



# Machananao Elementary School

## “Home of the Marlins”



## Self-Study Report

### Spring 2020

#### Mission Statement:

“Machananao Elementary School will create a safe, trendsetting, community of life-long learners striving for success.”

**GUAM DEPARTMENT OF EDUCATION  
Vision Statement**

“Every Student:  
Responsible, Respectful, and Ready for Life.”

**GUAM DEPARTMENT OF EDUCATION  
Mission Statement**

“Our Educational Community  
Prepares All Students for Life, Promotes Excellence and Provides Support.”

**MACHANANAO ELEMENTARY SCHOOL  
Mission Statement**

“Machananao Elementary School will create a safe, trendsetting, community of life-long learners striving for success.”

**MACHANANAO ELEMENTARY SCHOOL  
School-wide Learner Outcomes**

**Motivated Life-Long Learners**

I can recognize, set, and reach goals.  
I can solve problems in positive ways.  
I can actively engage in my community.

**Effective Communicators**

I can speak, listen, read, and write in different ways.  
I can demonstrate positive social skills.  
I can respect all cultures.

**Successful Individuals**

I can show academic and personal growth.  
I can follow school-wide rules and routines.  
I can apply gained knowledge to life situations.

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**SY 2019-2020**

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<b>Focus Group A Organization</b>	<b>Focus Groups B, C, &amp; D Standards-Based Student Learning: Curriculum Instruction Assessment and Accountability</b>	<b>Focus Group E School Culture and Support for Student Personal and Academic Growth</b>
Vaughn Baisa	Vincent Bukikosa Jr.	Cielito Rivera
Jenny Maluwelmeng	Melynda San Luis	Lalyn Lanada

<b>GRADE LEVEL CHAIRPERSONS</b>						
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Rhia Borja	Mary Jane Aguon	Haydee Ampurias	Melynda San Luis	Catalina Limtuatco	Vincent Bukikosa Jr.	Remedios Chargualaf

<b>Focus Group A Organization</b>			
Alexandra Mandapat	Kindergarten	Casandra Diego	Administrative Asst.
Vivian Flores	Kindergarten	Alvina Toves	Computer Operator
Maristela Oftana	First Grade	Michael Sablan	School Aide
Lisa Pacheco	Second Grade	Giorgette Bamba	Clerk Typist
Jenny Maluwemeng	Third Grade	Raeanne Afaisen	Teacher Assistant
Vaughn Baisa	Third Grade	Elena Villagomez	Teacher Assistant
Maria Duque	Fourth Grade	Philip Tenorio	Building Custodian
Ivym Fernandez	Fifth Grade	Lisa Tedtaotao	1:1 School Aide
Rufae Santos	CHamoru	Christie Lynn Cepeda	1:1 School Aide

<b>Focus Group B,C, &amp; D Standards-Based Student Learning: Curriculum, Instruction, Assessment and Accountability</b>			
Rhia Borja	Kindergarten	Dr. Elwin Quitano	ESL
Mary Jane Aguon	First Grade	Remedios Chargualaf	CHamoru
Haydee Ampurias	Second Grade	Bonnie Palacios	School Aide
Dianne Sapida	Second Grade	Amanda Ulloa	Teacher Assistant
Melynda San Luis	Third Grade	Carmen Torres	Teacher Assistant
Catalina Limtuatco	Fourth Grade	Velma Leon Guerrero	1:1 School Aide
Vincent Bukikosa Jr.	Fifth Grade	Christina Merano	Headstart Aide
Shariakiha Tenorio	Special Education	Arthuro Bermudez	1:1 School Aide

<b>Focus Group E</b> <b>School Culture and Support for Student Personal and Academic Growth</b>			
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Lalyn Lanada	First Grade	Richard Quitugua	CHamoru
Amanda Leppert	First Grade	Aaron Agsalud	School Health Counselor
Matthew Monaghan	Second Grade	Lillian Bueno	Pre-K GATE Aide
Dana Pablo	Third Grade	Mark Dayday	School Aide
Vilma Qulit	Fourth Grade	Annie Benavente	Teacher Assistant
Emi Villaluz	Fifth Grade	Pearlynn Mendiola	Teacher Assistant
Cielito Rivera	GATE	Jennifer B. Maanao	PTO
Evangeline Chang	ESL	Reachelle Pangelinan	PTO/On-call Substitute Teacher
		Vilma Gogue	1:1 School Aide

<b>MACHANANAO ELEMENTARY SCHOOL</b> <b>Parent Teacher Organization Officers</b> <b>SY 2019-2020</b>
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Emi Villaluz, Vice-President
Alvina Toves, Secretary
Jennifer B. Maanao, Treasurer
Liz B. Galvez, Public Relations Officer
Evangeline Chang, Teacher Representative

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### Preface

Machananao Elementary School (MES) began the Self-Study process after the Initial Visit in April 2017. Since then, MES has been working diligently to address the suggested areas for follow-up from the WASC Visiting Committee, monitor and evaluate MES School Improvement Plan (SIP) and address the GDOE/ACS WASC Criteria. MES continued with the school's clear system of networking to ensure and maintain the involvement of all stakeholders to address the needs of the students and the school.

All stakeholders are involved in shared responsibilities, collaborative structures and actions, and accountability to focus on the ongoing improvement of student learning and teaching. Stakeholders were members and participants in the Leadership Team, Focus Groups, Grade Level teams, Professional Learning Communities, Professional Developments, and/or Parent Teacher Organization.

MES has a clear system of networking to ensure that monitoring and evaluating is ongoing. The school's Leadership Team is comprised of the Principal and Chairpersons of Accreditation, Focus Groups, and Grade Levels. The Leadership Team provides direction, instruction, and guidance to their respective team for the purpose of achieving MES goals and objectives as stipulated in the SIP. Focus Groups consist of teachers from each grade level, support programs, support staff, and parents.

Focus Group A's category is "Organization": Vision, Mission, Schoolwide Learner Outcomes, Governance, Leadership, Staff, and Resources. Focus Group A is responsible for monitoring sections in the SIP: Personnel Quality and Accountability, Technology, and the Management Plan. Additional responsibilities and committees include rewards & incentive programs (faculty/staff), school website/social media, budget, and inventory.

Focus Group BCD's categories are "Standards-based Student Learning: Curriculum, Instruction, Assessment and Accountability". Focus Group BCD is responsible for monitoring sections in the SIP: English Language Arts & Reading, Math, Science, Social Studies, and Personnel Quality and Accountability. Additional responsibilities and committees include data analysis on ACT Aspire, Standards Based Assessment (SBA), AIMSweb, and Common Assessments (CAs); NEHS, Science Fair, Spelling Bee, Math Olympiad, Bulletin Boards, Awards Criteria, Early Bird Intervention Program, and the After School Program for Instructional Remediation & Enrichment (ASPIRE).

Focus Group E's category is "School Culture and Support for Student Personal and Academic Growth". Focus Group E is responsible for monitoring sections in the SIP: Home-School Connections and Student Behavior on Attendance & Discipline. Additional responsibilities and committees include Families and Schools Together (FAST) Workshops, Marlin Tales (school



newsletter), Christmas/CHamoru programs, Parent Teacher Organization (PTO), co-curricular & extra-curricular activities, community partnerships, Positive Behavior Interventions and Supports (PBIS), Emergency Response Plan (ERP) and End of the Year (EOY) promotional ceremonies for all grade levels.

Focus Groups address, implement, monitor and evaluate the SIP. Focus Groups disseminate information and share data at monthly scheduled Leadership Meetings. Data and information from their respective Focus Groups are shared at Grade Level meetings. Based on the data and information, teachers collaborate by assessing the school's program to determine the impact on student learning and to address student learning needs. Monthly faculty and staff meetings are facilitated by the Principal to inform and discuss the progress of the focus groups, grade levels, school accolades, improvement initiatives, and pertinent issues regarding district and school operations.

Professional Learning Communities (PLC) are comprised of grade level and Support Program teachers. These meetings are collaborative, productive, and are data driven by examining student work and analyzing data such as district wide summative assessments (SBA & ACT Aspire) and interim assessments (AIMSweb, Pre/Post, CAs) to determine student learning needs. Priority Standards are then identified and SMART Goals are created. Teachers dialogue, collaborate, analyze the assessment results, and then modify instructional approaches and determine interventions. PLCs are also a time to celebrate progress and growth for both teachers and students. PLCs and Vertical Alignment Professional Learning Communities (VPLCs) both identify and make decisions on what students need to know, understand, and be able to do through our School-wide Learner Outcomes (SLOs) and academic standards, which are aligned with our school vision and mission.

The analysis of data is essential to assist students as they move from one grade level to the next and to become more culturally responsive and strategic on how to address a diverse student population on their academic, social, emotional, and behavioral needs. MES teachers use a variety of culturally responsive teaching strategies. Teachers consider the following student factors for delivery of instruction and administering assessments: academic deficiencies or needs, creativity, talents, extra potential, learning style, and physical, emotional, and cognitive capabilities. Other factors include student Behavior Management Plan (BMP), 504 Plan, Individualized Education Plan (IEP), and English language proficiency level.

In the beginning of the school year, most teachers implement "All About Me" lesson activities. Teachers get to know their students individually and personally. Acknowledging and embracing a student's racial or ethnic background is important. Fully recognizing and respecting students means understanding how they learn, what they are passionate about, and interested in. The knowledge and information about our students allows teachers to integrate the different

cultures in classroom instruction. Understanding students' backgrounds is valuable to connect the commonalities of the diverse cultures.

Social interaction is encouraged through cooperative learning and small groups. Through delivery of instruction, teachers provide opportunities for students to share their culture, or how to say certain phrases in their language. Videos and legends are shared of the different cultures. Teachers convert instruction into cultural games. Assessments are modified and accommodations are provided to meet the needs of the students' capabilities of expressing their knowledge. For example, if a student cannot write, then the student verbally expresses and the teacher writes their responses. Additionally, CA items are culturally related for understanding.

English Language Learners (ELL) receive English as a Second Language (ESL) services. ESL Teachers collaborate with grade level teachers during PLCs on ways to support ELLs. In addition to supporting all students, teachers recommend students for the Early Bird Intervention Program. The goal of the program is to improve reading fluency and comprehension. MES is one of the few schools to implement this intervention program which is an intensive 60 minute tutoring session from 7:15am to 8:15am. MES will continue to strengthen culturally responsive teaching strategies to improve classroom interactions and instruction to embrace the differences and to increase student achievement.

MES SIP is currently designed to achieve the short and long term goals in the State Strategic Plan (SSP) which defines the work of the school in improving student achievement. PLCs address student needs through analysis of academic and student behavior data, progress monitoring, and interventions. The SIP is the driving force to assess the effectiveness of the school programs that will meet the needs of the students.

Student/Community Profile Data (Chapter 1) provides a picture of who we are as a school community. The School Principal will continue to provide guidance, leadership, and a broad vision to ensure a sustained focus on effective instruction and student achievement.

The Self-Study process engaged our school in a rigorous and relevant self-evaluation and peer review process that focused on student learning. It has allowed us to assess our programs and services, review our progress on the schoolwide critical areas for follow-up, utilize the school wide strengths and growth areas to make revisions in our SIP, and recognize the importance of our work and the commitment to continual growth to fulfill our mission. We will ensure our SLOs are achieved and we are confident our SIP will guide us towards student achievement. We welcome feedback as the visiting committee reviews our findings and provides recommendations to guide our school with a continual focus on quality ongoing school improvement for Machananao Elementary.

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## Chapter I: Student/Community Profile

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### General Background and History

Machananao Elementary School (MES) serves students enrolled from Headstart, GATE Pre-Kindergarten, and Kindergarten through Fifth grade. MES is located in the northernmost village of Yigo on the island of Guam, a territory of the United States which is a short flight away from Asia. MES is near a medical facility, Catholic Church, Navy and Air Force military base, a proposed U.S. Marine Corps Base, secured access to beaches, and numerous supermarkets and restaurants within the village and surrounding areas.

This village derives its name from the word “yugu” meaning the frame placed over the neck of a carabou and harnessed to a cart. Yigo is the second most populated village with 20,539 residents (2010 US Census). The municipality is larger than any other village on the island in terms of area (35 square miles). Yigo is a fast growing community made evident by the continued construction of businesses and residential buildings. Yigo has numerous housing subdivisions that have sprung up in the last three decades, but it still retains a rural feel with dense jungles and excellent farm lands (thanks to its large open spaces and dense forests) supported by some of the richest soil on Guam. The rich, fertile soil found in the northern village once produced an abundance of coffee, cocoa, pineapple, oranges and tangerines before World War II. Like all northern Guam villages, it sits atop the Northern Aquifer, which supplies about eighty percent of the island’s drinking water supply. (Guampedia)

Within the village are four other public schools, two private schools, one K-5 Charter School, and the Department of Defense Schools (elementary and secondary) located on Andersen Air Force Base. The village operates under the guidance of a mayor and vice-mayor. Yigo is also known as the island’s “final battle war” grounds of WWII. The campus resides in a rural neighborhood. MES first opened its doors in August 2000 and is one of 26 public elementary schools.

MES adopted GDOE’s vision *“Every Student: Responsible, Respectful and Ready for Life”* to align with our school’s mission statement *“Machananao Elementary School will create a safe, trend-setting community of life-long learners striving for success”*. Through the vision and mission, MES strives to meet the expectations and the needs of the students. MES caters to every student by providing programs suitable for their behavior and academic growth. All data from these programs are then collected and analyzed during PLCs and VPLCs and recorded into the SIP to further determine if students are meeting district and school goals and objectives. The data collected is also used to create an intervention plan that will help students progress academically.

Progress monitoring is conducted bi-weekly to monitor student's growth. After each Benchmark, the data is assessed again and the intervention plan is adjusted.

MES strives to achieve the five Guam Education Board (GEB) district goals each school year. Within the five goals there are objectives that measure the achievement of the goals. Major components are also included which provide a number of specific strategies directly related to the respective goals and objectives. The five goals as outlined in the State Strategic Plan are:

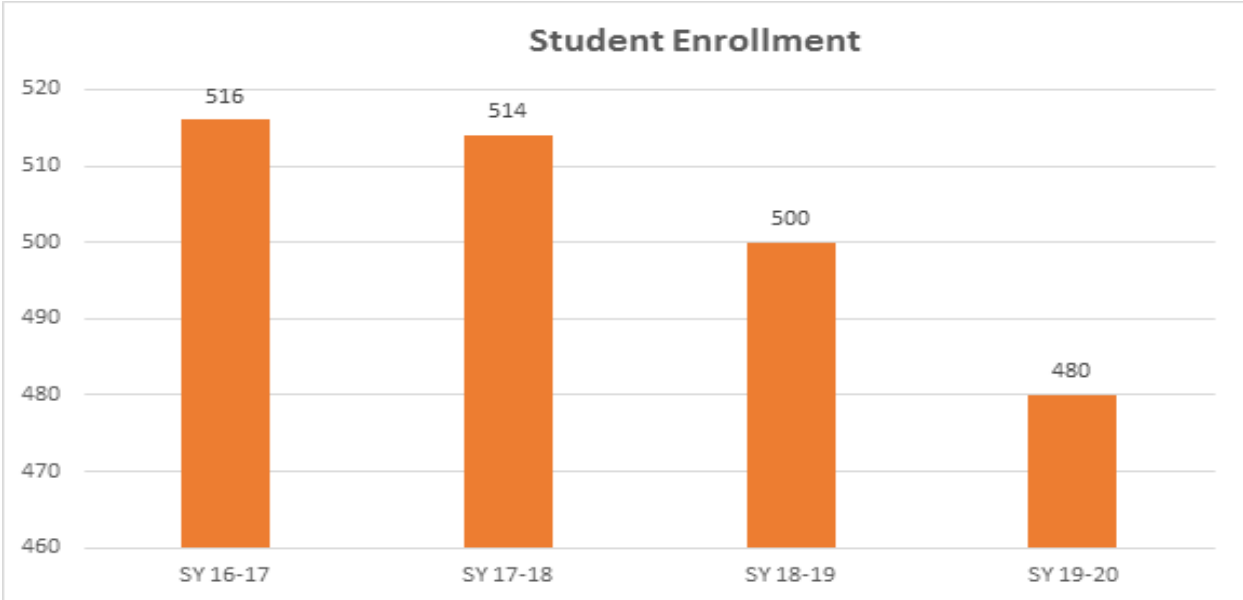
1. All Guam Department of Education students will graduate from high school prepared to pursue post- secondary education on- or off-island or to assume gainful employment within the public or private sector.
2. All Guam Department of Education students will successfully progress from grade to grade and from one level of schooling to another in order to maximize the opportunities to successfully graduate from high school.
3. All Guam Department of Education instructional personnel will meet high standards for qualifications and ongoing professional development and will be held accountable for all assigned responsibilities.
4. All members of the Guam Department of Education Community will establish and sustain a safe, positive and supportive environment.
5. All GDOE operations activities will maximize the critical uses of limited resources and meet high standards of accountability.

MES educates an average student population of 503 from diverse cultural and ethnic backgrounds, ranging from the ages of 3 to 11 years old. Currently, for the school year 2019-2020, the total student enrollment is 480 to include Head Start and GATE Pre-Kindergarten students.

For the past five school years, the Community Eligibility Provision (CEP) has been available to MES students through the United States Department of Agriculture National School Lunch Program and School Breakfast Program. All students are eligible to receive a healthy breakfast and lunch at no cost to students.

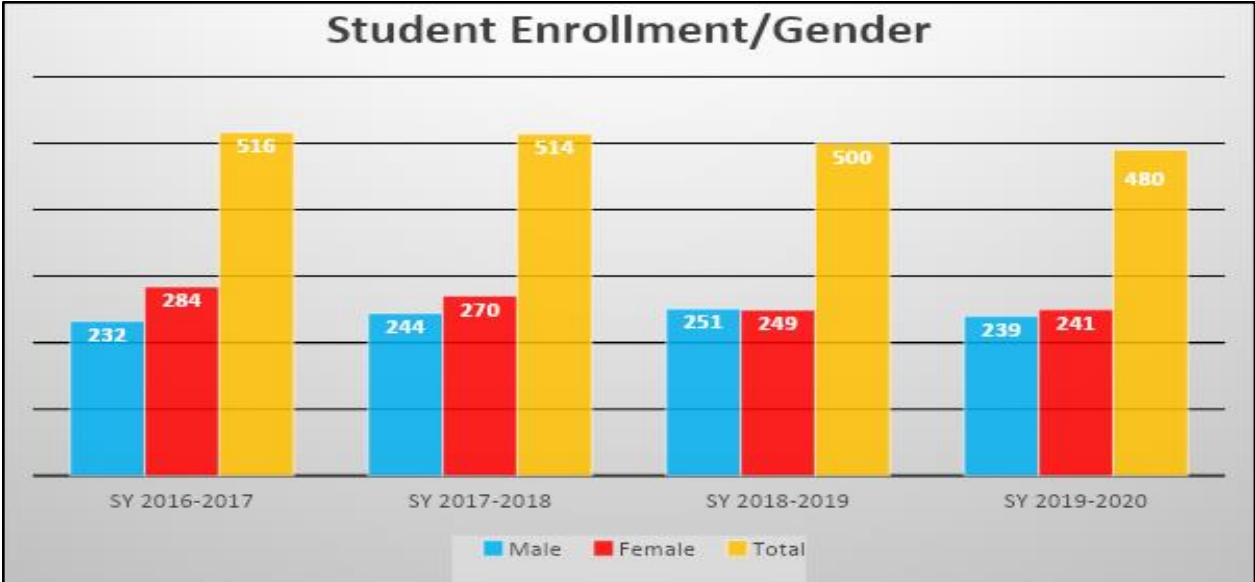
**Demographic Data**

**Figure 1: Student Enrollment**



Enrollment at MES has decreased each year since SY 2016-2017. Contributing factors to the decrease is constant change of residency, the redistribution of elementary school attendance area in SY 2018-2019 and transfers to iLearn Academy, a K-5 Charter School located approximately 7.2 miles away.

**Figure 2: Student Enrollment by Gender from SY 2016-2017 to present**



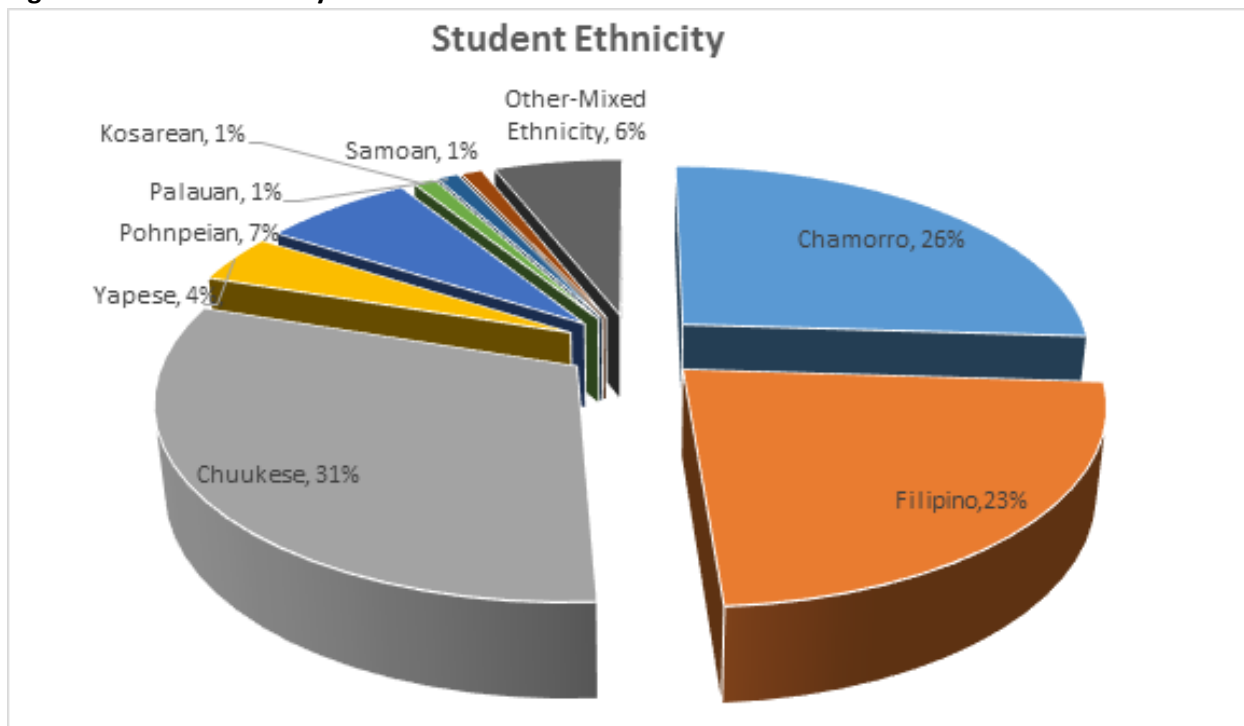
There was a larger percent of female students compared to the number of male students back in SY 2016-2017 (55% female, 45% male) and SY 2017-2018 (53% female and 47% male). The past two school years has been averaging 50% male and 50% female.

**Figure 3: Student Enrollment/Gender by Grade Level for SY 2019-2020**

Student Enrollment/Gender by Grade Level for SY 2019-2020			
Grade	Male	Female	Total
GATE PRE-KINDERGARTEN	6	8	14
Headstart	8	10	18
Kindergarten	31	40	71
First	38	32	70
Second	55	41	96
Third	41	31	72
Fourth	29	41	70
Fifth	31	38	69
Total Student Enrollment	239	241	480

MES enrollment as of September 30, 2019, by grade level and also provides the total enrollment by gender. Data shows 49% male and 51% female.

**Figure 4: Student Ethnicity for SY 2019-2020**

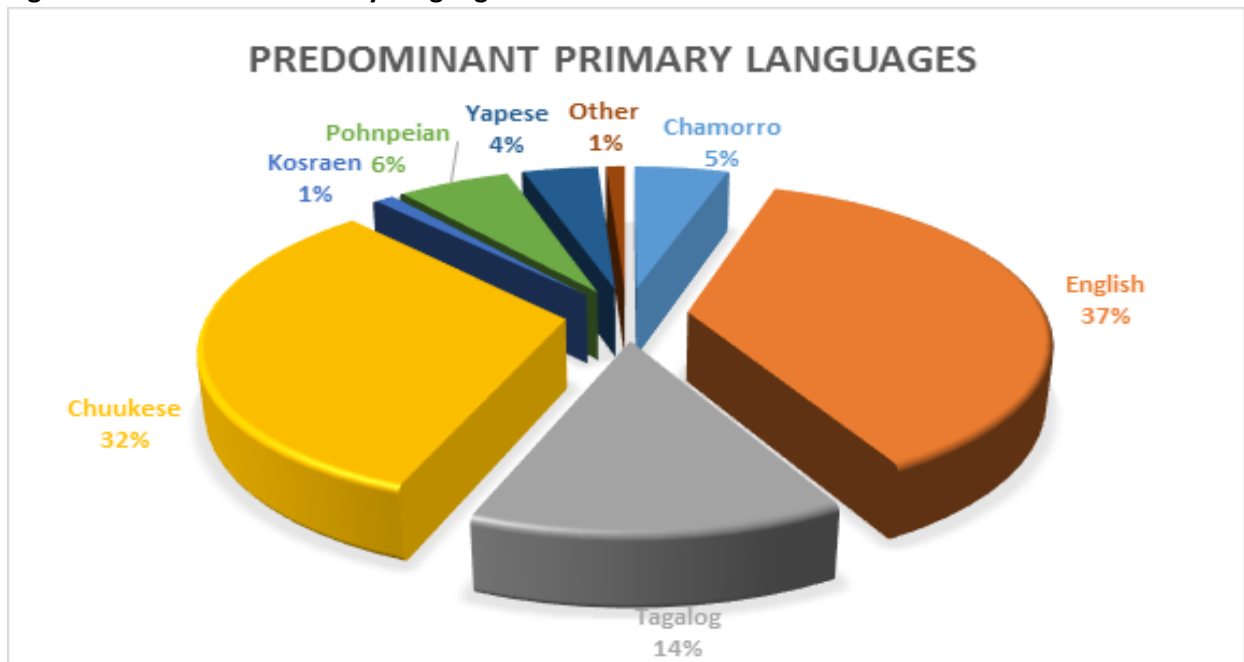


MES continues to serve a high number of students from the Federated States of Micronesia, comprised of the state of Pohnpei, Chuuk, Yap, and Kosrae (43%), followed by CHamorus from Guam, Rota, Tinian and Saipan (26%) and Filipinos (23%). All other ethnic subgroups comprise of less than 3% of the remaining student population. With such a diverse student population, Chuukese community is the largest at 31%.

**Figure 5: Student Ethnicity: Past three years to present**

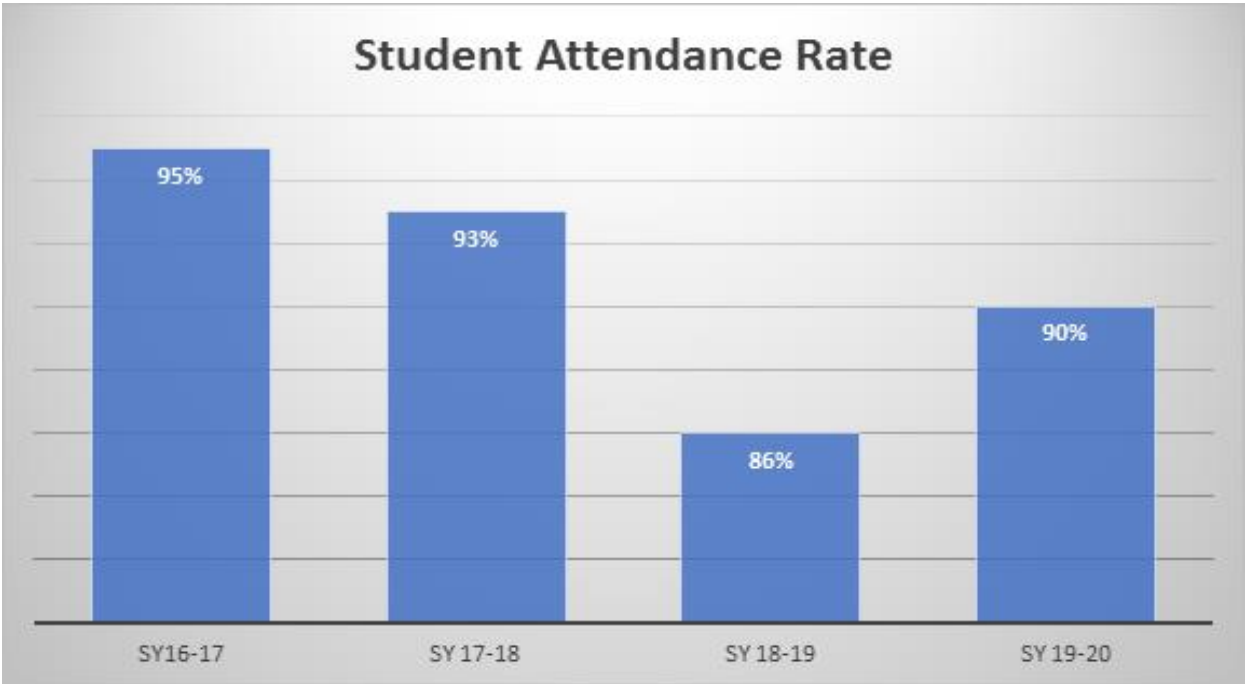
Ethnicity	SY 2016-2017	SY 2017-2018	SY 2018-2019	SY 2019-2020
NHPI- Chamoru, Guam, Rota, Tinian, Saipan	160 (31%)	144 (28%)	131 (26%)	123 (26%)
Asian- Filipino	111 (22%)	109 (21%)	118 (24%)	109 (23%)
Asian- Korean	1	1	0	0
Samoan	1	2	1	2
Kosarean	20	14	8	6
Pohnpeian	43	45	42	31
Chuukese	130 (25%)	150 (29%)	138 (28%)	151 (31%)
Yapese	22	19	25	20
Marshallese	0	1	0	0
Palauan	13	10	9	5
Other Mixed Ethnicity	14	19	28	30
White, Non-Hispanic	1	0	0	2
African/American	0	0	0	1
Total	516	514	500	480

**Figure 6: Predominant Primary Languages for SY 2019-2020**



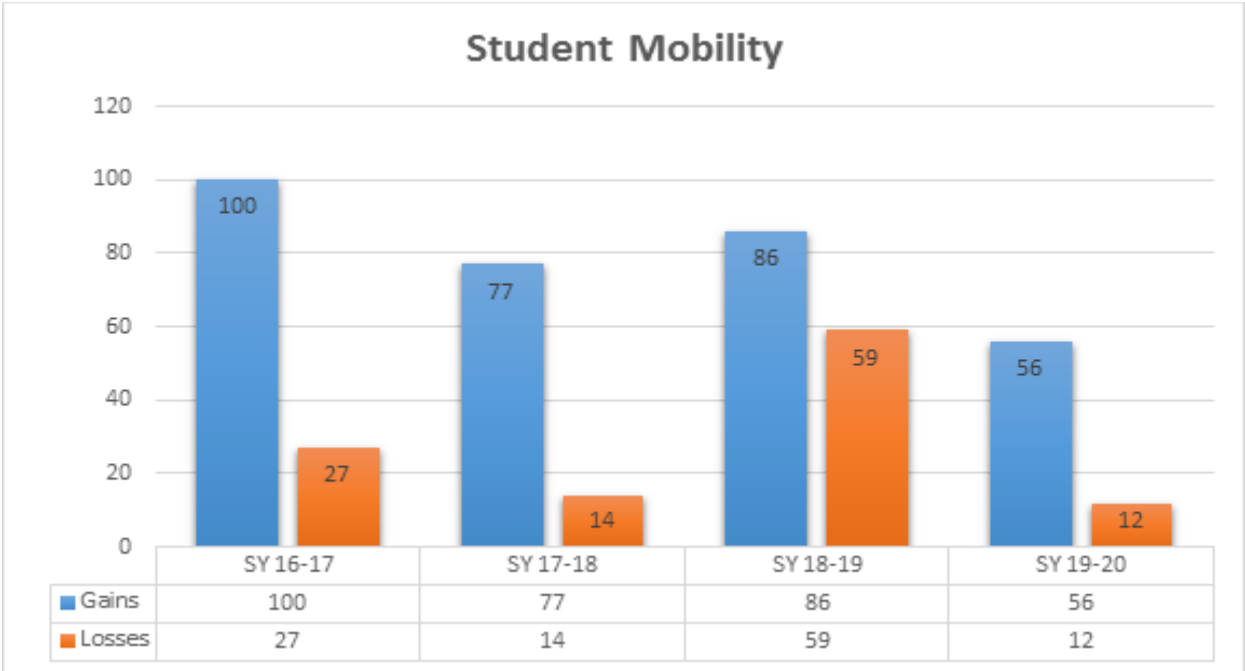
Data from the Home Language Survey shows that almost half of our student population speak languages from the FSM within their homes. Although the 3 largest ethnic groups being Chuukese (27%), CHamorro (26%), and Filipino (23%), the Chuukese language is the dominant language in MES to include the other FSM languages compared to English spoken most with the CHamorro and Filipinos.

