

Gregorio T. Camacho Elementary School

Vision

The Commonwealth of the Northern Mariana Islands Public School System is a provider of quality education, empowering all individuals to be innovative thinkers and learners.

Mission

Educating lifelong learners to become productive citizens of a global society.

Beliefs

PSS Values:

Leadership and Learning

Efficacy

Accountability

Diversity

Engagement

Relationship

GTC Elementary School Beliefs: We believe all students can develop to their fullest potential to become contributing members of their families, their community, and the world.

Student Success	High-Performing System	High-Performing Personnel	Effective Operations	Safe & Caring Schools	Communication & Community
Objectives	Objectives	Objectives	Objectives	Objectives	Objectives
<ul style="list-style-type: none">By June 2025, 58% of GTC students will be at or above proficiency level in reading as measured by the STAR Reading/EL assessment. (District target)	<ul style="list-style-type: none">By June 2025, 49% of GTC students will meet their Screening 1 projected scaled score in reading as measured by STAR Reading/EL Outcome results.	<ul style="list-style-type: none">By June 2025, 58% of GTC students will be at or above benchmark in reading and math as measured by the STAR Early Lit/Reading and Math assessments.	<ul style="list-style-type: none">By June 2025, GTC will increase the average student daily attendance rate from 92% to 95% as measured by daily attendance records in Infinite Campus.	<ul style="list-style-type: none">By June 2025, 53% or more of GTC students will be eligible for the quarterly Binadu Bs Award as measured by the school's criteria.	<ul style="list-style-type: none">By June 2025, GTC will increase parent engagement by 5% as measured by attendance sheets. (SY22-23 PTA: 15%; Conferences: 46%)By June 2025, GTC will

Objectives	Objectives	Objectives	Objectives	Objectives	Objectives
<ul style="list-style-type: none"> By June 2025, 58% of GTC students will be at or above proficiency level in math as measured by the STAR Math/EL assessment. (District target) By June 2025, 53% of GTC students will increase their writing grade by one or more rubric score as measured by pre- & post- writing assessments. 	<ul style="list-style-type: none"> By June 2025, 47% of GTC students will meet their Screening 1 projected scaled score in math as measured by STAR Math/Early Literacy outcome results. 		<ul style="list-style-type: none"> By June 2025, the school compliance officer will ensure 100% of GTC students access supports/programs to comply with school and district policies. 		<p>participate in 100% of the interscholastic sports organized by the school district.</p>
Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
<ul style="list-style-type: none"> If educators implement the HQIM (HMH), adhering to the prescribed pacing, instructional strategies, and assessment methods, then learning outcomes for students will be maximized. If teachers integrate daily reading fluency strategies into their lessons, students' overall literacy skills will improve. If students have individualized goals, they are most likely to stay motivated, improve their reading skills, and develop a growing interest in reading. (Accelerated Reader & AMIRA) If educators implement the HQIM (HMH), adhering to the prescribed pacing, instructional strategies, and assessment methods, then learning outcomes for students will be maximized. If the school implements targeted math fluency 	<ul style="list-style-type: none"> If educators implement guided reading and small group instruction effectively, then they are likely to observe improvements in students' reading fluency, comprehension, and overall literacy skills. If GTC offers extended learning opportunities, then students will likely experience improved academic performance and increased engagement in school activities. If hands-on math centers are integrated into the classroom, students will have increased engagement, improved understanding of mathematical concepts, and enhanced problem-solving skills. If GTC offers extended learning opportunities, then students will likely experience improved academic performance and increased engagement in school 	<ul style="list-style-type: none"> If teachers participate in ongoing PD opportunities and engage in regular collaborative meetings focused around curriculum and assessment, then student achievement is likely to improve significantly. If EWS teams identify at-risk students using a flagging system, and promptly convene to discuss data, then the student is more likely to receive timely support, which can lead to improved performance. 	<ul style="list-style-type: none"> If the school regularly holds attendance meetings with parents and teachers, then students' attendance rates will improve due to better communication, and the development of an attendance contract. If the school monitors policy compliance, safety, and attendance, then it will improve performance, engagement, culture, and accountability. 	<ul style="list-style-type: none"> If GTC implements a SEL curriculum then we can expect to see positive effects such as improved student behavior, enhanced emotional regulation skills, and a more supportive school environment. If GTC implements a positive behavior interventions and supports (PBIS) program, then students' motivation will be enhanced to excel academically and behaviorally and foster a positive school climate. 	<ul style="list-style-type: none"> If parent participation at events increases, then we can expect a positive impact on student engagement, community involvement, and overall academic performance, fostering a strong school community. If students participate in interscholastic sports, then they will develop teamwork skills, improve physical fitness, and develop sportsmanship qualities while interacting with others.

Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
<p>strategies, then students' overall math proficiency will increase with greater student engagement and enhanced problem-solving skills.</p> <ul style="list-style-type: none"> If educators provide explicit instruction of the writing process following gradual release strategies, then we will see improved student outcomes in writing across all grade levels. If educators utilize the HQIM (HMH) resources (Writing Workshop & Writable) consistently, then we can expect to see improved student outcomes in writing across all grade levels. 	activities.				

Key Measures	Key Measures	Key Measures	Key Measures	Key Measures	Key Measures
<ul style="list-style-type: none"> Grade-Level Curriculum Map STAR Early Literacy/Reading Assessment Data HMH Observation Tool STAR Curriculum Based Measurement Assessment Classroom Observations GTC Reading Goal Awards List Accelerated Reader Data Reports AMIRA Student Reports Lesson Plans Pre- and Post- Assessment for Writing 	<ul style="list-style-type: none"> Lesson Plans STAR Early Literacy/Reading Assessment Data HMH Observation Tool STAR Curriculum Based Measurement Assessment ELEOT Observations STAR Math Assessment Data 	<ul style="list-style-type: none"> Team Meeting Agendas & Minutes HMH ED Teacher Success Pathway Data Professional Development Participation Attendance EWS Access Data EWS Student Intervention Plans 	<ul style="list-style-type: none"> Infinite Campus Attendance Reports Monthly Progress Monitor General Health Screenings 	<ul style="list-style-type: none"> Grade-Level Curriculum Map Classroom Observations Class Dojo Point System Student Discipline Data 	<ul style="list-style-type: none"> School Events Attendance PTA Meeting Attendance Parent-Teacher Conference Attendance Interscholastic Sports Team Rosters Interscholastic Sports Attendance

Objective

By June 2025, 58% of GTC students will be at or above proficiency level in reading as measured by the STAR Reading/EL assessment. (District target)

Critical Initiative

If educators implement the HQIM (HMH), adhering to the prescribed pacing, instructional strategies, and assessment methods, then learning outcomes for students will be maximized.

Start Date: 08/01/2024 End Date: 06/13/2025

Critical Initiative

If teachers integrate daily reading fluency strategies into their lessons, students' overall literacy skills will improve.

Start Date: 08/20/2024 End Date: 06/10/2025

Critical Initiative

If students have individualized goals, they are most likely to stay motivated, improve their reading skills, and develop a growing interest in reading. (Accelerated Reader & AMIRA)

Start Date: 08/20/2024 End Date: 06/10/2025

Key Measures

- Grade-Level Curriculum Map
- STAR Early Literacy/Reading Assessment Data
- HMH Observation Tool

Key Measures

- STAR Curriculum Based Measurement Assessment
- Classroom Observations

Key Measures

- GTC Reading Goal Awards List
- Accelerated Reader Data Reports
- AMIRA Student Reports

Objective

By June 2025, 58% of GTC students will be at or above proficiency level in math as measured by the STAR Math/EL assessment. (District target)

Critical Initiative

If educators implement the HQIM (HMH), adhering to the prescribed pacing, instructional strategies, and assessment methods, then learning outcomes for students will be maximized.

Start Date: 08/01/2024 End Date: 06/13/2025

Key Measures

- Lesson Plans
- Grade-Level Curriculum Map
- HMH Observation Tool

Critical Initiative

If the school implements targeted math fluency strategies, then students' overall math proficiency will increase with greater student engagement and enhanced problem-solving skills.

Start Date: 08/20/2024 End Date: 06/10/2025

Key Measures

- STAR Curriculum Based Measurement Assessment
- Lesson Plans

Objective

By June 2025, 53% of GTC students will increase their writing grade by one or more rubric score as measured by pre- & post-writing assessments.

Critical Initiative

If educators provide explicit instruction of the writing process following gradual release strategies, then we will see improved student outcomes in writing across all grade levels.

Start Date: 08/01/2024 End Date: 06/10/2025

Critical Initiative

If educators utilize the HQIM (HMH) resources (Writing Workshop & Writable) consistently, then we can expect to see improved student outcomes in writing across all grade levels.

Start Date: 08/01/2024 End Date: 06/10/2025

Key Measures

- Lesson Plans
- Pre- and Post- Assessment for Writing
- Classroom Observations

Key Measures

- Grade-Level Curriculum Map
- Pre- and Post- Assessment for Writing
- HMH Observation Tool

Objective

By June 2025, 49% of GTC students will meet their Screening 1 projected scaled score in reading as measured by STAR Reading/EL Outcome results.

