARGET: ___%	TARGET: ___%	TARGET: ___%	ANNUAL OBJECTIVE MET?: Check One
By the end of SY 2023-2024, PSS Mental Health will achieve 100% completion of a needs assessment to guide the implementation of the district's comprehensive, integrated multi-tiered system of support.	The PSS district will adopt a comprehensive integrated multi-tiered system of support.	Completion rate of needs assessment towards adopting a comprehensive integrated multi-tiered system of support.	▮ ▮	**ACTUAL:** ___% of the needs assessment was completed by compiling a summary of existing systems that support student mental health and define outcomes. *** TARGET MET? Check One: ☐ YES ☑ NO IF NO, EXPLAIN WHY: The team's role in the implementation of a district-wide MTSS has changed as a result of shifting district priorities. Other CG programs have chosen	**ACTUAL:** ___% of the needs assessment was completed by co-developing a comprehensive needs assessment aligned with the existing systems to identify gaps and to inform next steps. *** TARGET MET? Check One: ☐ YES ☑ NO IF NO, EXPLAIN WHY: The team's role in the implementation of a district-wide MTSS has changed as a result of shifting district priorities. Other CG programs have chosen	**ACTUAL:** ___% of the needs assessment was completed by initiating the needs assessment of identified staff. *** TARGET MET? Check One: ☐ YES ☑ NO IF NO, EXPLAIN WHY: An amendment request was made to remove this objective as stated in the last quarter report.	**ACTUAL:** ___% of the needs assessment was completed by analyzing the results and formulating recommendations for next steps to guide policy and to submit for the Annual Report. *** TARGET MET? Check One: ☐ YES ☑ NO IF NO, EXPLAIN WHY: An amendment request was made to remove this objective as stated in the last quarter report.	☐ YES ☑ NO IF NO, EXPLAIN WHY: The team's role in the implementation of a district-wide MTSS has changed as a result of shifting district priorities. Other CG programs have chosen to lead the district in developing the MTSS model, with participation from different departments, including Mental Health. Program staff will be requesting to remove the objective for FY24. *** DUE: 12/15/24

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				to lead the district in developing the MTSS model, with participation from different departments, including Mental Health. Program staff will be requesting to remove the objective for FY24.	to lead the district in developing the MTSS model, with participation from different departments, including Mental Health. Program staff will be requesting to remove the objective for FY24.		
OBJECTIVE 4: By the end of Year 1, Private schools will have a completed needs assessment while PSS will facilitate an annual Mental Health Summit of the results and training on best practices for private schools, of which 50% of identified educators will demonstrate increased confidence in mental health supports of students given a post-evaluation survey.	Private schools will complete a Trauma-Informed Multi-tiered System of Support Climate survey needs assessment to inform the steps of a comprehensive integrated multi-tiered system of support, as measured by the monthly reports and quarterly data review. Quarter 1: PSS will develop Mental Health promotion and literacy surveys to determine needs and identify professional development gaps. Quarter 2: PSS will distribute Mental Health promotion and literacy surveys to determine needs and identify professional development gaps. Quarter 3: PSS will interpret Mental Health promotion and literacy surveys to determine needs and identify professional development gaps. Quarter 4: Provide post evaluation	Percentage of identified educators demonstrating increased confidence in ability to deliver evidence-based interventions.	**TARGET:** PSS will develop Mental Health promotion and literacy surveys to determine needs and identify professional development gaps. **ACTUAL:** PSS Mental Health has developed a Mental Health Promotion and Literacy survey to determine needs and identify	**TARGET:** PSS will distribute Mental Health promotion and literacy surveys to determine needs and identify professional development gaps. **ACTUAL:** As of March 2024, the survey has been completed, and will be distributed to PNP schools in April 2024	**TARGET:** PSS will interpret Mental Health promotion and literacy surveys to determine needs and identify professional development gaps. **ACTUAL:** Distributed survey to PNP schools in April 2024. As of June 2024, 6 out of 13 (46%) of PNP schools participated, with a total of	**TARGET:** 50% of identified educators will demonstrate increased confidence in ability to deliver evidence-based interventions given a post-evaluation survey through attendance of training opportunities. Coaching, school site visits, and stakeholders meeting participation.	**ANNUAL OBJECTIVE MET?:** **Check One** ☐ **YES** ☑ **NO** **IF NO, EXPLAIN WHY:** **Haven't met target however, we are in the process of planning for the convening of PNP's- November 14, 2024** ******* **DUE: 12/15/24**

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survey to identified educators.		professional development gaps for PNP schools. The survey consists of 13 statements that will collect quantitative data (5 point Likert scale) and 3 questions that will collect qualitative data (open-ended and check-box questions). *** TARGET MET? Check One: ☑ YES ☐ NO IF NO, EXPLAIN WHY:_____ _____ _____	to begin data collection. *** TARGET MET? Check One: ☑ YES ☐ NO IF NO, EXPLAIN WHY:_____ _____ _____	24 submissions (7 administrators, 14 classroom teachers, 2 support staff, and 1 school counselor). Response collection is ongoing, with reminders sent out at the end of the school year. As of June 28, 2024, there were no further responses to the survey. Although we can access results of the survey and interpret the results, we plan to send out another email reminder at the beginning of their school year to encourage for more participation. ***	ACTUAL: 0% of identified educators will demonstrate increased confidence in ability to deliver evidence-based interventions given a post-evaluation survey through attendance of training opportunity. *** TARGET MET? Check One: ☐ YES ☑ NO IF NO, EXPLAIN WHY: Haven't met target however, we are in the process of planning for the convening of PNP's- November 14, 2024 Agenda: share survey results, and

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				TARGET MET? Check One: ☑ YES ☐ NO IF NO, EXPLAIN WHY:_____ _____	suggestions for next steps & access to resources (7ei, referral pathways, etc.)	
			┆ ┆ ┆ ┆ ┆ ┆			

Evidence of Success/ Progress *(bullet points)*
List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) <u>and</u> *the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)* ***Please add more bullet points if necessary.***

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Direct services provided for Q1 of SY 23-24 (n = 284) increased by 238% compared to Q1 of SY 22-23 (n = 84) as measured by the <u>Clinical Services Mental Health Monthly Report</u>.
- Direct services provided for Q1 of SY 23-24 include
  - 42 crisis response encounters,
  - 84 individual encounters,
  - 64 direct group encounters,
  - 20 family encounters, and
  - 50 Grief Recovery Method encounters as measured by the <u>Clinical Services Mental Health Monthly Report</u>.
- 100% of PNP participants during the Private School Mental Health Convening rated feeling "satisfied" or "very satisfied" with the training provided by PSS Mental Health as measured by the <u>CNMI PSS Mental Health Program Professional Development Evaluation Form</u>.

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Direct services provided for Q2 of SY 23-24 (n = 673) increased by 334% compared to Q2 of SY 22-23 (n = 155) as measured by the <u>Clinical Services Mental Health Monthly Report</u>.
- Direct services provided for Q2 of SY 23-24 include
  - 36 crisis response encounters,
  - 193 individual encounters,
  - 296 direct group encounters,
  - 46 family encounters, and
  - 6 Grief Recovery Method encounters as measured by the <u>Clinical Services Mental Health Monthly Report</u>.

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Direct services provided for Q3 of SY 23-24 (n = 387) decreased by 15% compared to Q3 of SY 22-23 (n = 456) as measured by the <u>Clinical Services Mental Health Monthly Report</u>.

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- Direct services provided for Q3 of SY 23-24 include
  - 18 crisis response encounters,
  - 151 individual encounters,
  - 70 direct group encounters, and
  - 25 family encounters as measured by the <u>Clinical Services Mental Health Monthly Report</u>.
- 46% (6 out of 13) of PNP schools have participated in the Mental Health Promotion and Literacy Survey with a total of 24 submissions (7 administrators, 14 classroom teachers, 2 support staff, and 1 school counselor) as measured by the <u>PNP Needs Assessment</u>.

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Direct services provided for Q4 of SY 23-24 ($n = 0$) decreased by 100% compared to Q4 of SY 22-23 ($n = 168$) as measured by the <u>Clinical Services Mental Health Monthly Report</u>.
- Direct services provided for Q4 of SY 23-24 include
  - 0 crisis response encounters,
  - 0 individual encounters,
  - 0 direct group encounters, and
  - 0 family encounters as measured by the <u>Clinical Services Mental Health Monthly Report</u>.
- 50% (4 of 8) identified 7ei TOT's completed TIC Evaluation Tool Survey and Training on August 5-8, 2024 in Milwaukee, Wisconsin.

APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"
- None

Activities
List the major activities that were implemented within this project.
Please add more numbers if necessary.

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Universal screening continued to be extended to all students and their guardians during the school registration process with the option to opt out to help identify students and families in need of follow up, check-ins, and early screening for mental health interventions.
- Students screened through early identification were flagged for continuous monitoring at the school level or referred into appropriate evidence-based services (direct individual or group interventions), immediate crisis counseling support and consultation for school counselors, administrators, other district supports, and/or assistance with coordinated referrals to partner agencies. Crisis response themes included school-level response in suicidal ideation or attempt of a student and supports in district level protocol disaster/crisis response. Additional support included the district level preparedness and planning.
- Program staff established contact and met with representatives of the Wellpoint Care Network to begin the process of bringing the Seven Essential Ingredients of Trauma Informed Care through a training of trainers.
- Program staff hosted the first mental health convening with private schools ($n = 14$) to introduce the mental health department, provide an overview of the evidenced-based programs used for services and tiered framework with which the department operates, and support private school administrators in assessing their current mental health framework within their schools.

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Youth-based prevention activities included grade-level presentations to FMSMS students ($n = 325$) addressing self-awareness (values and boundaries) and a collaboration with the Natural Helpers (Community Guidance Center) to promote suicide prevention through Sources of Strength activities with middle school students ($n = 54$).
- Facilitated a training to school counselors ($n = 37$) on implementation of calm corners for their respective schools. The training covered introducing calm corners at schools, including purpose, benefits, and implementation strategies. Topics included logistics, environmental strategies, and setting up calm corners with examples. Counselors engaged in activities to plan sensory aspects, guidelines, and adaptations based on school needs.

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- Program staff facilitated PREPaRE Workshop 1 and 2 to school administrators, school counselors, incident command systems and school crisis response teams ($n = 70$). PREPaRE is a crisis prevention and intervention model that prepares educators and school-based mental health professionals to feel confident in their abilities when they fill specific roles and responsibilities during a crisis event.
- Program staff developed a Mental Health Promotion and Literacy (Needs Assessment) survey to determine needs and identify professional development gaps for PNP schools. The survey consists of 13 statements that will collect quantitative data based on a 5-point Likert scale and 3 questions that will collect qualitative data (open-ended questions and check-box questions).

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Program staff created content and facilitated school-level professional development for KobES and WSRES staff to increase and deepen staff understanding of mental health ($n = 100$).
- Facilitated and completed clinical groups counseling at KHS ($n = 2$), MHS ($n = 4$), and Da'ok Academy ($n = 9$).
- Provided planning support for and participated in Sources of Strength Leadership Summit for secondary students ($n = 103$).
- Provided planning support for, facilitated, and participated in Mental Health Awareness Month proclamation signing with students and community members ($n = 257$).
- Created content for and facilitated grade-level presentation to WSRES students ($n = 110$) & TMS students ($n = 100$) addressing navigating challenges, coping skills, and transitioning to middle school.
- Provided support (content screening) and facilitated a student-led podcast titled Mic'd Up with Mental Health. Students from TMSHS ($n = 4$) and RHI ($n = 4$) discussed topics of Mental Health Awareness and Pride Month.

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Teachers ($n=2$), School Administrator ($n=1$), and PSS-CG Mental Health Staff ($n=1$) completed 7ei Train the Trainer Program
- Summer School Student Outreach- DMS ($n=10$), FMS ($n=40$), HMS ($n=15$), COVMS ($n=35$)
- Opening School Year Welcoming Outreach- GES ($n=50$), DMS ($n=70$)

APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"
- None

Observations and/or Challenges
List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines).
List the reasons why the established goals (and/or project objectives) were not met, if appropriate.
Please add more numbers if necessary.

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Objective 2 Not Met: While program staff did not successfully execute the Trauma-Responsive Needs Assessment, program staff have continuously engaged in several meetings to discuss a robust rollout and begin the procurement process for these services. The discussions entail a scope of work that include collecting baseline data to establish the trauma-informed score for pilot schools around the principles of 7ei. Program staff is finalizing the procurement of services and substantial efforts and focus is dedicated to accomplishing this objective. Considerable groundwork has been laid to ensure a robust rollout. To date, there have been a total of four planning meetings with pilot schools (RHI, SNP, TM&HS, TIN, KHS, MCS, and GCA) and four meetings with the Wellpoint Care Network. These discussions have been instrumental in establishing buy-in and preparing a comprehensive rollout plan.
- Objective 3 Not Met: The team's role in the implementation of a district-wide Multi-tiered Systems of Support (MTSS) has changed as a result of shifting district priorities. Other Consolidated funded-programs have chosen to lead the district in developing the MTSS model, with participation from different departments, including Mental Health. Program staff will be requesting to remove the objective for FY24.
- Major challenges include the use of personal vehicles to commute between schools to provide direct services and case management and program staff are continually working with program administrators to seek solutions; solutions include exploring fuel reimbursement.

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- Other challenges included issues in direct services: school attendance issues for students in both individual and group counseling services as well as challenges in follow through for caregivers to meet with providers.

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/24] (Please add more bullets if necessary). If none, indicate "NONE"

- Objective 2 Not Met: While program staff did not successfully execute the Trauma-Responsive Needs Assessment, program staff have continuously engaged in several meetings to discuss a robust rollout and begin the procurement process for these services. The discussions entail a scope of work that include collecting baseline data to establish the trauma-informed score for pilot schools around the principles of 7ei. Program staff is finalizing the procurement of services and substantial efforts and focus is dedicated to accomplishing this objective. Considerable groundwork has been laid to ensure a robust rollout. To date, there have been a total of four planning meetings with pilot schools (RHI, SNP, TM&HS, TIN, KHS, MCS, and GCA) and four meetings with the Wellpoint Care Network. These discussions have been instrumental in establishing buy-in and preparing a comprehensive rollout plan.
- Objective 3 Not Met: The team's role in the implementation of a district-wide MTSS has changed as a result of shifting district priorities. Other CG programs have chosen to lead the district in developing the MTSS model, with participation from different departments, including Mental Health. Program staff will be requesting to remove the objective for FY24.

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/24] (Please add more bullets if necessary). If none, indicate "NONE"

- Objective 2 Not Met: Changes in travel restrictions for CNMI PSS created some barriers to finalizing training details. However, planning meetings are still ongoing with Wellpoint Care Network and program staff is in the process of obligating funds for training in August and October 2024.
- Major challenges from the previous quarters persist: the use of personal vehicles to commute between schools to provide direct services and case management as well as school attendance issues for students in both individual and group counseling services.
- Newest major challenge came from the absence of the program director; this challenge stalled important decisions and affected progress across all objectives. Without actingship established for the program director, program staff struggled to move forward in continuing administrative tasks related to securing training, prioritizing duties, and contributed to lower team morale.
- The State Board of Education discourages large travel teams. Two training team batches were created, one in August 2024, and the other in October 2024. Due to the liquidation period and that this training falls between budget years, the October training is impacted.

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/24] (Please add more bullets if necessary). If none, indicate "NONE"

- The team observed a decrease in direct services as compared to previous years.
- 7ei TOT batching forces one of the batches to be trained in October, which poses challenges as this falls within the liquidation period between budget years.
- Private, Non Public (PNP) School Convening posed to be difficult as the timing fell at the closing of private school years resulting in many administrators being unavailable to attend
- Delays experienced regarding traveling batches and PNP further delayed initial timeline of quarterly targets
- PSS Mental Health Consolidated Grant Team recently saw a resignation of a critical Mental Health Specialist team member

APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"

- None

Please provide link(s) to any files or any other artifacts/evidence that supports your project.

QUARTER 1 - ARTIFACTS LINKS - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"

- *Private School Mental Health Convening Presentation*

QUARTER 2 - ARTIFACTS LINKS - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"

- *FMS SEL Workshop*
- *Calm Corners PD*

QUARTER 3 - ARTIFACTS LINKS - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"

- *WSR & TMS EOY SEL*
- *KobES and WSRES School Level Mental Health PD*

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- *Mic'd Up with Mental Health Reel*
- *Mental Health Awareness Month Proclamation Signing & <u>Sources of Strength Leadership Summit</u>*

QUARTER 4 - ARTIFACTS LINKS - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- <u>*TIC Evaluation Tool*</u> *(Pre/post survey)*
- *<u>7 Essential Ingredients Training Presentation</u>*
- *<u>Trainer Batch 1 Group Picture</u>*
- *<u>Summer School Student Outreach</u>*
- *<u>SY2024-2025 Welcoming Outreach</u>*

APR OUTCOME ARTIFACTS LINKS [DUE TO FPO: 12/15/24](Please add more bullets if necessary). If none, indicate "NONE"
- *Same as above*

Number of Project Objectives Met to Date

TOTAL NUMBER OF OBJECTIVES FOR MHSS PROJECT: 4

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23]
- 2 out of 4 OBJECTIVES MET

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23]
- 2 out of 4 OBJECTIVES MET

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23]
- 2 out of 4 OBJECTIVES MET

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23]
- 2 out of 4 OBJECTIVES MET

APR OUTCOME [DUE TO FPO: 12/15/24]
- 2 out of 4 OBJECTIVES MET

Insular Areas Team Program Staff Only

Quality of Project Implementation:
- ❑ **Advanced (4) –** The grantee has provided quantifiable evidence that <u>progress exceeds</u> the established project objectives and performance measures.
- ❑ **Meets (3) –** The grantee has provided quantifiable evidence of <u>successful</u> project implementation against the listed program objectives and performance measures.
- ❑ **Approaches (2) –** The grantee has provided quantifiable evidence of <u>partial successful</u> project implementation against the listed program objectives and performance measures.
- ❑ **Needs Work (1) –** The grantee has provided evidence that <u>does not address all of the established program objectives</u> and performance measures.
- ❑ **Unsatisfactory (0) –** The grantee is <u>unable to provide any quantifiable evidence</u> of successful project implementation against the listed program objectives and performance measures.