Figure 7: Average Daily Rate of Attendance: Past three years to present



Averaging at 91%, MES has a consistently high rate of students attending school daily for the past four years. Attendance is one of the most important factors for student success. MES continues to encourage students to attend school daily.

Figure 8: Student Mobility and Rate: Past three years to present





Student Mobility Rate			
SY 16-17	SY 17-18	SY 18-19	SY 19-2020
26%	20%	29%	15% (as of January 2020)

The mobility rate at MES had a significant increase after SY 17-18 when parents were notified of redistricting. Contributing factors to the increase of student transfers include the constant change of residency, the redistribution of elementary school attendance area in SY 2018-2019, and transfers to Charter Schools.

**Figure 9: Support Programs Enrollment: Past three years to present**

Support Programs Enrollment				
	SY 16-17	SY 17-18	SY 18-19	SY 19-20
GATE	26	30	30	34
SPED	13	13	12	11
ESL	346	261	276	307
ASPIRE	16	9	0	0
Early Bird	N/A	N/A	N/A	46

MES embraces the belief that high student achievement is the result of a standards-based rigorous, balanced, and relevant curriculum for all students. The school provides further support for the diverse student population by offering Support Programs such as ESL, GATE, SPED, ASPIRE, and the newly implemented, Early Bird Intervention Program.

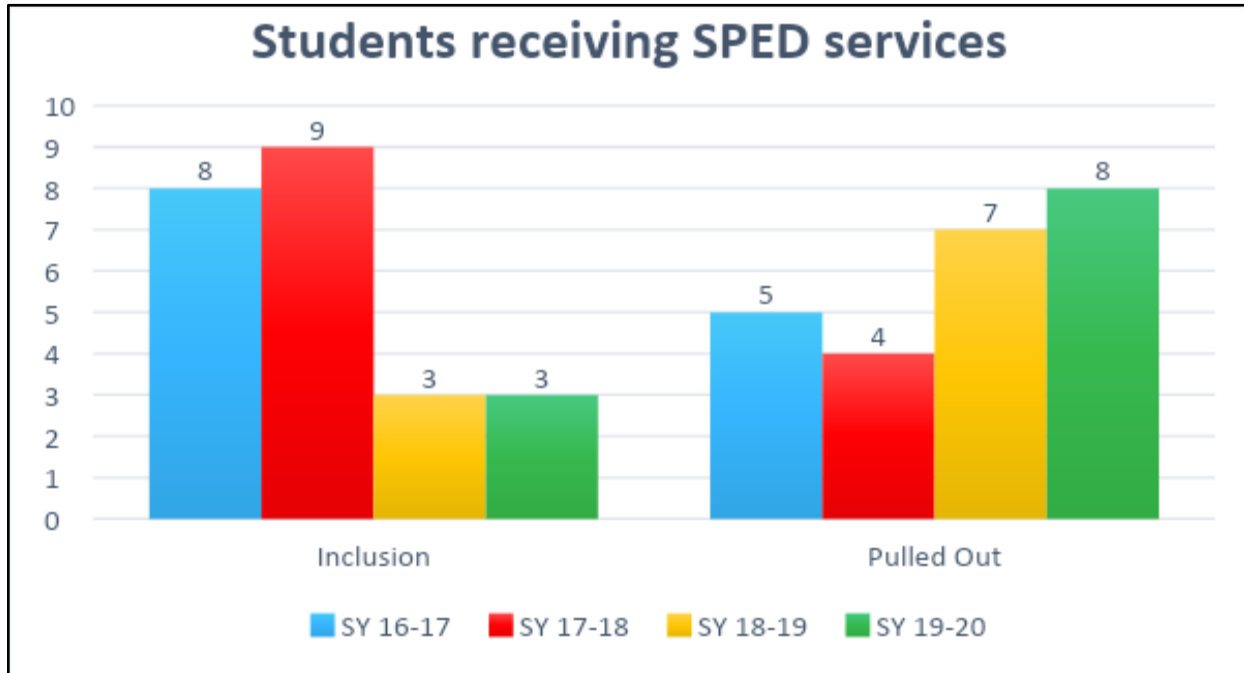
GATE has maintained an average of 30 students in the past three years. The contributing factor to the steady enrollment include the absence of a district GATE Tester in SY 17-18 which prevented an increase until a new GATE tester was hired in SY 18-19. GATE enrollment may change throughout the school year as new students are tested into the program. The data reflects enrollment at the end of each school year, respectively.

SPED has maintained an average of 3% of the student population each year while the percentage of students in the ESL program has fluctuated throughout the past four years averaging 64% of the student population.

ASPIRE decreased from 21 students in SY 16-17 to nine students in SY 17-18. Due to low enrollment for ASPIRE, the school was not eligible for SY 18-19 and SY 19-20. The minimum enrollment to implement the program is 10 students. Contributing factors to low enrollment could be a result of transportation and financial challenges that our families face.

Early Bird is an intervention program that supports student learning in reading. MES began implementing the program in SY 19-20. It is an intensive 60 minute tutoring session from 7:15am to 8:15am. The goal is to improve reading fluency and comprehension.

Figure 10: Students receiving SPED Services: Past three years to present



The data shows an increase of students in the SPED program being pulled out for services from SY 16-17 to SY 19-20 while there was a decrease in consultation only (inclusions).

Figure 11: Student Disability Breakdown: SY 17-18 to present

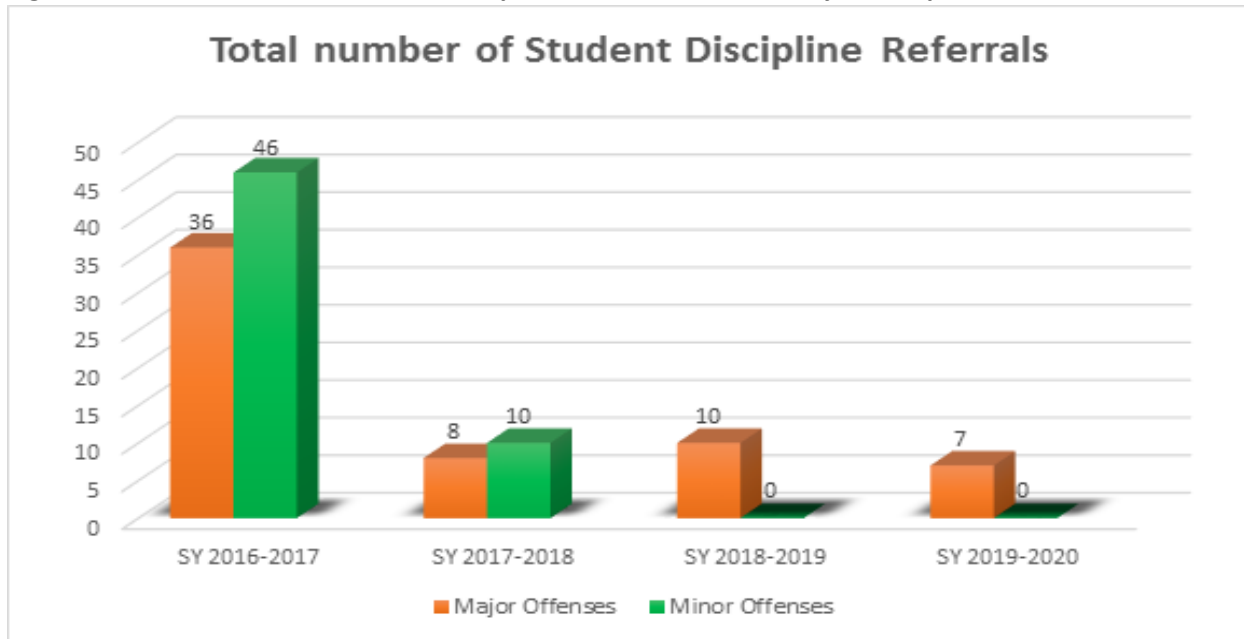
MES Student Disability Breakdown													
SY	DD	ED	HI	ID	MD	OI	OHI	SLD	SP	TBI	VI	ASD/AU	DB
17-18	1*	0	2	0	1	0	2	3	3	0	1	1	0
18-19	1*	1	1	0	1	0	1	4	0	0	0	3*	0
19-20	2*	0	2	0	2	0	1	2	0	0	0	3*	0

- DD, Developmental Delay
- ED, Emotionally Disturbed
- HI, Hearing Impaired
- ID, Intellectual Disability
- MD, Multiple Disabilities
- OI, Orthopedically Impaired
- OHI, Other Health Impaired
- SLD, Specific Learning Disability
- SP, Speech/Language Impaired
- TBI, Traumatic Brain Injury
- VI, Visually Impaired
- AU, Autism
- DB, Deaf-Blind

The table shows the student disability breakdown within the SPED program for the past three years. The predominant type of disability is Autism and Specific Learning Disability.

\* Numbers with the (\*) include students in Pre-School who are listed on the School Report received from SPED Data.

Figure 12: Total Number of Student Discipline Referrals: Past three years to present



MES has made major improvements to ensure that students feel safe in their school. The Parent Survey conducted at the beginning of SY 19-20, indicated that 94% of the parents agreed that MES is a safe environment for their child/children. From SY 16-17, there were 82 referrals, decreasing dramatically to 18 referrals to 10, then to only 4 referrals for SY 19-20. The high number of major referrals in SY 16-17 came from a small group of students that were repeat offenders. Ten students had multiple referrals contributing to the high number of major referrals. Faculty and staff emailed minor offenses to a designated School Climate Cadre (SCC) member and submitted Office Discipline Referrals (ODRs) for major offenses to the School Principal. The minor and major offenses are then inputted in the SWIS system but only the major offenses are inputted in the GDOE PowerSchool System.

SY 18-19 and SY 19-20, teachers documented the minor offenses in their anecdotal record instead of inputting in SWIS, which explains the significant decrease in discipline referrals. However, teachers were informed that if a student accumulated 3 minor offenses, then the next offense will be reported as a major offense requiring an ODR.

Physical Aggression has been the highest discipline referral. In SY 16-17, 25 major offenses were physical contact/aggression, SY 17-18, eight major offenses were disruption and fighting, and SY 18-19, seven were physical aggression.

MES implements the Positive Behavioral Interventions and Supports (PBIS) System. PBIS program addresses the behavior needs of the students, which is a proactive, team-based framework for creating and sustaining safe and effective schools. There are three behavioral expectations (3Bs): Be Respectful, Be Responsible, and Be Safe. The expectations are displayed in the hallways, Main

Office, cafeteria, library, restroom, arrival/dismissal areas, and in every classroom to guide and remind students about being respectful, responsible, and safe throughout all areas of the school. Teachers are provided lesson plans to teach the three behavioral expectations. These behavioral expectations are taught at the beginning of the school year and reinforced throughout the school year. MES implements Marvelous Marlin of the Month (MMM) to students who are demonstrating the 3Bs aligned with Character Education Virtues. Students are then recognized and awarded during the school's assembly. In SY 17-18 and current school year, students are awarded Marlin Tickets for being recognized for following the 3Bs and then redeemed for tangible or intangible incentives. The SCC and the school community have been working together to ensure all students understand and comply with MES behavioral expectations.

The PBIS system is a resource to effectively teach appropriate behavior to all children. PBIS allows the school to monitor student behavior and use data to make sound decisions in regards to disciplinary actions for inappropriate behavior. PBIS School-Wide Information System (SWIS) is a web-based information system that collects and summarizes student behavior data. School Personnel are able to use interventions that are effective, accurate, and successful at the school level. This team-based leadership School Climate Cadre (SCC), continues to monitor student behavior and provide effective ongoing professional development. Tyler PULSE is a database system that compiles information from PowerSchool and other GDOE databases. PBIS data is analyzed by the SCC to formulate an action plan to address school safety issues. This data and action plan is then presented to all stakeholders at the monthly school assemblies. For example, when the highest behavior problem location reported was in the cafeteria, the SCC implemented a point system that rewarded the classes who had best demonstrated positive behavior expectations. The goal of this point system is set by the SCC to lower Office Disciplinary Referrals (ODRs) occurring at the cafeteria. To monitor the effectiveness, the SCC reviews the PBIS data to determine if the goal was met. If a goal was not met then the SCC will revisit the action plan and make any necessary adjustments, however when the target goal is proven effective then the next highest problem behavior or location is addressed. The PBIS program correlates with both the vision and mission for GDOE and MES by creating a supportive community through the development of a safe and healthy environment.

MES continues to make all efforts to decrease discipline referrals each school year. The PBIS program is being reinforced by the teachers in the classroom and the staff outside the classroom. The PBIS Team- SCC meets on a monthly basis to analyze data and plan for resolutions. The Team along with the district's PBIS Coach has been meeting and working diligently to ensure the school maintains an effective discipline and behavior management system that supports learning, growth, and development. Through the data, it is evident that PBIS is an effective framework and teachers are implementing PBIS with fidelity.

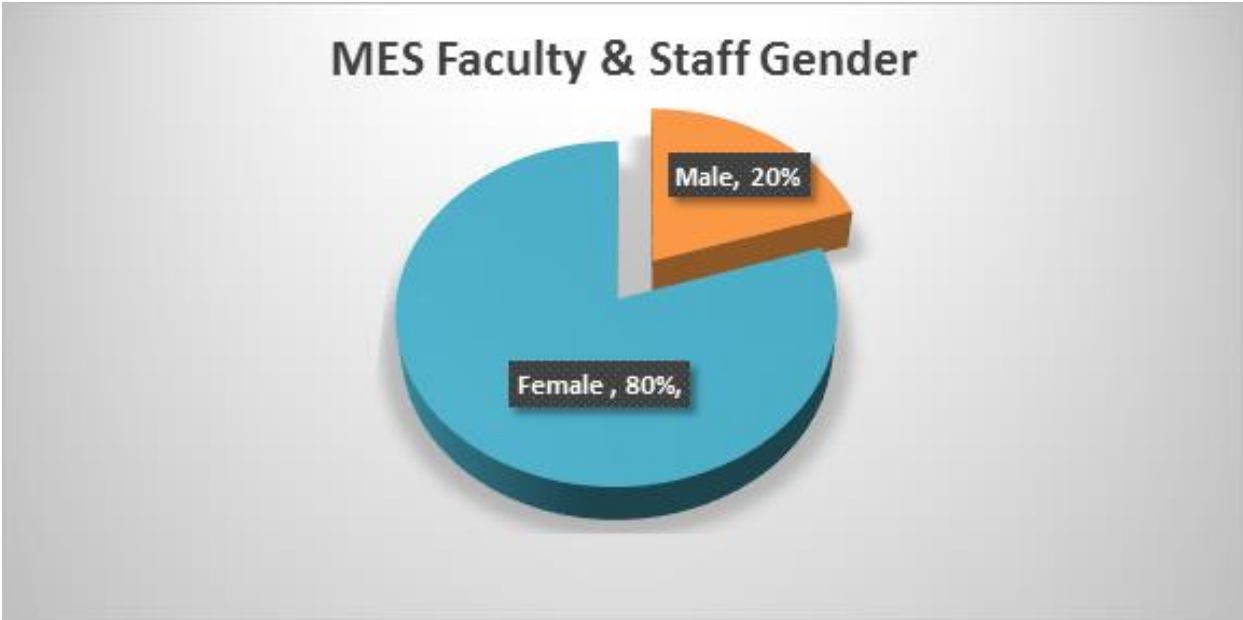
**Figure 13: Faculty and Staff Personnel in full time equivalents: SY 2019-2020**

Assignments	Male	Female	Total
Administrator	0	1	1
<b>Regular Instruction</b>			
Kindergarten	0	4	4
First Grade	0	4	4
Second Grade	1	3	4
Third Grade	1	3	4
Fourth Grade	0	3	3
Fifth Grade	1	2	3
<b>Support Programs</b>			
Head Start	0	1	1
Pre-K Gate	0	1	1
Gifted and Talented Education (GATE)	0	1	1
English as a Second Language	1	1	2
Special Education	0	1	1
School Librarian	0	1	1
CHamoru Language and Culture	1	2	3
School Guidance Counselor	1	0	1
School Health Counselor	1	0	1
Instructional Coach	0	1	1
<b>Staff</b>			
Administrative Assistant	0	1	1
Computer Operator	0	1	1

Clerk Typist	0	1	1
On Call Substitute	1	1	2
School Aide	2	2	4
1:1 Aide	1	3	4
Teacher Assistant	0	6	6
Custodian	1	0	1
<b>Total</b>	<b>12</b>	<b>43</b>	<b>55</b>

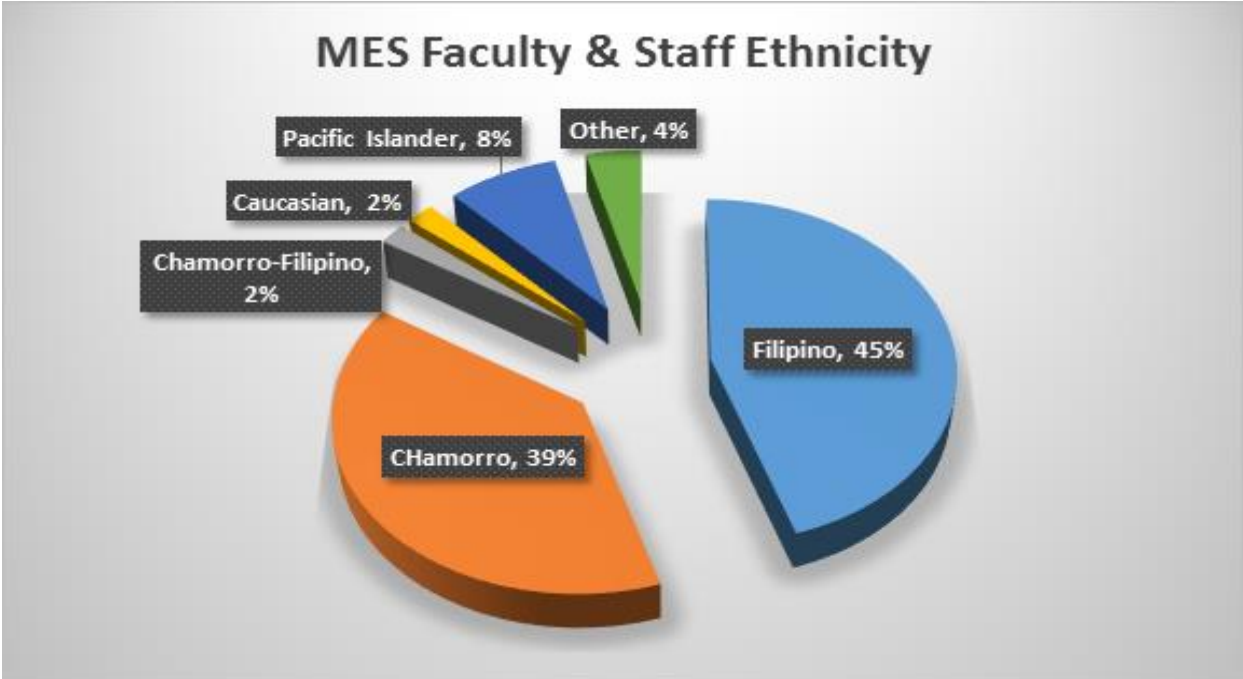
The School Principal is currently in her seventh year at MES. She is Filipino and has been an Administrator in GDOE for 17 years and an elementary teacher for 10 years. She holds a Master’s Degree in Educational Leadership, Certification in Administration & Supervision and Master School Administrator. She also holds a Professional Educator Certification in Early Childhood PreK-2 and Elementary K-6.

**Figure 14: Faculty and Staff Gender by percentage: SY 2019-2020**



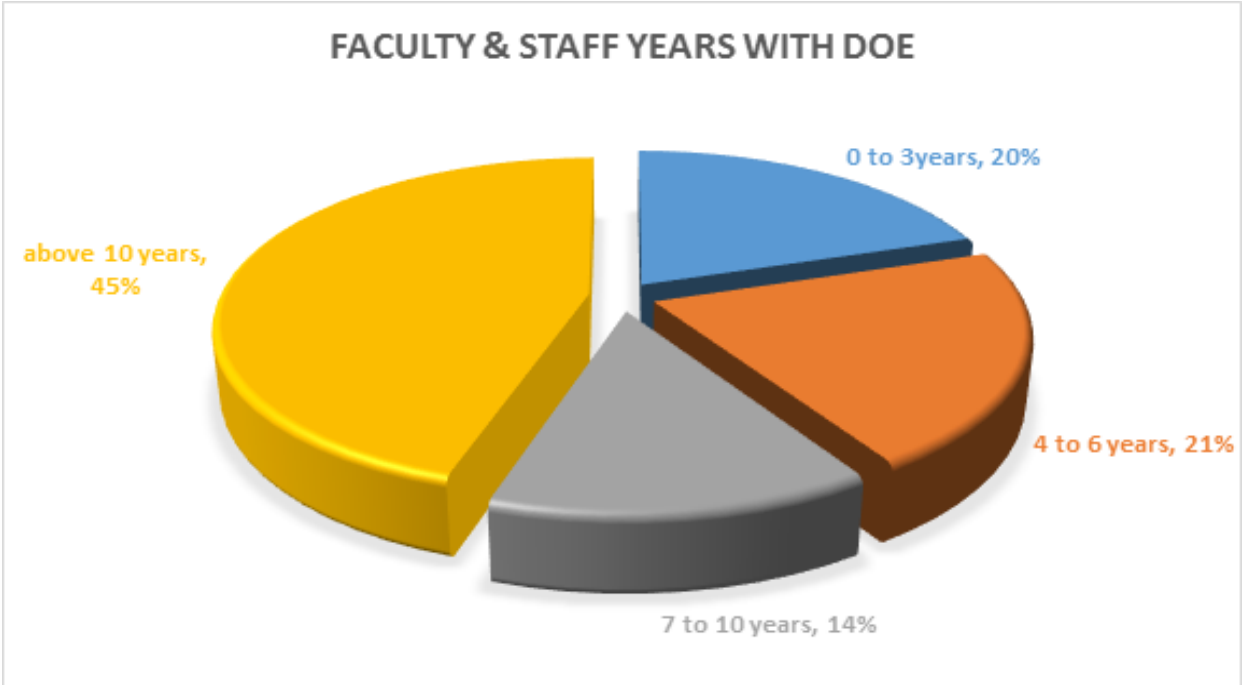
As of the start of SY 19-20, the majority of the faculty and staff are female at 80% while the remaining 20% are male.

Figure 15: Faculty and Staff Ethnicity: SY 2019-2020



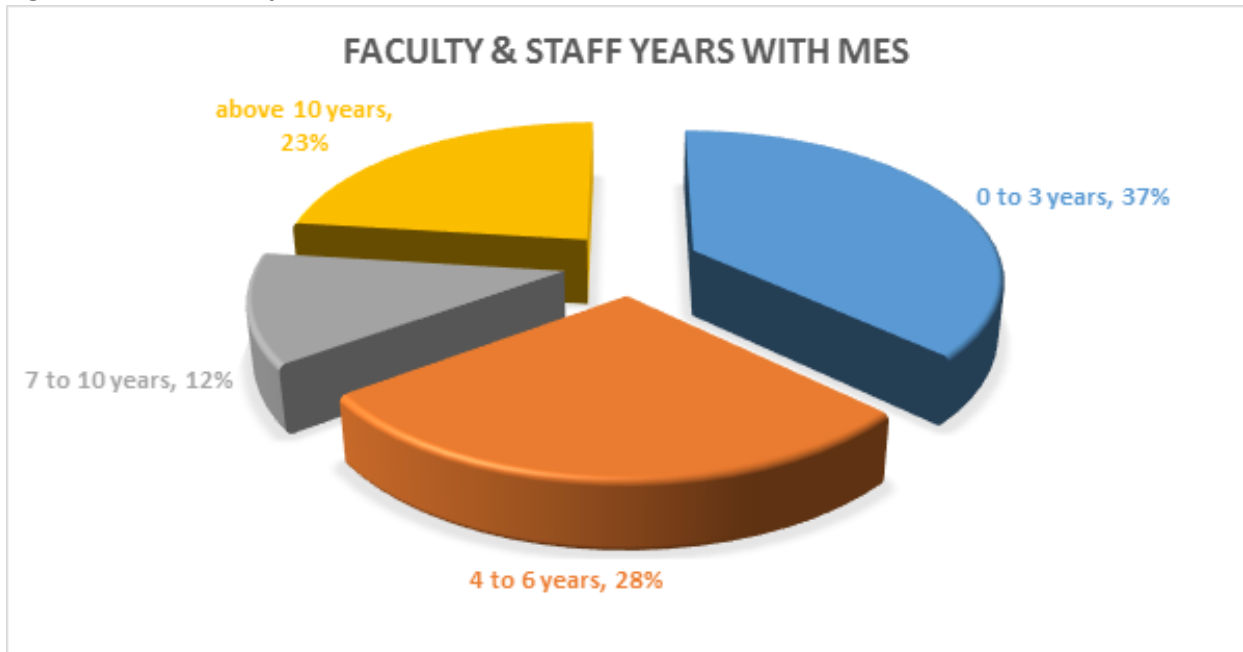
Filipinos make up the largest ethnic group of employees at MES at 45%, followed by CHamoros at 39%.

Figure 16: MES Faculty and Staff Years with GDOE: SY 2019-2020



The graph illustrates that 45% of MES faculty and staff have been employed with GDOE for more than 10 years.

Figure 17: MES Faculty and Staff Years with MES: SY 2019-2020



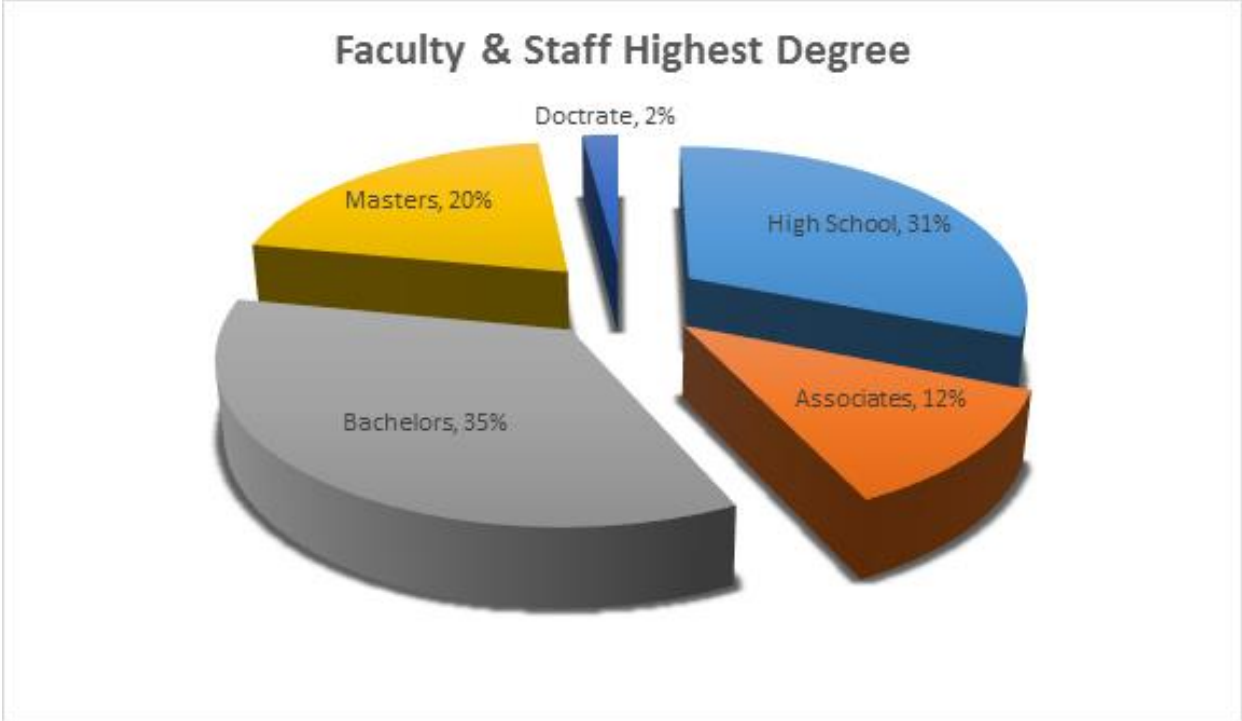
Majority of the faculty and staff have been employed with MES for 3 years or less.

Figure 18: Attrition Rate for the past three years

School Year	Rate	Contributing Factors
SY 16-17	22%	At the end of SY 16-17, 4 teachers – 2 LTPT, 1 LTFT and 1 FT, relocated off-island to continue education and military PCS; 1 teacher accepted a teaching position with DODEA; 1 teacher retired; 1 LTPT teacher did not renew her teaching contract and 1 teacher transferred to another school for personal reasons. 1 PT TA enlisted in the military full time, 1 TA was not recommended for rehire and 1 1:1 aide was assigned to another school.
SY 17-18	26%	At the end of SY 17-18, 1 FT teacher relocated off-island for military PCS; 1 FT teacher accepted employment with DODEA; 1 FT teacher resigned to continue higher education; 1 LTPT teacher resigned for personal reasons, 2 LTPT teachers did not renew their contracts; 2 LTFT aides were hired as full time school aides at other DOE schools and 1 1:1 aide was reassigned after her student became deceased.
SY 18-19	8%	At the end of SY 18-19, 1 LTFT teacher relocated off-island to continue higher education and 1 LTPT teacher’s contract was not renewed; 1 LTPT on-call substitute was terminated and 1 LTFT school aide was terminated.