Critical Initiative

If educators implement guided reading and small group instruction effectively, then they are likely to observe improvements in students' reading fluency, comprehension, and overall literacy skills.

Start Date: 08/20/2024 End Date: 06/10/2025

Key Measures

- Lesson Plans
- STAR Early Literacy/Reading Assessment Data
- HMH Observation Tool

Critical Initiative

If GTC offers extended learning opportunities, then students will likely experience improved academic performance and increased engagement in school activities.

Start Date: 08/20/2024 End Date: 06/10/2025

Key Measures

- STAR Curriculum Based Measurement Assessment
- STAR Early Literacy/Reading Assessment Data

Objective

By June 2025, 47% of GTC students will meet their Screening 1 projected scaled score in math as measured by STAR Math/Early Literacy outcome results.

Critical Initiative

If hands-on math centers are integrated into the classroom, students will have increased engagement, improved understanding of mathematical concepts, and enhanced problem-solving skills.

Start Date: 08/01/2024 End Date: 06/10/2025

Key Measures

- ELEOT Observations
- STAR Math Assessment Data
- HMH Observation Tool

Critical Initiative

If GTC offers extended learning opportunities, then students will likely experience improved academic performance and increased engagement in school activities.

Start Date: 08/20/2024 End Date: 06/10/2025

Key Measures

- STAR Curriculum Based Measurement Assessment
- STAR Math Assessment Data

Objective

By June 2025, 58% of GTC students will be at or above benchmark in reading and math as measured by the STAR Early Lit/Reading and Math assessments.

Critical Initiative

If teachers participate in ongoing PD opportunities and engage in regular collaborative meetings focused around curriculum and assessment, then student achievement is likely to improve significantly.

Start Date: 08/01/2024 End Date: 06/13/2025

Key Measures

- Team Meeting Agendas & Minutes
- HMH ED Teacher Success Pathway Data
- Professional Development Participation Attendance

Critical Initiative

If EWS teams identify at-risk students using a flagging system, and promptly convene to discuss data, then the student is more likely to receive timely support, which can lead to improved performance.

Start Date: 08/20/2024 End Date: 06/10/2025

Key Measures

- EWS Access Data
- EWS Student Intervention Plans

Objective

By June 2025, GTC will increase the average student daily attendance rate from 92% to 95% as measured by daily attendance records in Infinite Campus.

Critical Initiative

If the school regularly holds attendance meetings with parents and teachers, then students' attendance rates will improve due to better communication, and the development of an attendance contract.

Start Date: 08/01/2024

End Date: 06/10/2025

Key Measures

Infinite Campus Attendance Reports

Objective

By June 2025, the school compliance officer will ensure 100% of GTC students access supports/programs to comply with school and district policies.

Critical Initiative

If the school monitors policy compliance, safety, and attendance, then it will improve performance, engagement, culture, and accountability.

Start Date: 08/01/2024

End Date: 06/30/2025

Key Measures

Infinite Campus Attendance Reports

Monthly Progress Monitor General Health Screenings

Objective

By June 2025, 53% or more of GTC students will be eligible for the quarterly Binadu Bs Award as measured by the school's criteria.

Critical Initiative

If GTC implements a SEL curriculum then we can expect to see positive effects such as improved student behavior, enhanced emotional regulation skills, and a more supportive school environment.

Start Date: 08/20/2024 End Date: 06/10/2025

Key Measures

- Grade-Level Curriculum Map
- Classroom Observations

Critical Initiative

If GTC implements a positive behavior interventions and supports (PBIS) program, then students' motivation will be enhanced to excel academically and behaviorally and foster a positive school climate.

Start Date: 08/01/2024 End Date: 06/10/2025

Key Measures

- Class Dojo Point System
- Student Discipline Data

Objective

By June 2025, GTC will increase parent engagement by 5% as measured by attendance sheets. (SY22-23 PTA: 15%; Conferences: 46%)

Critical Initiative

If parent participation at events increases, then we can expect a positive impact on student engagement, community involvement, and overall academic performance, fostering a strong school community.

Start Date: 08/01/2024 End Date: 06/10/2025

Key Measures

- School Events Attendance
- PTA Meeting Attendance
- Parent-Teacher Conference Attendance

Objective

By June 2025, GTC will participate in 100% of the interscholastic sports organized by the school district.

Critical Initiative

If students participate in interscholastic sports, then they will develop teamwork skills, improve physical fitness, and develop sportsmanship qualities while interacting with others.

Start Date: 08/01/2024

End Date: 06/10/2025

Key Measures

Interscholastic Sports Team Rosters

Interscholastic Sports Attendance