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Section 2. The following section collects project specific data for each of the approved projects in the Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. <u>One table per project in the approved CG application.</u> Information in these sections should align to the Project Narratives included in the approved CG application.

Project Title: (Federal Program Name):	Professional Development	Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.	TITLE II: Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders; PART A: Supporting Effective Instruction; SECTION 2101: Formula Grants to States; SECTION 2103: Local Use of Funds TITLE IV: 21st Century Schools; PART A: Student Support and Academic Enrichment Grants; SUBPART 1: Student Support and Academic Enrichment Grants; SECTION 4101: Purpose; SECTION 4104: State Use of Funds; SECTION 4107: Activities to Support Well-Rounded Educational Opportunities TITLE V: Flexibility & Accountability; PART B: Rural Education Initiative; SUBPART 2: Rural and Low-Income School Program; SECTION 5102: Purpose	Federal Programs Oversight:	Jacqueline Che, Federal Programs Officer/Administrator

Project Budget			Population Served						
Allocated	Expended	% Expended	Students Served			Staff Served			
Public $1,246,779.00	Public $914,253.00	73%	Grade Level(s)	*Projected* Number	*Actual* Number	*Projected* Number of Teachers	*Actual* Number of Teachers	*Projected* Number of Administrators	*Actual* Number of Administrators
			Group: [Grade Level(s)]	8,856	8,856	463	501	43	43
Private	Private		Group: [Grade Level(s)]						
Total Population Served				8,856				544	

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Project Objective(s) *Add additional rows for each separate project objective.* **TOTAL OBJECTIVES: 6**	Project Activity *(Each project activity should be connected project objective in the previous column)*	Performance Measures **(i.e. metric)** *Enter the unit of measurement.*		Quarterly Performance Targets				Was this project objective met? Please indicate: **Yes or No.** **If no, please explain below:**
			Baseline Data	**Quarter 1 Performance Target** **10/01/23 to 12/31/24** *** DUE: 12/01/23	**Quarter 2 Performance Target** **01/01/24 to 03/31/24** *** DUE: 03/01/24	**Quarter 3 Performance Target** **04/01/24 to 06/30/24** *** DUE: 06/01/24	**Quarter 4 Performance Target** **07/01/24 to 09/30/24** *** DUE: 09/01/24	1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met
OBJECTIVE 1: By the end of SY 2023-2024, 60% of 6-12th grade teachers will report as "confident" or "very confident" as measured by an High Quality Instructional Materials (HQIM) implementation survey.	HQIM - Professional Development Alignment	Percentage of teachers self-reporting feeling "confident" or "very confident" in using new tools and resources in the classroom to improve instruction, as indicated in pre and post-test surveys on High-Quality Instructional Materials (HQIM)	**Baseline Data:** **None**	**TARGET:** 30% **ACTUAL:** 77% *** **TARGET MET?** **Check One:** ☑ YES ☐ NO IF NO, EXPLAIN WHY:_____ _____	**TARGET:** 40% **ACTUAL:** 80% *** **TARGET MET?** **Check One:** ☑ YES ☐ NO IF NO, EXPLAIN WHY:_____ _____	**TARGET:** 50% **ACTUAL:** 94% *** **TARGET MET?** **Check One:** ☑ YES ☐ NO IF NO, EXPLAIN WHY:_____ _____	**TARGET:** 60% **ACTUAL:** 94% *** **TARGET MET?** **Check One:** ☑ YES ☐ NO IF NO, EXPLAIN WHY:_____ _____	**ANNUAL OBJECTIVE MET?:** **Check One** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:** _____ _____ _____ *** **DUE: 12/15/24**
OBJECTIVE 2: By the end of SY 2023-2024, 60% of novice teachers who have undergone mentorship will report "confident or very confident" on pre and post- surveys in	Teacher Mentoring Program	Percentage of teachers self-reporting feeling "confident or very	**Baseline Data:** **None**	**TARGET:** 30% **ACTUAL:** 66%	**TARGET:** 40% **ACTUAL:** 88%	**TARGET:** 50% **ACTUAL:** 78%	**TARGET:** 60% **ACTUAL:** 77%	**ANNUAL OBJECTIVE MET?:** **Check One** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:**

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implementing the HQIM		confident" in both using new tools and resources to improve classroom instruction and implementing High-Quality Instructional Materials (HQIM), as indicated in pre and post-test surveys.		*** **TARGET MET?** **Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:**___ ____ ____	*** **TARGET MET?** **Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:**___ ____ ____	*** **TARGET MET?** **Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:**___ ____ ____	*** **TARGET MET?** **Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:**___ ____ ____	_____ _____ _____ *** **DUE: 12/15/24**
OBJECTIVE 3: By the end of SY 2023-2024 - 6-12th grade teachers will be able to self-report 60% satisfaction with "confident" or "very confident" in their understanding of expectations in implementing the HQIM for all their contents and maintain an ELEOT score of 3.20	Instructional Coaching Initiative	Percentage of teachers self-reporting feeling "confident or very confident" in using new tools and resources to improve instruction and in implementing High-Quality Instructional Materials (HQIM), as indicated in both pre and post-test surveys.	**Baseline Data:** **None**	**TARGET:** 30% **ACTUAL:** 75% *** **TARGET MET?** **Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:**___ ____ ____	**TARGET:** 40% **ACTUAL:** 75% *** **TARGET MET?** **Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:**___ ____ ____	**TARGET:** 50% **ACTUAL:** 75% *** **TARGET MET?** **Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:**___ ____ ____	**TARGET:** 60% **ACTUAL:** 75% *** **TARGET MET?** **Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:** ELEOT score was 3.15	**ANNUAL OBJECTIVE MET?:** **Check One** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:** Overall ELEOT Score was 3.15 with a total of 677 observations and one school was not able to enter their data electronically. Training will be provided by the ARE office on September 12 and 13, 2024. The OCI office will be increasing the conversation on ELEOT within the district. Despite not meeting the ELEOT Score of 3.20, the district was able to meet the confidence target of 60% *** **DUE: 12/15/24**

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OBJECTIVE 4:			Baseline Data:	TARGET: 30%	TARGET: 40%	TARGET: 50%	TARGET: 60%	ANNUAL OBJECTIVE MET?:
By the end of SY 2023-2024 - PLCs will be able to self-report 60% satisfaction with "confident" or "very confident" in their understanding of expectations in implementing the HQIM for all contents	Professional Learning Community	Percentage of teachers self-reporting feeling "confident or very confident" in using new tools and resources to improve instruction, and in implementing High-Quality Instructional Materials (HQIM), as indicated in pre and post-test surveys.	None	ACTUAL: 54% *** TARGET MET? Check One: ☑ YES ☐ NO IIF NO, EXPLAIN WHY:_____ _____	ACTUAL: 81% *** TARGET MET? Check One: ☑ YES ☐ NO IF NO, EXPLAIN WHY:_____ _____	ACTUAL: 95% *** TARGET MET? Check One: ☑ YES ☐ NO IF NO, EXPLAIN WHY:_____ _____	ACTUAL: 100% *** TARGET MET? Check One: ☑ YES ☐ NO IF NO, EXPLAIN WHY:_____ _____	Check One ☑ YES ☐ NO IF NO, EXPLAIN WHY: _____ _____ _____ *** DUE: 12/15/24
OBJECTIVE 5:			Baseline Data:	TARGET: 53%	TARGET: 53%	TARGET: 53%	TARGET: 53%	ANNUAL OBJECTIVE MET?:
By the end of SY 2023-2024, 53% of grades 6-12 students' performance in Reading will increase by 3% as indicated in the district report.	Literacy Program	Percentage of grade 6,7,8,9,10,11, and 12 students who will increase their Star Reading score by 3%	None	ACTUAL: 32% *** TARGET MET? Check One: ☐ YES ☑ NO IF NO, EXPLAIN WHY:_____ _____ _____	ACTUAL: 37% *** TARGET MET? Check One: ☐ YES ☑ NO IF NO, EXPLAIN WHY:_____ _____ _____	ACTUAL: 43% *** TARGET MET? Check One: ☐ YES ☑ NO IF NO, EXPLAIN WHY:_____ _____ _____	ACTUAL: 50% *** TARGET MET? Check One: ☐ YES ☑ NO IF NO, EXPLAIN WHY:_____ _____ _____	Check One ☐ YES ☑ NO IF NO, EXPLAIN WHY: We need to revisit the target settings. The baseline goal of 53% in the first quarter appears to be high; the proficiency rate for Star Reading from SY2021 to SY2023 was an average of 40%. A 21% increase from the baseline to the 1st Quarter goal is not attainable for the quarter as the average yearly proficiency increase for Star Reading from SY2021 to SY2023 was only 2%. *** DUE: 12/15/24

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OBJECTIVE 6: By the end of SY 2023-2024, 53% of grades 6-12 students' performance in Numeracy will increase by 3%, as indicated in the district report.	Numeracy Program	Percentage of Grade 6,7,8,9,10,11, and 12 students who will increase their Star Math score by 3%	Baseline Data:	TARGET: 53%	TARGET: 53%	TARGET: 53%	TARGET: 53%	ANNUAL OBJECTIVE MET?: Check One
				ACTUAL: 39%	ACTUAL: 43%	ACTUAL: 55%	ACTUAL: 62%	☑ YES ☐ NO
				*** TARGET MET? Check One: ☐ YES ☑ NO	*** TARGET MET? Check One: ☐ YES ☑ NO	*** TARGET MET? Check One: ☑ YES ☐ NO	*** TARGET MET? Check One: ☑ YES ☐ NO	IF NO, EXPLAIN WHY: _____ _____ _____
				IF NO, EXPLAIN WHY:_____ _____	IF NO, EXPLAIN WHY:_____ _____	IF NO, EXPLAIN WHY:_____ _____	IF NO, EXPLAIN WHY:_____ _____	*** DUE: 12/15/24

Evidence of Success/ Progress *(bullet points)*

List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)
Please add more bullet points if necessary.

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- 1st Quarter CG Artifacts

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- 2nd Quarter CG Artifacts

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- https://docs.google.com/presentation/d/1cSLMsrF7E3FGuZNMbVO-Skp03S0De5HQB2UAlta2LVk/edit?usp=sharing

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Artifacts - CG SY23-24

APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"
- None

December 18, 2024

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Activities
List the major activities that were implemented within this project.
Please add more numbers if necessary.

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"

- Job-embedded Professional Development for HQIM One-on-one training was provided to teachers across the CNMI; this benefited each teacher by giving them individual time spent with the trainer alone to provide them with feedback and advice; the feedback was shared with each principal. Schedules, Sample Walkthrough reports individually were provided by the teacher and School Principal. This was conducted from October- December. See Artifacts with schedule.
- Read 180 Professional Development was conducted to support students of Tier 2 and Tier 3 of the MTSS Framework, for interventionists from Grade 3-12
- Savvas Training was provided for Middle School English Language Arts by working one-on-one with each teacher. This happened virtually and face-to-face in November-December. See Artifacts Report "My PErspectives".
- Star Early Literacy, Star Reading and MAth Assessments were conducted at the Beginning of the Year. Growth Measures for Reading and Math, Amira were conducted at the beginning of the year as well.
- HQIM Curriculum usage is monitored and a report provided to Key Management monthly.
- Instructional Review Process (IRP) was conducted at each school from August-December, Effective LEarning Environment Observation Tool (ELEOT 7 indicators) data is shared with Key Management and schools.
- <u>1st Quarter CG Artifacts</u>

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"

- Job-embedded Professional Development for HQIM One-on-one training was provided to teachers across the CNMI; this benefited each teacher by giving them individual time spent with the trainer alone to provide them with feedback and advice; the feedback was shared with each principal. All the 20 schools received the job-embedded coaching with differentiated support for every teacher. This was conducted from January to March provided in the Artifacts with school schedule.
- Savvas Training was provided for Middle School English Language Arts by working one-on-one with each teacher. This happened virtually and face-to-face
- Science of Reading Training- this PD was targeted at all ELA teachers from K-12 and all interventionists. A large group presentation began with Dr. Nathan Clemens, followed by sharing his presentation slides for review and implementation, concluding with observations and recommendations in each school to inform school leaders. This was conducted February 26 (Rota), February 27 (Tinian) and Saipan schools (February 28-March 1).
- Mid-Year HQIM update report was provided to each school Principal communicating Academic Report indicating district and school level, Curriculum Usage Report by district and school-level, and Recommendations. All these were reflected in the Artifacts "Data".
- Star Early Literacy, Star Reading and Math, Growth MEasure for Reading and Math and Amira were conducted at the Mid Year period. This STAR Academic Achievement report for mid year was shared with all the schools and BOE. The Growth Measures for Reading and Math, Amira were shared with all the schools under the Mid-Year HQIM report.
- HQIM Curriculum Usage report is communicated to Key Management monthly.
- Instructional Review Process (IRP) was conducted with the remaining schools in which ELEOT data continued to be collected and HQIM monitoring. Feedback to the schools was provided to individual teachers and school leaders with the "Glows and Grows" report.
- <u>2nd Quarter CG Artifacts</u>

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"

- Science of Reading Training- this PD was targeted for all ELA teachers from K-12 and all interventionists. A large group presentation began with Dr. Nathan Clemens, followed by sharing his slides for review and implementation, concluding with observations and recommendations in each school to inform school leaders.
- Savvas Training was provided for Middle School English Language Arts by working one-on-one with each teacher. This happened virtually and face-to-face
- 57 out of 60 PLCs reported during an April 2 professional development survey that they have reported feeling confident and/or high confidence after receiving professional development.

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- Seven out of nine mentees reported feeling confident and/or high-confidence after receiving professional development during the professional development survey on April 2.
- Slide 14 on the Academic Achievement report shows that for grades 6-12, the district did not meet the objectives for the third Quarter. Despite not meeting the third-quarter report target, proficiency did increase by 6% to 43%.
- 3rd Quarter CG Artifacts
- Science of Reading Resources

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Lab Aids summer Institute - 17 participants
- Science of Reading and Math Course Development in University of Guam
- Science of Reading and Math 5-Week Summer Course
- HQIM Professional Learning held on August 7-10 2024 for Teachers (Gen. Ed. Title 1 Intervention, SPED and Administrators, Title Rota and Tinian Concurrently - Focus on Differentiation, Pacing and Small-Group Instruction. Math 180 and Science of Reading was also conducted during the same dates.
- HQIM Professional Learning in August 12-15, 2024 for Teachers (Gen.Ed, Title 1 Intervention, and SPED) and Administrators.
- The New Classroom Instruction That Works from August 26-30, 2024 for Administrators and Teacher Leaders.
- Adolescent Literacy to be conducted on September 9 - 13, 2024

APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"
- Overall, federal monies have been pivotal in supporting these educational initiatives across quarters. It has enabled targeted professional development, comprehensive assessments, and curriculum enhancements that are crucial for improving student outcomes. Continued investment is necessary to build on these successes and further enhance educational quality.

Observations and/or Challenges
List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines).
List the reasons why the established goals (and/or project objectives) were not met, if appropriate.
Please add more numbers if necessary.

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Competing priorities especially with other Professional Learning (PL) offered at the District and school-level. Solution: Co-planning and co-designing PL for SY'24-25 and obligating PL contracts earlier to prevent time conflicts. The New Classroom Instruction that Works and Adolescent Literacy is now pushed until August.
- Job-embedded Coaching with the HQIM is powerful for each teacher as it is differentiated, but time consuming even with 5 trainers and PRogram Managers.
- Time: Conflicts which then limits participation. Solution: Improve Communication and PL Schedule by July.
- Timely submission of professional evaluation surveys. Solution: Upload PL surveys before, during and after PL is conducted.