Figure 19: MES Faculty and Staff Highest Degree: SY 2019-2020



In SY 19-20 the majority, 35%, of the faculty and staff have a Bachelor's Degree.

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**Student Performance Data**

Prior to SY 2014-2015, MES used the Stanford Achievement Test (SAT 10) as a Benchmark to determine ranking of our students in comparison to national scores. SAT 10, which was our official district summative assessment, was used as a single measure of student achievement. The SAT 10 was not aligned to either the content standards or the reform programs, therefore, in the Spring of 2015, the District moved towards the Comprehensive Student Assessment System (CSAS) and used the CIA model stated in the SSP.

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**The district now uses the following End-of-Year SUMMATIVE ASSESSMENTS:**

- 1) **Guam Standards-Based Assessment (SBA)** is a State-wide, criterion-referenced summative test administered by the district for grades 1st to 5th. The SBA measures Math, Reading, Science and Social Studies performance for grades 1st and 2nd, and Science and Social Studies performance for grades 3rd to 5th. The SBA is directly aligned with the GDOE Content Standards. The SBA was first implemented in SY 14-15. The indicators for each category are:

Scaled scores are organized into ranges based on the grade level and subject tested, and classified according to the following proficiency levels:

- **ADVANCED-** Signifies superior performance beyond grade-level mastery
  - **PROFICIENT-** Represents solid academic performance indicating students are prepared for the next grade level
  - **BASIC-** Indicates partial mastery of the knowledge and skills fundamental for satisfactory work
  - **BELOW BASIC-** Indicates little or no mastery of fundamental knowledge and skills
- 2) **ACT Aspire** is a national, norm-referenced summative assessment that is vertically-articulated and Benchmarked. The end-of- the-year assessment highlights progress towards the Common Core State Standards (CCSS) and the ACT College Readiness Standards and Benchmarks in English, Math, and Reading for grades 3rd to 5th in the elementary level. The ACT Aspire was first implemented in SY14-15. ACT Aspire depicts student progress according to the following categories: Exceeding, Ready, Close, and In Need of Support. The indicators for each category are:
    - **EXCEEDING-** Students scored above the Ready Benchmark
    - **READY-** Students met the ACT Readiness Benchmark and are on target for 50% or higher likelihood for college course success by Grade 11

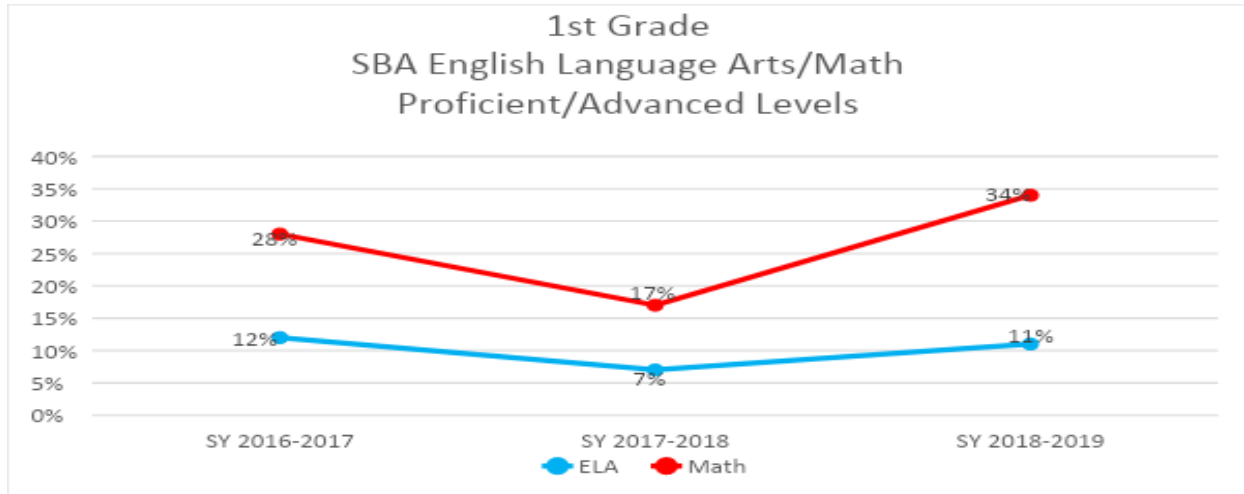
- **CLOSE-** Scored below but near the ACT Readiness Benchmark
- **IN NEED OF SUPPORT-** Scored substantially below the ACT Readiness Benchmark

### **MES uses the following INTERIM ASSESSMENTS:**

- 1) **AIMSweb (now aimswebPlus)** is the District and School Level Interim Assessment. It is a Criterion Based Measure. This assessment is administered in the Fall, Winter, and Spring of the school year to all grades, Kindergarten through Fifth grade. aimswebPlus uses this same procedure for defining tiers. In a tiered assessment and instruction system, tiers are used to define the level of instruction needed for students within each tier. aimswebPlus follows the traditional model of three instructional tiers, defined as follows:
  - **Tier 1 = Low Risk** (about 75%–95% of students in this group will meet the target): Students are on track to meet the end-of-year target and are least likely to need intervention. These students should continue to receive the general instructional program. Typically, the majority of students fall into this category.
  - **Tier 2 = Moderate Risk** (about 25%–65% of students in this group will not meet the target): Students are not on track and have a moderate risk of not meeting the end-of-year target. These students require some type of intervention, often taking the form of supplemental small group instruction.
  - **Tier 3 = High Risk** (about 50%–90% of students in this group will not meet the target): Students are not on track and are typically well-below grade level. These students have a high risk of not meeting the end-of-year target without intensive, individualized instructional intervention.
- 2) **Common Formative Assessments (now Common Assessments)** are Initial Screening, Pre-Post, quizzes, chapter tests and quarterly assessments

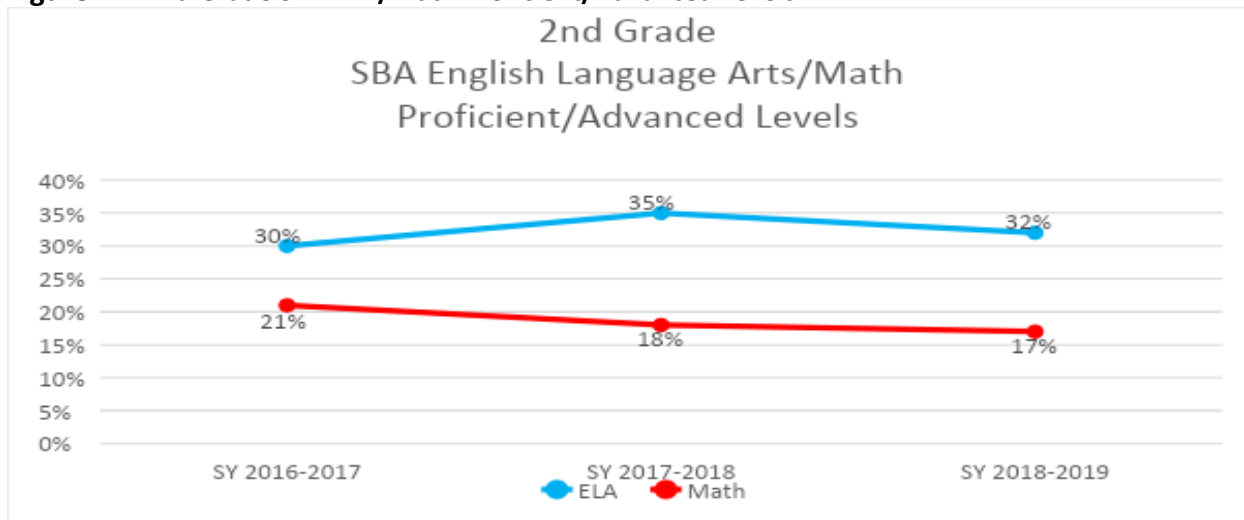
**SBA Data**

**Figure 20: 1st Grade SBA ELA/Math Proficient/Advanced Levels**



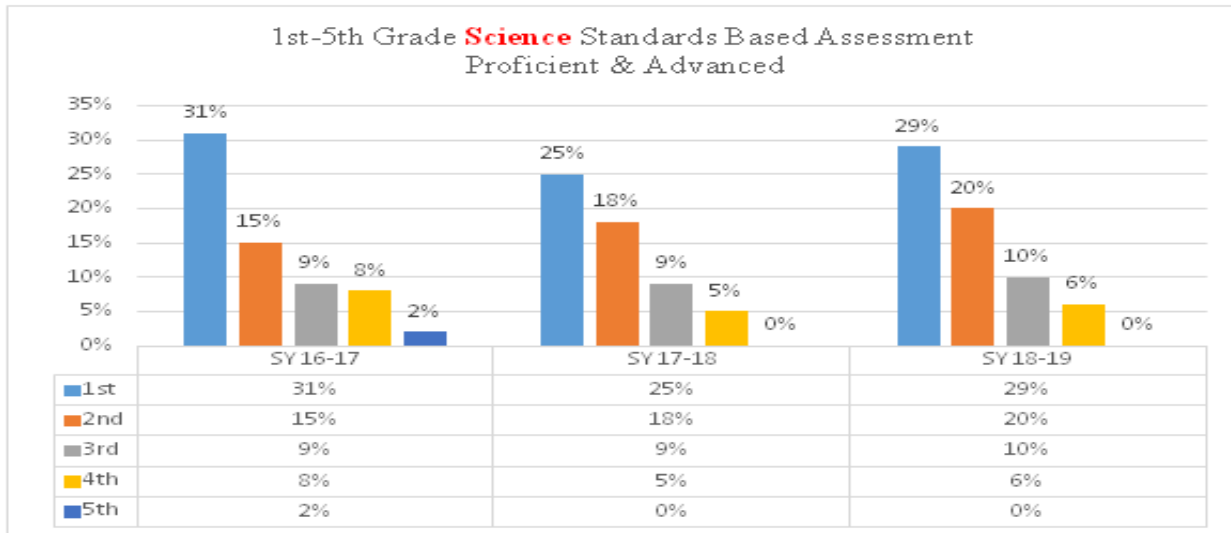
The data illustrates a decline in students scoring at proficient and advanced levels in both Math and ELA from SY 16-17 to SY 17-18. However, it could be seen that an increase in students scoring in these levels had increased in SY 18-19, with a dramatic spike in Math most particularly. There was also an increase in ELA. The increase could be attributed to ELA being progress monitored in order to illustrate scaffolding of various skills. For example, 1st grade teachers began with progress monitoring in Nonsense Word Fluency (NWF) and eventually added spelling and reading comprehension. Additionally, In SY 18-19, teachers began implementing LAGU district common assessments for Math which may have contributed to the dramatic increase in Math scores.

**Figure 21: 2nd Grade SBA ELA/Math Proficient/Advanced Levels**



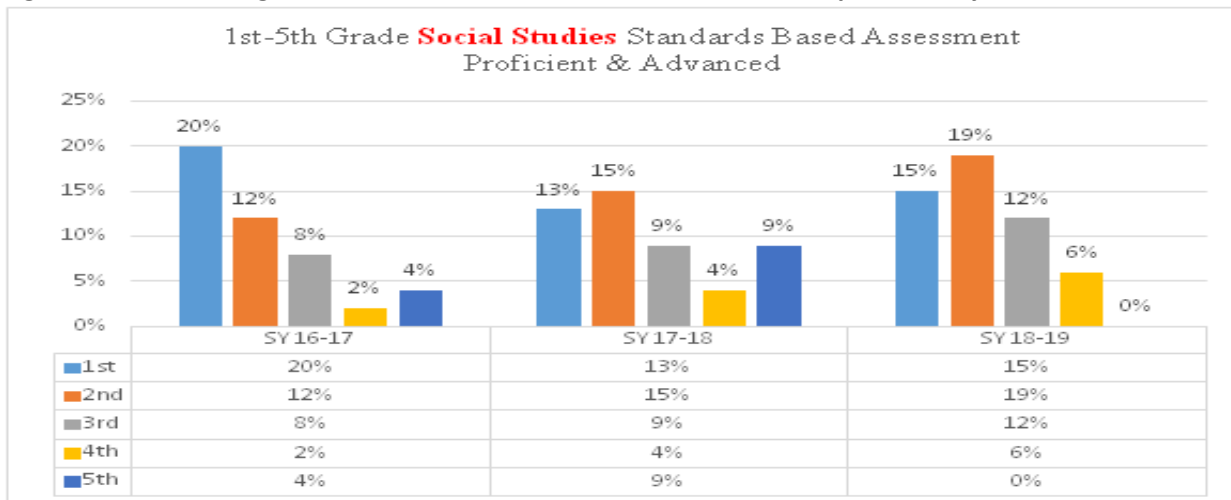
The data illustrates a 2% increase in ELA and a 4% decrease in Math for students scoring in the proficient and advanced levels from SY 16-17 to SY 18-19. However, a steady trend of 30% or more of students could be seen scoring within the proficient/advanced levels for ELA throughout all three school years. The slight drop in Math scores may be attributed to the fact that some skills may not have been taught prior to the district wide assessment.

Figure 22: First through Fifth Grade SBA Science Scores for the past three years



Grades 1st to 4th scores for Science had a positive increase in Advanced/Proficient levels from SY17-18 to SY18-19. However, 5th grade scores decreased from SY16-17 to SY18-19 by 2% due to inconsistency in staffing patterns and high ODRs. Overall, SBA assessments were created locally, format was not easy to understand and interpret for teachers and/or students, and numerous errors on instructions and graphics. These scores may be attributed to the fact that three out of four fifth grade teachers were new to teaching fifth grade. It was the first year teaching for one teacher and the other two teachers were former primary grade level teachers.

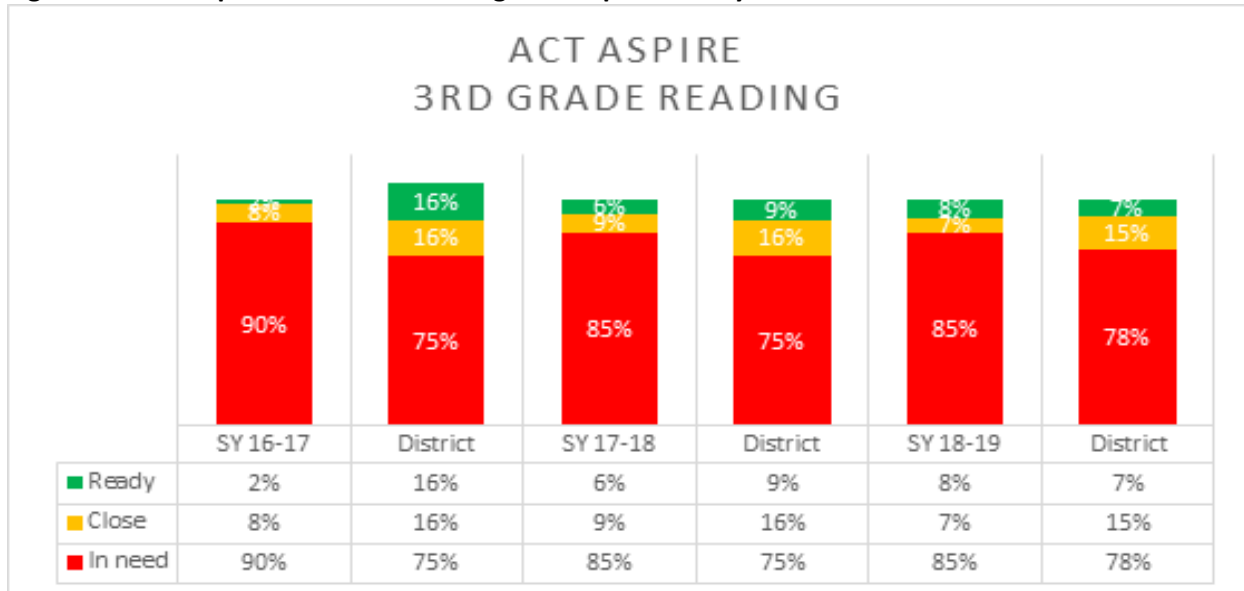
Figure 23: First through Fifth Grade SBA Social Studies Scores for the past three years



Grades 2nd, 3rd, and 4th had a steady increase in Social Studies scores from SY 16-17 to SY 18-19. 1st and 5th grade have decreased in proficient and advanced scores from SY 16-17 to SY 18-19 due to inconsistency in staffing patterns and high ODRs. Overall, SBA assessments were created locally, format was not easy to understand and interpret for teachers and/or students, and numerous errors on instructions and graphics. Standards Based Assessment scores fluctuate from school year to school year. The possible contributing factor was three out of four fifth grade teachers were new to teaching fifth grade. It was the first year teaching for one teacher and the other two teachers were former primary grade level teachers.

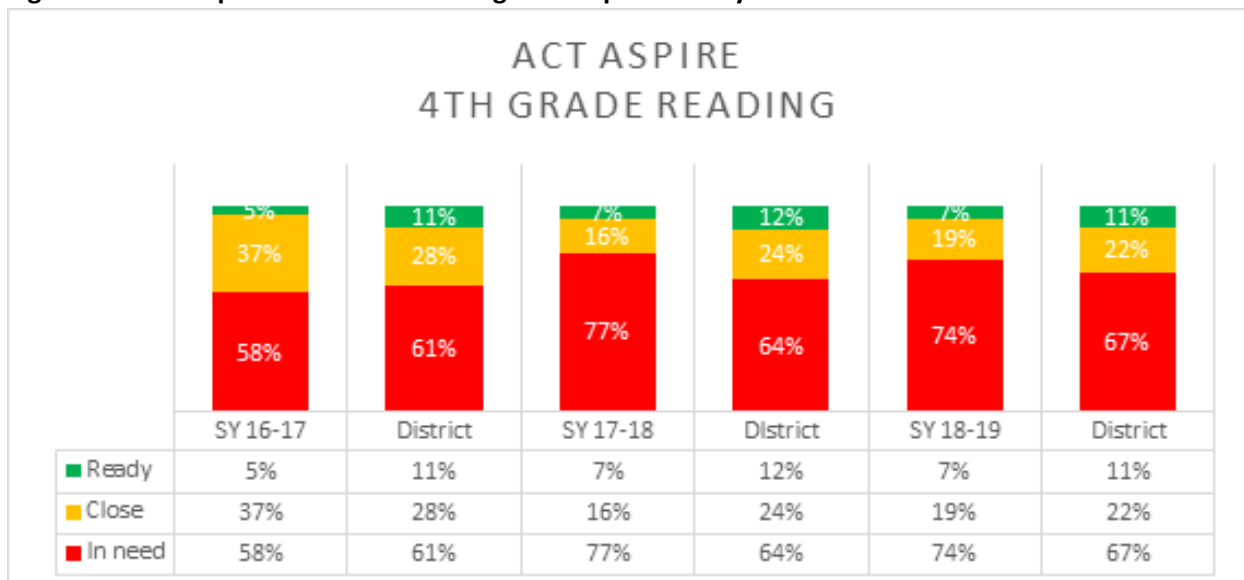
**ACT Aspire Data**

**Figure 24: ACT Aspire: 3rd Grade Reading for the past three years**



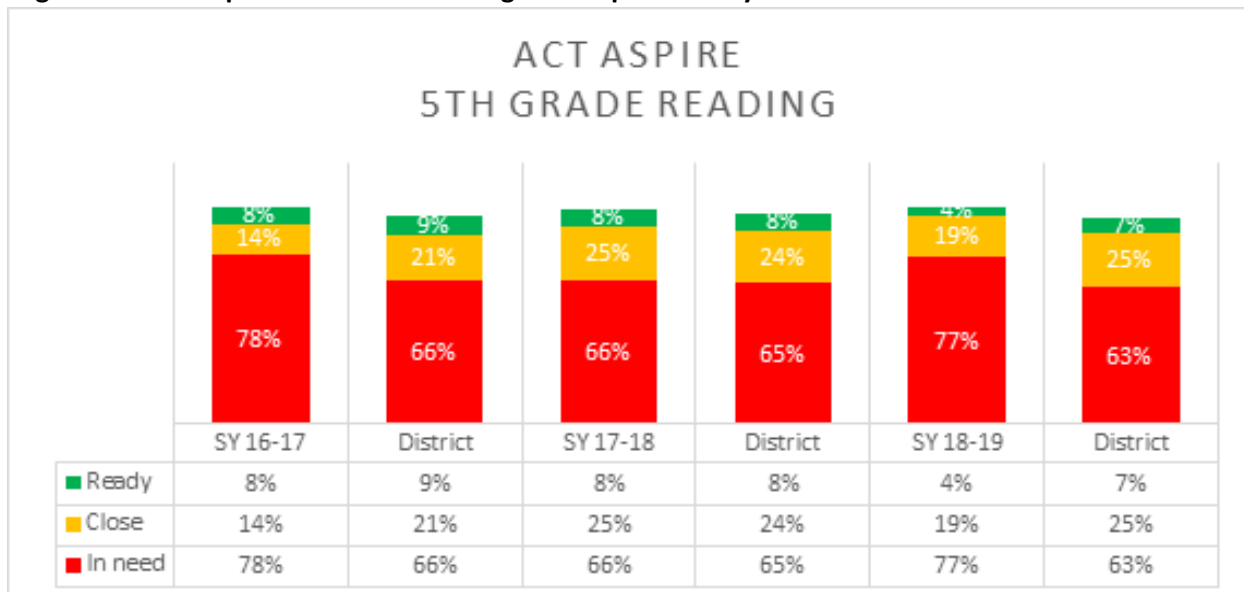
The data illustrates a 6% increase of students scoring within the Ready Level and a 5% decrease of students scoring within the In Need of Support Level for Reading from SY 16-17 to SY 18-19. Overall, we could see a slight upward trend in reading scores, however a majority of students still fall within the In Need of Support Level for all three school years due to a high population of over 50% ELL students in each 3rd grade class.

**Figure 25: ACT Aspire: 4th Grade Reading for the past three years**



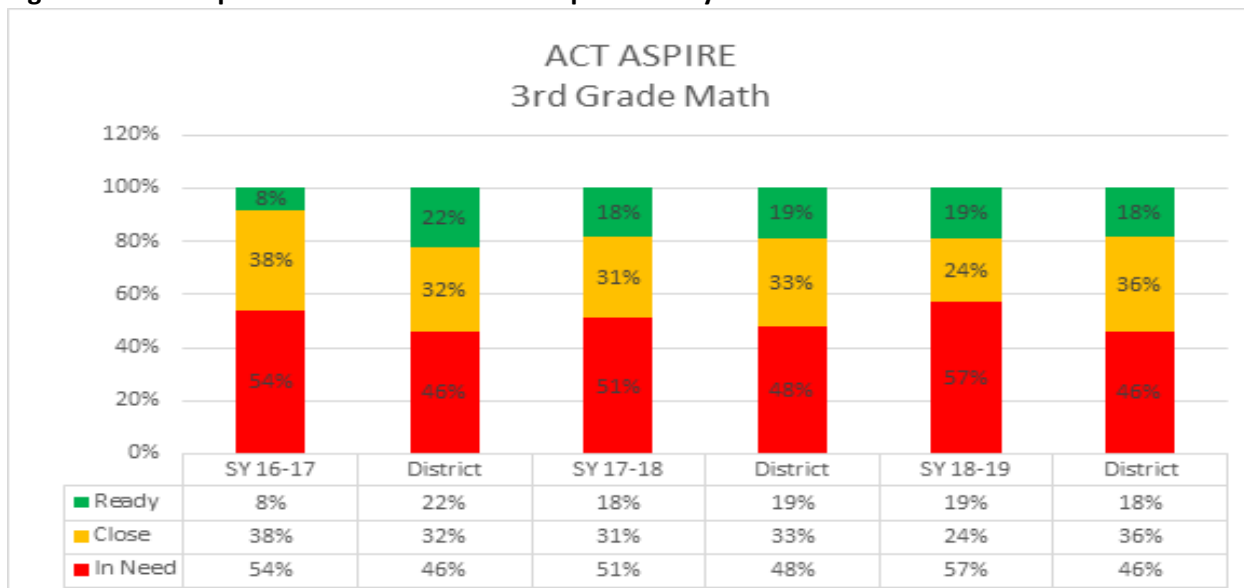
The data illustrates a 2% increase of students scoring within the Ready Level for Reading from SY 16-17 to SY 18-19 while the number of students within the In Need of Support level had increased dramatically from 58% in SY 16-17 to 74% in SY 18-19. A possible contributing factor to the increase in “In Need” level could have been behavioral issues, which were physical aggression.

Figure 26: ACT Aspire: 5th Grade Reading for the past three years



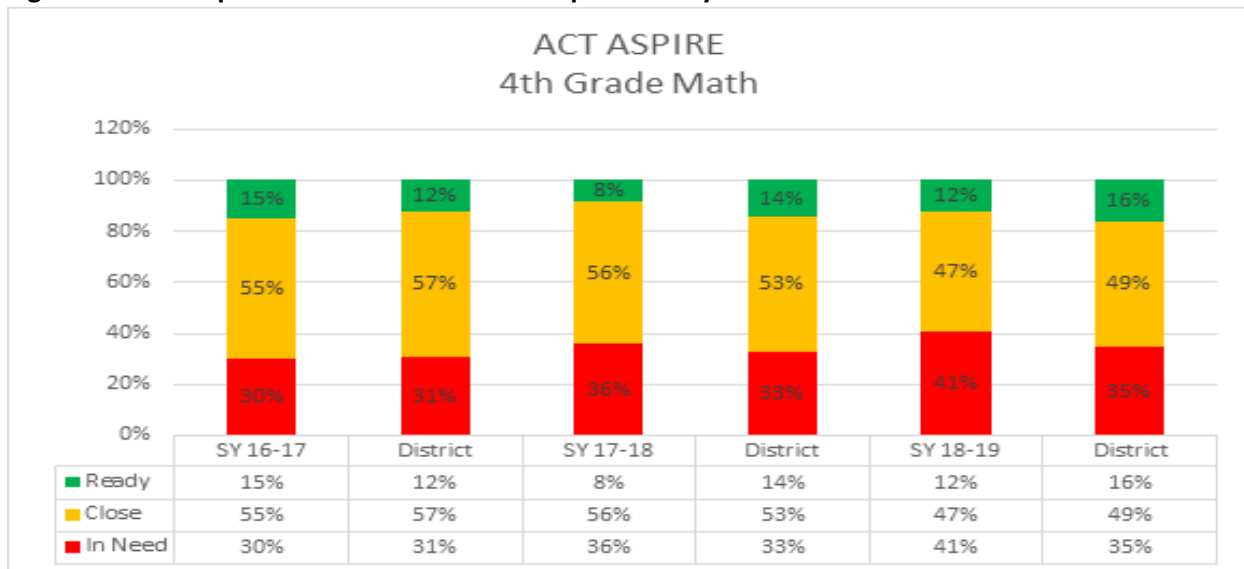
The data illustrates a 4% decrease in students performing at the ready level in SY 18-19. Over 66% of the students performed in the “In Need” Level. Factors that attributed to the decrease in scores were major transitional changes for both teachers and students. Staffing patterns were inconsistent year to year and in all three years, 5th grade students were the highest in discipline referrals. A possible factor could be the mobility rate in SY 17-18 and SY 18-19.

Figure 27: ACT Aspire: 3rd Grade Math for the past three years



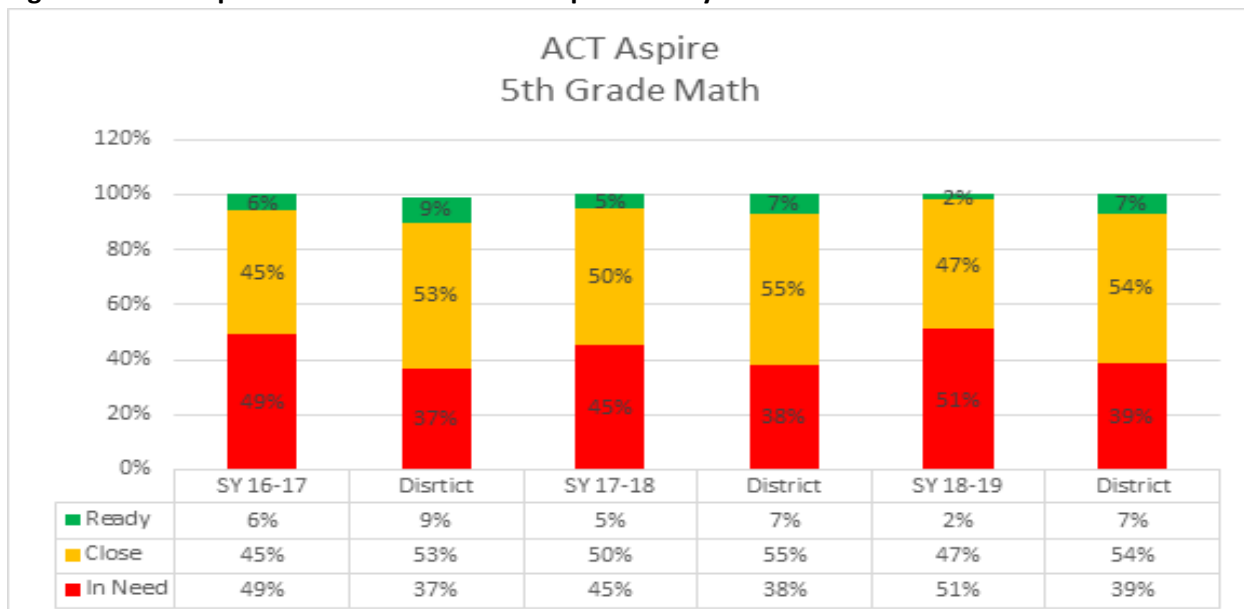
The data illustrates an exceptional increase in students scoring within the Ready Level from SY 16-17 to SY 18-19 which could be attributed to a more consistent grade-level team for SY 17-18 and SY 18-19. However, more than 50% of the students scored within the “In Need” of Support level for all three school years due to a high population of over 50% ELL students in each 3rd grade class. Also in SY 16-17, class sizes were 26+ students.

Figure 28: ACT Aspire: 4th Grade Math for the past three years



The data illustrates a slight decline in students scoring within the Ready Level over the past three school years while the number of students scoring within the In Need of Support Level increased. In SY 16-17, however, it could be seen that MES surpassed the district by 3% in scoring within the Ready Level. A steady trend of 50% or more students remained in the close level in the past three years. Possible factors contributing to the decrease in scores could be the change of the RTi program in which Progress Monitoring was reduced from every two weeks to at least once a month for students in Tier 2 while progress monitoring remains every two weeks for Tier 3.