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Same as Quarter 1.
- Solution with PL Schedule and Communication: OCI is conducting "One Principal and VP at A Time" by conducting HQIM and PL Data Dialogue based on the reports and data provided. Additionally, we are already communicating with HQIM trainers on expectations for PL SY24-25

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- https://docs.google.com/presentation/d/1cSLMsrF7E3FGuZNMbVO-Skp03S0De5HQB2UAlta2LVk/edit?usp=sharing

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- https://drive.google.com/drive/folders/1xjJrjjEd4mDQ1FkjYVqmYK9YvhXR4W83?usp=drive_link
- 2024-2025 Mentorship SOP/Guidance

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Section 2. The following section collects project specific data for each of the approved projects in the Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. <u>One table per project in the approved CG application.</u> Information in these sections should align to the Project Narratives included in the approved CG application.

| Project Title: (Federal Program Name): | Schoolwide Improvement Plan (SWP) | Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized. | TITLE I: Improving The Academic Achievement of the Disadvantaged; PART A: Improving Basic Programs Operated by Local Educational Agencies; SUBPART 1: Basic Program Requirements; SECTION 1114: Schoolwide Programs

TITLE II: Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders; PART A: Supporting Effective Instruction; SECTION 2101: Formula Grants to States; SECTION 2103: Local Uses of Funds

TITLE V: Flexibility & Accountability; PART B: Rural Education Initiative; SUBPART 2: Rural and Low-Income School Program; SECTION 5102: Purpose | Federal Programs Oversight: | Jacqueline Che, Federal Programs Officer/Administrator |

Project Budget			Population Served						
Allocated	**Expended**	**% Expended**	**Students Served**			**Staff Served**			
Public $6,497,446.00	Public $5,536,638.00	85%	**Grade Level(s)**	*Projected* Number	*Actual* Number	*Projected* Number of Teachers	*Actual* Number of Teachers	*Projected* Number of Administrators	*Actual* Number of Administrators
			Group: K-12	8,856	8,739	463	501	43	43
Private	Private		**Group:** [Grade Level(s)]						
Total Population Served				8,739			544		

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Project Objective(s) *Add additional rows for each separate project objective.* **TOTAL OBJECTIVES: 4**	Project Activity *(Each project activity should be connected project objective in the previous column)*	Performance Measures (i.e. metric) *Enter the unit of measurement.*	*Baseline Data*	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target **10/01/23 to 12/31/24** *** **DUE: 12/01/23**	**Quarter 2 Performance Target** **01/01/24 to 03/31/24** *** **DUE: 03/01/24**	**Quarter 3 Performance Target** **04/01/24 to 06/30/24** *** **DUE: 06/01/24**	**Quarter 4 Performance Target** **07/01/24 to 09/30/24** *** **DUE: 09/01/24**	1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met
OBJECTIVE 1: By the end of School Year 2023-2024, students from grades 3 to 9 in the School Year 2021-2022 aim to increase their proficiency scores in Reading by 3% from their respective starting percentages.	Track STAR Reading screeners and outcome data 3 times a year	Percentage of students at or above proficiency scores in Star Reading.	Baseline Data: SY 22-23: Star Reading: Grade 3: 38% Grade 4: 45% Grade 5: 39% Grade 6: 33% Grade 7: 31% Grade 8: 34% Grade 9: 29% Grade 10: 31%	**TARGET:** SY23-24 Screener 1 Star Reading: Grade 3: 38% Grade 4: 45% Grade 5: 39% Grade 6: 33% Grade 7: 31% Grade 8: 34% Grade 9: 29% Grade 10: 31% **ACTUAL:** SY23-24 Screener 1 Star Reading: Grade 3: 41% Grade 4: 36% Grade 5:37 % Grade 6: 33% Grade 7: 29% Grade 8: 28%	**TARGET:** SY23-24 Screener 2 Star Reading: Grade 3: 39% Grade 4: 46% Grade 5: 40% Grade 6: 34% Grade 7: 32% Grade 8: 35% Grade 9: 30% Grade 10: 32% **ACTUAL:** SY23-24 Screener 2 Star Reading: Grade 3: 49% Grade 4: 40% Grade 5: 43% Grade 6: 35% Grade 7: 32% Grade 8: 34% Grade 9: 33%	**TARGET:** SY23-24 Outcome STAR Reading: Grade 3: 40% Grade 4: 47% Grade 5: 41% Grade 6: 35% Grade 7: 33% Grade 8: 36% Grade 9: 31% Grade 10: 33% **ACTUAL:** SY23-24 Outcome Star Reading: Grade 3: 55% Grade 4: 49% Grade 5: 51% Grade 6: 37% Grade 7: 35% Grade 8: 36% Grade 9: 40%	**TARGET:** SY23-24 Outcome STAR Reading: Grade 3: 40% Grade 4: 47% Grade 5: 41% Grade 6: 35% Grade 7: 33% Grade 8: 36% Grade 9: 31% Grade 10: 33% **ACTUAL:** SY23-24 Outcome Star Reading: Grade 3: 55% Grade 4: 49% Grade 5: 51% Grade 6: 37% Grade 7: 35% Grade 8: 36% Grade 9: 40%	**ANNUAL OBJECTIVE MET?:** **Check One** ☑ **YES** ☐ **NO** **IF NO, EXPLAIN WHY:** _____ _____ _____ *** **DUE: 12/15/24**

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				Grade 9:26 % Grade 10:35%	Grade 10: 39%	Grade 10: 46%	Grade 10: 46%	
				*** **TARGET MET?** **Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Students just took the pre-test.	*** **TARGET MET?** **Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Although some grade levels do not meet goal yet, there is a significant growth in their achievement from screener 1 to screener 2. The Analysis of Findings and Overall findings will be submitted during the 3rd quarter reporting as an artifact to report their successes and challenges. The Analysis of Findings will show attributions to the students significant growths from screener 1, 2,	*** **TARGET MET?** **Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:**_____ _____	*** **TARGET MET?** **Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:**_____ _____	

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			Baseline Data:	TARGET: SY23-24 Screener 1	TARGET: SY23-24 Screener 2	TARGET: SY23-24 Outcome	TARGET: SY23-24 Outcome	ANNUAL OBJECTIVE MET?:
						and the outcome.		
OBJECTIVE 2: By the end of School Year 2023-2024, students from grades 3 to 9 in the School Year 2021-2022 aim to increase their proficiency scores in Math by 3% from their respective starting percentages.	Track STAR Math screeners and outcome data 3 times a year	Percentage of students at or above proficiency scores in Star Math.	**SY 22-23:** STAR Math: Grade 3: 45% Grade 4: 50% Grade 5: 43% Grade 6: 32% Grade 7: 31% Grade 8: 33% Grade 9: 33% Grade 10: 35%	STAR Math: Grade 3: 45% Grade 4: 50% Grade 5: 43% Grade 6: 32% Grade 7: 31% Grade 8: 33% Grade 9: 33% Grade 10:35%	STAR Math: Grade 3: 46% Grade 4: 51% Grade 5: 44% Grade 6: 33% Grade 7: 32% Grade 8: 34% Grade 9: 34% Grade 10:36%	STAR Math: Grade 3: 47% Grade 4: 52% Grade 5: 45% Grade 6: 34% Grade 7: 33% Grade 8: 35% Grade 9: 35% Grade 10:37%	STAR Math: Grade 3: 47% Grade 4: 52% Grade 5: 45% Grade 6: 34% Grade 7: 33% Grade 8: 35% Grade 9: 35% Grade 10:38%	**Check One** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:** _____ _____ _____ *** DUE: 12/15/24
				ACTUAL: SY23-24 Screener 1 Star Math: Grade 3:53 % Grade 4:39 % Grade 5: 44% Grade 6: 33% Grade 7: 31% Grade 8: 30% Grade 9:35% Grade 10:52%	**ACTUAL:** SY23-24 Screener 2 Star Math: Grade 3: 52% Grade 4: 47% Grade 5: 50% Grade 6: 33% Grade 7: 35% Grade 8: 33% Grade 9: 42% Grade 10:52%	**ACTUAL:** SY23-24 Outcome Star Math: Grade 3: 57_% Grade 4: 55_% Grade 5: 53_% Grade 6: 39_% Grade 7: 42_% Grade 8: 42_% Grade 9: 50_% Grade 10:64%	**ACTUAL:** SY23-24 Outcome Star Math: Grade 3: 57% Grade 4: 55% Grade 5: 53% Grade 6: 39% Grade 7: 42% Grade 8: 42% Grade 9: 50% Grade 10::64%	
				*** **TARGET MET?** **Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** This is only pre-test	*** **TARGET MET?** **Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:**_____ _____	*** **TARGET MET?** **Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:**_____ _____	*** **TARGET MET?** **Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:**_____ _____	

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OBJECTIVE 3:	Track the average rate of all schools' average daily attendance.	The average of all schools' average daily attendance.	Baseline Data: SY 22-23 92%	TARGET: 93%	TARGET: 93%	TARGET: 93%	TARGET: 93%	ANNUAL OBJECTIVE MET?: Check One
By the end of School Year 2024, we will increase the district average daily attendance rate from 92% (baseline 2022) to 93% as measured by the Student Information System Attendance Report.				ACTUAL: 94% district wide average daily attendance (for SY 23-24 Quarter 2) ***	ACTUAL: 94% district wide average daily attendance (for SY 23-24 Quarter 3) ***	ACTUAL: 94% district wide average daily attendance (whole year average daily attendance for SY 23-24) ***	ACTUAL: 93% district wide average daily attendance (for SY 24-25 Quarter 1) ***	☑ YES ☐ NO IF NO, EXPLAIN WHY: _____ _____ _____ *** DUE: 12/15/24
				TARGET MET? Check One: ☑ YES ☐ NO IF NO, EXPLAIN WHY:_____	TARGET MET? Check One: ☑ YES ☐ NO IF NO, EXPLAIN WHY:_____	TARGET MET? Check One: ☑ YES ☐ NO IF NO, EXPLAIN WHY:_____	TARGET MET? Check One: ☑ YES ☐ NO IF NO, EXPLAIN WHY:_____	
OBJECTIVE 4:	Track Status Progress Updates each quarter	Percentage of Critical Initiatives which are "On-Track"	Baseline Data: SY 22-23: 79%	TARGET: 50%	TARGET: 75%	TARGET: 80%	TARGET: 80%	ANNUAL OBJECTIVE MET?: Check One
By the end of School Year 2024, each school will report that 80% of their Critical Initiatives will be on track as measured by their school wide plans as evidenced by Cognia's Online Status Update Tracker.				ACTUAL: 89% of all critical initiatives are "On-Track" ***	ACTUAL: 94% of all critical initiatives are "On-Track") ***	ACTUAL: 94% of all critical initiatives are "On-Track" ***	ACTUAL: 94% of all critical initiatives are "On-Track" ***	☑ YES ☐ NO IF NO, EXPLAIN WHY: _____ _____ _____ *** DUE: 12/15/24
				TARGET MET? Check One: ☑ YES ☐ NO IF NO, EXPLAIN	TARGET MET? Check One: ☑ YES ☐ NO IF NO, EXPLAIN	TARGET MET? Check One: ☑ YES ☐ NO IF NO, EXPLAIN	TARGET MET? Check One: ☑ YES ☐ NO IF NO, EXPLAIN	

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			WHY:_____	WHY:_____	WHY:_____	WHY:_____	
			_____	_____	_____	_____	

Evidence of Success/ Progress *(bullet points)*
List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.) ***Please add more bullet points if necessary.***

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Attendance data indicate that the average daily attendance for Quarter 1 is 94%. This means that the goal is being met.
- 89% of the School's Critical Initiatives in the School Improvement Plan is on track.
- Grade 3 and Grade 6 met the Reading Assessment goal.
- Grades 3, 5, 6,7,9 have met the Math Assessment goal.

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- 3 out of 5 goals are being met.
- There is a significant growth in student academic achievement in both Reading and Math from Screener 1 to Screener 2.

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Star Reading goals for 3rd, 4rth, 5th, 6th, 7th, 8th, 9th grades for the 3rd quarter are met.
- Star math goals for grades 3 to 9 for the 3rd quarter are met.
- The attendance target of 93% is met.
- Preparation for School Improvement Plan (SIP)Convening in June.

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Preparation for Schoolwide Improvement Plan Convening in June
- School Improvement Plan Convening, June 13-14, 2024 at Kensington. All 20 Schools were represented.
- Presented school improvement data during School Improvement Plan Convening, June 13-14, 2024.
- All 4 school improvement goals are met.
- Supported 20 Schools in planning for their respective School Improvement Plan for SY 2024-2025.

APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"
- All 4 school improvement goals are met
- All 20 schools completed their School Improvement Plan in the Cognia Platform
- Attended the Cognia Summit on School Improvement in Kentucky.
- All Schools submitted their annual report based on their respective school improvement plans.

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Activities
List the major activities that were implemented within this project.
Please add more numbers if necessary.

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- The students took the Screener 1 district diagnostic assessments in Reading and Math using the STAR assessments in October 2023 with an average score of 34% for STAR Reading and 41% for STAR Math.
- All schools have completed their School Improvement Plan for School Year 23-24. All plans were approved by the Commissioner of Education.
- The School Improvement Plan 1st Quarter Report was presented to Principals and Program Managers during their first quarter meeting.
- Access to school improvement funding is made available to all schools and allows them to purchase supplemental instructional programs and materials.

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- School Improvement Plans are geared toward improving academic performance.
- All school leaders participated in the Consolidated Grant Convening on March 1, 2024.
- The survey conducted by FPO shows that school leaders value the School Improvement Plan as one of the most impactful supplemental programs for PSS.
- Schools conduct data dialogue to discuss student academic achievement. A district-level data dialogue is organized by the Office of Accountability, Research and Evaluation (ARE). Data dialogue is usually conducted after the screener 1, screener 2, and outcome assessments. Data dialogues were conducted on October 6-10, 2023, and Feb. 5-9, 2024. School level data dialogue schedule can be found in the PSS Official Calendar of Event: https://docs.google.com/spreadsheets/d/1ov7Qg_qon_seTV6zugIcnl7m23Iw5-Jg95C35fyPJbU/edit#gid=902421763
- ARE met with school leaders in the 2nd week of March to discuss school improvement plan goals.
- The Accountability Report Card is being piloted and ready to launch for SY 2024-2025. The platform is included in the Admin dashboard for school leaders.

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- In June 2024, data was shared with stakeholders and data dialogues were conducted. Schools with the highest progress shared their evidence-based initiatives.
- Engaged stakeholders in planning for SIP Convening through emails, phone calls, and virtual meetings.
- Ensured that School's SIP update in Cognia has been inputted.
- Prepared school improvement report to share with stakeholders during the Convening.
- All 20 schools participated in the Schoolwide Improvement Plan Convening.

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- All 20 schools worked on their respective school improvement plans.
- 17 schools received their SIP Award letter; 2 more schools are awaiting SIP approval. 1 school has yet to submit its school improvement plan.
- Each school completed the return on investment report.
- In August 2024, all schools were provided technical assistance and support in creating their School Improvement Plan for SY 2024-2025.
- Presented data and conducted a Data Dialogue with the Board of Education, August 9, 2024.

APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"
- All schools received their SIP award letter.
- All schools received support on how to access Cognia Platform.
- All 20 Schools have updated their SIP Tracking Status in Cognia.

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Observations and/or Challenges
List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines).
List the reasons why the established goals (and/or project objectives) were not met, if appropriate.
Please add more numbers if necessary.

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Few schools requested SIP budget revision.
- Few schools failed to report SIP 1st Quarter progress.

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Schools need to understand the importance of meeting SIP goals.

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- All 20 schools posted their School Improvement Plan Analysis of Findings in Cognia
- All 20 schools participated in SIP planning sessions during the School Improvement Convening.

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- ARE engaged schools and provided support in their analysis of Return on investment (ROI). It is observed that schools completed their return on investment and data and used this information to develop a new school year plan.

APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"
- NONE

Please provide link(s) to any files or any other artifacts/evidence that supports your project.

QUARTER 1 - ARTIFACTS LINKS - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- *2023 FPO CG-SWP Quarter 1 Update .docx*

QUARTER 2 - ARTIFACTS LINKS - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- NONE

QUARTER 3 - ARTIFACTS LINKS - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- *2023 FPO CG-SWP Quarter 3 Update .docx,*

QUARTER 4 - ARTIFACTS LINKS - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- *Academic Achievement Report SY2023-2024; Return on Investment Report*

APR OUTCOME ARTIFACTS LINKS [DUE TO FPO: 12/15/24](Please add more bullets if necessary). If none, indicate "NONE"
- *Insert your link(s) here. https://docs.google.com/document/d/1cGgfz6xwvC6XQaiGtodPclrUWbKYQm6PR18jOCQ2D1w/edit?tab=t.0#heading=h.anj48yd8l5oz*

Number of Project Objectives Met to Date

TOTAL NUMBER OF OBJECTIVES FOR SWP PROJECT: 4

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23]
- 2 out of 4 OBJECTIVES MET

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23]
- 3 out of 4 OBJECTIVES MET

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23]
- 4 out of 4 OBJECTIVES MET

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23]
- 4 out of 4 OBJECTIVES MET

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APR OUTCOME [DUE TO FPO: 12/15/24]
●   4 out of 4 OBJECTIVES MET

Insular Areas Team Program Staff Only
Quality of Project Implementation: ❑   **Advanced (4) – The grantee has provided quantifiable evidence that <u>progress exceeds</u> the established project objectives and performance measures.** ❑   **Meets (3) – The grantee has provided quantifiable evidence of <u>successful</u> project implementation against the listed program objectives and performance measures.** ❑   **Approaches (2) – The grantee has provided quantifiable evidence of <u>partial successful</u> project implementation against the listed program objectives and performance measures.** ❑   **Needs Work (1) – The grantee has provided evidence that <u>does not address all of the established program objectives</u> and performance measures.** ❑   **Unsatisfactory (0) – The grantee is <u>unable to provide any quantifiable evidence</u> of successful project implementation against the listed program objectives and performance measures.**

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Section 2. The following section collects project specific data for each of the approved projects in the Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. <u>One table per project in the approved CG application.</u> Information in these sections should align to the Project Narratives included in the approved CG application.