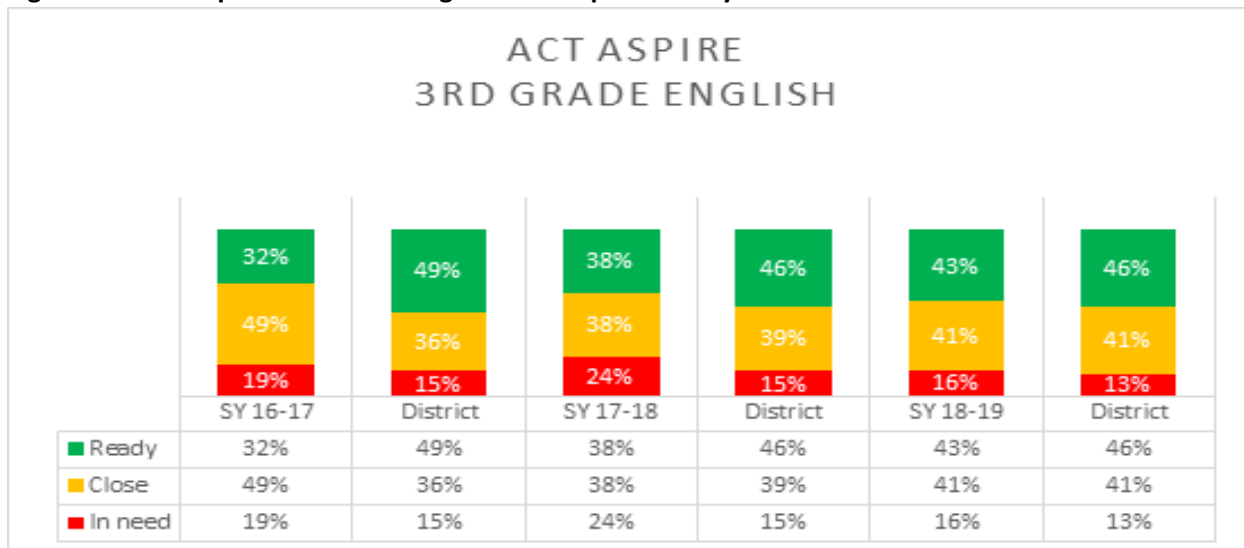
Figure 29: ACT Aspire: 5th Grade Math for the past three years



The data shows that a majority of students remained within the Close and In Need of Support Levels throughout the past three school years while less than 6% scored at the Ready Level in any given year. These scores may be attributed to the fact that three out of four fifth grade teachers were new to teaching fifth grade. It was the first year teaching for one teacher and the other two teachers were former primary grade level teachers.

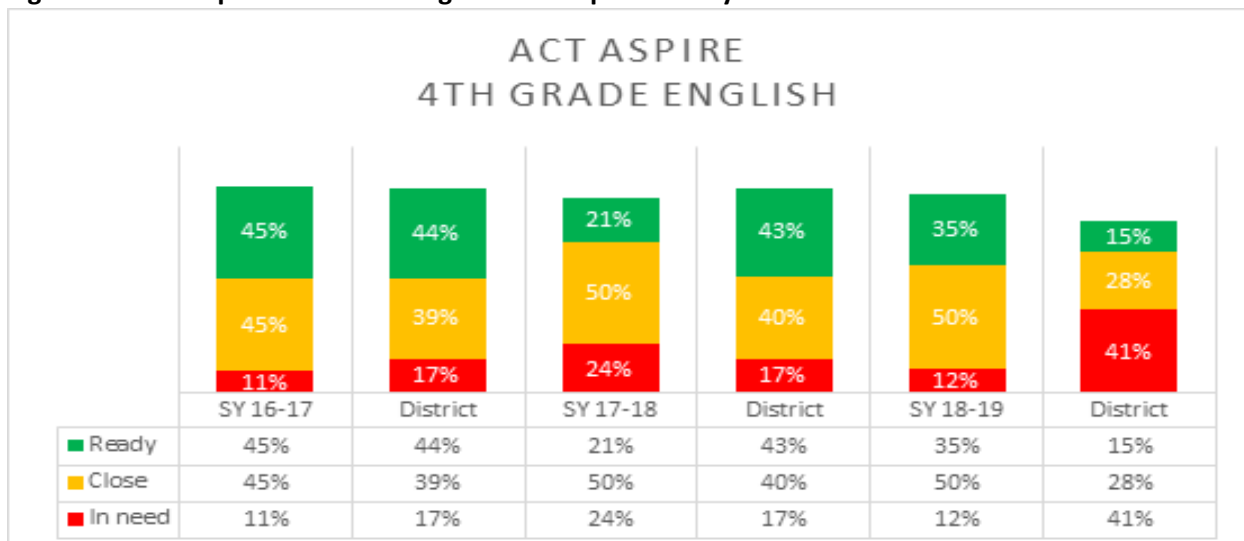


Figure 30: ACT Aspire: 3rd Grade English for the past three years



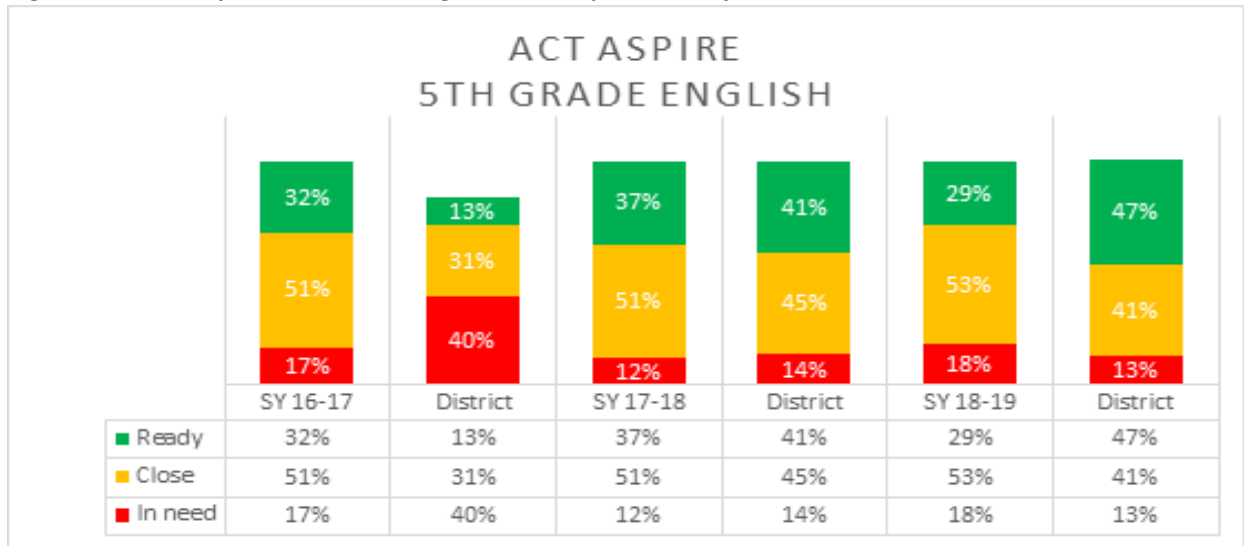
The data illustrates a steady increase of students scoring within the Ready Level from SY 16-17 to SY 18-19. There was an overall 11% increase and a final 43% of students scoring within the Ready Level by SY 18-19. Moreover, a modest drop in students scoring within the In Need of Support Level could be seen from SY 17-18 to SY 18-19 with only 16% of students within that level by SY 18-19. The overall improvement in performance could be attributed to the identification of district priority standards in SY 16-17 and the grade-level team’s consistency in implementing weekly study guides and assessments in Math starting SY 18-19.

Figure 31: ACT Aspire: 4th Grade English for the past three years



The data illustrates that the majority of students scored within the Close and Ready Levels within the last three year. It could be seen that there was a sudden drop in students scoring within the Ready Level and a noticeable increase in students scoring within the In Need of Support Level from SY 16-17 to SY 17-18. The drop in scores may be a result of high ODR referrals for SY 17-18. However, student performance increased during the following school year in SY 18-19 where MES students performed above the district performance level. It is possible that scores increased due to a higher population of GATE students and less behavioral problems in SY 18-19.

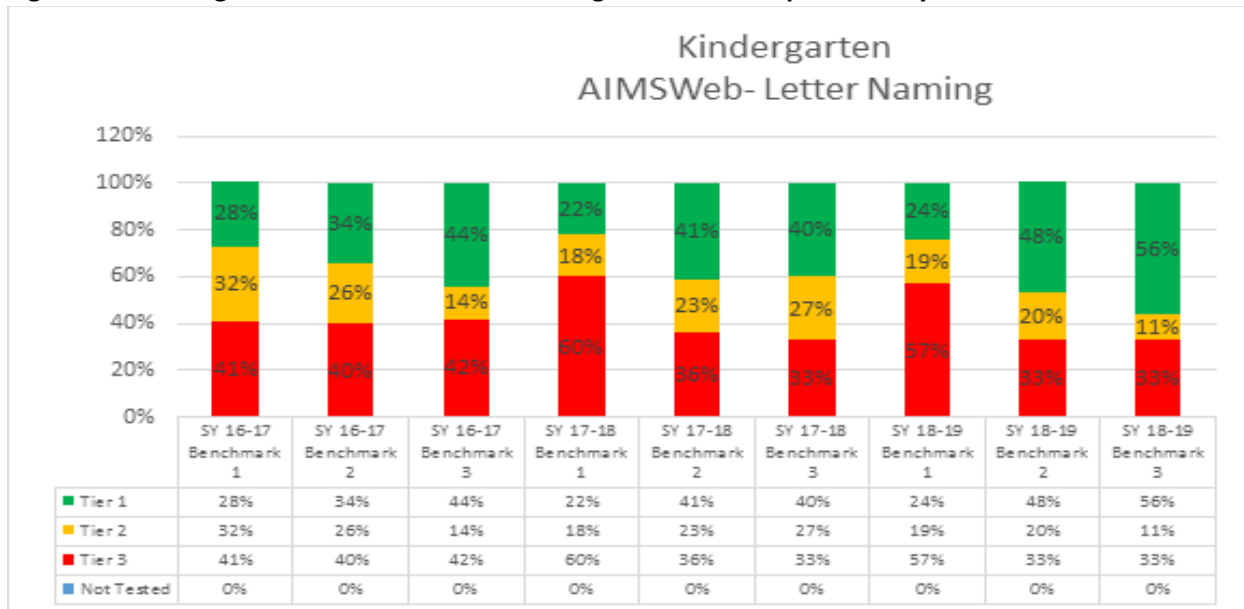
Figure 32: ACT Aspire: 5th Grade English for the past three years



The data shows an increase by 5% in the Ready level from SY 16-17 to SY 17-18, then a decrease of 8% in the Ready level in SY 18-19. Over 50% of the students remained in the close level the past three years. Factors that attributed to the decrease in scores were major transitional changes for both teachers and students. Staffing patterns were inconsistent year to year. Another factor was in all three years, 5th grade students had high discipline referrals and possible factor could be the mobility rate in SY 17-18 and SY 18-19.

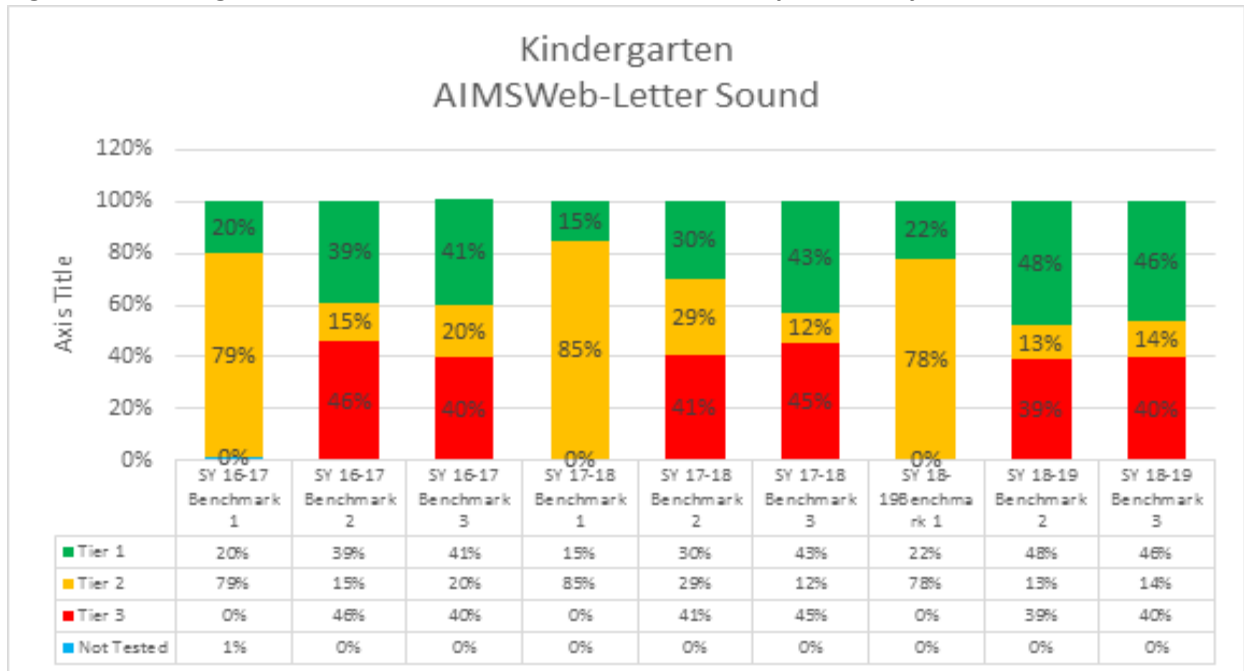
**AIMSweb Data**

Figure 33: Kindergarten AIMSweb-Letter Naming Scores for the past three years



The data shows an overall increase from Benchmark 1 to Benchmark 3 within the past three years. The upward trend may be a result of progress monitoring, interventions, guided practice, reteaching and homework. However, in SY 16-17 and SY 17-18, less than 50% of the students were at tier 1 due to high enrollment of ELL.

Figure 34: Kindergarten AIMSWeb- Letter Sound Scores for the past three years



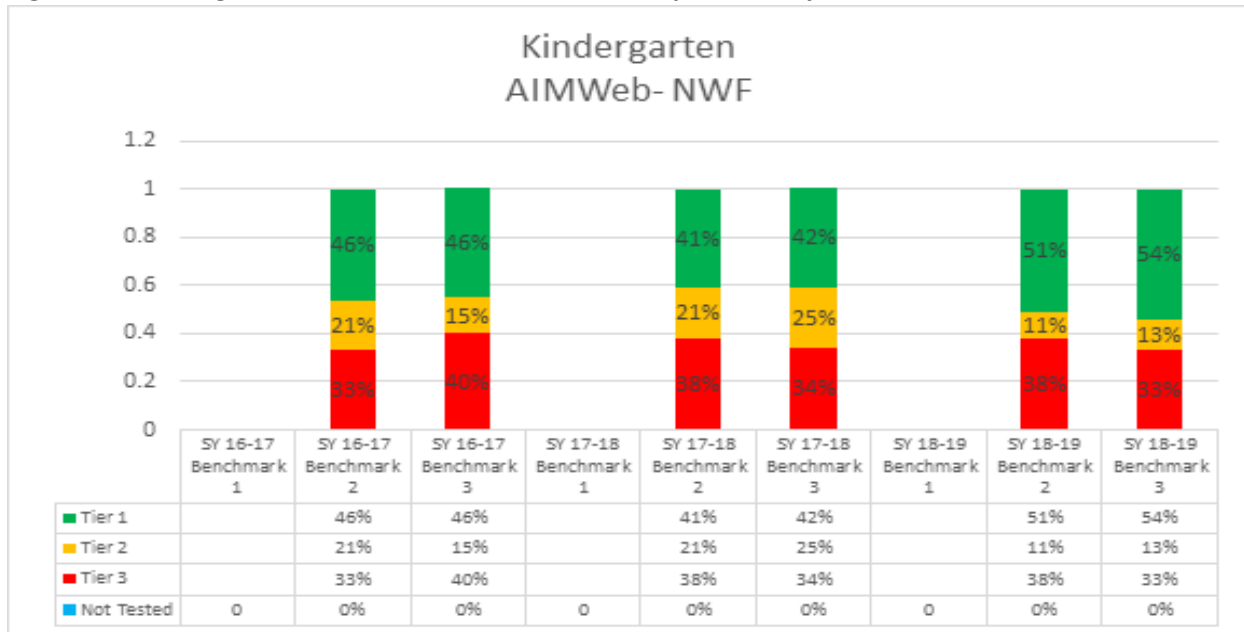
The data shows a consistent increase each year from Benchmark 1 to Benchmark 3 for the Letter Sound Fluency test on Aimsweb which is due in part to repetitious practice of the letter sounds, take home practice worksheets, letter sound songs, flash cards, and using cooperative learning.

Figure 35: Kindergarten AIMSWeb- Phoneme Segmentation Scores for the past three years



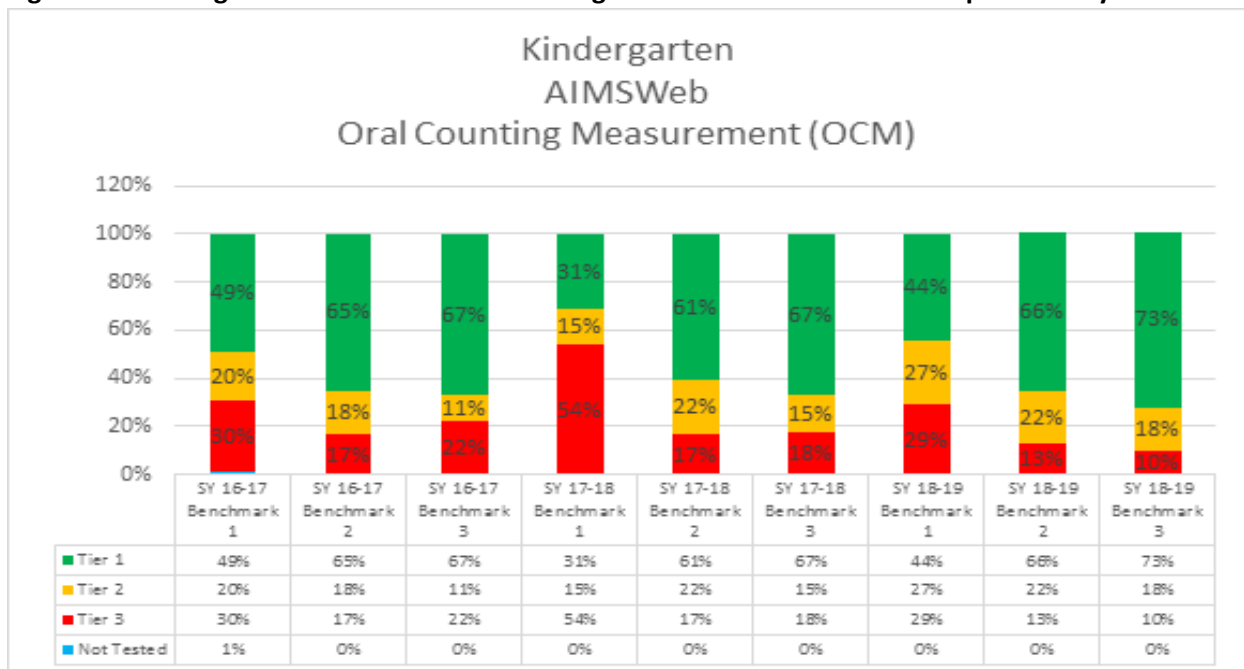
From Benchmark 1 to Benchmark 3 for SY 16-17 and SY 17-18, Kindergarten students showed a decrease in Tier 1. Significant increase in Tier 1 was made during SY 18-19. Kindergarten students increased the past three years from Benchmark 2 to Benchmark 3 due to students exposed to phonics strategies and repetition.

Figure 36: Kindergarten AIMSWeb-NFW Scores for the past three years



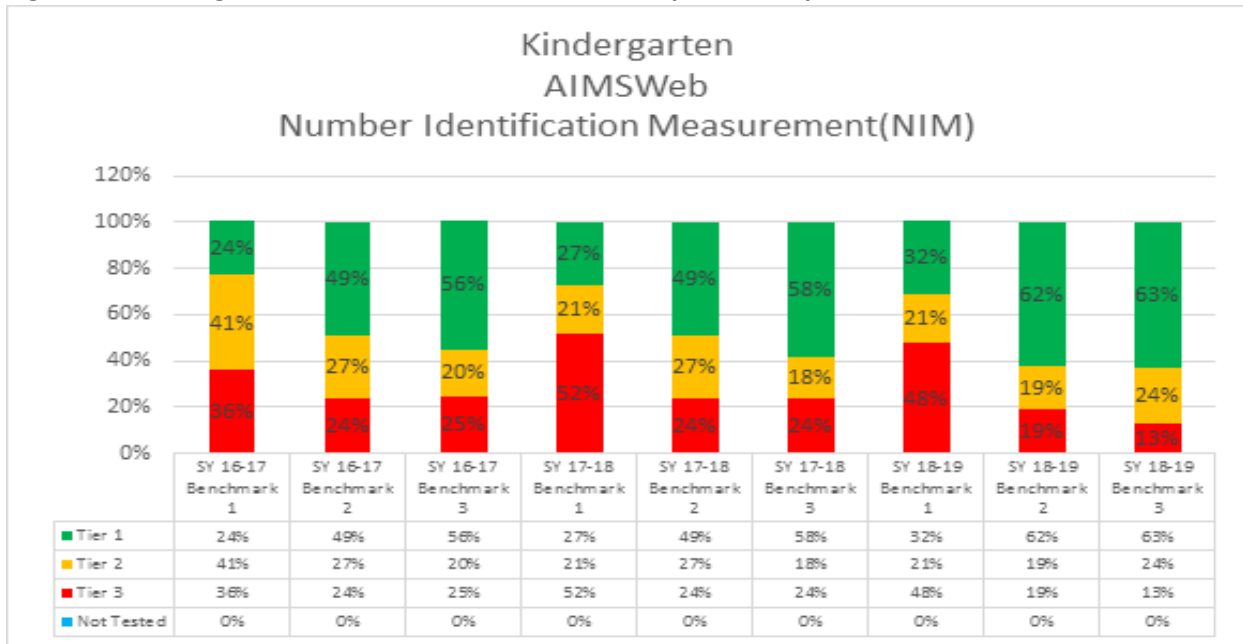
From Benchmark 1 to Benchmark 3 for SY 16-17 and SY 17-18, Kindergarten students showed an increase in Tier 2. Significant increase in Tier 1 was made during SY 18-19. The contributing factors for increase from Benchmark 2 to Benchmark 3 in each school year was due to repetitive practice of the letter sounds, take home practice worksheets, letter sound songs, flash cards, and using cooperative learning.

Figure 37: Kindergarten AIMSWeb- Oral Counting Measurement Scores for the past three years



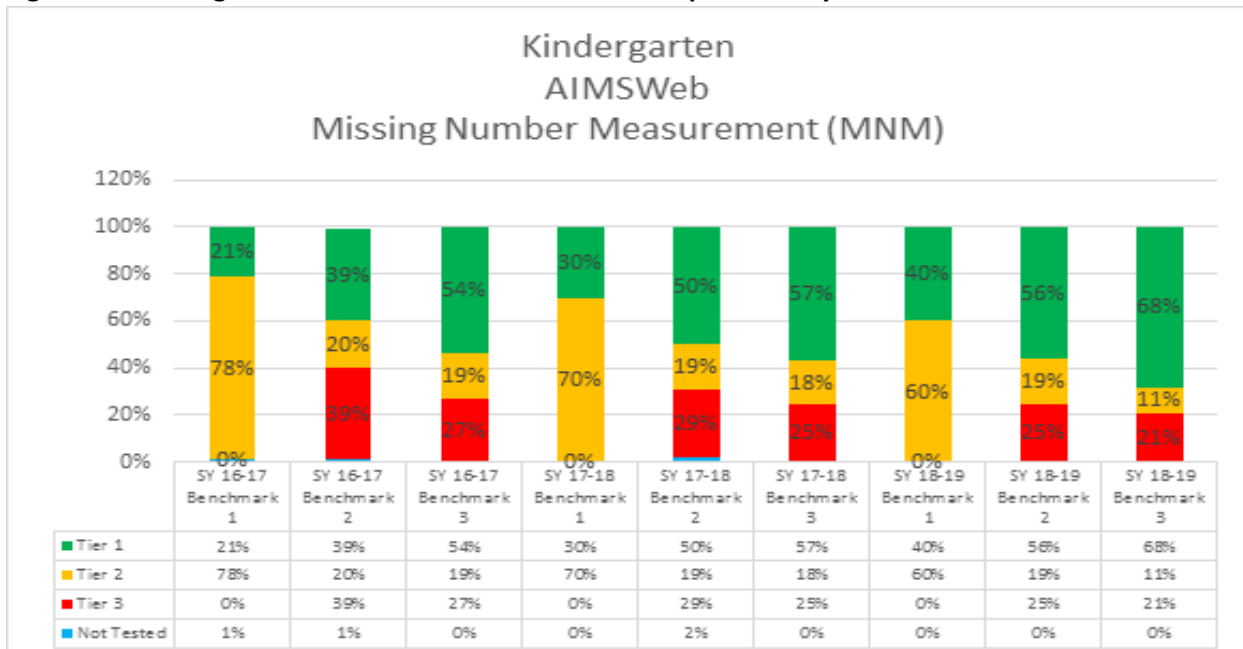
The data illustrates a consistent spike in scores from Benchmark 1 to Benchmark 2 with a slight increase from Benchmark 2 to Benchmark 3 within each of the three school years. However, a significant increase in Tier 1 was made during SY18-19. The consistent increase for the OCM each year is due to the fact that students were exposed to daily counting drills.

Figure 38: Kindergarten AIMSweb- NIM Scores for the past three years



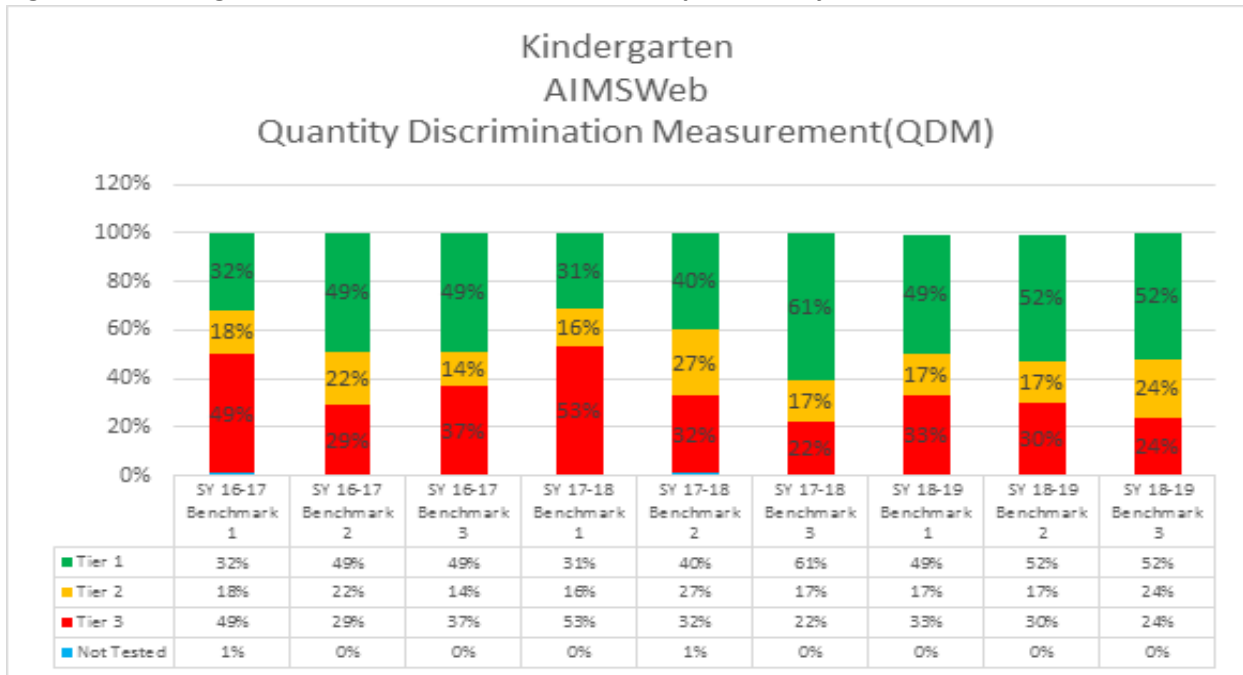
From Benchmark 1 to Benchmark 3 for SY 16-17 and SY 17-18, Kindergarten students showed an increase in Tier 1. Significant increase in Tier 1 and Tier 2 was made during SY 18-19. There is a consistent increase in scores for NIM from Benchmark 1 to Benchmark 3 for each school year may be due to the incorporated teaching strategies such as daily repetitive counting, calendar activities, number identification games, homework, flashcards, online videos, and guided practice worksheets.

Figure 39: Kindergarten AIMSweb- MNM Scores for the past three year



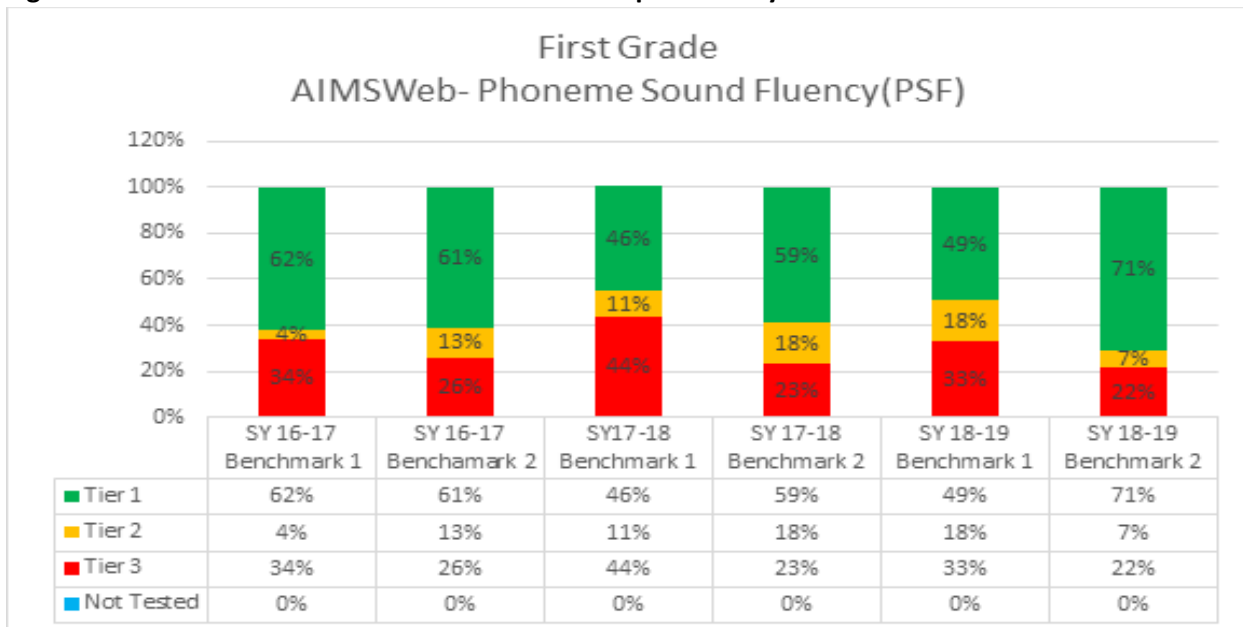
From Benchmark 1 to Benchmark 3 for SY 16-17 and SY 17-18, Kindergarten students showed an increase in Tier 1. Significant increase in Tier 1 was made during SY 18-19. There is a consistent increase in scores for the MNM from Benchmark 1 to Benchmark 3 each school year due to homework, guided practice worksheets, and missing number activities.

Figure 40: Kindergarten AIMSWeb- QDM Scores for the past three years



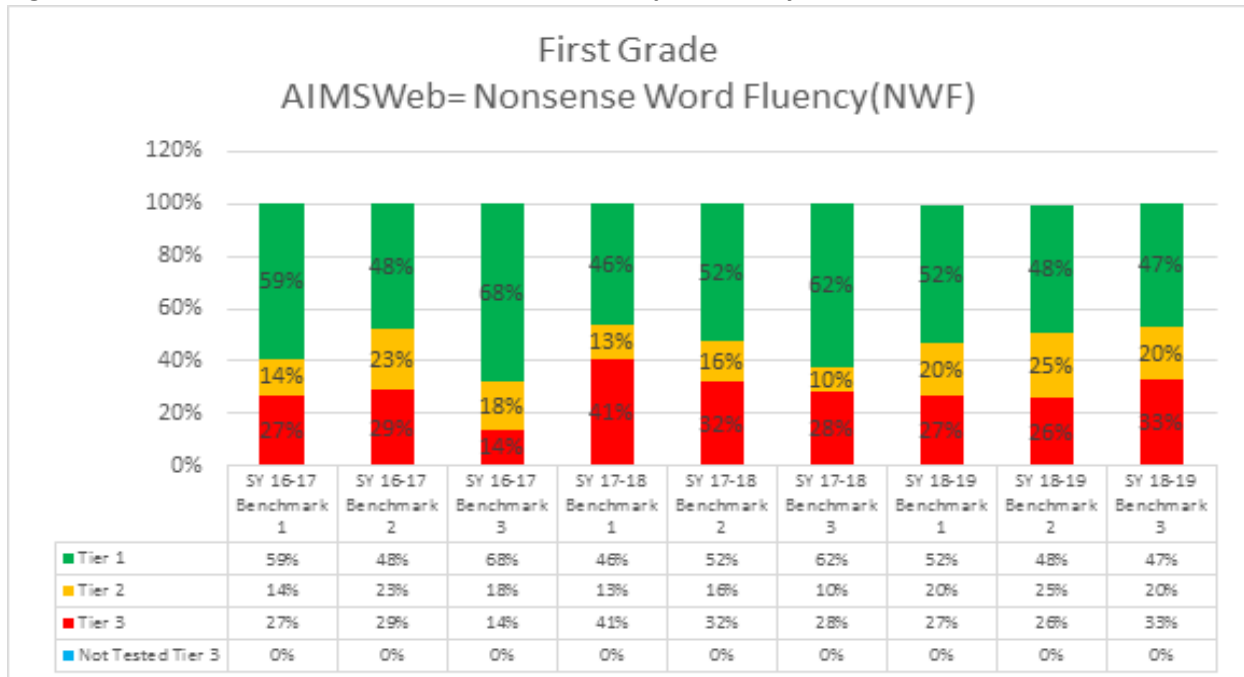
From Benchmark 1 to Benchmark 3 for SY 16-17 and SY 17-18, Kindergarten students showed an overall increase in Tier 1 and 2. A decrease in Tier 1 was made during SY 18-19. The consistent increase each school year for QDM is due to the use of manipulatives, direct instruction, practice worksheets, and homework.

Figure 41: First Grade AIMSWeb- PSF Scores for the past three years



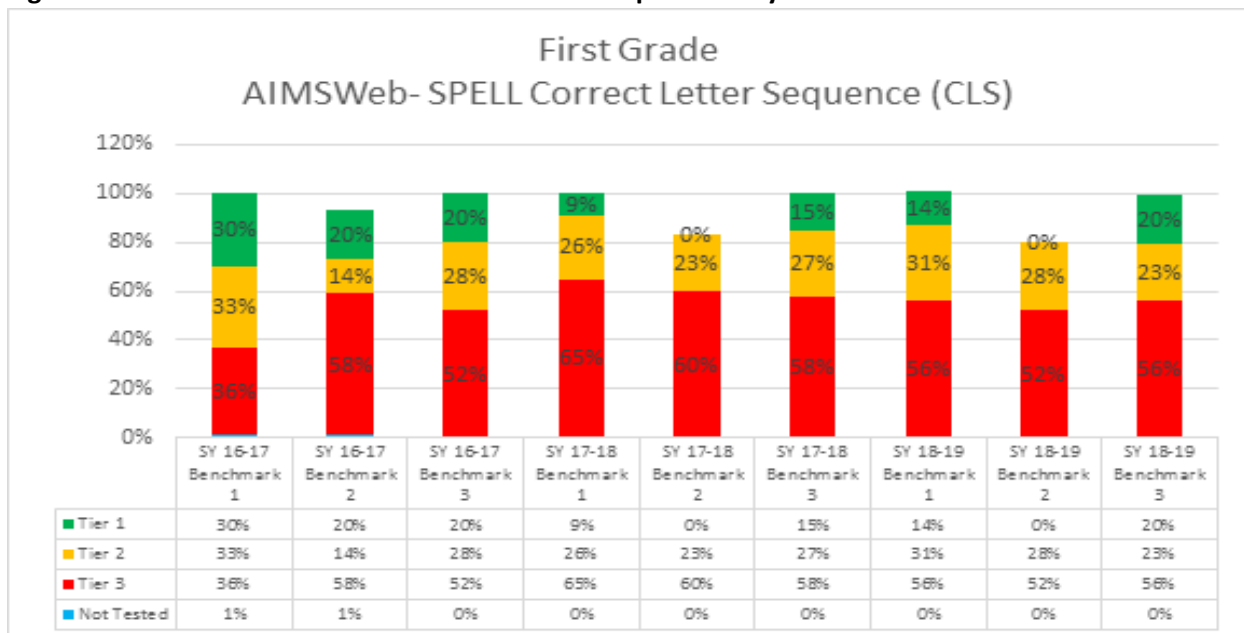
From Benchmark 1 to Benchmark 2 for SY 16-17 and SY 17-18, first grade students showed improvement of students decreasing in Tier 3 and increasing in Tier 2 the past three years. Significant increase in Tier 1 was made during SY 18-19. Contributing factors to the increase of scores include daily phonic drills before each reading lesson and progress monitoring.

Figure 42: First Grade AIMSWeb- NWF Scores for the past three years



From Benchmark 1 to Benchmark 3 for SY 16-17 and SY 17-18, first grade students showed improvement students decreasing in Tier 2 and increasing in Tier 1. The decrease in Tier 1 during SY 18-19 possibly attributed to a higher enrollment of first grade students and the district-wide emphasis in Math starting in SY 18-19.

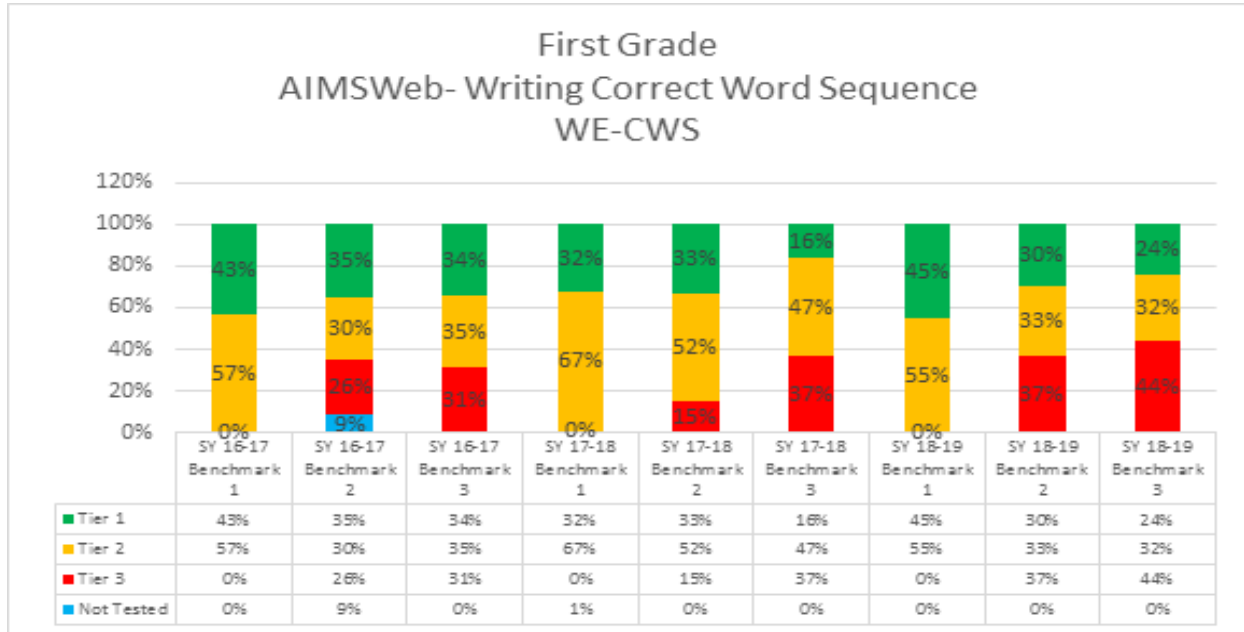
Figure 43: First Grade AIMSWeb- CLS Scores for the past three years



From Benchmark 1 to Benchmark 3 for SY 16-17 and SY 17-18, first grade students showed a decrease of students in all Tier levels. Although there was a slight increase in Tier 1 for SY 18-19, over 50% remained within the Tier 3 level over the past three years.

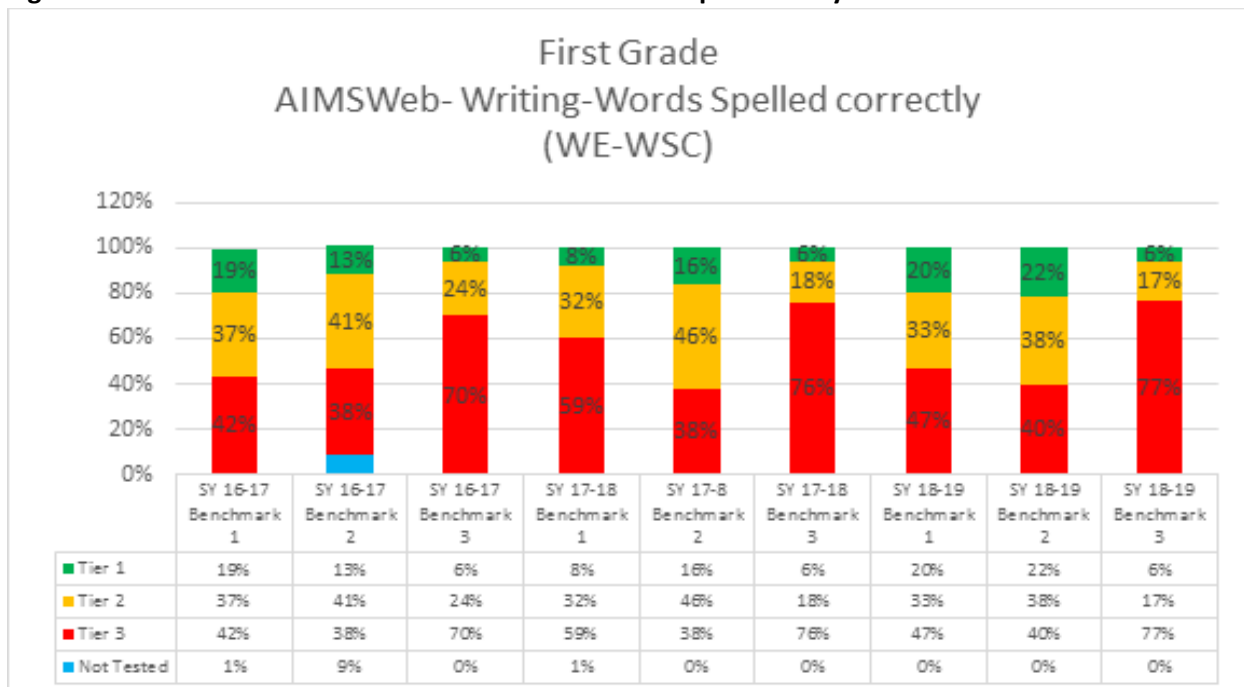
**NOTE:** Figure 44 to Figure 46: The following graphs illustrate a breakdown of one test probe in AIMSWEB. The decrease in scores in Tier 1 was due to the cut score increase from Benchmark to Benchmark.

**Figure 44: First Grade AIMSWeb- WE-CWS Scores for the past three years**



From Benchmark 1 to Benchmark 3 for SY 16-17 and SY 17-18, first grade students showed a decrease of students in all Tier levels. An increase in Tier 1 was made during SY 18-19.

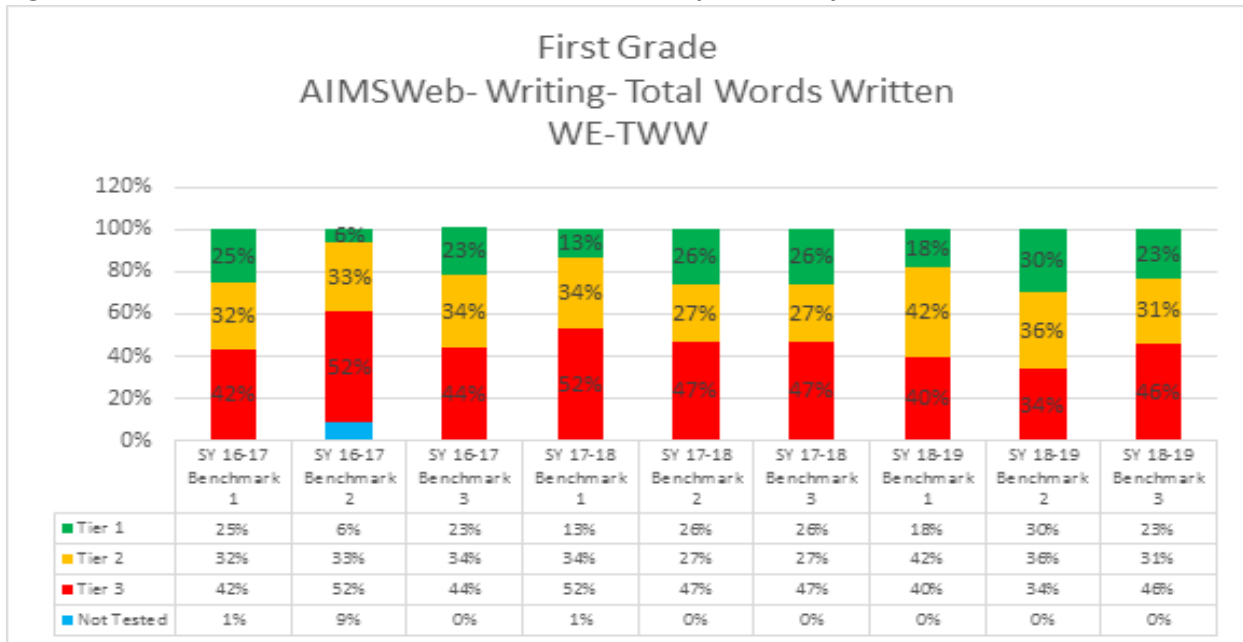
**Figure 45: First Grade AIMSWeb- WE-WSC Scores for the past three years**



From Benchmark 1 to Benchmark 3 for SY 16-17 and SY 17-18, first grade students showed a decrease of students in Tier 2 and an increase in Tier 3. Slight decrease in Tier 2 was made during SY 18-19.

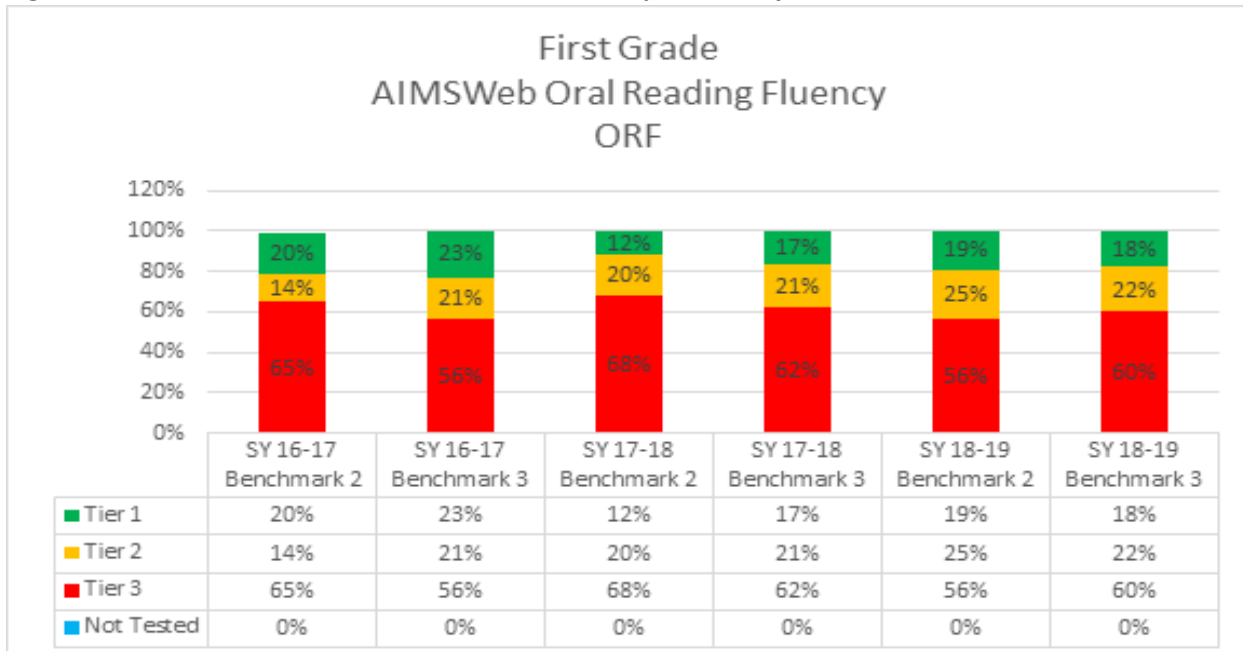


Figure 46: First Grade AIMWeb- WE-TWW Scores for the past three years



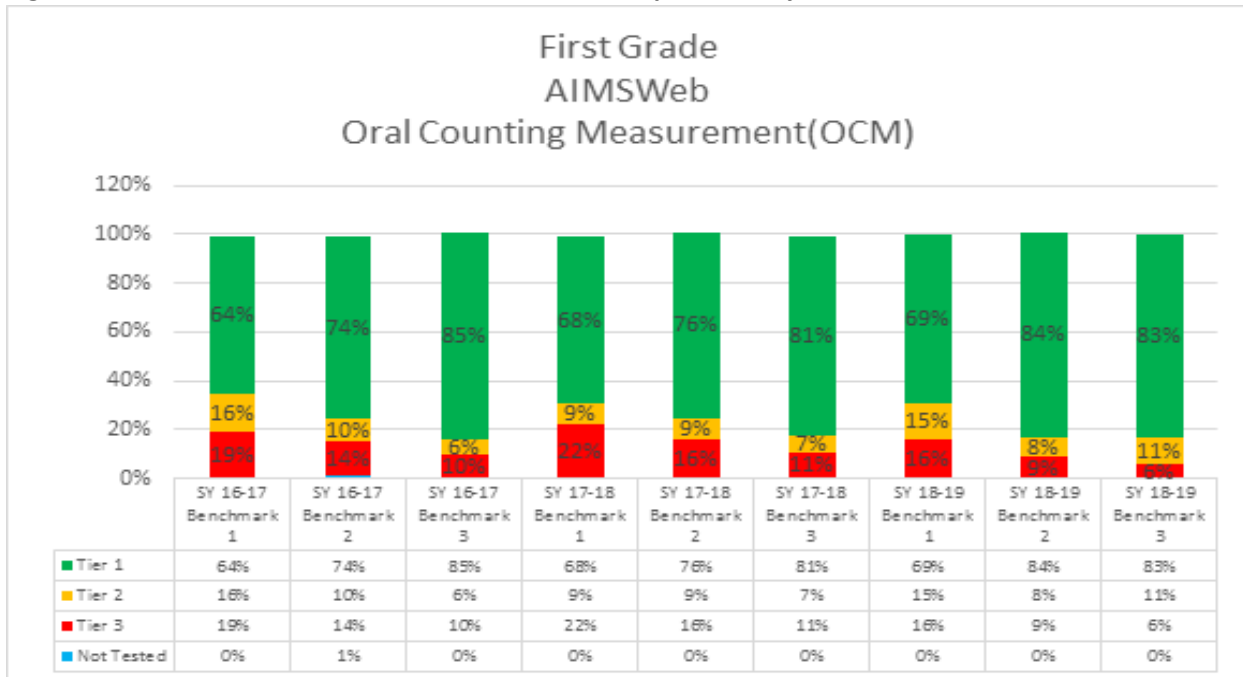
From Benchmark 1 to Benchmark 3 for SY 16-17 first grade students showed an increase of students from Tier 2 and decrease in Tier 1. In SY 17-18, there was a dramatic 13% in Tier 1 and a 5% increase from Benchmark 1 to Benchmark 3 in SY 18-19.

Figure 47: First Grade AIMSWeb- ORF Scores for the past three years



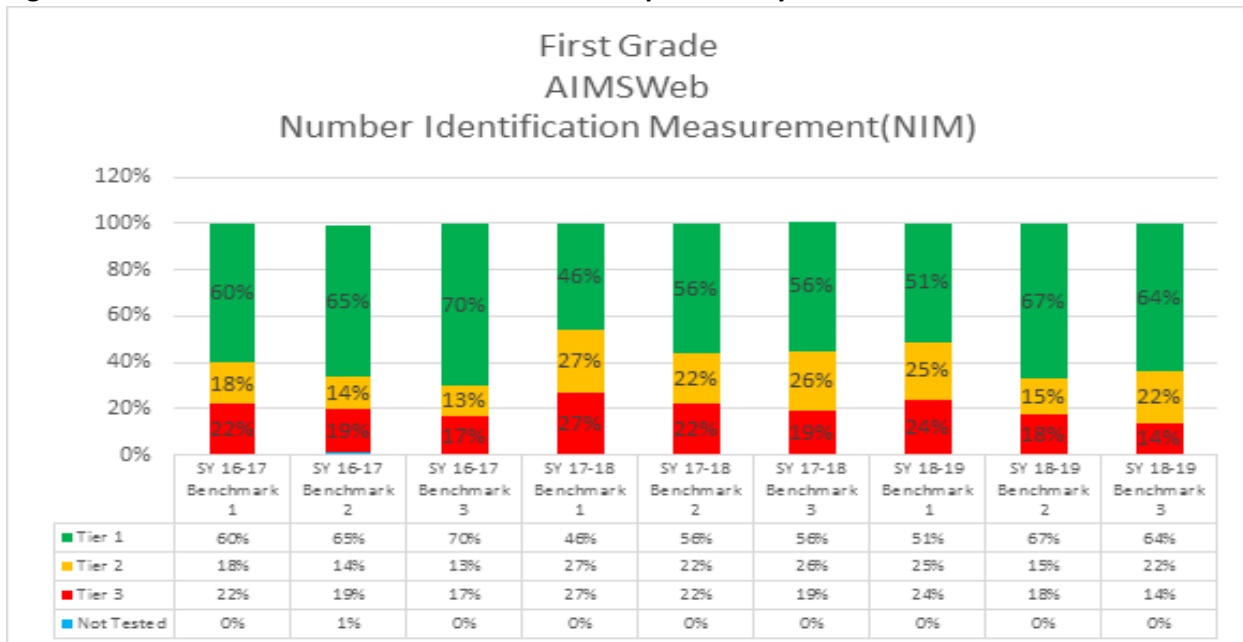
From Benchmark 2 to Benchmark 3 for SY 16-17 and SY 17-18, data shows progress in students progressing in Tiers between Benchmarks. However, there was a 1% decrease in Tier 1 and increase in Tier 3 in SY 18-19. Possible factors were the focus was on NWF as a foundation to help students in oral reading which was assessed beginning in Benchmark 2. According to AIMSWEB the raw data has increased per individual student, however, according to the cut scores students would remain within the same Tier or lower.

Figure 48: First Grade AIMSWeb- OCM Scores for the past three years



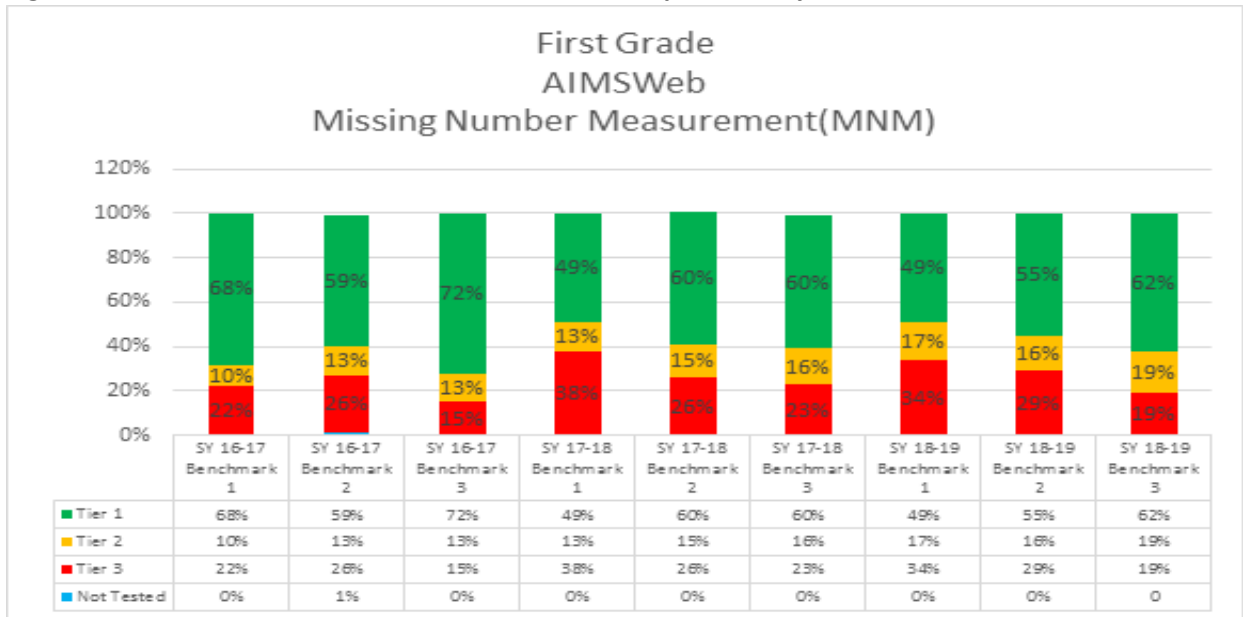
Significant growth can be seen from Benchmark 1 to Benchmark 3 as students moved up to the next tier level indicating student progress in all three years. However, a 1% decrease from Benchmark 2 to Benchmark 3 in Tier 1 for SY 18-19. Overall, over 80% of students were within Tier 1 by Benchmark 3 for all three school years due to daily counting drills before each Math lesson.

Figure 49: First Grade AIMSWeb- NIM Scores for the past three years



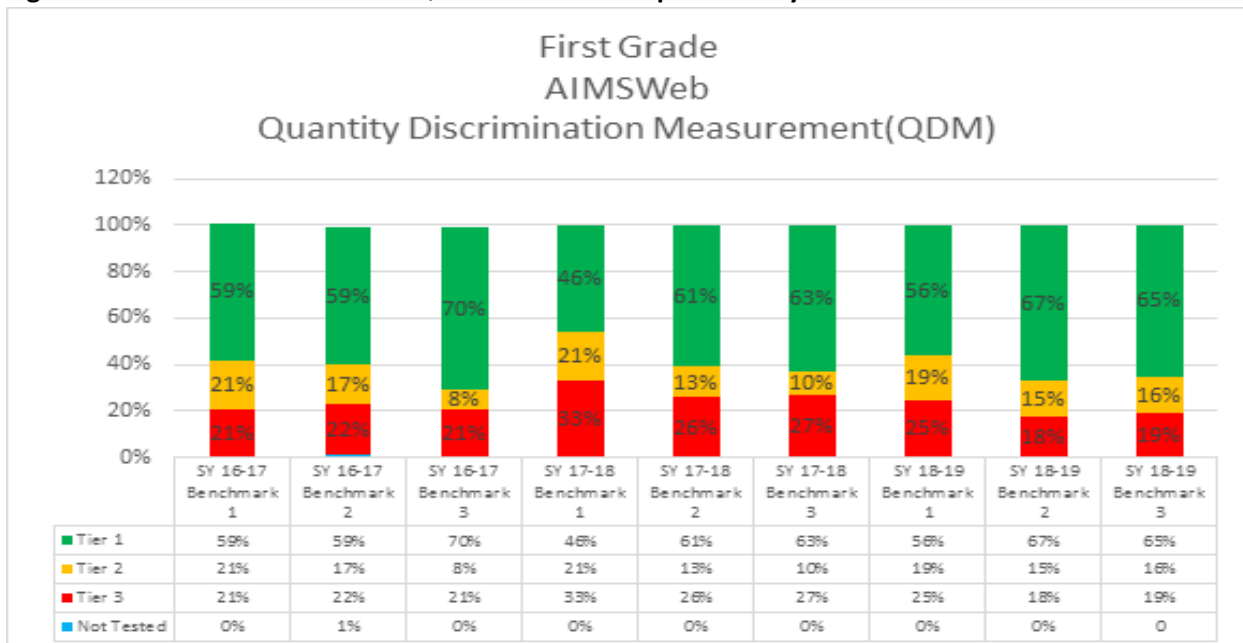
Significant growth can be seen from Benchmark 1 to Benchmark 3 as students moved up to the next tier level indicating student progress in all three years. However, a 3% decrease from Benchmark 2 to Benchmark 3 in Tier 1 for SY 18-19. Overall, over 55% of students were within Tier 1 by Benchmark 3 for all three school years due to daily counting drills before each Math lesson.