Project Title: (Federal Program Name):	Student Competitions	Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.	TITLE I: Improving The Academic Achievement of the Disadvantaged; PART A: Improving Basic Programs Operated by Local Educational Agencies; SUBPART 1: Basic Program Requirements; SECTION 1114: Schoolwide Programs TITLE IV: 21st Century Schools; PART A: Student Support and Academic Enrichment Grants; SUBPART 1: Student Support and Academic Enrichment Grants; SECTION 4101: Purpose; SECTION 4104: State Use of Funds; SECTION 4107: Activities to Support Well-Rounded Educational Opportunities TITLE V: Flexibility & Accountability; PART B: Rural Education Initiative; SUBPART 2: Rural and Low-Income School Program; SECTION 5102: Purpose	Federal Programs Oversight:	Jacqueline Che, Federal Programs Officer/Administrator

Project Budget			Population Served						
Allocated	**Expended**	**% Expended**	**Students Served**			**Staff Served**			
Public $500,014.00	Public $500,014.00	100%	**Grade Level(s)**	*Projected* **Number**	*Actual* **Number**	*Projected* **Number of Teachers**	*Actual* **Number of Teachers**	*Projected* **Number of Administrators**	*Actual* **Number of Administrators**
Private	Private		Group: [Grade Level(s)]	65		15		0	
			Group: [Grade Level(s)]	65		15		0	
Total Population Served				130				30	

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Project Objective(s) *Add additional rows for each separate project objective.* **TOTAL OBJECTIVES: 2**	Project Activity *(Each project activity should be connected project objective in the previous column)*	Performance Measures (i.e. metric) *Enter the unit of measurement.*	*Baseline Data*	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target 10/01/23 to 12/31/24 *** DUE: 12/01/23	**Quarter 2 Performance Target** 01/01/24 to 03/31/24 *** DUE: 03/01/24	**Quarter 3 Performance Target** 04/01/24 to 06/30/24 *** DUE: 06/01/24	**Quarter 4 Performance Target** 07/01/24 to 09/30/24 *** DUE: 09/01/24	1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met
OBJECTIVE 1: By the end of SY 2023-2024, the CNMI PSS will increase the access for students (Public & PNP) to compete in National Level Competitions to 8 out of 12 district identified national level competitions as measured by official Travel Authorization Forms as approved by the Commissioner of Education. CG Approved Competitions: 1. **National Spelling Bee** 2. **National Real World Design** 3. **National Speech & Debate** 4. **National Jr. Speech & Debate** 5. **Mathleague National Comp. (Elem)** 6. **Mathleage National Comp. (Midd)** 7. **Mathleage National Comp. (High)** 8. **National High School Mock Trial** 9. **International Thespian Festival** 10. **International Junior. Thespian Festival** 11. **Intel Science & Engineering Fair** 12. **National Academic Challenge**	The CNMI PSS will increase equitable representation in US recognized national student competitions amongst other US Schools and to provide facilitated challenging learning environments catered to all students inclusive to high performing and/or gifted students.	Number of National-Level Competitions Participated in and Represented.	Baseline Data: SY 23-24: 10 out of 12	**TARGET:** 8 out of 12 **ACTUAL:** 0 out of 12 *** **TARGET MET? Check One:** ☐ YES ☑ NO IF NO, EXPLAIN WHY: National Level competitions have not begun yet.	**TARGET:** 8 out of 12 **ACTUAL:** 2 out of 12 *** **TARGET MET? Check One:** ☐ YES ☑ NO IF NO, EXPLAIN WHY: National Level competitions will continue into June.	**TARGET:** 8 out of 12 **ACTUAL:** 12 out of 12 *** **TARGET MET? Check One:** ☑ YES ☐ NO IF NO, EXPLAIN WHY:_____ _____	**TARGET:** 8 out of 12 **ACTUAL:** 12 out of 12 *** **TARGET MET? Check One:** ☑ YES ☐ NO IF NO, EXPLAIN WHY:_____ _____	**ANNUAL OBJECTIVE MET?: Check One** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:** _____ _____ _____ *** DUE: 12/15/24

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| OBJECTIVE 2: By the end of SY 2023-2024, the CNMI PSS will increase the percentage of students (Public & PNP) competing at the national level who "agree" or "strongly agree" to 80% in regards to enhancing interpersonal development in terms of motivation, nurturing a healthy self concept, coping with subjectivity, soft competition, and role modeling as measured by the Likert-scale Survey. | The CNMI PSS will enhance interpersonal development in terms of motivation, nurturing a healthy self concept, coping with subjectivity, soft competition, and role modeling. | Percentage of students "agreeing" or "strongly agreeing" on a Likert scaled survey | Baseline Data: SY 23-24: 88% | TARGET: 80% ACTUAL: 0% *** TARGET MET? Check One: ☐ YES ☑ NO IF NO, EXPLAIN WHY: National level competitions have not begun yet. | TARGET: 80% ACTUAL: 0% *** TARGET MET? Check One: ☐ YES ☑ NO IF NO, EXPLAIN WHY: National Level competition surveys will be sent out upon the completion of all student competitions, by June 2024. | TARGET: 80% ACTUAL: 0% *** TARGET MET? Check One: ☐ YES ☑ NO IF NO, EXPLAIN WHY: National Level competition surveys will be sent out upon the completion of all student competitions, by June 2024 | TARGET: 80% ACTUAL: 89% *** TARGET MET? Check One: ☑ YES ☐ NO IF NO, EXPLAIN WHY:_____ _____ | ANNUAL OBJECTIVE MET?: Check One ☑ YES ☐ NO IF NO, EXPLAIN WHY: _____ _____ _____ *** DUE: 12/15/24 |

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Evidence of Success/ Progress *(bullet points)*
List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)

Please add more bullet points if necessary.

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- NONE

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- As of 2nd Quarter, CNMI students were represented in 2 out of 12 National Level Competitions (Stateside): 1.) Math League National Competition for Middle School Students; 2.) National High School Mock Trial Competition.

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- As of the 3rd Quarter, Objective 1 was met: CNMI students were represented in 12 out of 12 national-level competitions, which includes the 1) National Spelling Bee, 2) National Real World Design, 3) National Speech & Debate, 4) National Jr. Speech & Debate, 5) Mathleague National Competition (Elementary), 6) Mathleague National Competition (Middle School), 7) Mathleague National Competition (High School), 8) National High School Mock Trial, 9) International Thespian Festival Competition, 10) International Junior Thespian Festival Competition, 11) Intel Science & Engineering Fair, and 12) National Academic Challenge.

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- As of the 4th Quarter, Objective 2 was met: 89% of students who represented the CNMI in national competitions "agreed" or "strongly agreed" on a Likert-scale survey measuring their satisfaction in enhancing interpersonal development, specifically in areas such as motivation, nurturing a healthy self-concept, coping with subjectivity, engaging in soft competition, and role modeling.

APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"
- NONE

Activities
List the major activities that were implemented within this project.

Please add more numbers if necessary.

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- NONE

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Competition coordinators have successfully conducted state level competitions in preparation for the following National Level Competitions: 1) National Spelling Bee, 2) National Real World Design, 3) National Speech & Debate, 4) National Jr. Speech & Debate, 5) Mathleague National Competition (Elementary), 6) Mathleague National Competition (Middle School), 7) Mathleague National Competition (High School), 8) National High School Mock Trial, 9) International Thespian Festival Competition, 10) International Junior Thespian Festival Competition, 11) Intel Science & Engineering Fair, and 12) National Academic Challenge.

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Competition coordinators successfully identified state-level winners to represent the CNMI at the national level, and these winners have competed in the 12 national-level competitions mentioned above.

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Competition coordinators successfully sent out surveys to students who competed at the 12 national level competitions, regarding enhancing interpersonal development in areas such as motivation, nurturing a healthy self-concept, coping with subjectivity, soft competition, and role modeling, as measured by a Likert-scale survey. The result showed that 89% of students agreed or strongly agreed.

APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"
- NONE

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Observations and/or Challenges

List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines).
List the reasons why the established goals (and/or project objectives) were not met, if appropriate.
Please add more numbers if necessary.

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- NONE

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- NONE

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- NONE

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- NONE

APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"
- NONE

Please provide link(s) to any files or any other artifacts/evidence that supports your project.

QUARTER 1 - ARTIFACTS LINKS - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- *Link to Student Competition Survey: Click Here*

QUARTER 2 - ARTIFACTS LINKS - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- *Link to Student Competition Survey: Click Here*

QUARTER 3 - ARTIFACTS LINKS - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- *Link to Student Competition Survey: Click Here*

QUARTER 4 - ARTIFACTS LINKS - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- *Link to Student Competition Survey: Click Here*

APR OUTCOME ARTIFACTS LINKS [DUE TO FPO: 12/15/24](Please add more bullets if necessary). If none, indicate "NONE"
- *Link to Student Competition Survey: Click Here*

Number of Project Objectives Met to Date

TOTAL NUMBER OF OBJECTIVES FOR STUDENT COMPETITIONS PROJECT: 2

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23]
- 0 out of 2 OBJECTIVES MET

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23]
- 0 out of 2 OBJECTIVES MET

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23]
- 2 out of 2 OBJECTIVES MET

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23]
- 2 out of 2 OBJECTIVES MET

APR OUTCOME [DUE TO FPO: 12/15/24]
- 2 out of 2 OBJECTIVES MET

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Insular Areas Team Program Staff Only

Quality of Project Implementation:

❑ **Advanced (4) –** The grantee has provided quantifiable evidence that <u>progress exceeds</u> the established project objectives and performance measures.

❑ **Meets (3) –** The grantee has provided quantifiable evidence of <u>successful</u> project implementation against the listed program objectives and performance measures.

❑ **Approaches (2) –** The grantee has provided quantifiable evidence of <u>partial successful</u> project implementation against the listed program objectives and performance measures.

❑ **Needs Work (1) –** The grantee has provided evidence that <u>does not address all of the established program objectives</u> and performance measures.

❑ **Unsatisfactory (0) –** The grantee is <u>unable to provide any quantifiable evidence</u> of successful project implementation against the listed program objectives and performance measures.

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Section 2. The following section collects project specific data for each of the approved projects in the Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. <u>One table per project in the approved CG application.</u> Information in these sections should align to the Project Narratives included in the approved CG application.

| Project Title: (Federal Program Name): | Technology | Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized. | TITLE I: Improving The Academic Achievement of the Disadvantaged; PART A: Improving Basic Programs Operated by Local Educational Agencies; SUBPART 1: Basic Program Requirements; SECTION 1114: Schoolwide Programs

TITLE II: Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders; PART A: Supporting Effective Instruction; SECTION 2101: Formula Grants to States; SECTION 2103: Local Uses of Funds

TITLE IV: 21st Century Schools; PART A: Student Support and Academic Enrichment Grants; SUBPART 1: Student Support and Academic Enrichment Grants; SECTION 4107: Activities to Support Well Rounded Educational Opportunities ; SECTION 4109: Activities to Support the Effective Use of Technology

TITLE V: Flexibility & Accountability; PART B: Rural Education Initiative; SUBPART 2: Rural and Low-Income School Program; SECTION 5102: Purpose | Federal Programs Oversight: | Jacqueline Che, Federal Programs Officer/Administrator |

Project Budget			Population Served						
Allocated	**Expended**	**% Expended**	**Students Served**			**Staff Served**			
Public $1,991,608.00	Public $1,795,132.00	90%	**Grade Level(s)**	*Projected* **Number**	*Actual* **Number**	*Projected* **Number of Teachers**	*Actual* **Number of Teachers**	*Projected* **Number of Administrators**	*Actual* **Number of Administrators**
Private	Private		**Group:** *[Grade Level(s)]*	8,856	8,856	463	463	43	43
			Group: *[Grade Level(s)]*	150	94	40	21	9	9
Total Population Served				890			538		

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Project Objective(s) *Add additional rows for each separate project objective.* **TOTAL OBJECTIVES: 7**	Project Activity *(Each project activity should be connected project objective in the previous column)*	Performance Measures (i.e. metric) *Enter the unit of measurement.*	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target 10/01/23 to 12/31/24 *** DUE: 12/01/23	**Quarter 2 Performance Target** 01/01/24 to 03/31/24 *** DUE: 03/01/24	**Quarter 3 Performance Target** 04/01/24 to 06/30/24 *** DUE: 06/01/24	**Quarter 4 Performance Target** 07/01/24 to 09/30/24 *** DUE: 09/01/24	1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met
OBJECTIVE 1: By the end of SY 2023-2024: Increase classroom instructional-tech score as measured by the Effective Learning Environment Observation Tool Digital Learning Environment (ELEOT) from a rating of 2.4 to 2.45.	Improved Digital Learning Environment Project	Average scores of teachers observed using the Observation Tool Digital Learning Environment (ELEOT) based on a scale from 1 to 4.	**Baseline Data:** **2.36 DLE Score**	**TARGET:** 2.41 **ACTUAL:** 2.38 DLE ELEOT SCORE *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Only 15 out of 20 schools were reporting data at this juncture.	**TARGET:** 2.42 **ACTUAL:** 2.42 DLE ELEOT SCORE *** **TARGET MET? Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:**_____ _____ _____	**TARGET:** 2.43 **ACTUAL:** 2.47 DLE ELEOT SCORE *** **TARGET MET? Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:**_____ _____ _____	**TARGET:** 2.45 **ACTUAL:** 2.47 DLE ELEOT SCORE *** **TARGET MET? Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:**_____ _____ _____	**ANNUAL OBJECTIVE MET?: Check One** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:** _____ _____ _____ *** DUE: 12/15/24

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OBJECTIVE 2: By the end of SY 2023-2024: 86% of students will indicate the quality of instruction as "Very good" or "Excellent" as measured by the course evaluation survey.	High Quality Student Portal Online Courses & Support Services	Percentage of students who self-report as "Very good" to "Excellent" regarding the course quality	**Baseline Data:** **95.8%**	**TARGET:** 84% **ACTUAL:** 95.8% *** **TARGET MET?** **Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:**	**TARGET:** N/A **ACTUAL:** N/A *** **TARGET MET?** **Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Survey not administered at this reporting period.	**TARGET:** 85% **ACTUAL:** 90% *** **TARGET MET?** **Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:**_____ _____	**TARGET:** 86% **ACTUAL:** 88% *** **TARGET MET?** **Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:**_____ _____	**ANNUAL OBJECTIVE MET?:** **Check One** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:** _____ _____ _____ *** **DUE: 12/15/24**
OBJECTIVE 3: By the end of SY 2023-2024, 91% of participants will indicate the quality of instruction as "Very good" or "Excellent" as measured by the Professional Portal/EdTech/Leading with Technology Program evaluation survey.	High Performing Personnel Online Programs	Percentage of participants who self-report as "Very good" to "Excellent" regarding the course quality	**Baseline Data:** **95.9%**	**TARGET:** 90% **ACTUAL:** 95.9% *** **TARGET MET? Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:**	**TARGET:** 90.5% **ACTUAL:** 95.5% *** **TARGET MET? Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:**	**TARGET:** 91% **ACTUAL:** 97% *** **TARGET MET? Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:**_____ _____	**TARGET:** 91% **ACTUAL:** 93% *** **TARGET MET? Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:**_____ _____	**ANNUAL OBJECTIVE MET?:** **Check One** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:** _____ _____ _____ *** **DUE: 12/15/24**

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| OBJECTIVE 4: By the end of SY 2023-2024, Instructional Technology & Distance Education Center User Survey will indicate 70% overall satisfaction rating as measured by users' perception survey. | Instructional Technology & Distance Education Center Project | Percentage of students who report "Satisfied" on the user experience survey | Baseline Data: 75% | TARGET: 67% ACTUAL: 79.6% *** TARGET MET? Check One: ☑ YES ☐ NO IF NO, EXPLAIN WHY: | TARGET: 68% ACTUAL: 74.5% *** TARGET MET? Check One: ☑ YES ☐ NO IF NO, EXPLAIN WHY: | TARGET: 69% ACTUAL: 76% *** TARGET MET? Check One: ☑ YES ☐ NO IF NO, EXPLAIN WHY:_____ _____ | TARGET: 70% ACTUAL: 78% *** TARGET MET? Check One: ☑ YES ☐ NO IF NO, EXPLAIN WHY:_____ _____ | ANNUAL OBJECTIVE MET?: Check One ☑ YES ☐ NO IF NO, EXPLAIN WHY: _____ _____ _____ *** DUE: 12/15/24 |
| OBJECTIVE 5: By the end of SY 2023-2024, CNMI PSS will maintain an uptime in network services of at least 90% as measured by the Mojo Network System data logs. | Infrastructure Technology & Network Support Project | Maintained uptime percentage of network services | Baseline Data: 90% | TARGET: 87% ACTUAL: Maintained 100% of uptime in network *** TARGET MET? Check One: ☑ YES ☐ NO IF NO, EXPLAIN WHY: | TARGET: 88% ACTUAL: Maintained 100% of uptime in network *** TARGET MET? Check One: ☑ YES ☐ NO IF NO, EXPLAIN WHY: | TARGET: 89% ACTUAL: Maintained 100% of uptime in network *** TARGET MET? Check One: ☑ YES ☐ NO IF NO, EXPLAIN WHY:_____ _____ | TARGET: 90% ACTUAL: Maintained 100% of uptime in network *** TARGET MET? Check One: ☑ YES ☐ NO IF NO, EXPLAIN WHY:_____ _____ | ANNUAL OBJECTIVE MET?: Check One ☑ YES ☐ NO IF NO, EXPLAIN WHY: _____ _____ _____ *** DUE: 12/15/24 |