Figure 50: First Grade AIMSWeb- MNM Scores for the past three years



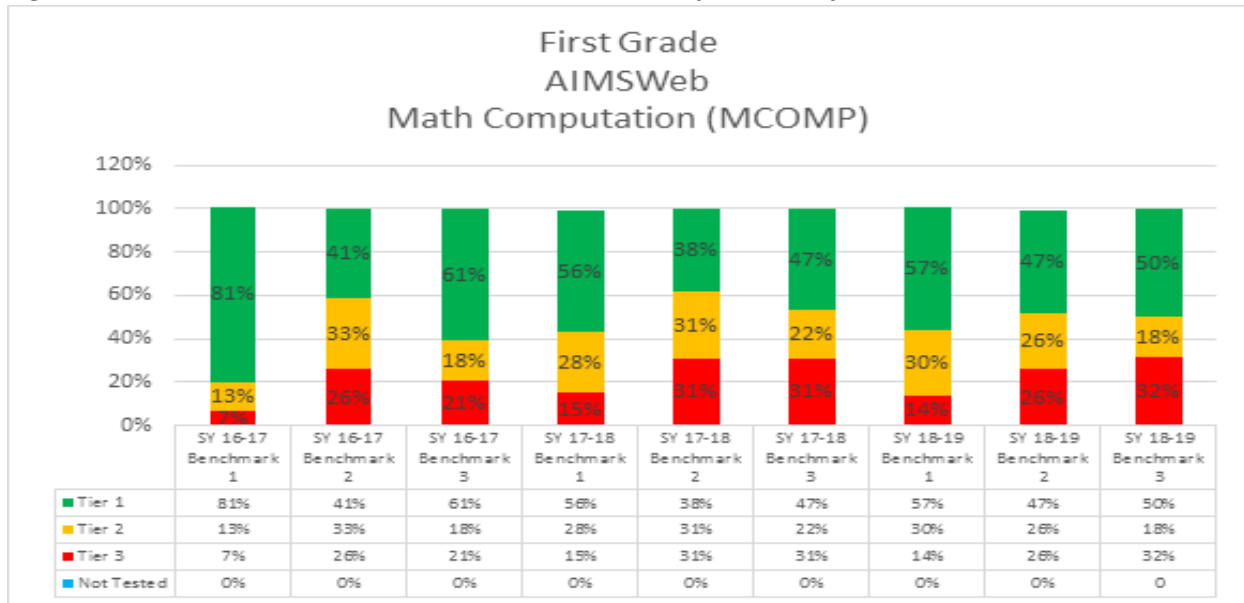
Growth can be seen from Benchmark 1 to Benchmark 3 as students moved up to the next tier level indicating student progress in all three years. However, a 9% decrease from Benchmark 1 to Benchmark 2 in Tier 1 for SY 16-17. Overall, over 60% of students were within Tier 1 by Benchmark 3 for all three school years due to the focus on number identification and number quantity through daily practice drills.

Figure 51: First Grade AIMSWeb- QDM Scores for the past three years



Growth can be seen from Benchmark 1 to Benchmark 3 as students moved up to the next tier level indicating student progress in all three years. However, a 2% decrease from Benchmark 2 to Benchmark 3 in Tier 1 for SY 18-19. Overall, over 60% of students were within Tier 1 by Benchmark 3 for all three school years due to prior skills in number comparisons and greater/less drills in Kindergarten.

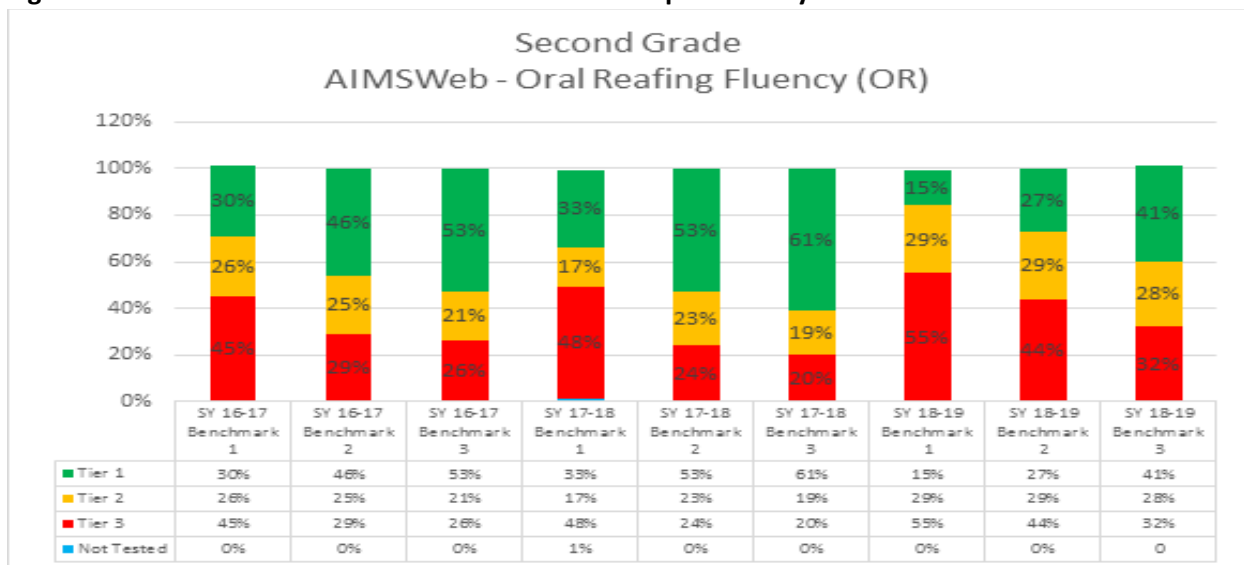
Figure 52: First Grade AIMSWeb- MCOMP Scores for the past three years



Within all three years, a consistent decrease from Benchmark 1 to Benchmark 2 can be seen, however, there was a consistent growth from Benchmark 2 to Benchmark 3. A factor that contributed to the increase was MCOMP was a SMART Goal.

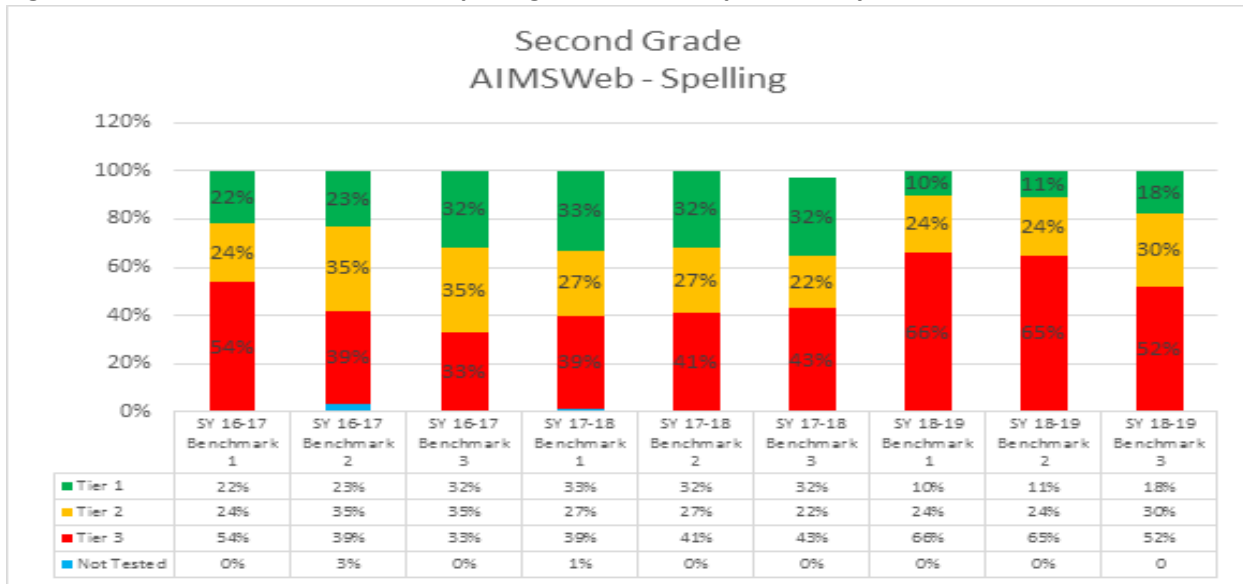
**NOTE:** Figure 53 to Figure 56: In order to accommodate the large enrollment of second grade students in SY 18-19, an additional second grade class was opened during the 2nd quarter. Therefore, students from the three existing classes were disseminated to create a new class. Growth can be seen consistently for both SY 16-17 and SY 17-18. However, scores decreased in SY18-19 which could be attributed to the major transitional changes for both teachers and students.

Figure 53: Second Grade AIMSWeb- OR Scores for the past three years



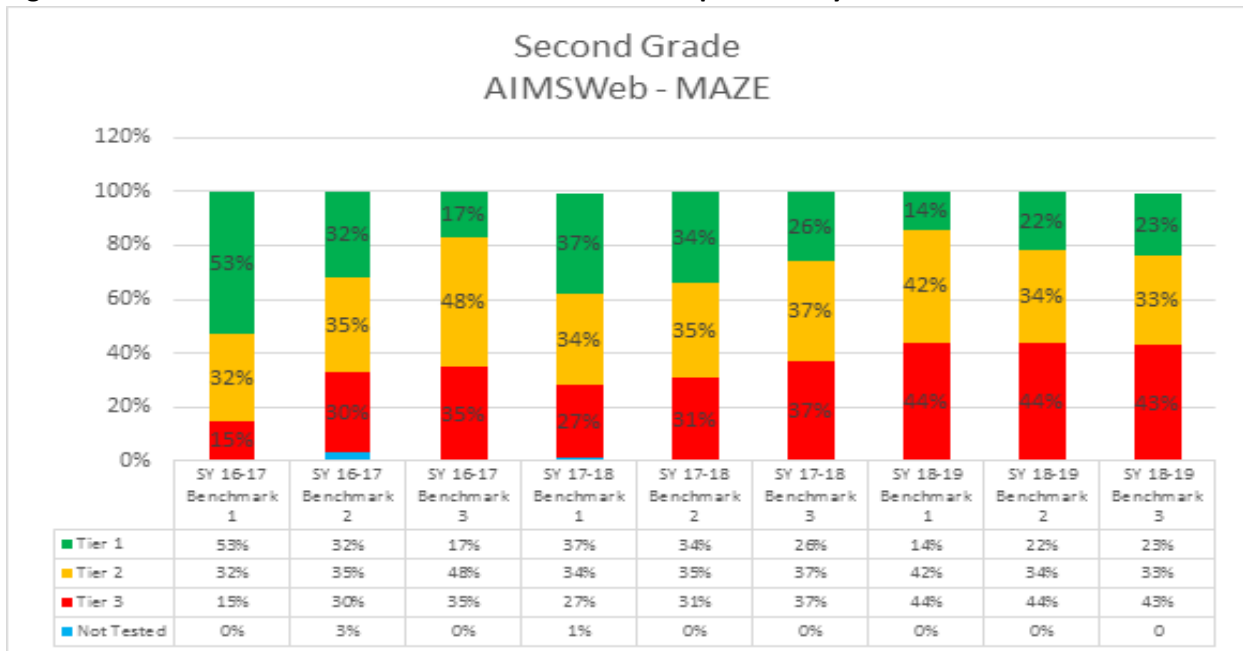
Growth can be seen from Benchmark 1 to Benchmark 3 as students moved up to the next tier level indicating student progress in all three years. Overall, over 40% of students were within Tier 1 by Benchmark 3 for all three school years.

Figure 54: Second Grade AIMSWeb- Spelling Scores for the past three years



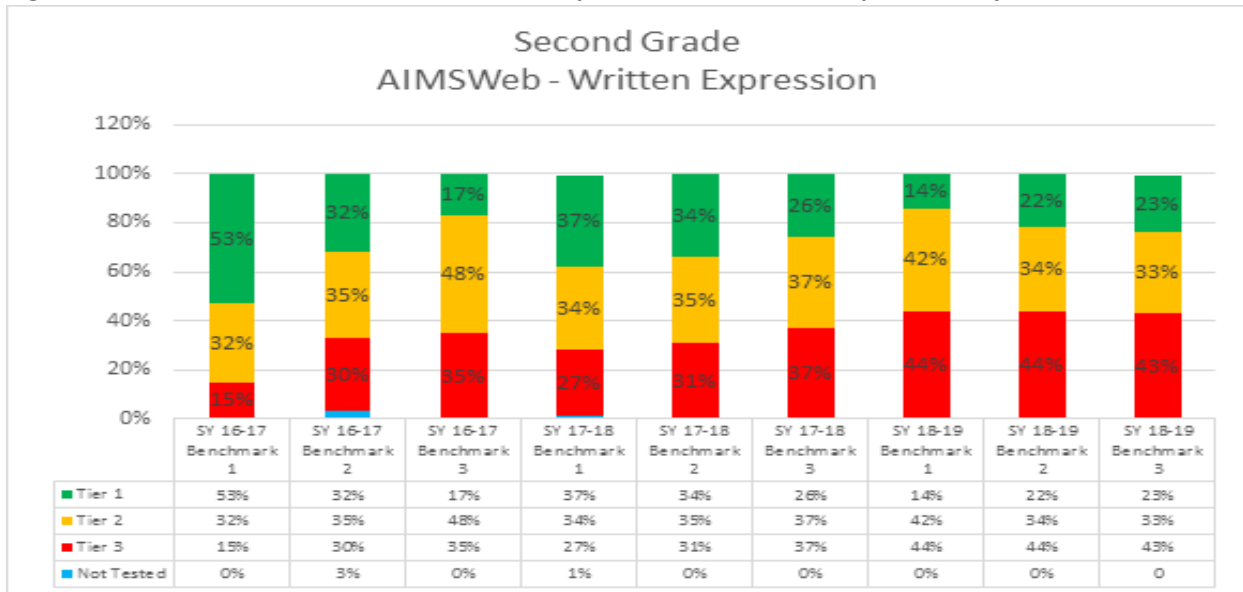
Modest growth can be seen from Benchmark 1 to Benchmark 3 as students moved up to the next tier level indicating student progress in all three years. However, majority of the students still remained within Tier 2 and Tier 3.

Figure 55: Second Grade AIMSWeb- MAZE Scores for the past three years



Modest growth could be seen in SY 18-19, while a decline of student performance from Benchmark 1 to Benchmark 3 could be seen in SY 16-17 & SY 17-18. However, more than 40% of students still remained within Tier 3 for all three Benchmarks in SY 18-19.

Figure 56: Second Grade AIMSWeb- Written Expression Scores for the past three years



A decline of student performance from Benchmark 1 to Benchmark 3 could be seen in SY 16-17 & SY 17-18, while there was modest growth in SY 18-19. However, more than 40% of students still remained within Tier 3 for all three Benchmarks in SY 18-19.

**NOTE:** Figure 57 and Figure 58: For the following Math skills, a significant growth could be seen from Benchmark 1 to Benchmark 3 with a majority of students performing within Tier 1 by Benchmark 3 within all three school years. The high student performance could be a result of second grade teachers determining where students are struggling by analyzing the data and conducting an error analysis to determine which Math skills to prioritize. Progress monitoring is conducted based on student needs. Additionally, parents are provided with Math websites to assist their child with these skills.

Figure 57: Second Grade AIMSWeb- Math Computation Scores for the past three years

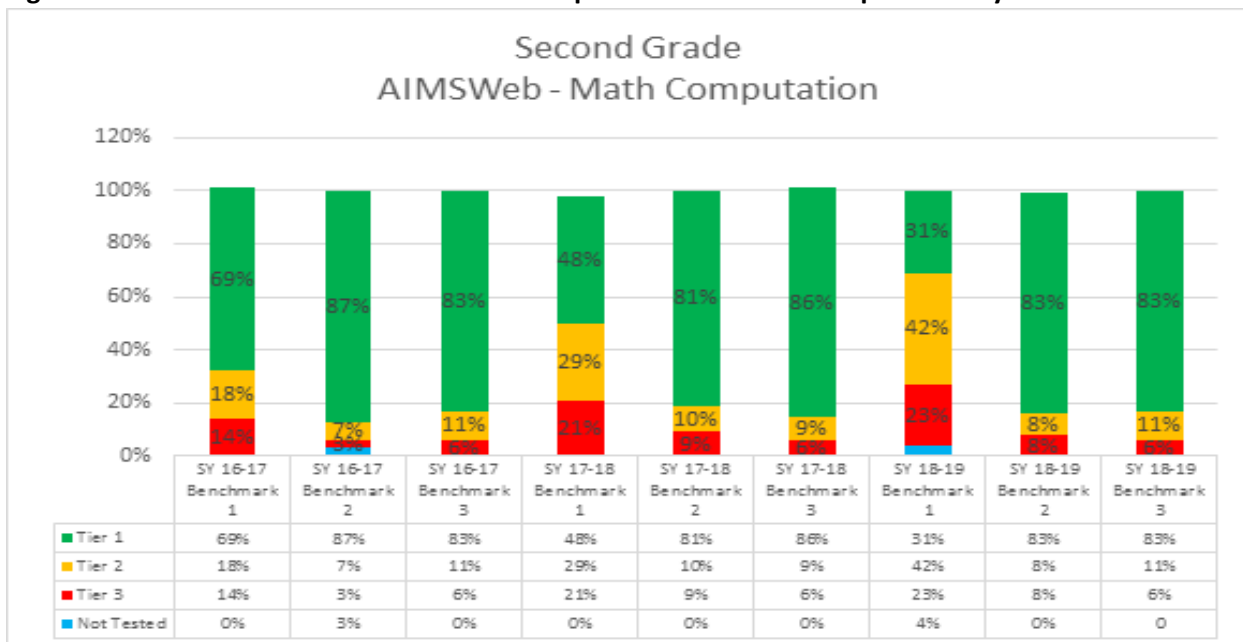


Figure 58: Second Grade AIMSWeb- Math Concepts & Applications Scores for the past three years

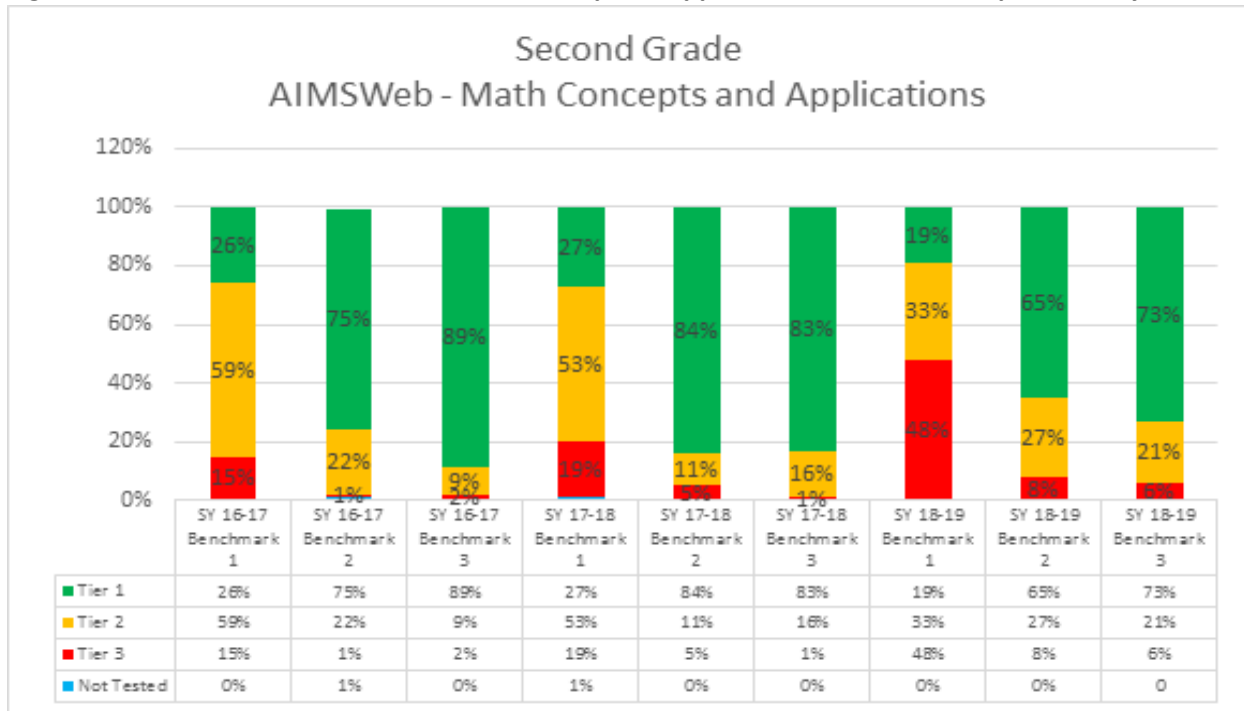
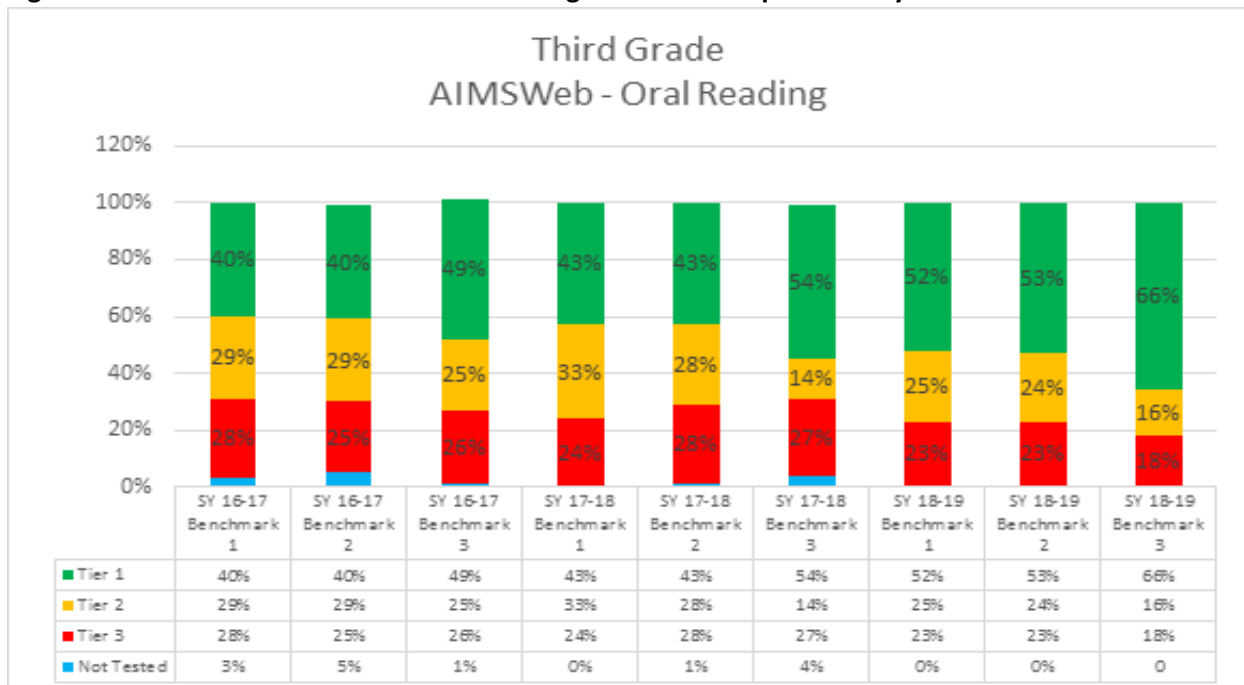
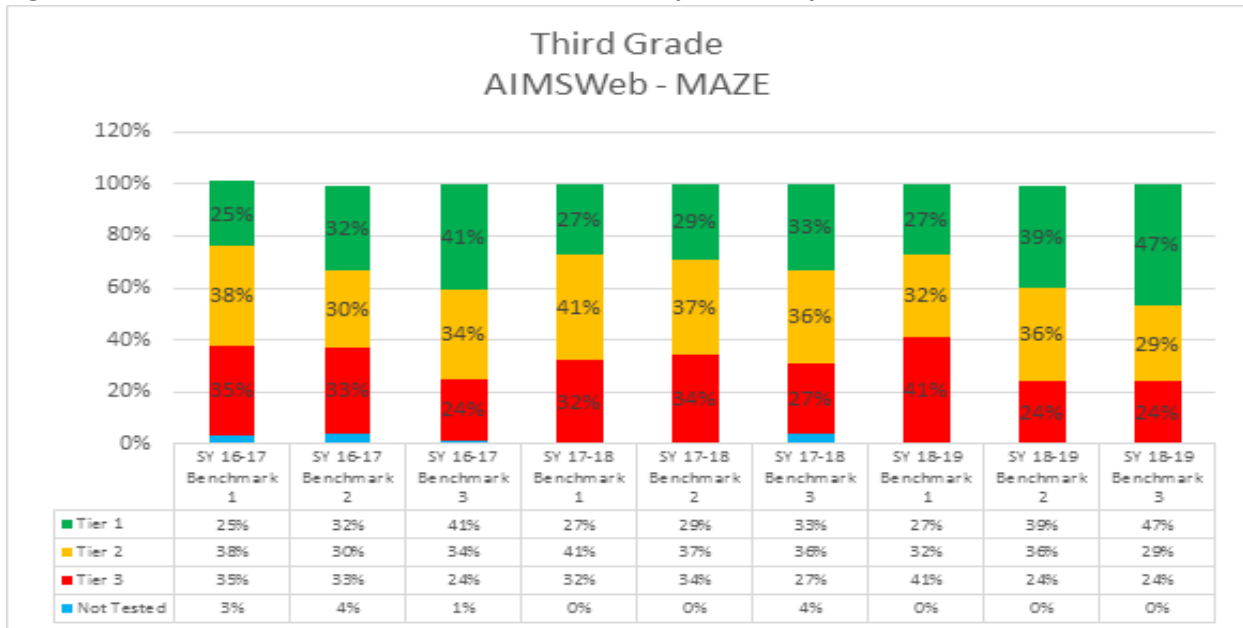


Figure 59: Third Grade AIMSWeb- Oral Reading Scores for the past three years



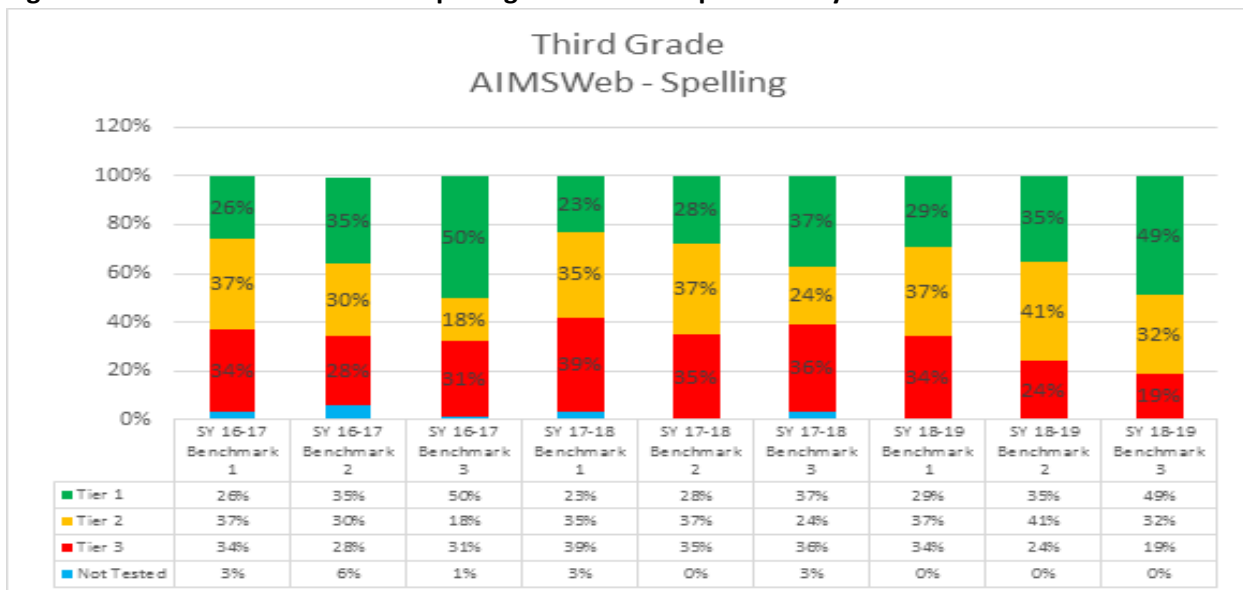
Steady increase can be seen from Benchmark 1 to Benchmark 3 as students moved up to the next tier level indicating student progress in all three years. Overall, over 45% of students were within Tier 1 by Benchmark 3 for all three school years. Factors that contributed to the increase include Response to Intervention (RtI) plans in place which monitored students' progress, SY 17-18 and SY 18-19 consistency in staffing pattern, provided guidance and extra help where needed.

Figure 60: Third Grade AIMSWeb- MAZE Scores for the past three years



Steady increase can be seen from Benchmark 1 to Benchmark 3 as students moved up to the next tier level indicating student progress in all three years. Over 40% of the students were in Tier 1 in SY 18-19. Factor that contributed for students in Tier 1 include RtI plans.

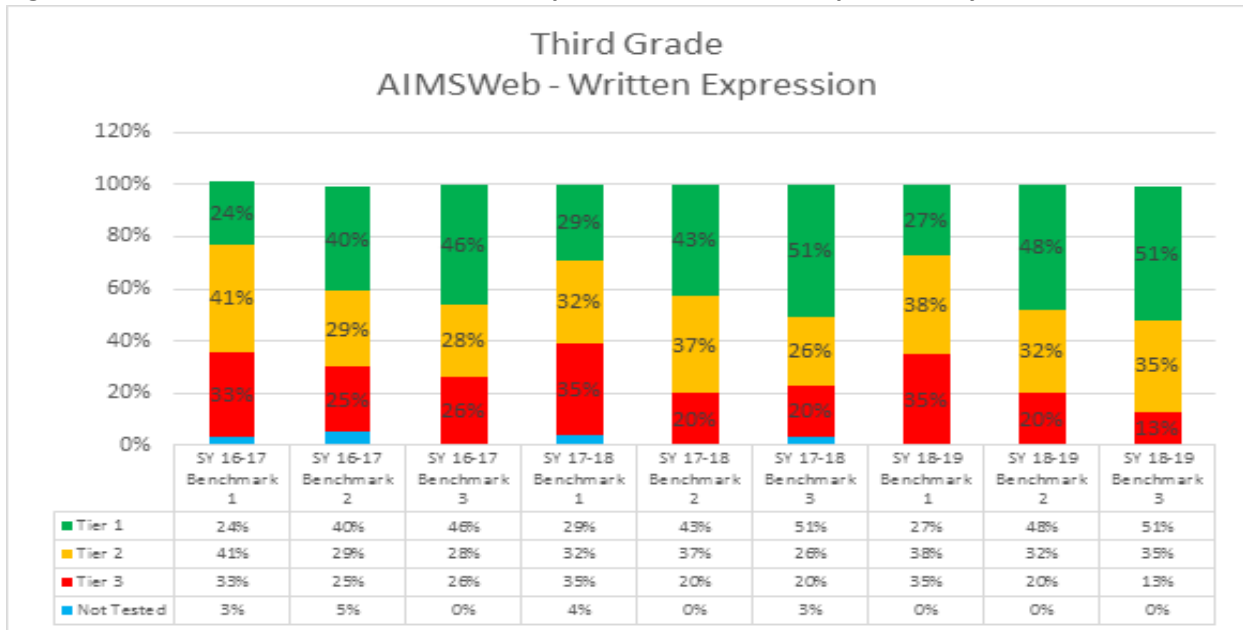
Figure 61: Third Grade AIMSWeb- Spelling Scores for the past three years



Steady increase can be seen from Benchmark 1 to Benchmark 3 as students moved up to the next tier level indicating student progress in all three years. In SY 18-19, less than 20% of students remained within tier 3, while close to 50% of the students performed within tier 1. Factor that contributed to the increase include RtI plans.