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| OBJECTIVE 6:
By the end of SY 2023-2024, CNMI PSS will secure 3200 endpoint devices to ensure protection against Malware, Ransomware, and other cyber threats as measured by IT job completion activity logs. | Device Management & Data Security Project | Number of devices that are secured by IT | **Baseline Data:**

2600 | **TARGET:** 3050

ACTUAL: 2600 Secured Devices

***
TARGET MET? Check One:
☐ **YES**
☑ **NO**

IF NO, EXPLAIN WHY: An additional 1,000 endpoint licenses were procured. | **TARGET:** 3100

ACTUAL: 2600 Secured Devices

***
TARGET MET? Check One:
☐ **YES**
☑ **NO**

IF NO, EXPLAIN WHY: Installation of licenses is still in process | **TARGET:** 3150

ACTUAL: 2600 Secured Devices

***
TARGET MET? Check One:
☐ **YES**
☑ **NO**

IF NO, EXPLAIN WHY: Due to funding availability, only the current licenses were renewed. | **TARGET:** 3200

ACTUAL: 2600 Secured Devices

***
TARGET MET? Check One:
☐ **YES**
☑ **NO**

IF NO, EXPLAIN WHY: Due to funding availability, only the current licenses were renewed. | **ANNUAL OBJECTIVE MET?:**
Check One
☐ **YES**
☑ **NO**

IF NO, EXPLAIN WHY:

The SIT Office was able to sustain only the current licenses for device management as budgeted. The SIT Office plans to issue an Invitation for Bid (IFB) to procure additional features for existing licenses. These features include Manage, Detect, and Respond controls, which will enhance our ability to mitigate cyber threats and protect our end-point devices effectively. The SIT project team will also continue to leverage Microsoft defender using Microsoft Intune to manage devices and security policies not covered by the Sentinel One licenses

***
DUE: 12/15/24 |
| OBJECTIVE 7:
By the end of SY 2023-2024, CNMI PSS will decrease reported downtime of school-level multimedia equipment by 3% as measured by Helpdesk system data reports. | Multimedia Equipment & Digital Resource Project | Percentage of Helpdesk system data reports that indicate issues with multimedia equipment | **Baseline Data:**

17.9% | **TARGET:** 2%

ACTUAL: A reported 17.9% of multimedia issues were identified as addressed as measured by Mojo Helpdesk tickets (baseline) | **TARGET:** 2.5%

ACTUAL: Decrease of 2.9% in reported downtime | **TARGET:** 2.75%

ACTUAL: Decrease of 2.9% in reported downtime | **TARGET:** 3%

ACTUAL: Decrease of 3% in reported downtime | **ANNUAL OBJECTIVE MET?:**
Check One
☑ **YES**
☐ **NO**

IF NO, EXPLAIN WHY:
_____
_____
_____

***
DUE: 12/15/24 |

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			*** TARGET MET? Check One: ☑ YES ☐ NO IF NO, EXPLAIN WHY:____ _____ _____	*** TARGET MET? Check One: ☑ YES ☐ NO IF NO, EXPLAIN WHY:____ _____ _____	*** TARGET MET? Check One: ☑ YES ☐ NO IF NO, EXPLAIN WHY:____ _____ _____	*** TARGET MET? Check One: ☑ YES ☐ NO IF NO, EXPLAIN WHY:____ _____ _____	

Evidence of Success/ Progress *(bullet points)*
List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.) **Please add more bullet points if necessary.**

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"

- As of December 30, 2023, the average Digital Learning Environment score for the district is 2.38. This data includes observations for 15 schools. The highest subcomponent DLE score is 2.76 for "Learners use digital tools/technology to gather, evaluate, and/or use information for learning." The lowest scored subcomponent is 2.16 for "Learners use digital tools/technology to communicate and/or work collaboratively for learning."
- Out of 598 End of Course Evaluation Submissions 81.2% of students agreed that the quality of the teaching of the course met their expectations, 81.2% Met their overall expectations & 95.8% of the students rated the quality of the content as good to excellent.
- Out of 267 End of Course Evaluations for the Educational Technology Training Program 95.9% of participants rate the overall satisfaction with the course (aside from the instructors) Satisfied to Very Satisfied and 97.4% of Participants rate the overall satisfaction with the course instructors as Very Satisfied
- Out of 290 Distance Education Center Evaluation/User Experience Survey Submissions 79.6% of students rated the overall services and resources provided by the distance education center somewhat satisfied to very satisfied.

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"

- The updated district average DLE ELEOT score is 2.42. The report includes an additional two schools reporting observation data for a total of 17 schools. The score indicates a slight increase from last month's reporting. To support this growth in DLE, the ITDE office has been providing schools with professional development to support instructional technology integration.
- Out of 421 End of Course Evaluations for the Educational Technology Training Program 95.5% of participants rate the overall satisfaction with the course (aside from the instructors) Satisfied to Very Satisfied and 96.4% of Participants rate the overall satisfaction with the course instructors as Very Satisfied
- Out of 18 End of Course Evaluations for the Aspiring Leaders Program course 5 (Supervision & Evaluation) and course 6 (School Finance) 82.3% of participants rate the overall satisfaction of the course (aside from the instructor) Satisfied to Very Satisfied and 82.4% of participants rate the overall satisfaction with the course instructors as Very Satisfied.
- Since January 11, 2024 there have been 625 students who have signed in to use the Distance Education Centers on all three islands. Out of 625 Sign In submissions 74.5 Students have rated their overall satisfaction of the Distance Education Centers as Satisfied to Very Satisfied.

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QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/24] (Please add more bullets if necessary). If none, indicate "NONE"

- The district average DLE ELEOT score as of June 7, 2024 is 2.47. The report includes observation data from 14 schools. The score indicates a slight increase from last month's reporting. To support this growth in DLE, the ITDE office has been providing schools with professional development to support instructional technology integration.
- Out of 942 End of Course Evaluation Submissions 90% of students agreed that the quality of the teaching of the course met their expectations, 84% Met their overall expectations 95% of the students rated the quality of the content as good to excellent.
- Out of 97 End of course Evaluations for the Spring 2024 Session of the Professional Portal, 99% of participants who completed the evaluation rated that the quality of the Online Course Content as good to excellent, 99% of the participants rated the quality of the Instructor's course facilitation as good to excellent. 91% of Participants stated they would take an online certification course again and 98% of participants would recommend certification courses to their colleagues.
- Since March 1, 2024 EdTech Cohort 12 has completed the two final courses of the program. Instructional Design with Technology & Advanced Computer Applications. Out of 251 End of Course evaluations for the final two remaining courses. 98% of Participants rated their overall satisfaction with the course Instructors as very satisfied. 97% of Participants rated their overall satisfaction with the course (aside from the instructor) as satisfied to very satisfied.
- Since March 1, 2024 766 students have signed in to avail of the Distance Education Center Services. Out of 766 Student Sign ins 72% rated their satisfaction level with the distance education center as Satisfied to Very Satisfied. 65% of students stated that they use the distance education center several times a week to daily and 73% of students stating that the center environment was conducive to their work/studies.
- During this reporting period, the average uptime for the PSS District is at 99.9% as reported by the PRTG Network Monitoring system. PSS is currently transitioning to a new network monitoring system (Auvik) to be able to access more detailed and dynamic network reports.
- District-wide active users of as reported show a constant 1.2K per month users adding and accessing online media files.

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"

- The district average DLE ELEOT score remains at 2.47. To support this growth in DLE, the ITDE office continues to provide schools with professional development to support instructional technology integration.
- Out of 693 End of Course Evaluation for the Summer 2024 Student Portal Semester submissions 88% of students agreed that the quality of teaching of the course met their expectations, 80% said the overall course met their expectations and 87% of the students rated the quality of the course as Very good to Excellent and 86% of the students rated the Quality of the eTeacher's Teaching as good to excellent
- Out of 130 End of Course Evaluations for the Summer 2024 Professional Portal Session 93% of participants who completed the evaluation rated at the quality of the online course content as very good to excellent, 95% rated of the participants rated the quality of the instructor's course facilitation as very good to excellent, 94 % if participants stated they would take an online certification course again & 96% of participants would recommend online certification courses to their colleagues.
- Since June 1, 2024 40 students have signed in to avail of the Distance Education Services. Out of 40 Student Sign ins, 78% of students have rated their satisfaction with the distance education center as Satisfied to Very Satisfied and 80% of Students reported that the distance education center learning environment was conducive to their work/studies.
- During this reporting period, the average uptime for the PSS District is at 99.9% as reported by the PRTG Network Monitoring system.
- District-wide active users of as reported show a constant 1.2K per month users adding and accessing online media files.

APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"

- **Digital Learning Environment (DLE) Score:**
  - The school district's average DLE score increased from 2.38 to 2.47 during the school year, reflecting steady growth in digital learning practices for students and teachers. This growth was supported by ongoing professional development provided by the ITDE office to enhance instructional technology integration.
- **End of Course Evaluations Across Digital Learning Programs:**
  - The Student Portal Program saw growth in end of course evaluation scores during the year. Agreement that teacher quality met expectations grew from 81% to 90%. Also, ratings of course content as good to excellent increased from 87% to 95% by the end of the year.

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- ○ The Professional Portal Program courses also saw high satisfaction from course participants. An average of 96% of participants rating course content and instructor facilitation as very good to excellent. Also, an average of 94% of participants indicated they would recommend or retake certification courses offered through the program.
  - ○ The Ed Tech Training Program consistently achieved high satisfaction from course participants. Participant ratings of overall course satisfaction increased from 95.5% to 97% by the final course in the program. Also, satisfaction with instructor quality of teaching peaked at 98%, which demonstrates the growth in the quality of Ed Tech instruction and training delivery.
- ● **Expanded Usage and Satisfaction in Distance Education Centers**
  - ○ The DE Centers saw a steady increase in usage and engagement, with 2,056 students using services throughout the year.
  - ○ Student satisfaction surveys reported that 80% of students were satisfied with services provided at the center. Regular usage of the DE centers increased, with 65% of students reporting that they visited the center several times a week.
- ● **Sustained Growth in Technology and Network Performance**
  - ○ During the year, network uptime for the district remained high at 99.9% reported uptime throughout the year.
  - ○ The district transitioned to the Auvik system for enhanced network monitoring. This reflects a commitment to improving the network infrastructure.

Activities
List the major activities that were implemented within this project.
Please add more numbers if necessary.

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- ● The project team initiated communication with all schools to address their professional development needs in the realm of technology integration. We provided schools with a curated list of 17 distinct professional development opportunities covering a wide array of technology-related subjects. Additionally, schools were encouraged to offer their own suggestions for specific professional development topics, ensuring a tailored approach to their needs. For the current semester, we have already scheduled eight training sessions in collaboration with various schools. These sessions aim to empower educators with the latest technology tools and skills.
- ● The CNMI PSS has procured an additional 1000 licenses to protect our endpoint devices. The SIT team is currently in the process of installing the protection to the additional devices. We are also looking at Microsoft 365 endpoint security as additional protection for our devices. Configuration and implementation are in process.
- ● The Fall 2023 Student Portal term ended on December 23, 2023. Grades for all online courses have been verified and submitted to the SIS. Course evaluation responses have been shared with online instructors for continuous improvement on online courses. A total of 758 students were enrolled during the 2nd quarter of the term. In addition, 42 online courses were offered during the term.
- ● Schools were contacted regarding digital skills presentations for students with specific information to address each grade level cluster. These presentations are designed to equip students with the knowledge and skills necessary to navigate the digital landscape with confidence and responsibility. To facilitate this, we curated a diverse selection of approximately 15 topics for teachers and principals to choose from to help students navigate the digital world in a way that is safe, ethical, and appropriate. Topics include digital citizenship, online safety, media balance, cyberbullying, social media threats, digital footprint, and many more. To date, we have successfully scheduled a total of 23 presentations, spanning various schools and grade levels in the CNMI.

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- ● During this reporting period, 31 digital skills presentations were conducted in various schools in Saipan, Tinian, and Rota. Class sizes ranged from 17 - 35 students. Topics include digital citizenship, online safety, cyberbullying, digital footprint, and media balance,
- ● The Spring 2024 Student Portal Term closed registration on January 19, 2024. A total of 1147 registration forms were received. The rostering of students in respective online classes has been completed with notices of enrollment confirmation sent out via emails. A total of 44 online courses are being facilitated this term, with 2 new course offerings: Intro to Computer Programming and Financial Literacy.
- ● Average uptime for the PSS District is at 99.9% as reported in our PRTG Network Monitoring system. We are transitioning to a new system (Auvik) as of April 2024. Reports will be more detailed and dynamic. Active users as reported show a constant 1.2K per month users adding and accessing online media files.

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"

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- During this reporting period, 4 additional digital skills presentations were conducted at various school sites on the topics of cybersecurity and digital footprints. In total, 240 students received digital skills training. An AI for Educators workshop was also facilitated for school vice principals during the month of April, 2024. Additionally, three cybersecurity workshops were provided to various schools, including a cybersecurity training for all elementary school staff during the State-Wide PD.
- The Educational Technology Training Program was successfully completed by 129 participants who garnered 225 hours of professional development hours focused on instructional technology integration in the classroom and educational workspace.
- Through the Spring 2024 Professional Portal Program, 136 private and public school educators availed of online certification courses. A total of 17 certification courses were offered during the term.

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/24] (Please add more bullets if necessary). If none, indicate "NONE"

- During this reporting period, 591 students were enrolled in Summer 2024 Student Portal Program online courses. A total of 39 courses were offered during the summer term.
- A total of 133 educators participated in the Summer 2024 term of the Professional Portal Program. The program provided a total of 16 certification courses.
- The PSS network continued to maintain a 99.9% uptime. Transition to the Auvik reporting system has been completed.
- Digital skills workshops were provided to WSR and KHS students during the opening weeks of the school year. The digital skills request flyer for the new school year was shared with principals, with new workshop offerings that include AI Literacy and Cybersecurity awareness for students.
- To support the steady growth of the district-wide DLE score, the ITDE program offered the Nearpod Summer Learning Institute and 21st Century Educator Virtual Conference. The Nearpod Summer Learning series, which consisted of two virtual workshops offered each day over the span of three days (07/30/2024-08/01/24), saw an average of 130 educators participate per day. The 21st Century Educator Virtual Conference had a total of 212 attendees. The conference focus was on AI tools to support teaching and learning.

APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"

- **Instructional Technology Professional Development and Training**
  - Delivered professional development initiatives and workshops, supporting a steady increase in the district's DLE score from 2.38 to 2.47.
  - During the year, the ITDE office conducted 17 unique professional development opportunities to address schools' technology integration needs. 129 participants completed the Ed Tech Training program, with each participant garnering a total of 225 training hours focused on effective usage of instructional technology.
  - The Technology Project also supported the Nearpod Summer Learning Institute with an average of 130 educators attending each day of the virtual conference. Additionally, the 21st Century Educator Virtual Conference was attended by 212 educators, focusing on AI tools for teaching and learning.
  - The Professional Portal Program supported 269 educators (Spring and Summer terms) through 33 certification courses, equipping teachers with advanced skills in instructional technology.
- **Digital Skills Workshops for Students**
  - Delivered 58 digital skills presentations across Saipan, Tinian, and Rota, covering essential topics such as digital citizenship, online safety, cybersecurity, and AI literacy.
- **Online Learning Expansion**
  - Enrolled 2,496 students across Fall, Spring, and Summer terms in 125 online courses.
  - Introduced two new courses: Intro to Computer Programming and Financial Literacy.
  - End-of-term evaluations shared with instructors to drive continuous improvement.
- **Infrastructure and Network Enhancements**
  - Maintained a 99.9% network uptime across all quarters, ensuring reliable digital access.
  - Completed the transition to the Auvik reporting system, enabling more dynamic and detailed network performance analysis.
  - District-wide engagement with digital resources remained robust, with an average of 1.2K active users/month uploading and accessing online media files.

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Observations and/or Challenges
List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines).
List the reasons why the established goals (and/or project objectives) were not met, if appropriate.
Please add more numbers if necessary.

QUARTER 1 - Reporting Period 10/01/23 to 12/31/23 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- The current 2-year subscription expired on Dec 2023 and the SIT Office will be seeking additional funding to renew the subscription. SIT is working with FPO to identify additional funding and an IFB will be put out for renewal. In order to streamline the installation process and inventory of the software, the SIT Office is implementing a device management system to inventory software and updates/patches to ensure that devices are up to date.

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/24] (Please add more bullets if necessary). If none, indicate "NONE"
- The SIT Office was able to renew only 1000 licenses as budgeted. The SIT project team is currently leveraging Microsoft defender using Microsoft Intune to manage devices and security policies not covered by the 1000 Sentinel One licenses.

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/24] (Please add more bullets if necessary). If none, indicate "NONE"
- The SIT Office was able to renew only 1000 licenses as budgeted. The SIT project team is currently leveraging Microsoft defender using Microsoft Intune to manage devices and security policies not covered by the 1000 Sentinel One licenses.

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/24] (Please add more bullets if necessary). If none, indicate "NONE"
- None

APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"
- The SIT Office was able to sustain only 1000 device management licenses as budgeted. There is a plan to issue an Invitation for Bid (IFB) to procure additional features for existing licenses. These features include Manage, Detect, and Respond controls, which will enhance our ability to mitigate cyber threats and protect our end-point devices effectively. The SIT project team will also continue to leverage Microsoft defender using Microsoft Intune to manage devices and security policies not covered by the Sentinel One licenses

Please provide link(s) to any files or any other artifacts/evidence that supports your project.

QUARTER 1 - ARTIFACTS LINKS - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- *Insert your ink(s) here.*
  - *SY 23-24 Educational Technology Program Brochure*

QUARTER 2 - ARTIFACTS LINKS - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- *Insert your ink(s) here.*
  - *Digital Literacy Skills Building Across CNMI PSS Schools*
  - *Spring 2024 Student Portal Program Catalog*
  - *Spring 2024 Student Portal Program Flyer*

QUARTER 3 - ARTIFACTS LINKS - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/24] (Please add more bullets if necessary). If none, indicate "NONE"
- *Insert your ink(s) here.*
  - *Educational Technology Cohort 12 Commencement Article*
  - *Summer 2024 Professional Portal Registration Form*
  - *Summer 2024 Professional Portal Catalog*
  - *Summer 2024 Student Portal Course Catalog*
  - *Network Monitoring Report*

QUARTER 4 - ARTIFACTS LINKS - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- *Insert your ink(s) here*

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- - ○ *Digital Skills Flyer for Students*
  - ○ *Instructional Technology Professional Development Flyer*
  - ○ *21st Century Educator Virtual Conference*
  - ○ *Nearpod Summer Learning Series*
  - ○ *Mojo Network Report*

APR OUTCOME ARTIFACTS LINKS [DUE TO FPO: 12/15/24](Please add more bullets if necessary). If none, indicate "NONE"
- Please refer to Quarter 1 through 4 artifacts in addition to the following:
- *Student Portal Summer 2024 eTeacher Meeting Slides*
- *Ed Tech Program Cohort 12 Instructor Close Out Meeting Slides*
- *AI in Education Students First Feature*

Number of Project Objectives Met to Date

TOTAL NUMBER OF OBJECTIVES FOR TECHNOLOGY PROJECT: 7

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23]
- 6 out of 7 OBJECTIVES MET

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23]
- 6 out of 7 OBJECTIVES MET

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23]
- 6 out of 7 OBJECTIVES MET

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23]
- 6 out of 7 OBJECTIVES MET

APR OUTCOME [DUE TO FPO: 12/15/24]
- 6 out of 7 OBJECTIVES MET

Insular Areas Team Program Staff Only

Quality of Project Implementation:
- ❑ **Advanced (4)** – The grantee has provided quantifiable evidence that <u>progress exceeds</u> the established project objectives and performance measures.
- ❑ **Meets (3)** – The grantee has provided quantifiable evidence of <u>successful</u> project implementation against the listed program objectives and performance measures.
- ❑ **Approaches (2)** – The grantee has provided quantifiable evidence of <u>partial successful</u> project implementation against the listed program objectives and performance measures.
- ❑ **Needs Work (1)** – The grantee has provided evidence that <u>does not address all of the established program objectives</u> and performance measures.
- ❑ **Unsatisfactory (0)** – The grantee is <u>unable to provide any quantifiable evidence</u> of successful project implementation against the listed program objectives and performance measures.

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Section 2. The following section collects project specific data for each of the approved projects in the Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. <u>One table per project in the approved CG application.</u> Information in these sections should align to the Project Narratives included in the approved CG application.

| Project Title: (Federal Program Name): | Private, Non-Public (PNP) Schools | Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized. | TITLE I: Improving the Academic Achievement of the Disadvantaged; PART A: Improving Basic Programs Operated by Local Educational Agencies; SUBPART 1: Basic Program Requirements; SECTION 1117: Participation of Children Enrolled in Private Schools

TITLE II: Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders; PART A: Supporting Effective Instruction; SECTION 2101: Formula Grants to States; SECTION 2103: Local Use of Funds

TITLE III: Language Instruction for English Learners and Immigrant Students; PART A: English Language Acquisition, Language Enhancement, and Academic Achievement; SUBPART 1: Grants and Subgrants for English Language Acquisition and Language Enhancement; SECTION 3111: Formula Grants to States

TITLE IV: 21st Century Schools; PART A: Student Support and Academic Enrichment Grants; SUBPART 1: Student Support and Academic Enrichment Grants; SECTION 4107: Activities to Support Well Rounded Educational Opportunities ; SECTION 4108: Activities to Support Safe and Healthy Students; SECTION 4109: Activities to Support the Effective Use of Technology

TITLE V: Flexibility & Accountability; PART B: Rural Education Initiative; SUBPART 2: Rural and Low-Income School Program; SECTION 5102: Purpose | Federal Programs Oversight: | Jacqueline Che, Federal Programs Officer/Administrator |

Project Budget			Population Served						
Allocated	**Expended**	**% Expended**	**Students Served**			**Staff Served**			
Public	Public		Grade Level(s)	*Projected* Number	*Actual* Number	*Projected* Number of Teachers	*Actual* Number of Teachers	*Projected* Number of Administrators	*Actual* Number of Administrators
Private	Private		**Group:**						
$1,273,491.00	$800,004.00	63%	**Group:** *K-12*	1,690	1,690	157	157	26	26

December 18, 2024

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Total Population Served		1,690		183

Project Objective(s) *Add additional rows for each separate project objective.*	Project Activity *(Each project activity should be connected project objective in the previous column)*	Performance Measures (i.e. metric) *Enter the unit of measurement.*		Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
TOTAL OBJECTIVES: 6			*Baseline Data*	**Quarter 1 Performance Target** 10/01/23 to 12/31/24 *** DUE: 12/01/23	**Quarter 2 Performance Target** 01/01/24 to 03/31/24 *** DUE: 03/01/24	**Quarter 3 Performance Target** 04/01/24 to 06/30/24 *** DUE: 06/01/24	**Quarter 4 Performance Target** 07/01/24 to 09/30/24 *** DUE: 09/01/24	1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met
OBJECTIVE 1: By the end of SY 2023-2024, the PNP Project will Improve student achievement in Reading and Math by at least 2% from the baseline each year as measured by the STAR Reading and STAR Math assessment.	Student Achievement in Reading and Math.	Percentage of students at or above baseline scores on summative assessment	**Baseline Data:** **SY23-24 Pre-Data:** 73% Above proficiency for Reading & Math	**TARGET:** N/A% **ACTUAL:** N/A% increase of students at or above baseline scores *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Pre data collected at 73% of	**TARGET:** N/A% **ACTUAL:** N/A% increase of students at or above baseline scores *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Post data will be collected in	**TARGET:** N/A% **ACTUAL:** N/A% increase of students at or above baseline scores *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Post data will be collected in	**TARGET:** 2% **ACTUAL:** 2% (from 73% Pre Data to 75% Post Data) increase of students at or above baseline scores *** **TARGET MET? Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:**	**ANNUAL OBJECTIVE MET?: Check One** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:** _____ _____ _____ *** DUE: 12/15/24

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				students performing above baseline scores.	the 4th quarter.	the 4th quarter.	_____ _____ ___	
OBJECTIVE 2: By the end of SY 2023-2024, Participating PNP teachers will indicate 50% overall satisfaction rating with access to instructional technology and training on technology integration to facilitate student learning and improve student achievement.	Technology Application and Equipment Support	Percentage of teachers indicating overall satisfaction rating on web based survey	**Baseline Data:** **None**	**TARGET:** N/A% **ACTUAL:** N/A% of teachers indicating overall satisfaction rating. *** TARGET MET? **Check One:** ☐ YES ☑ NO IF NO, EXPLAIN WHY: Survey to be administered in 4th Quarter	**TARGET:** N/A% **ACTUAL:** N/A% of teachers indicating overall satisfaction rating. *** TARGET MET? **Check One:** ☐ YES ☑ NO IF NO, EXPLAIN WHY: Survey to be administered in 4th Quarter	**TARGET:** N/A% **ACTUAL:** N/A% of teachers indicating overall satisfaction rating. *** TARGET MET? **Check One:** ☐ YES ☑ NO IF NO, EXPLAIN WHY: Survey to be administered in 4th Quarter	**TARGET:** 50% **ACTUAL:** 70% of teachers indicating overall satisfaction rating. *** TARGET MET? **Check One:** ☑ YES ☐ NO IF NO, EXPLAIN WHY: _____ _____ ___	**ANNUAL OBJECTIVE MET?:** **Check One** ☑ YES ☐ NO IF NO, EXPLAIN WHY: _____ _____ _____ *** DUE: 12/15/24
OBJECTIVE 3: By the end of SY 2023-2024, Baseline data will be established and identified by the PNP staff and 20% of identified educators will increase their ability to deliver evidence-based interventions within a comprehensive integrated multi-tiered system of support, as measured by pre & post survey of professional development training.	Mental Health Support	Percentage of identified educators demonstrating increased ability to deliver evidence- based interventions based on post-evaluation survey attendance	**Baseline Data:** **None**	**TARGET:** N/A% **ACTUAL:** N/A% of identified educators have demonstrated increased ability to deliver evidence-based	**TARGET:** N/A% **ACTUAL:** N/A% of identified educators have demonstrated increased ability to deliver evidence-based	**TARGET:** N/A% **ACTUAL:** N/A% of identified educators have demonstrated increased ability to deliver evidence-based	**TARGET:** 20% **ACTUAL:** 54% of identified educators have demonstrated increased ability to deliver evidence-based	**ANNUAL OBJECTIVE MET?:** **Check One** ☑ YES ☐ NO IF NO, EXPLAIN WHY: _____ _____ _____ *** DUE: 12/15/24

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				interventions	interventions	interventions	interventions	
				***	***	***	***	
				TARGET MET?	**TARGET MET?**	**TARGET MET?**	**TARGET MET?**	
				Check One:	**Check One:**	**Check One:**	**Check One:**	
				☐ YES	☐ YES	☐ YES	☑ YES	
				☑ NO	☑ NO	☑ NO	☐ NO	
				IF NO, EXPLAIN WHY:	**IF NO, EXPLAIN WHY:**	**IF NO, EXPLAIN WHY:**	**IF NO, EXPLAIN WHY:**	
				Survey to be administered in 4th Quarter	Survey to be administered in 4th Quarter	Survey to be administered in 4th Quarter	_____ _____ ___	
OBJECTIVE 4: By the end of SY 2023-2024,: 25% of participating PNP high school students will participate in at least one college and career activity: Advanced Placement or SAT test-taking, co-operative education work-based learning, or a career pathway certification.	College and Career Readiness (AP, CTE, and Co-op)	Percentage of participating PNP high school students indicating exposure or participating in at least one (1) activity in Cooperative Education, CTE, and or AP based on Web-based survey, attendance sheets, and class roster.	**Baseline Data:** **None**	**TARGET:** N/A% **ACTUAL:** N/A% of participating PNP high school students have participated in at least one college and career activity: Advanced Placement or SAT test-taking, co-operative education work-based learning, or a career pathway certification. ***	**TARGET:** N/A% **ACTUAL:** N/A% of participating PNP high school students have participated in at least one college and career activity: Advanced Placement or SAT test-taking, co-operative education work-based learning, or a career pathway certification. ***	**TARGET:** N/A% **ACTUAL:** N/A% of participating PNP high school students have participated in at least one college and career activity: Advanced Placement or SAT test-taking, co-operative education work-based learning, or a career pathway certification.s ***	**TARGET:** 25% **ACTUAL:** 35% (AP-40%, SAT-85%,COOP-7%,CTE-9%) of participating PNP high school students have participated in at least one college and career activity: Advanced Placement or SAT test-taking, co-operative education work-based learning, or a career pathway certification.s	**ANNUAL OBJECTIVE MET?:** **Check One** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:** _____ _____ _____ *** **DUE: 12/15/24**

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				TARGET MET? Check One: ☐ YES ☑ NO IF NO, EXPLAIN WHY: Data to be collected in 4th Quarter	**TARGET MET?** Check One: ☐ YES ☑ NO IF NO, EXPLAIN WHY: Data to be collected in 4th Quarter	**TARGET MET?** Check One: ☐ YES ☑ NO IF NO, EXPLAIN WHY: Data to be collected in 4th Quarter	*** **TARGET MET?** Check One: ☑ YES ☐ NO IF NO, EXPLAIN WHY:_____ _____	
OBJECTIVE 5: By the end of SY 2023-2024, the PNP Project will Increase percentage of PNP students participating in well-rounded activities, including statewide and national level student competitions by 5%.	Student Competitions	Percentage of PNP students participating in well-rounded activities and student competitions based on event roster.	**Baseline Data:** **SY22-23: 26%**	**TARGET:** N/A% **ACTUAL:** N/A% increase in PNP student participation in well-rounded activities and student competitions *** **TARGET MET?** Check One: ☐ YES ☑ NO IF NO, EXPLAIN WHY: Data to be collected in 4th Quarter	**TARGET:** N/A% **ACTUAL:** N/A% increase in PNP student participation in well-rounded activities and student competitions *** **TARGET MET?** Check One: ☐ YES ☑ NO IF NO, EXPLAIN WHY: Data to be collected in 4th Quarter	**TARGET:** N/A% **ACTUAL:** N/A% increase in PNP student participation in well-rounded activities and student competitions *** **TARGET MET?** Check One: ☐ YES ☑ NO IF NO, EXPLAIN WHY: Data to be collected in 4th Quarter	**TARGET:** 5% **ACTUAL:** 7% (or 33% from 26%) increase in PNP student participation in well-rounded activities and student competitions *** **TARGET MET?** Check One: ☑ YES ☐ NO IF NO, EXPLAIN WHY:_____ _____	**ANNUAL OBJECTIVE MET?:** **Check One** ☑ YES ☐ NO IF NO, EXPLAIN WHY: _____ _____ _____ *** DUE: 12/15/24

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OBJECTIVE 6:	Professional Development	Percentage of teachers and administrators who self-report improved instructional practice or professional growth based on web based surveys.	Baseline Data: None	TARGET: N/A% of Teachers and Admin	TARGET: N/A% of Teachers and Admin	TARGET: N/A% of Teachers and Admin	TARGET: 40% of Teachers and Admin	ANNUAL OBJECTIVE MET?:
By the end of SY 2023-2024, at least 40% of teachers and administrators participating in a Professional Development activity, Teacher Mentoring and/or Aspiring Leaders Program will self-report that the activity has enhanced and improved their content knowledge, teaching skills, and professional growth.				ACTUAL: N/A% of Teachers and Admin	ACTUAL: N/A% of Teachers and Admin	ACTUAL: N/A% of Teachers and Admin	ACTUAL: 78% of Teachers and Admin	**Check One** ☑ YES ☐ NO
				***	***	***	***	IF NO, EXPLAIN WHY: _____ _____ _____
				TARGET MET? Check One: ☐ YES ☑ NO	TARGET MET? Check One: ☐ YES ☑ NO	TARGET MET? Check One: ☐ YES ☑ NO	TARGET MET? Check One: ☑ YES ☐ NO	*** DUE: 12/15/24
				IF NO, EXPLAIN WHY: Survey to be administered in 4th Quarter.	IF NO, EXPLAIN WHY: Survey to be administered in 4th Quarter.	IF NO, EXPLAIN WHY: Survey to be administered in 4th Quarter.	IF NO, EXPLAIN WHY:_____ _____ _____	

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Evidence of Success/ Progress *(bullet points)*
List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)
Please add more bullet points if necessary.

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Baseline data has been established. In Reading and Math, 73% of students are performing above proficiency based on STAR Reading and Math Assessment.
- The baseline for student participation in well-rounded activities and competitions is 26% based on SY22-23 data.
- Teacher satisfaction surveys and evidence-based intervention surveys are being prepared for later administration.
- Planning for data collection on college and career readiness activities is ongoing, including preparation of surveys and attendance tracking.
- Evaluation methods include STAR Assessments, attendance rosters, and initial planning surveys.