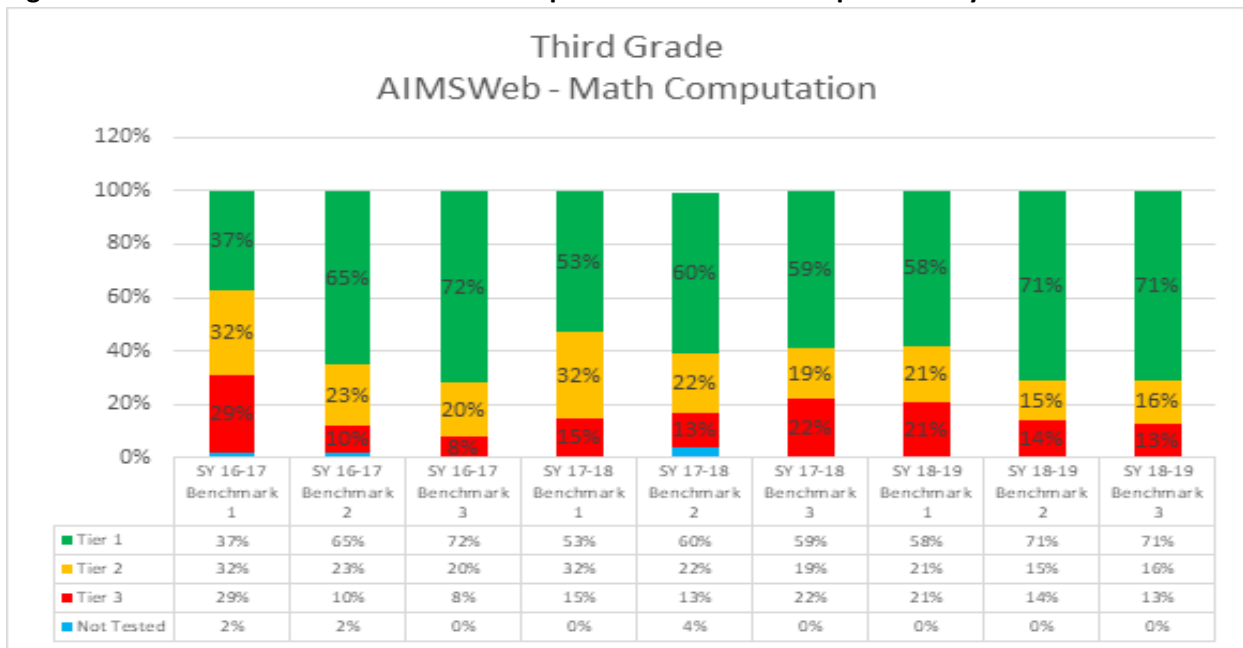


Figure 62: Third Grade AIMSWeb- Written Expression Scores for the past three years



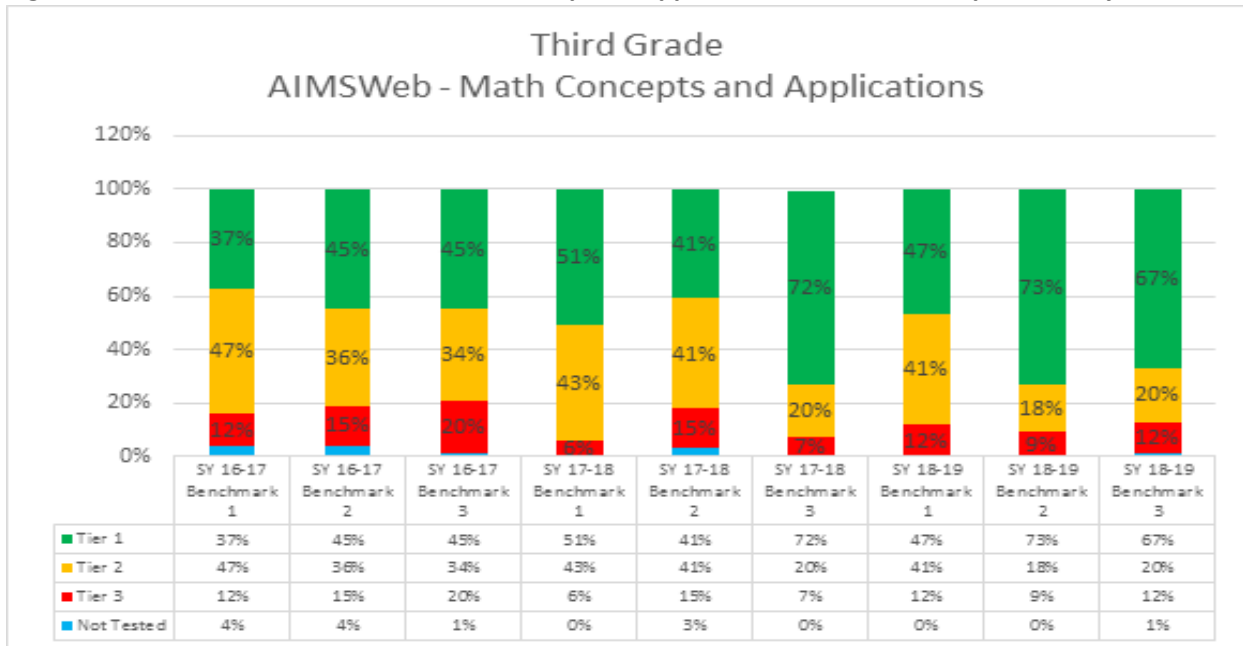
Steady increase can be seen from Benchmark 1 to Benchmark 3 as students moved up to the next tier level indicating student progress in all three years. In SY 18-19, less than 15% of students remained within Tier 3, while more than 50% of the students performed within Tier 1. Factors that contributed to the increase may be a result of consistency in staffing pattern and Written Expression as a SMART Goal.

Figure 63: Third Grade AIMSWeb- Math Computation Scores for the past three years



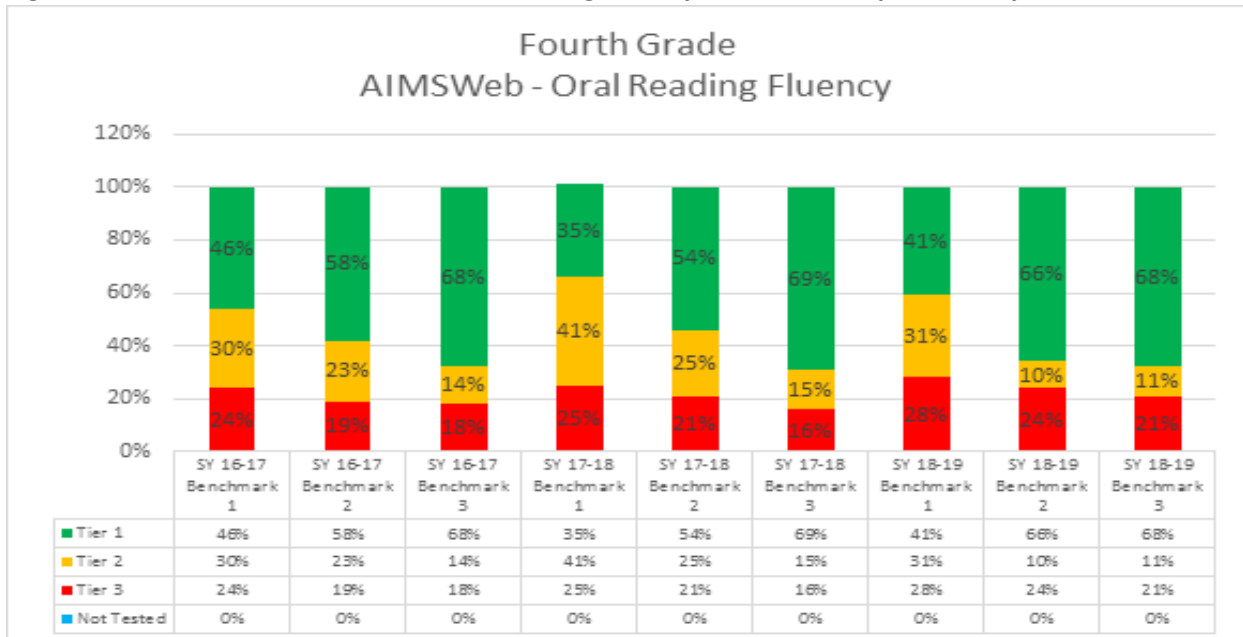
Significant growth could be seen from Benchmark 1 to Benchmark 3 with a majority of students performing within Tier 1 by Benchmark 3 within all three school years. The high student performance could be a result of Math Computation as a SMART Goal. Teachers consistently monitored students' progress and provided opportunities to practice this skill.

Figure 64: Third Grade AIMSWeb- Math Concepts & Applications Scores for the past three years



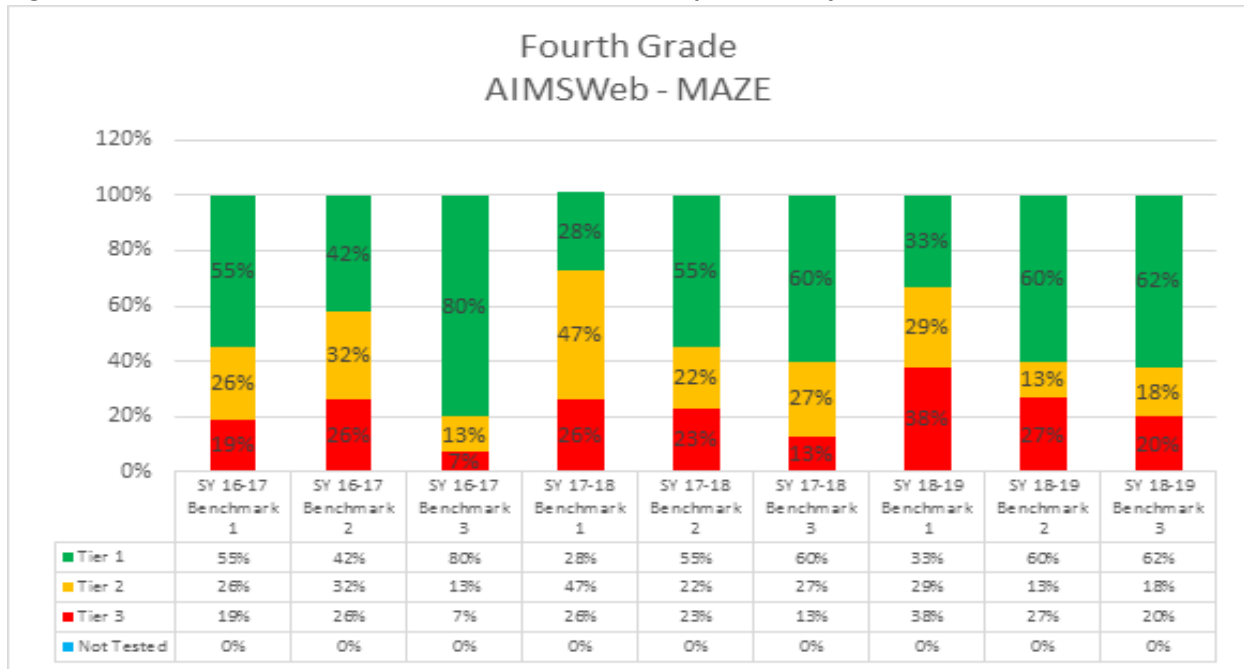
Growth could be seen from Benchmark 1 to Benchmark 3 in all three years, however, there was a slight decrease in Tier 1 from Benchmark 2 to Benchmark 3 in SY 18-19. Overall, a majority of the students still remained within Tier 1. SY 17-18 MES focused on CUBES Math Word Problems strategy across all grade levels.

Figure 65: Fourth Grade AIMSWeb- Oral Reading Fluency Scores for the past three years



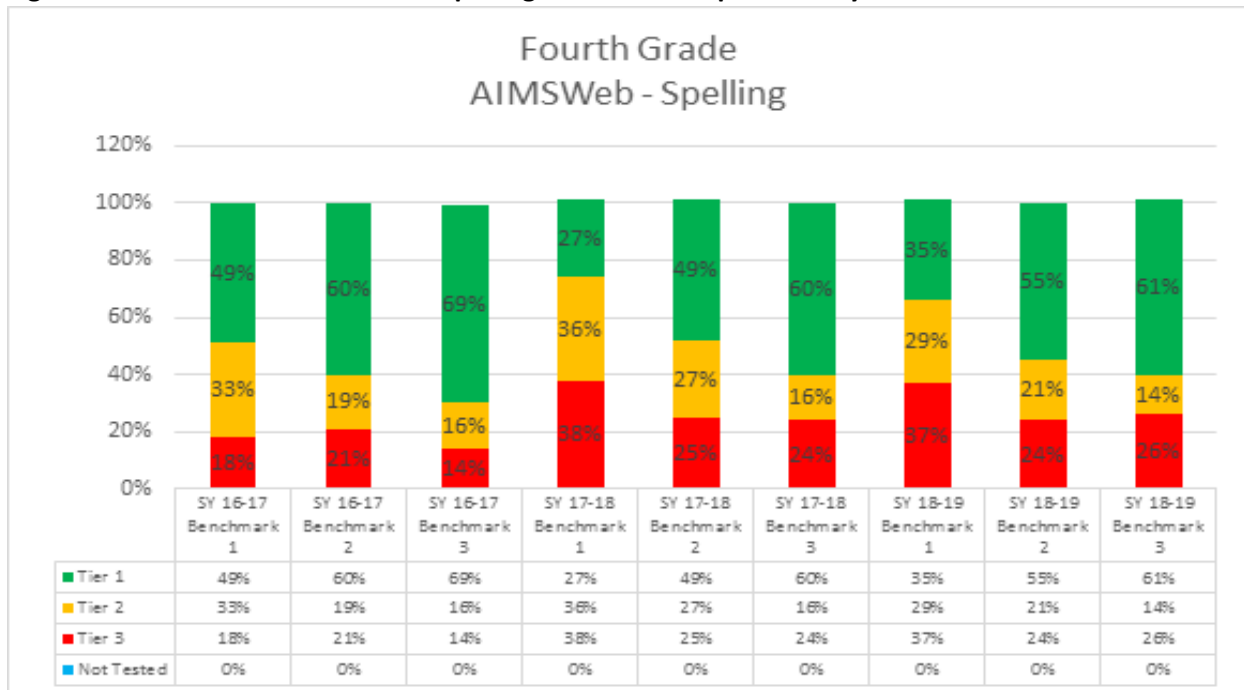
Significant growth could be seen from Benchmark 1 to Benchmark 3 with a majority of students performing within Tier 1 by Benchmark 3 within all three school years. The high student performance could be a result of consistent implementation of RtI plans.

Figure 66: Fourth Grade AIMSWeb- MAZE Scores for the past three years



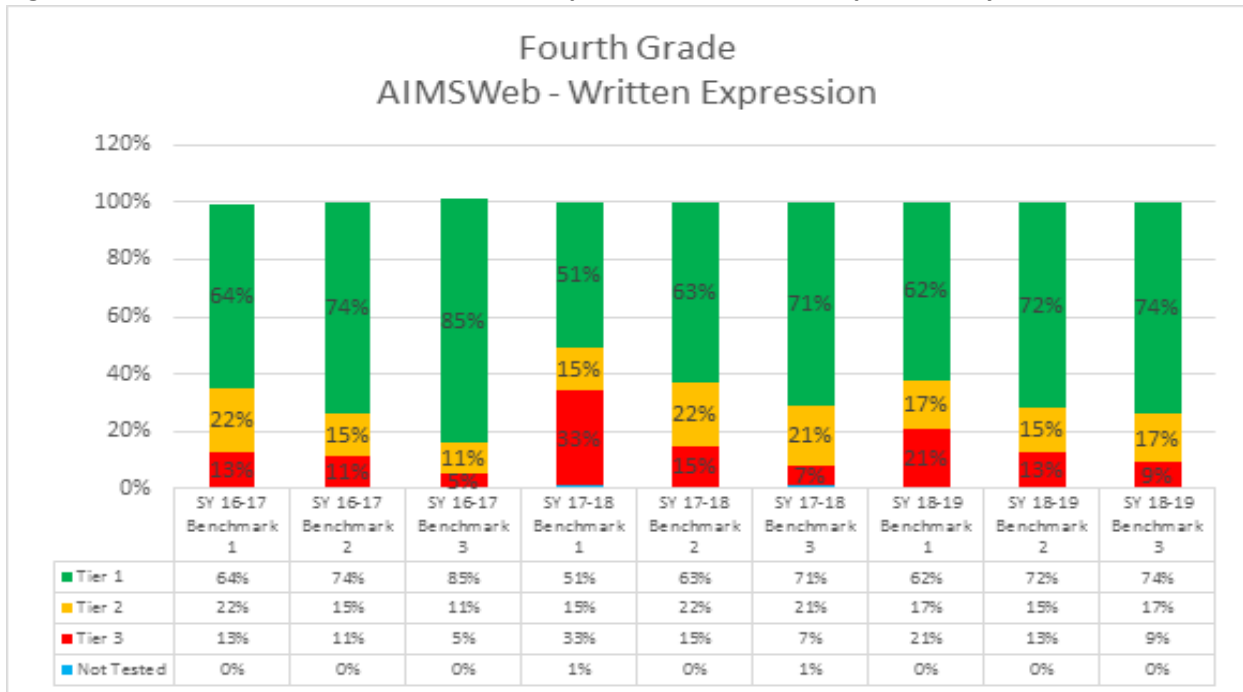
Significant growth could be seen from Benchmark 1 to Benchmark 3 with a majority of students performing within Tier 1 by Benchmark 3 within all three school years. Growth seen in SY 18-19 could be attributed to Rtl plans.

Figure 67: Fourth Grade AIMSWeb- Spelling Scores for the past three years



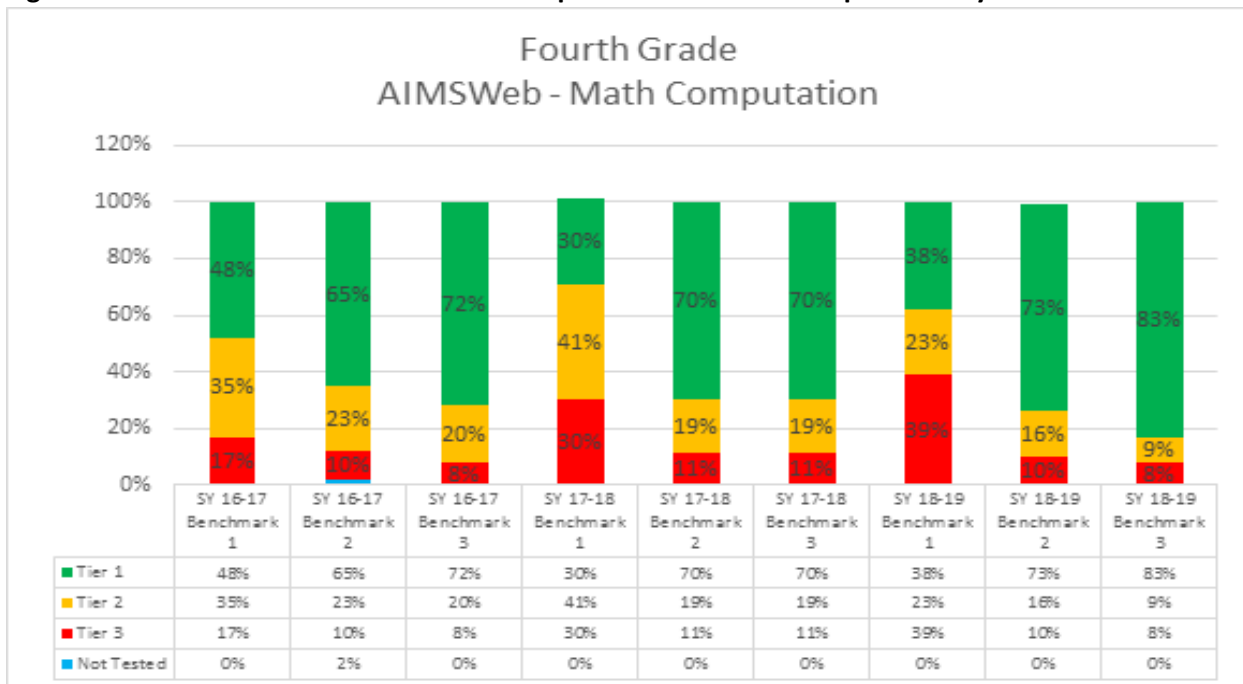
Significant growth could be seen from Benchmark 1 to Benchmark 3 with a majority of students performing within Tier 1 by Benchmark 3 within all three school years. Growth seen in SY 18-19 could be attributed to Rtl plans.

Figure 68: Fourth Grade AIMSWeb- Written Expression Scores for the past three years



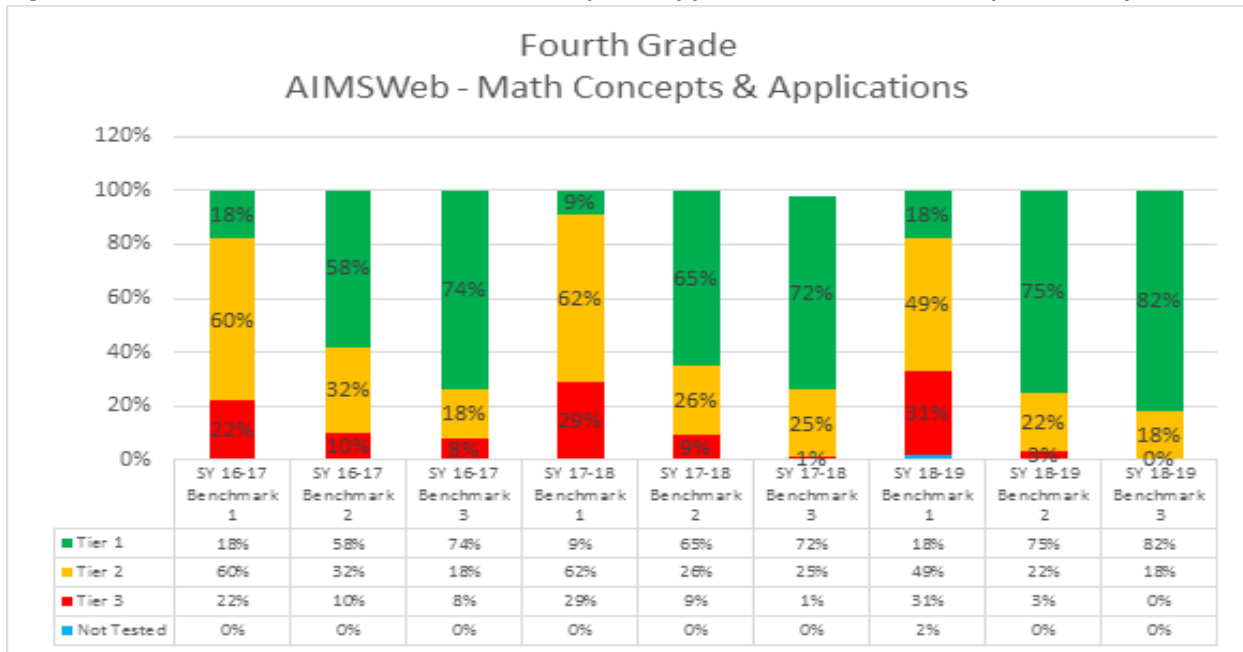
Moderate growth could be seen from Benchmark 1 to Benchmark 3 with a majority of students performing within Tier 1 by Benchmark 3 within all three school years. Growth seen in SY 18-19 could be attributed to Rtl plans.

Figure 69: Fourth Grade AIMSWeb Math Computation Scores for the past three years



Significant growth could be seen from Benchmark 1 to Benchmark 3 with a majority of students performing within Tier 1 by Benchmark 3 within all three school years and over 80% of students in Tier 1 by Benchmark 3 in SY 18-19. Growth within all three school years could be attributed to Rtl plans.

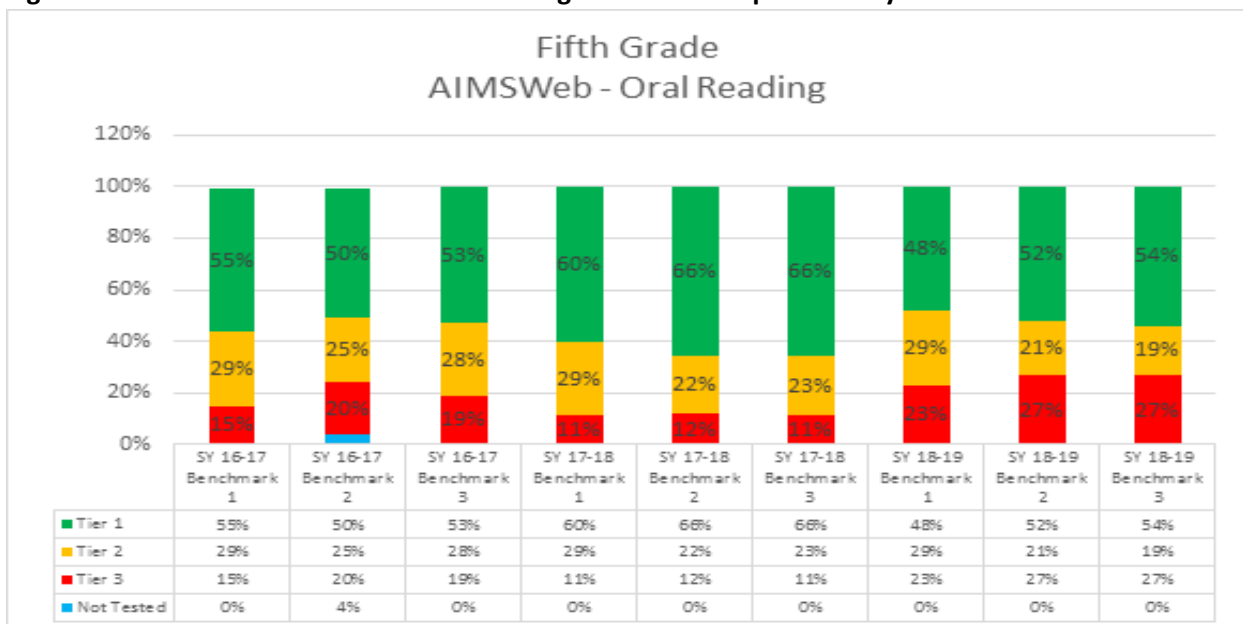
Figure 70: Fourth Grade AIMSWeb- Math Concepts & Applications Scores for the past three years



A dramatic spike could be seen in student performance from Benchmark 1 to Benchmark 3, with a majority of students performing within Tier 1 by Benchmark 3 within all three school years. Significantly higher scores in Benchmark 3 could be a result of the consistency of PMs.

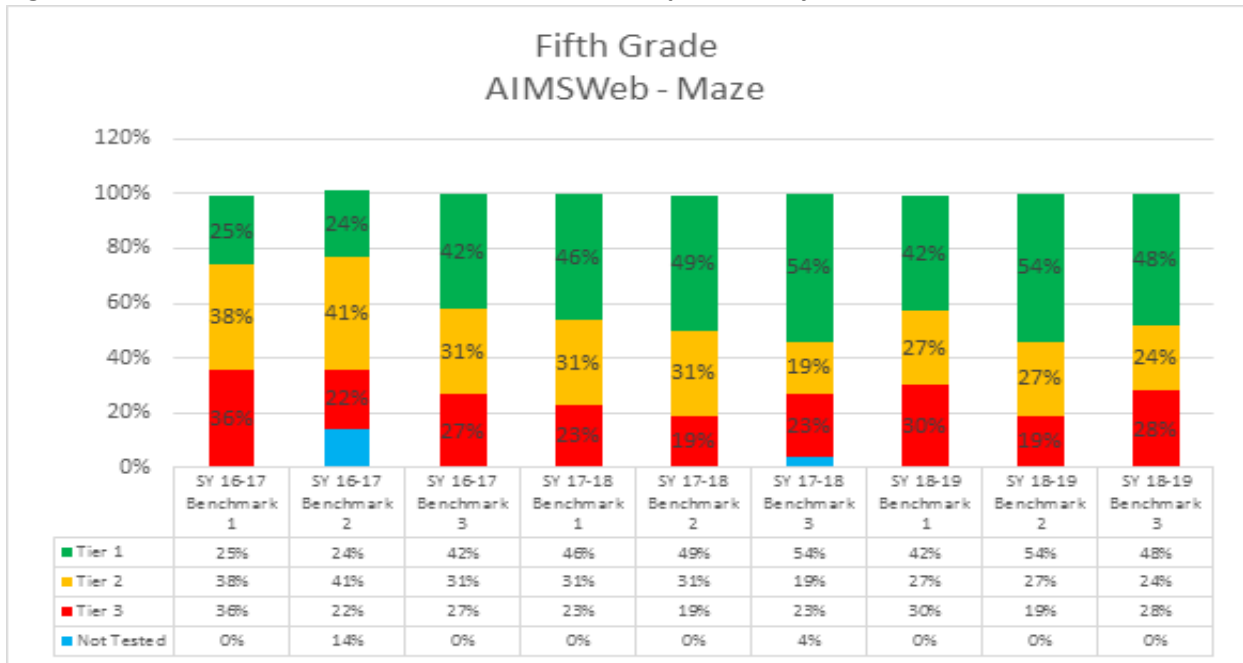
**NOTE:** Figure 71 to Figure 76: AIMSweb scores fluctuate from Benchmark to Benchmark and from school year to school year. The possible contributing factor was three out of four fifth grade teachers were new to teaching fifth grade. It was the first year teaching for one teacher and the other two teachers were former primary grade level teachers.