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Planning for professional development sessions and teacher satisfaction surveys is progressing.
- Surveys for teacher satisfaction and evidence based interventions will be conducted in 4th Qtr.
- Data collection for college and career readiness activities has started through attendance tracking.
- Updates on student participation in competitions and activities are being recorded for mid-year review.
- Evaluation methods include surveys, training logs, and attendance sheets.

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Mid-year review for progress and survey distribution is ongoing.
- Pre-surveys for educators' ability to deliver evidence based interventions have been distributed.
- Teachers and administrators participating in professional development activities have been identified for feedback collection.
- Data collection for college and career readiness activities is being prepared using attendance logs and surveys.
- Evaluation methods include post-surveys and continued attendance data collection processes.

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Student achievement in Reading and Math has improved by 2%, increasing from 73% to 75% proficiency.
- Teacher satisfaction with access to technology and training has reached 70%, exceeding the 50% target.
- 54% of identified educators have reported demonstrating an improved ability to deliver evidenced based interventions, exceeding the 20% target.
- 35% of students participated in at least one college and career readiness activity, including 40% in AP courses, 85% in SAT Test-Taking, 9% in CTE pathways, and 7% in Cooperative education programs, exceeding the 25% target.
- Student participation in well-rounded activities and competitions has increased by 7%, rising from 26% to 33%, exceeding the 5% increase target.
- 78% of teachers and administrators reported improved instructional practices and professional growth through professional development activities, exceeding the 40% target.
- Evaluation methods include STAR Assessments, surveys, attendance logs, and performance metrics.

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APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"
- The project has achieved significant progress across all objectives, with targets in teacher satisfaction, evidenced-based intervention improvements, and professional development growth all exceeded.
- Measurable increases in student proficiency, participation in college and career readiness activities, and engagement in student competitions have been observed and met.
- Evaluation methods include analysis of survey data, attendance records, STAR assessments, and progress reports.

Activities
List the major activities that were implemented within this project.
Please add more numbers if necessary.

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Conducted baseline data collection for Reading and Math proficiency using STAR Assessments.
- Established initial participation data for well-rounded activities and student competitions.
- Began planning for teacher satisfaction surveys regarding technology integration and evidence-based intervention delivery.
- Organized preliminary activities for data collection on college and career readiness, including surveys and attendance tracking.
- Coordinated initial planning sessions for professional development programs to enhance teacher and administrator skills.

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Continued planning and preparation for teacher satisfaction and evidence-based intervention surveys.
- Initiated data collection for college and career readiness activities through attendance records and tracking mechanisms.
- Updated participation records for student competitions and well-rounded activities.
- Conducted planning meetings for professional development workshops and mentoring programs.

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Administered surveys to educators to assess abilities for delivering evidence-based interventions.
- Finalized participant list for professional development activities and began gathering feedback.
- Collected mid year data for college and career readiness activities and student competition participation.

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Implemented STAR Assessments to measure progress in Reading and Math proficiency.
- Administered teacher satisfaction surveys and collected data on access to technology and training.
- Conducted post surveys to evaluate educators' ability to deliver evidence based interventions.
- Analyzed data on student participation in college and career readiness activities and well rounded competitions.
- Ongoing professional development sessions, including teacher worksessions and leadership programs to support instructional growth.

APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"
- Summarized annual performance reports, including improvement in student achievement, teacher satisfaction, and participation in professional development activities.
- Compiled final evaluation reports, including survey results, attendance records, and STAR Assessment outcomes.
- Finalized data analysis for evidence based intervention delivery and college and career readiness initiatives.
- Shared project outcomes to help guide planning for next School Year.

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Observations and/or Challenges
List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines).   *List the reasons why the established goals (and/or project objectives) were not met, if appropriate.*   ***Please add more numbers if necessary.***

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Some teachers felt that they needed more training to use technology tools like Google Classrooms and Canva to improve lessons.

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Some PNP schools felt that there weren't enough mental health professionals or counselors to provide proper support for students.

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Some teachers expressed the need for more training on handling mental health issues in the classroom, especially related to social emotional learning.

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- None

APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"
- **None**

Please provide link(s) to any files or any other artifacts/evidence that supports your project.

QUARTER 1 - ARTIFACTS LINKS - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- *Link to survey #1: https://docs.google.com/forms/d/e/1FAIpQLSfArtdzclSn7GeqZHb3Y48ViYf3zCOFj6B2Cavc3dJGxlm5Nw/viewform*
- *Link to survey #2: https://docs.google.com/forms/d/e/1FAIpQLSdHEgyHqdoP-a-VzSxF3Oh5QNoPG5iYZEaUtZiwkgeVWLj2aw/viewform*

QUARTER 2 - ARTIFACTS LINKS - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- *Link to survey #1: https://docs.google.com/forms/d/e/1FAIpQLSfArtdzclSn7GeqZHb3Y48ViYf3zCOFj6B2Cavc3dJGxlm5Nw/viewform*
- *Link to survey #2: https://docs.google.com/forms/d/e/1FAIpQLSdHEgyHqdoP-a-VzSxF3Oh5QNoPG5iYZEaUtZiwkgeVWLj2aw/viewform*

QUARTER 3 - ARTIFACTS LINKS - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- *Link to survey #1: https://docs.google.com/forms/d/e/1FAIpQLSfArtdzclSn7GeqZHb3Y48ViYf3zCOFj6B2Cavc3dJGxlm5Nw/viewform*
- *Link to survey #2: https://docs.google.com/forms/d/e/1FAIpQLSdHEgyHqdoP-a-VzSxF3Oh5QNoPG5iYZEaUtZiwkgeVWLj2aw/viewform*

QUARTER 4 - ARTIFACTS LINKS - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- *Link to survey #1: https://docs.google.com/forms/d/e/1FAIpQLSfArtdzclSn7GeqZHb3Y48ViYf3zCOFj6B2Cavc3dJGxlm5Nw/viewform*
- *Link to survey #2: https://docs.google.com/forms/d/e/1FAIpQLSdHEgyHqdoP-a-VzSxF3Oh5QNoPG5iYZEaUtZiwkgeVWLj2aw/viewform*

APR OUTCOME ARTIFACTS LINKS [DUE TO FPO: 12/15/24](Please add more bullets if necessary). If none, indicate "NONE"
- *Link to survey #1: https://docs.google.com/forms/d/e/1FAIpQLSfArtdzclSn7GeqZHb3Y48ViYf3zCOFj6B2Cavc3dJGxlm5Nw/viewform*
- *Link to survey #2: https://docs.google.com/forms/d/e/1FAIpQLSdHEgyHqdoP-a-VzSxF3Oh5QNoPG5iYZEaUtZiwkgeVWLj2aw/viewform*

Number of Project Objectives Met to Date

TOTAL NUMBER OF OBJECTIVES FOR PNP PROJECT: 6

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23]
- 0 out of 6 OBJECTIVES MET

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23]
- 0 out of 6 OBJECTIVES MET

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23]
- 0 out of 6 OBJECTIVES MET

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QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23]
- 6 out of 6 OBJECTIVES MET

APR OUTCOME [DUE TO FPO: 12/15/24]
- 6 out of 6 OBJECTIVES MET

Insular Areas Team Program Staff Only

Quality of Project Implementation:

❑ **Advanced (4) –** The grantee has provided quantifiable evidence that <u>progress exceeds</u> the established project objectives and performance measures.

❑ **Meets (3) –** The grantee has provided quantifiable evidence of <u>successful</u> project implementation against the listed program objectives and performance measures.

❑ **Approaches (2) –** The grantee has provided quantifiable evidence of <u>partial successful</u> project implementation against the listed program objectives and performance measures.

❑ **Needs Work (1) –** The grantee has provided evidence that <u>does not address all of the established program objectives</u> and performance measures.

❑ **Unsatisfactory (0) –** The grantee is <u>unable to provide any quantifiable evidence</u> of successful project implementation against the listed program objectives and performance measures.

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Section 2. The following section collects project specific data for each of the approved projects in the Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. <u>One table per project in the approved CG application.</u> Information in these sections should align to the Project Narratives included in the approved CG application.

| Project Title: (Federal Program Name): | K-5 Literacy and Numeracy | Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized. | TITLE I: Improving The Academic Achievement of the Disadvantaged; PART A: Improving Basic Programs Operated by Local Educational Agencies; SUBPART 1: Basic Program Requirements; SECTION 1114: Schoolwide Programs

TITLE II: Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders; PART A: Supporting Effective Instruction; SECTION 2101: Formula Grants to States; SECTION 2103: Local Uses of Funds

TITLE III: Language Instruction for English Learners and Immigrant Students; PART A: English Language Acquisition, Language Enhancement, and Academic Achievement Act; SECTION 3102: Purposes

TITLE V: Flexibility & Accountability; PART B: Rural Education Initiative; SUBPART 2: Rural and Low-Income School Program; SECTION 5102: Purpose | Federal Programs Oversight: | Jacqueline Che, Federal Programs Officer/Administrator |

Project Budget			Population Served						
Allocated	**Expended**	**% Expended**	**Students Served**			**Staff Served**			
Public $1,765,212.00	Public $1,238,208.00	70%	Grade Level(s)	*Projected* Number	*Actual* Number	*Projected* Number of Teachers	*Actual* Number of Teachers	*Projected* Number of Administrators	*Actual* Number of Administrators
Private	Private		Group: *K-5*	3,631	3,451	200	200	18	18
			Group:						
Total Population Served				3,451			218		

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Project Objective(s) *Add additional rows for each separate project objective.* **TOTAL OBJECTIVES: 5**	Project Activity *(Each project activity should be connected project objective in the previous column)*	Performance Measures **(i.e. metric)** *Enter the unit of measurement.*	*Baseline Data*	Quarterly Performance Targets				Was this project objective met? Please indicate: **Yes or No.** **If no, please explain below:**
				Quarter 1 Performance Target **10/01/23 to 12/31/24** ******* **DUE: 12/01/23**	**Quarter 2 Performance Target** **01/01/24 to 03/31/24** ******* **DUE: 03/01/24**	**Quarter 3 Performance Target** **04/01/24 to 06/30/24** ******* **DUE: 06/01/24**	**Quarter 4 Performance Target** **07/01/24 to 09/30/24** ******* **DUE: 09/01/24**	1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met
OBJECTIVE 1: By the end of SY 2023-2024, 60% K-5 instructional staff will self-report as feeling "confident" or "very confident" in implementing the high quality literacy and numeracy instructional materials across all content areas	K-5 teachers training on high quality instructional materials on literacy and numeracy training across all content areas	Percent of K-5 instructional staff who will self-report as feeling "confident" or "very confident" in implementing the high quality instructional materials on literacy and numeracy across all content areas:	**Baseline Data:** No baseline data	**TARGET:** 60% **ACTUAL:** 0% ******* **TARGET MET?** **Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Data was not collected during this reporting period.	**TARGET:** 60% **ACTUAL:** 0% ******* **TARGET MET?** **Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Data was not collected during this reporting period. The survey will not be able to show the names of participants. However, the goal is to increase the percentage of	**TARGET:** 60% **ACTUAL:** 93.8 ******* **TARGET MET?** **Check One:** ☑ YES ☐ NO IF NO, EXPLAIN WHY:_____ _____	**TARGET:** 60% **ACTUAL:** 93.8% ******* **TARGET MET?** **Check One:** ☑ YES ☐ NO IF NO, EXPLAIN WHY:_____ _____	**ANNUAL OBJECTIVE MET?:** **Check One** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:** _____ _____ _____ ******* **DUE: 12/15/24**

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				teachers who will become confident in using the MTSS interventions by providing support to the schools.				
OBJECTIVE 2: By the end of SY 2023-2024, 60%of K-5 instructional staff will self-report as feeling "confident" or "very confident" in utilizing the MTSS framework in the classroom	All K-5 instructional staff training on RTI / MTSS framework to tailor instruction/ processes to address student needs	Percent of K-5 instructional staff who will self-report as feeling "confident" or "very confident" in utilizing the MTSS framework in the classroom	**Baseline Data:** No baseline data	**TARGET:** 60% **ACTUAL:** 0% *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Data not collected during this reporting period.	**TARGET:** 60% **ACTUAL:** 0% *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Data not collected during this reporting period.	**TARGET:** 60% **ACTUAL:** 89.9% *** **TARGET MET? Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:**_____	**TARGET:** 60% **ACTUAL:** 89.9% *** **TARGET MET? Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:**_____	**ANNUAL OBJECTIVE MET?:** **Check One** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:** _____ _____ _____ *** **DUE: 12/15/24**
OBJECTIVE 3: By the end of SY 2023-2024, 60% of teachers will self-report as feeling "confident" or "very confident" in explaining a student's academic standing in a clear and understandable manner to parents	All K-5 teachers will utilize the Parent Engagement Checklist for parent/teacher conferences	Percent of teachers who will self-report as feeling "confident" or "very confident" in explaining a student's academic standing in a clear and understandable manner to	**Baseline Data:** **No baseline data**	**TARGET:** 60% **ACTUAL:** 0% *** **TARGET MET? Check One:** ☐ YES ☑ NO	**TARGET:** 60% **ACTUAL:** 0% *** **TARGET MET? Check One:** ☐ YES ☑ NO	**TARGET:** 60% **ACTUAL:** 96.9% *** **TARGET MET? Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN**	**TARGET:** 60% **ACTUAL:** 96.9% *** **TARGET MET? Check One:** ☑ YES ☐ NO **IF NO, EXPLAIN**	**ANNUAL OBJECTIVE MET?:** **Check One** ☑ YES ☐ NO **IF NO, EXPLAIN WHY:** _____ _____ _____ *** **DUE: 12/15/24**

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			parents		IF NO, EXPLAIN WHY: Data not collected during this reporting period.	IF NO, EXPLAIN WHY: Data not collected during this reporting period.	WHY:_____ _____ _____	WHY:_____ _____ _____	

OBJECTIVE 4: By the end of SY 2023- 2024, the academic achievement in Reading will increase by 3% as measured by STAR Reading	Increasing district benchmark in the Grades 3-5 STAR Reading assessment	Percent of growth in District benchmark scores for STAR Reading	**Baseline Data:** STAR Reading: Grade 3: 38% Grade 4: 45% Grade 5: 39% Grade 6: 41%	**TARGET:** SY23-24 Screener 1 STARReading: Grade 3: 38% Grade 4: 45% Grade 5: 39% Grade 6: 41% **ACTUAL:** SY23-24 Screener 1 STAR Reading: Grade 3: 41% Grade 4: 35% Grade 5: 38% Grade 6: 33% *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Pre-Assessment data only. Students have no mastery of skills yet.	**TARGET:** SY23-24 Screener 2 STAR Reading: Grade 3: 39% Grade 4: 46% Grade 5: 40% Grade 6: 42% **ACTUAL:** SY23-24 Screener 2 STAR Reading: Grade 3: 40% Grade 4: 43% Grade 5: 45% Grade 6: 35% *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Grade 4 not meeting goal. The transition meeting by grade level is conducted by schools. Mid	**TARGET:** SY23-24 Outcome STAR Reading: Grade 3: 40% Grade 4: 47% Grade 5: 41% Grade 6: 43% **ACTUAL:** SY23-24 Outcome STAR Reading: Grade 3: 55% Grade 4: 49% Grade 5: 51% Grade 6: 37% *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY** Grade 6 data shows that only 37% of students scored proficient and above in STAR Reading	**TARGET:** SY23-24 Outcome STAR Reading: Grade 3: 40% Grade 4: 47% Grade 5: 41% Grade 6: 43% **CTUAL:** SY23-24 Outcome STAR Reading: Grade 3: 55% Grade 4: 49% Grade 5: 51% Grade 6: 37% *** **TARGET MET? Check One:** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Grade 6 data shows that only 37% of students scored proficient and	**ANNUAL OBJECTIVE MET?: Check One** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Grade 6 data shows that only 37% of students scored proficient and above in STAR Reading *** **DUE: 12/15/24**

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					Year data dialogue was provided by Renaissance. Renaissance also met with each school and certain grade level to discuss their data. Science of Reading and Science of Math will be offered this summer.		above in STAR Reading	

| **OBJECTIVE 5:** By the end of SY 2023- 2024, the academic achievement in Math will increase by 3% as measured by STAR Math | Increasing district benchmark in the Grades 3-5 STAR Math assessment | Percent of growth in District benchmark scores for STAR Math | **Baseline Data:** STAR Math: Grade 3: 45% Grade 4: 50% Grade 5: 43% Grade 6: 45% | **TARGET:** SY23-24 Screener 1 STAR Math: Grade 3: 45% Grade 4: 50% Grade 5: 43% Grade 6: 45% **ACTUAL:** SY23-24 Screener 1 STAR Math: Grade 3: 53% Grade 4:38% Grade 5: 44% Grade 6: 33% *** **TARGET MET?** Check One: ☐ YES ☑ NO | **TARGET:** SY23-24 Screener 2 STAR Math: Grade 3: 46% Grade 4: 51% Grade 5: 44% Grade 6: 46% **ACTUAL:** SY23-24 Screener 2 STAR Math: Grade 3: 52% Grade 4: 47% Grade 5: 50% Grade 6: 33% *** **TARGET MET?** Check One: ☐ YES ☑ NO | **TARGET:** SY23-24 Outcome STAR Math: Grade 3: 47% Grade 4: 52% Grade 5: 45% Grade 6: 47% **ACTUAL:** SY23-24 Screener 3 STAR Math: Grade 3: 57% Grade 4: 55% Grade 5: 53% Grade 6: 39% *** **TARGET MET?** Check One: ☐ YES ☑ NO | **TARGET:** SY23-24 Outcome STAR Math: Grade 3: 47% Grade 4: 52% Grade 5: 45% Grade 6: 47% **ACTUAL:** SY23-24 Screener 3 STAR Math: Grade 3: 57% Grade 4: 55% Grade 5: 53% Grade 6: 39% *** **TARGET MET?** Check One: ☐ YES ☑ NO | **ANNUAL OBJECTIVE MET?:** **Check One** ☐ YES ☑ NO **IF NO, EXPLAIN WHY:** Grade 6 data shows that only 37% of students scored proficient and above in STAR Reading. *** **DUE: 12/15/24** |

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				IF NO, EXPLAIN WHY: Grade 4 not meeting goal	IF NO, EXPLAIN WHY Grade 4 not meeting goal	IF NO, EXPLAIN WHY Grade 6 data shows that only 39% of students scored proficient and above in STAR Math.	IF NO, EXPLAIN WHY Grade 6 data shows that only 37% of students scored proficient and above in STAR Reading.	

Evidence of Success/ Progress *(bullet points)*
List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)
Please add more bullet points if necessary.

QUARTER 1 - Reporting Period 10/01/23 to 12/31/23 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- State level Professional Development on High Quality Instructional Materials (HQIM) on October 2023
- Ongoing HQIM coaching.
- Multi-Tiered Systems of Support (MTSS) and Early Warning System (EWS) training was provided to all the elementary schools in Saipan and at Sinapalo Elementary School in Rota.
- Meeting Math Proficiency scores.
- MTSS Training for the committee was conducted on Dec. 2023. MTSS Manual was developed and reports on the number of MTSS interventions teachers use to address students who are flagged in the EWS were collected.. Although the MTSS manual has not been finalized, the Office of Curriculum & Instruction (OCI) and the Office of Accountability, Research & Evaluation (ARE) proceeded to provide the schools with the training on MTSS Framework. Data collected shows which schools have the most usage of the interventions to address students based on their flags. ARE and OCI will expand the MTSS training and the use of the EWS to record interventions by next school year.

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/24] (Please add more bullets if necessary). If none, indicate "NONE"
- NOTE: Objectives 1-3 will not be addressed at this time. A survey will be provided to the schools on April 1, 2024. Here is the link to the survey: https://forms.gle/uEmAwtTqZXDNpcA7A
- Objective 4: Reading Assessment Results Screener 2

Grade Level	Academic Subject	Measurement Type	Quarter 2 Target Goal (2024)	Screener 2 Results (2024)	Met/Not Met
Grade 3	Reading	STAR Reading	39	49	YES

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Grade 4	Reading	STAR Reading	46	40	NO
Grade 5	Reading	STAR Reading	40	43	YES

ANALYSIS: Grade 3 and 5 cohort data shows students are MEETING GOAL.

- Objective 5: Math Assessment Results Screener 2

Grade Level	Academic Subject	Measurement Type	Quarter 2 Target Goal (2024)	Screener 2 Results (2024)	Met/Not Met
Grade 3	Math	STAR Math	45%	52%	YES
Grade 4	Math	STAR Math	50%	47%	NO
Grade 5	Math	STAR Math	43%	50%	YES

ANALYSIS: Grade 3 and 5 cohort data shows students are MEETING GOAL.

- All instructional staff receive high-quality instructional materials, training, and one-to-one coaching.
- The MTSS Committee continues to meet to complete the MTSS manual and policy.
- MTSS and EWS training are conducted at the following schools (6 out of 20).
  - Koblerville Elem. School
  - Tinian Elementary School
  - Sinapalo Elementary School
  - Tinian Middle School and Senior High School
  - Dr. Rita Hocog Inos Junior/Senior High School
  - Da'Ok Academy
  - NOTE: The nine elementary schools have already received the MTSS and EWS training since last year. We are now expanding the MTSS training to the middle schools and high schools. ARE, SLDS, and OCI need to go to every school to conduct the training and we will complete the training for all the schools in SY2025.
- Science of Reading training for elementary teachers.
- Ongoing Planning for Training for Training Science of Reading and Science of Math.
- Ongoing research on K-5 literacy with REL Pacific.
- Participated in the Consolidated Grant Convening, which allowed stakeholders, including school leaders, conversations and discussions on the K-5 Literacy and Numeracy Grant and its goals.
- Conducted Accountability and Strategic Performance Management presentations focused on Literacy and the Early Warning System at the Comprehensive Center Network Meeting at the Moment Summit in March 2024.
- The Early Warning System platform is launched for elementary and secondary schools. There is ongoing training for the MTSS and EWS platform. While MTSS is the framework, the EWS is the platform that flags students based on the indicators. Teachers then hold school MTSS Committee meetings to address students' needs by providing interventions recorded on the EWS platform.

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QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/24] (Please add more bullets if necessary). If none, indicate "NONE"
- Met Objectives 1-3 targets
- Grade 3-5 cohort data shows students are meeting their goal

Survey Results: 93.8% of K-5 instructional staff indicated that they are confident or very confident in implementing high-quality instructional materials in reading and math. (MET)

How confident are you in your ability to implement high-quality instructional materials in Reading and Math?

- Somewhat confident 6.2%
- Very confident 41.1%
- Confident 52.7%
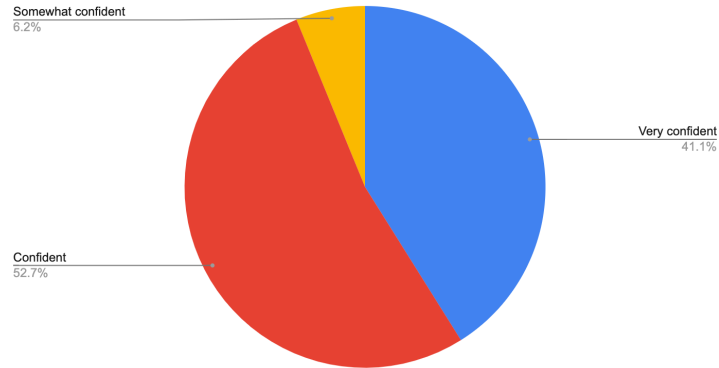
Objective 2: By the end of SY 2023-2024, 60% of K-5th grade instructional staff will self-report as feeling "confident" or "very confident" in utilizing the MTSS framework in the classroom.

Survey Results: 89.9% of K-5 instructional staff indicated that they are confident or very confident in effectively using the MTSS framework in the classroom. (MET)

How confident are you in your ability to effectively use the MTSS framework in the classroom?

- Not confident at all 0.8%
- Somewhat confident 9.3%
- Very confident 34.1%
- Confident 55.8%
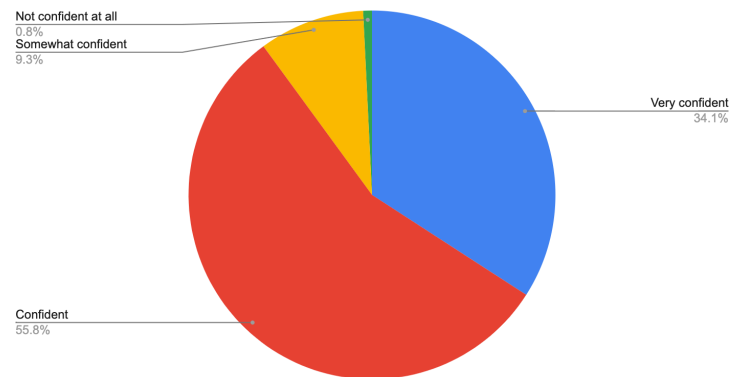
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- Objective 3: By the end of SY 2023-2024, 60% of K-5th grade teachers will self-report as feeling "confident" or "very confident" in explaining a student's academic standing in a clear and understandable manner to parents.

Survey Results: 96.9% of K-5 instructional staff indicated that they are confident or very confident in articulating their students' academic progress to parents in a clear and understandable manner.. (MET)

How confident are you in articulating your students' academic progress to parents in a clear and understandable manner?

Somewhat confident
3.1%

Confident
34.1%

Very confident
62.8%
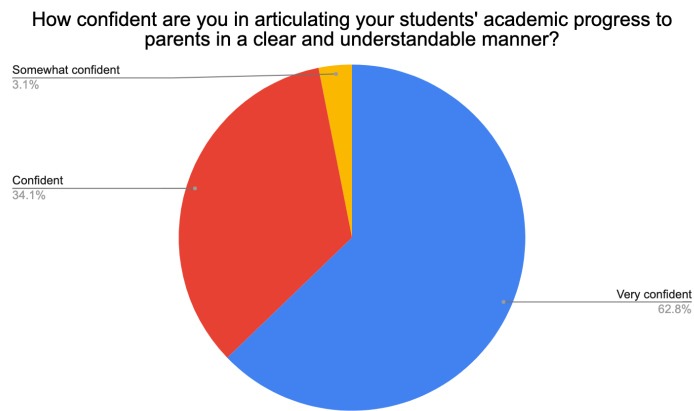
- Objective 4: Reading Assessment Results Outcome (Screener 3)

Grade Level	Academic Subject	Measurement Type	Target Goal (2024)	Screener Outcome Results (2024)	Met/Not Met
Grade 3	Reading	STAR Reading	40	55	MET
Grade 4	Reading	STAR Reading	47	49	MET
Grade 5	Reading	STAR Reading	41	51	MET
Grade 6	Reading	STAR Reading	43	37	NOT MET

ANALYSIS: Grade 3 and 5 cohort data shows students are MEETING GOAL.

- Objective 5: Math Assessment Results Outcome (Screener 3)

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Grade Level	Academic Subject	Measurement Type	Target Goal (2024)	Screener Outcome Results (2024)	Met/Not Met
Grade 3	Math	STAR Math	47%	57%	MET
Grade 4	Math	STAR Math	52%	55%	MET
Grade 5	Math	STAR Math	45%	53%	MET
Grade 6	Math	STAR Math	47%	39%	NOT MET

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/24] (Please add more bullets if necessary). If none, indicate "NONE"
- Science of Reading and Science of Numeracy online courses were conducted on June 22-July 20 (Five weeks online courses).About 100 participants attended and completed the Science of Reading online course and another 100 participants attended and completed the Science of Numeracy course.
- Course evaluation shows that 97% of participants expressed that the quality of online courses is very good to excellent.
- Course evaluation shows that 99% agreed that the course will be useful to the participants.

APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"
- None

Activities
List the major activities that were implemented within this project.
Please add more numbers if necessary.

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- State level Professional Development on High Quality Instructional Materials (HQIM) on October 2024
- Ongoing HQIM coaching
- MTSS and EWS training was provided to all the elementary schools in Saipan and at Sinapalo Elementary School

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- The MTSS Committee continues to meet to complete the MTSS manual and policy
- MTSS and EWS training are conducted at the following schools:
  - Koblerville Elem. School
  - Tinian Elementary School
  - Sinapalo Elementary School
  - Tinian Middle School and Senior High School
  - Dr. Rita Hocog Inos Junior/Senior High School
  - Da'Ok Academy
- Science of Reading training for elementary teachers
- Ongoing Planning for Training for Training Science of Reading and Science of Math

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- Ongoing research on K-5 Early Warning System in Reading with REL Pacific. The literacy research survey was conducted from January to February. REL Pacific interviewed the elementary school leaders in March 2024. Here is the link to the survey: https://docs.google.com/forms/d/e/1FAIpQLSd8wyoB8O2dhshP7wg0j4RAkUV_Z2CXmSUB-_ADX-twzNo9oQ/viewform
- Participated in the Consolidated Grant Convening, which allowed stakeholders, including school leaders, conversations and discussions on the K-5 Literacy and Numeracy Grant and its goals.
- Conducted Accountability and Strategic Performance Management presentations focused on literacy and early warning systems at the Comprehensive Center Network Meeting at the Moment Summit in March 2024.

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Planning of the Science of Reading and Science of Numeracy Summer training online
- Worked with ITDE to open modules for Science of Reading and Science of Literacy in the Blackboard LMS.
- Worked with schools to identify teacher leaders who are willing to get the Science of Reading and Science of Math intensive training from University of Guam.
- The University of Guam conducted a week of intensive training on Science of Reading and Science of Math to PSS teacher leaders in May 2024.
- Teacher leaders who will be teaching the Summer Science of Reading and Science of Math were trained for the Blackboard LMS on June 2024
- Science of Reading and Science of Numeracy online training registration announcements were sent to the schools in May, 2024. There were 100 instructional staff who registered to take the Science of Reading and another 100 participants who registered for the Science of Numeracy.
- Teacher leaders built the Science of Reading and Science of Numeracy beginning June 2024.

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Science of Reading and Science of Numeracy online courses were conducted on June 22-July 20 (Five weeks online courses).
- Some school administrators attended Character Strong MTSS Certification training in July 2024.
- The Early Warning System training was conducted in August 2024 at the following schools: KES, KHS, RHI, SNP, and OES. EWS training for middle schools and high schools will continue to be provided throughout the new school year.
- More than 1,500 interventions were assigned to the students.

Observations and/or Challenges
List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines).   *List the reasons why the established goals (and/or project objectives) were not met, if appropriate.*   ***Please add more numbers if necessary.***

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Many competing activities at the school level.

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Limited time.
- Grade 4 did not meet academic achievement goals in reading and math.

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Grade 6 did not meet academic achievement goals in reading and math.

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- Grade 6 did not meet academic achievement goals in reading and math.

APR OUTCOME [DUE TO FPO: 12/15/24] (Please add more bullets if necessary). If none, indicate "NONE"
- None

Please provide link(s) to any files or any other artifacts/evidence that supports your project.

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QUARTER 1 - ARTIFACTS LINKS - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23] (Please add more bullets if necessary). If none, indicate "NONE"
- *Insert your ink(s) here.https://docs.google.com/document/d/1oNYuyPnWtvE4KhRpSlLs9KxPvu9xPFcm/edit*

QUARTER 2 - ARTIFACTS LINKS - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/24] (Please add more bullets if necessary). If none, indicate "NONE"
- *Insert your ink(s) here.*
- 2024 FPO CG-K-5 Literacy and Numeracy Quarter 2 Update .docx
- Academic Achievement Report SY2023-2024
- MTSS Framework Manual for the District
- *EWS Survey: https://docs.google.com/forms/d/e/1FAIpQLSd8wyoB8O2dhshP7wg0j4RAkUV_Z2CXmSUB-_ADX-twzNo9oQ/viewform*
- *EWS Platform: https://ews.slds.cnmipss.org/login*

QUARTER 3 - ARTIFACTS LINKS - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/24] (Please add more bullets if necessary). If none, indicate "NONE"
- 2024 K-5 Literacy and Numeracy Project Survey (Responses)
- 2024 FPO CG-K-5 Literacy and Numeracy Quarter 3 Update .docx

QUARTER 4 - ARTIFACTS LINKS - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/24] (Please add more bullets if necessary). If none, indicate "NONE"
- Science of Reading & Math Data
- Academic Achievement Report SY2023-2024

APR OUTCOME ARTIFACTS LINKS [DUE TO FPO: 12/15/24](Please add more bullets if necessary). If none, indicate "NONE"
- *None*

Number of Project Objectives Met to Date

==TOTAL NUMBER OF OBJECTIVES FOR K-5 LITERACY & NUMERACY PROJECT: 5==

QUARTER 1 - Reporting Period 10/01/23 to 12/31/24 [DUE TO FPO: 12/01/23]
- 0 out of 5 OBJECTIVES MET- Other objectives will be measured at the end of the year

QUARTER 2 - Reporting Period 01/01/24 to 03/31/24 [DUE TO FPO: 03/01/23]
- 0 out of 5 OBJECTIVES MET. Other objectives will be measured at the end of the year

QUARTER 3 - Reporting Period 04/01/24 to 06/30/24 [DUE TO FPO: 06/01/23]
- 3 out of 5 OBJECTIVES MET

QUARTER 4 - Reporting Period 07/01/24 to 09/30/24 [DUE TO FPO: 09/01/23]
- 3 out of 5 OBJECTIVES MET

APR OUTCOME [DUE TO FPO: 12/15/24]
- 3 out of 5 OBJECTIVES MET

Insular Areas Team Program Staff Only

Quality of Project Implementation:
- ❑ **Advanced (4) – The grantee has provided quantifiable evidence that <u>progress exceeds</u> the established project objectives and performance measures.**
- ❑ **Meets (3) – The grantee has provided quantifiable evidence of <u>successful</u> project implementation against the listed program objectives and performance measures.**
- ❑ **Approaches (2) – The grantee has provided quantifiable evidence of <u>partial successful</u> project implementation against the listed program objectives and performance measures.**
- ❑ **Needs Work (1) – The grantee has provided evidence that <u>does not address all of the established program objectives</u> and performance measures.**
- ❑ **Unsatisfactory (0) – The grantee is <u>unable to provide any quantifiable evidence</u> of successful project implementation against the listed program objectives and performance measures.**