Figure 71: Fifth Grade AIMSWeb- Oral Reading Scores for the past three years



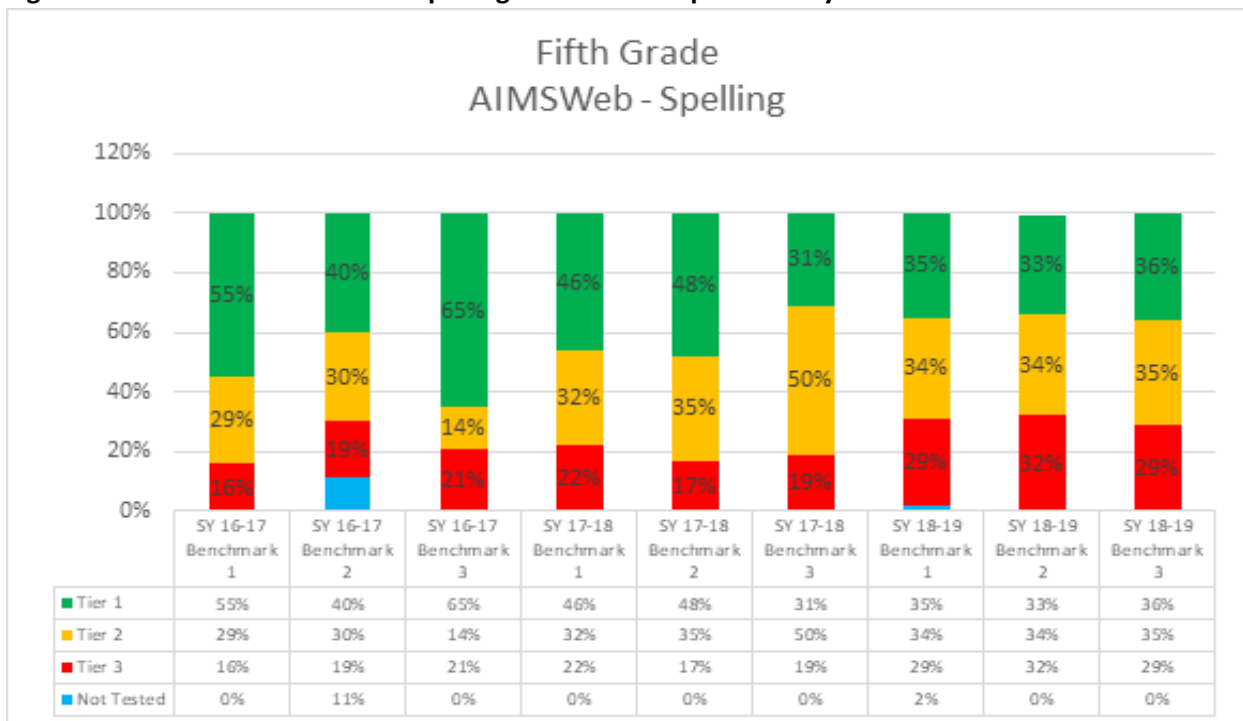
Modest growth could be seen from Benchmark 1 to Benchmark 3 in SY 17-18 & SY 18-19.

Figure 72: Fifth Grade AIMSWeb- MAZE Scores for the past three years



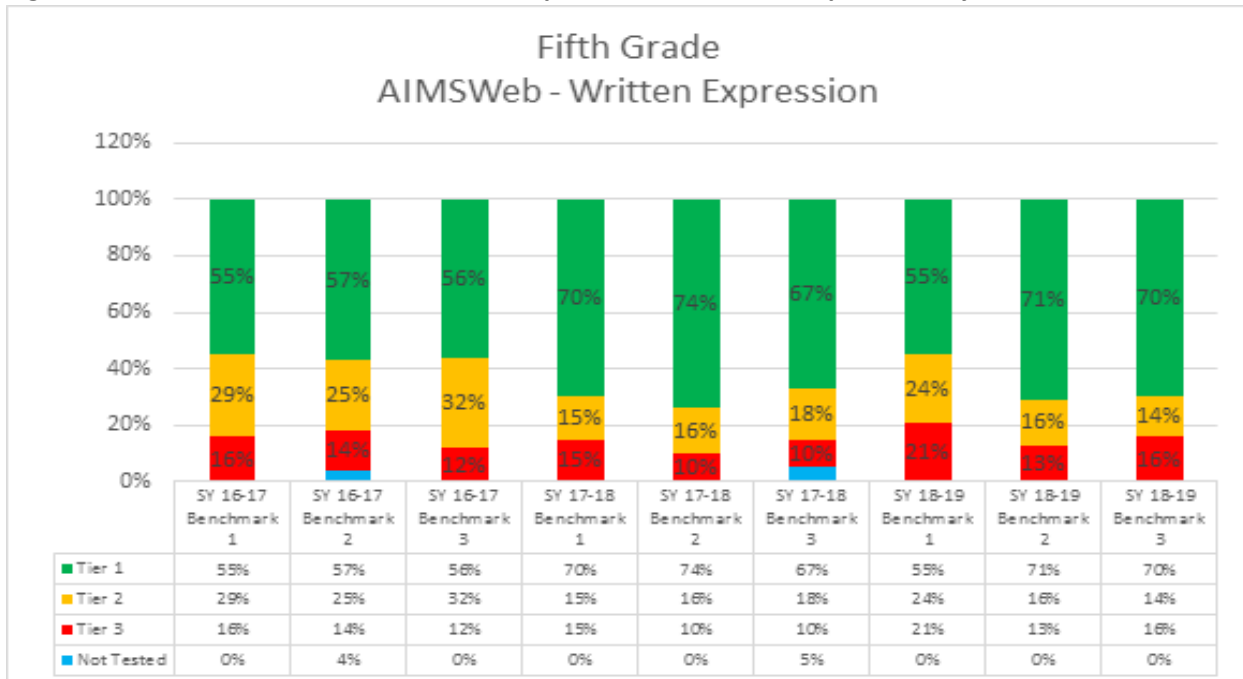
Growth could be seen from Benchmark 1 to Benchmark 3 in SY 16-17 & SY 18-19, while there was a slight drop in Tier 1 from Benchmark 2 to Benchmark 3 in SY 18-19. Students in Tier 3 increased from Benchmark 2 to Benchmark 3 in all three school years.

Figure 73: Fifth Grade AIMSWeb- Spelling Scores for the past three years



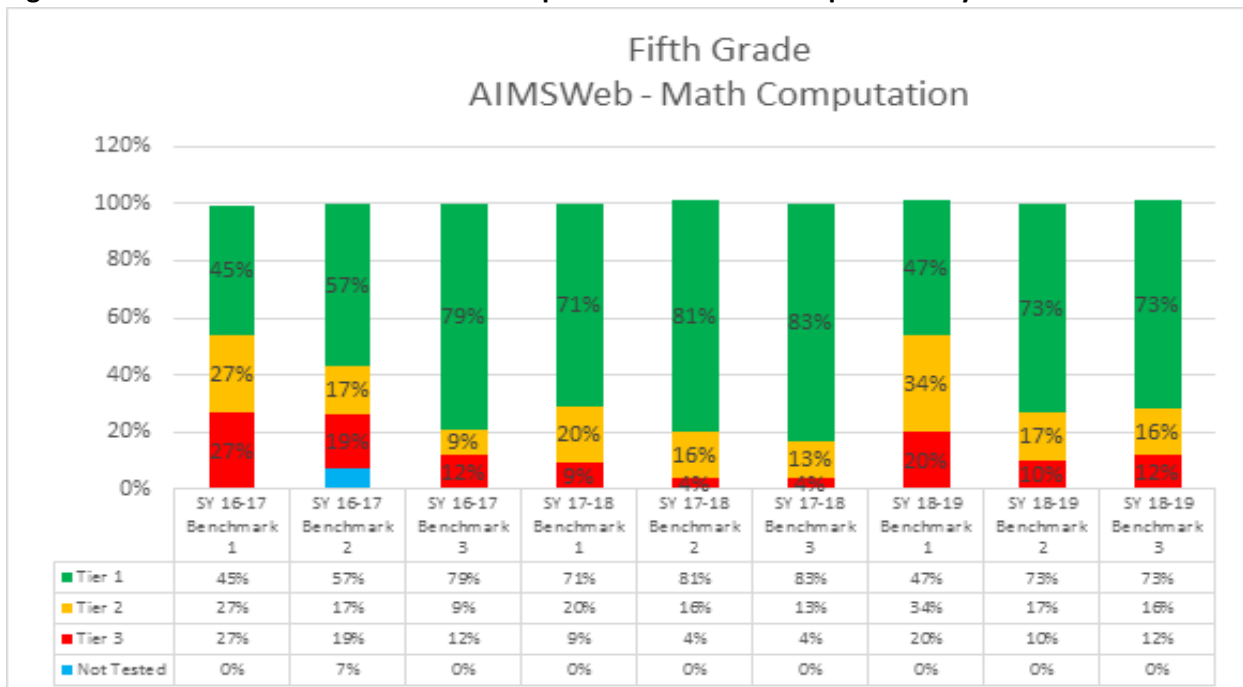
An increase in Tier 1 was made during SY 18-19.

Figure 74: Fifth Grade AIMSWeb- Written Expression Scores for the past three years



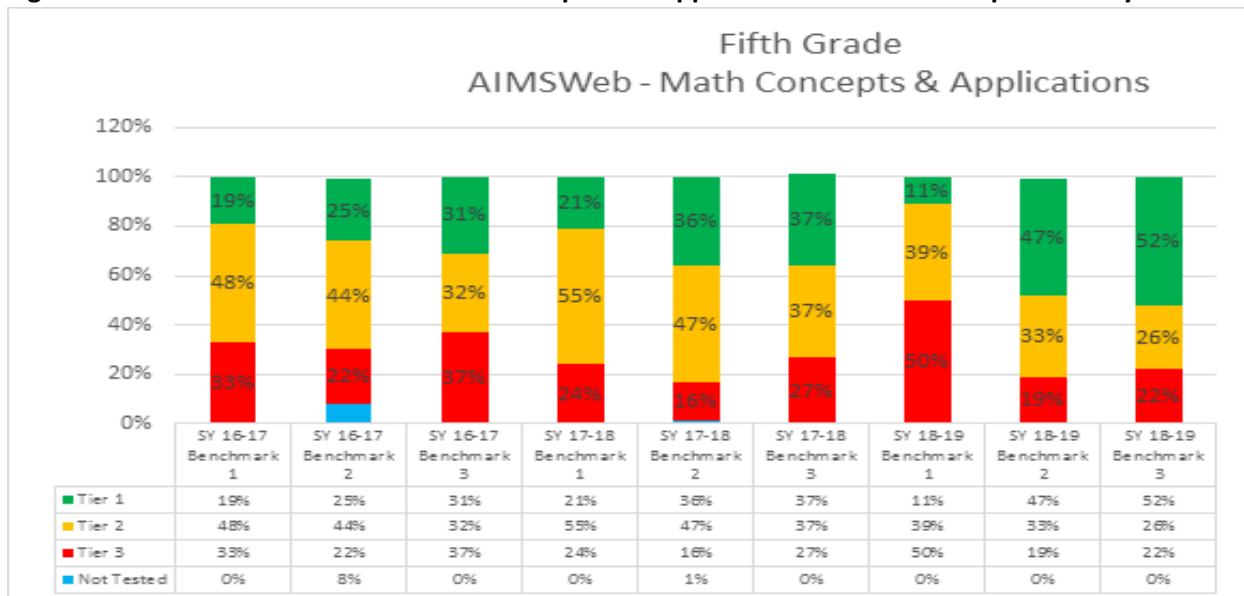
Over 70% of students performed within Tier 1 by Benchmark 3 in SY 18-19 on Written Expression focusing on Writing Correct Word Sequence.

Figure 75: Fifth Grade AIMSWeb- Math Computation Scores for the past three years



Significant growth could be seen from Benchmark 1 to Benchmark 3 with a majority of students performing within Tier 1 by Benchmark 3 within all three school years. Over 70% of students remain in Tier 1 by Benchmark 3 in SY 18-19.

Figure 76: Fifth Grade AIMSWeb- Math Concepts and Applications Scores for the past three years



Growth could be seen from Benchmark 1 to Benchmark 3 within all three school years, with a spike in students performing within Tier 1 in SY 18-19.

**aimswebPlus Data SY 2019-2020**

**NOTE:** SY 2019-2020 is the first year aimswebPlus system is administered at MES. Teachers use this system to screen and monitor students’ progress in Math and Reading for grades K-5th in the elementary level. In addition to assessing students, the system manages data and reports and growth norms.

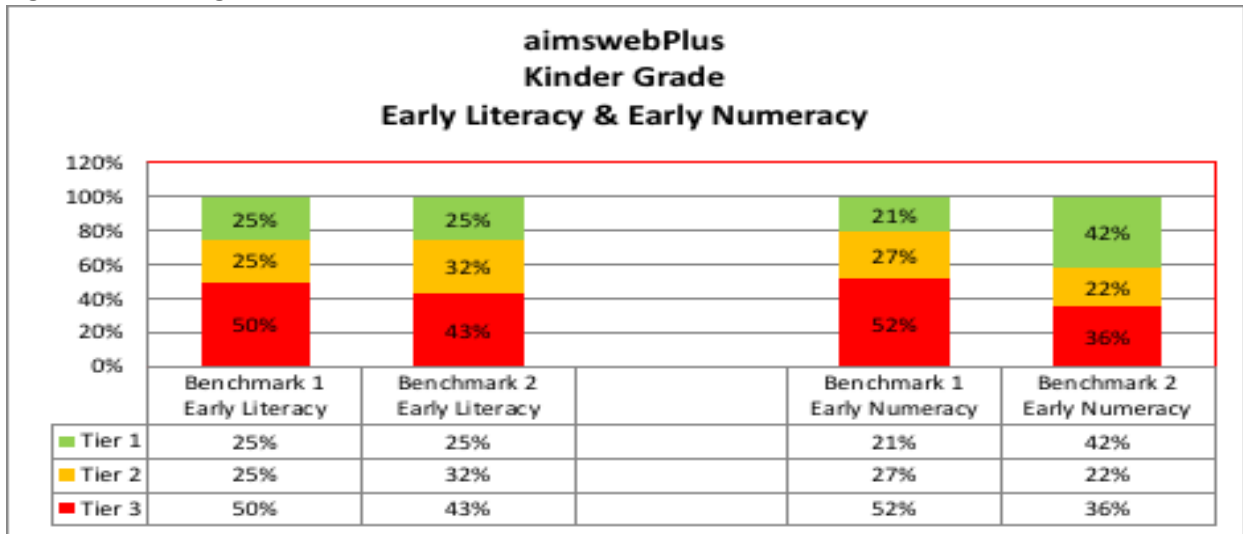
In addition to the three levels of performance (Tier 1, Tier 2 and Tier 3), aimswebPlus shows a further breakdown of five performance levels for each skill measured; (Well Below Average, Below Average, Average, Above Average, and Well Above Average) while a total composite score places students in three risk levels of Low Risk (Tier 1), Moderate Risk (Tier 2), and High Risk (Tier 3).

MES teachers and students have been transitioning to the newly formatted assessment which includes online, computer-based, features. Kindergarten through first grade students are assessed individually while the teacher automatically records their scores onto digital record forms. Meanwhile, Second through fifth grade students complete the assessment online, in a whole group setting using individual computers (with the exception of oral reading for second and third grade which is administered individually while teachers record scores).



**NOTE:** Figure 77 to Figure 82 reflect scores from Benchmark 1 and Benchmark 2 for SY 2019-2020 as of February 5, 2020. Benchmark 3 will show further progression at the end of Spring testing later this school year.

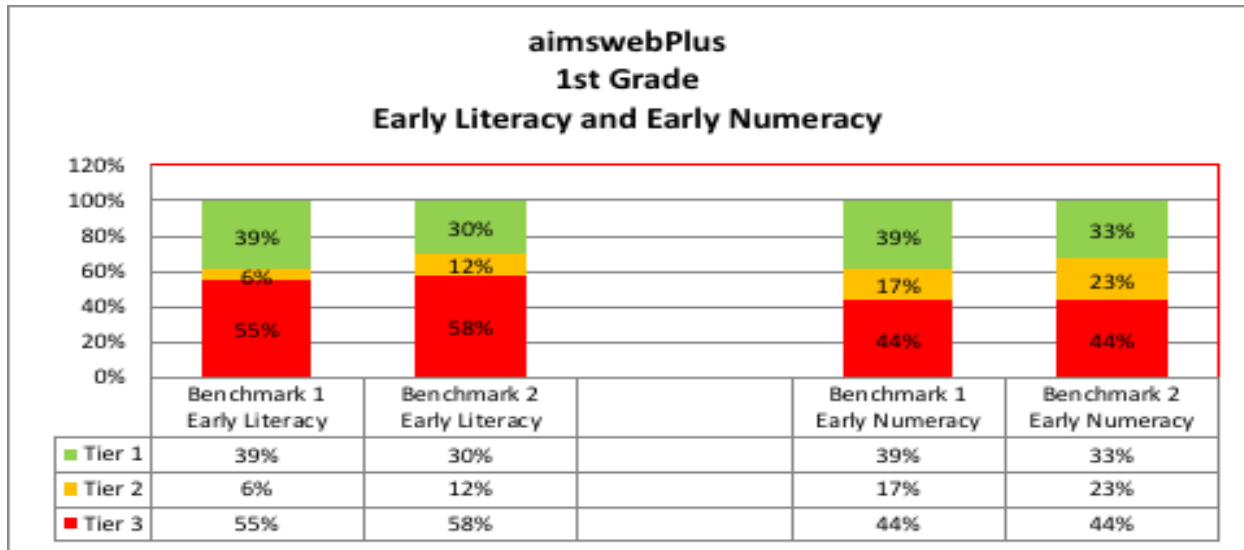
**Figure 77: Kindergarten aimswebPlus- Benchmark 1 & 2 Scores for SY 2019-2020**



The data from Benchmark 1 to Benchmark 2 illustrates a modest increase in students performing within Tier 2 for Early Literacy and an exceptional increase in students performing within Tier 1 for Early Numeracy.

Improved literacy and numeracy scores could be attributed to the Kindergarten team’s clear understanding of the priority standards expected in order to effectively plan instruction and resources. Kindergarten teachers adjusted practices to better scaffold student learning. Through collaboration during VPLCs, the team developed various strategies that incorporated different hands-on and student led activities to enhance student engagement during lessons. Some activities included learning centers, interactive games, and cooperative learning. Additionally, various efforts were made to reach out to parents to explain what students are learning through newsletters, emails, parent teacher conferences, and more. Kindergarten teachers will continue to progress monitor in Early Literacy and Numeracy.

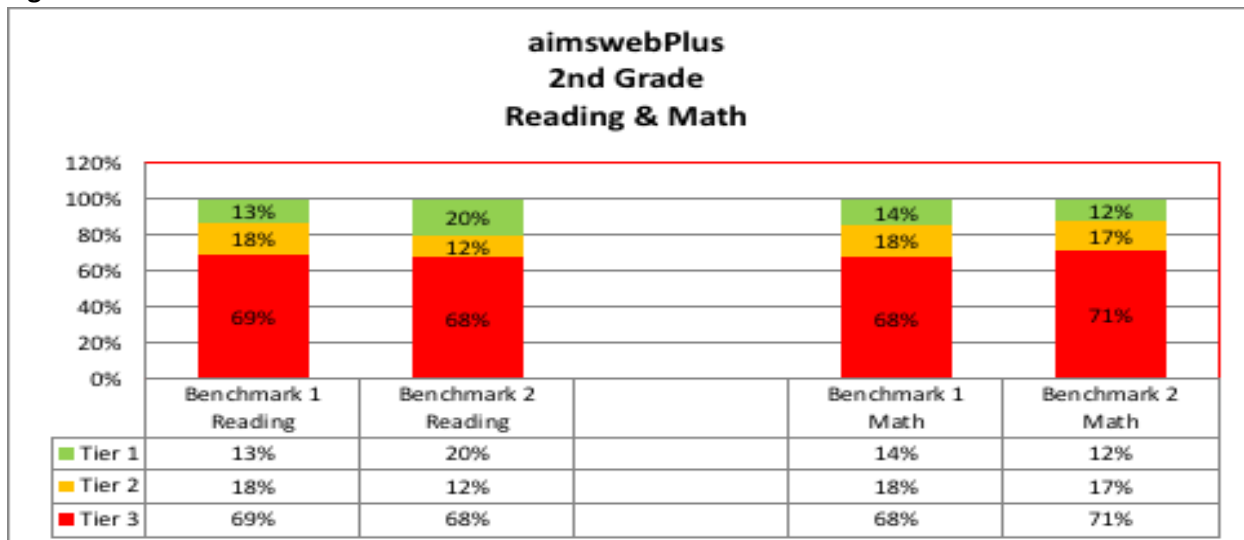
Figure 78: First Grade aimswebPlus- Benchmark 1 & 2 Scores for SY 2019-2020



The data from Benchmark 1 to Benchmark 2 illustrates a modest decrease in students performing within Tier 1 for Early Literacy and Early Numeracy. However, more than 55% of students remained within Tier 2 and Tier 1 for Early Literacy in Benchmark 2.

The decrease in scores could be attributed to the rise in cut scores from Fall Benchmark to Winter Benchmark and the misalignment between priority standards and the skills being assessed on aimswebPlus.

Figure 79: Second Grade aimswebPlus- Benchmark 1 & 2 Scores for SY 2019-2020

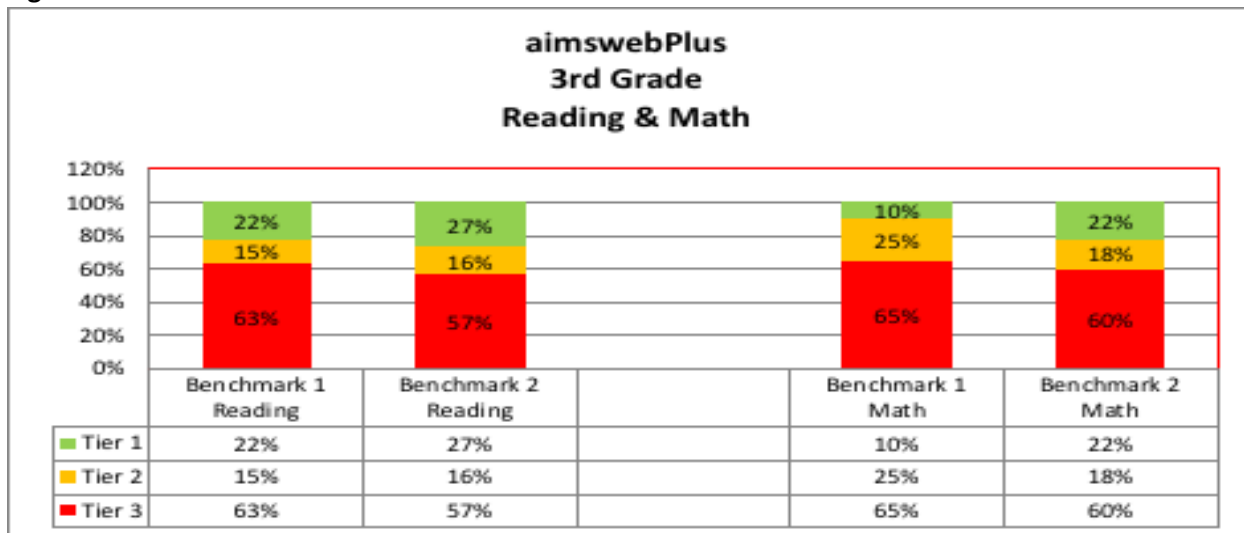


The following data from Benchmark 1 to Benchmark 2 illustrates a modest increase in students performing within Tier 1 for Reading and a slight decrease in students performing in Tier 1 for Math. More than 65% of the students remained within Tier 3 in both Reading and Math for both Benchmarks.

Scores could be attributed to the misalignment between priority standards and the skills being assessed on aimswebPlus. The limited time for teachers and students to transition to the program and lack of students’ computer skills could also be contributing factors.

The second grade team continues to provide 30 minutes of RtI (Response to Intervention) 4-5 days per week. Eighteen students who are in the ESL program, scoring below Benchmark, are provided with ESL pull-out instruction three times a week for 45 minutes. The team continues to have RtI meetings with parents to discuss home strategies that could be implemented and would greatly contribute to improving reading scores. Additionally, Second grade teachers continue to adjust instruction to meet students’ needs.

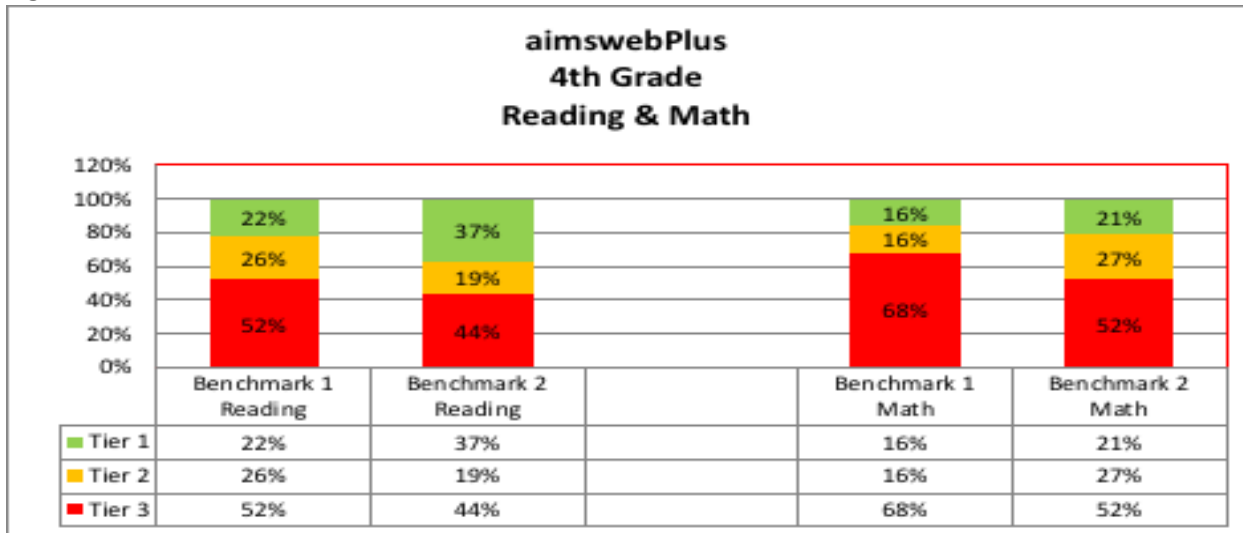
Figure 80: Third Grade aimswebPlus- Benchmark 1 & 2 Scores for SY 2019-2020



The data from Benchmark 1 to Benchmark 2 illustrates a modest increase in students performing within Tier 1 for both Reading and Math. More than 55% of the students remained within Tier 3 in both Reading and Math for both Benchmarks.

Scores could be attributed to the fact that third grade teachers were unable to progress monitor as in the past. The test format is new to teachers as well as students. Scores could be attributed to the misalignment between priority standards and the skills being assessed on aimswebPlus.

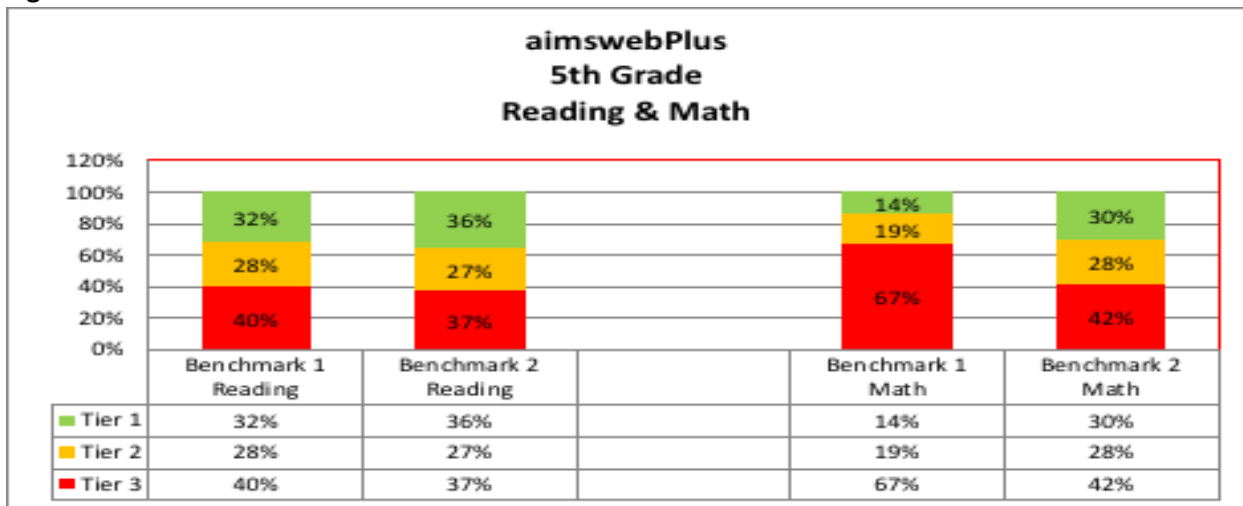
Figure 81: Fourth Grade aimswebPlus- Benchmark 1 & 2 Scores for SY 2019-2020



The data from Benchmark 1 to Benchmark 2 illustrates an increase in students performing within Tier 1 for Reading and within Tier 1 and Tier 2 for Math.

Scores could be attributed to students struggling with the new online testing format. Another factor contributing to scores in Math could be the misalignment between priority standards and the skills being assessed on aimswebPlus.

Figure 82: Fifth Grade aimswebPlus- Benchmark 1 & 2 Scores for SY 2019-2020

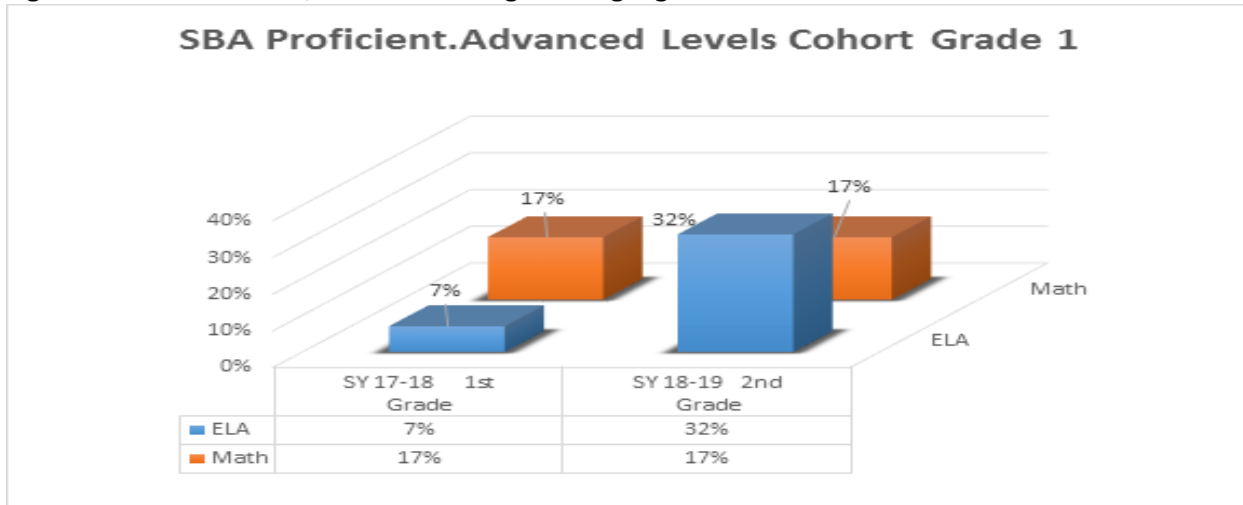


The data from Benchmark 1 to Benchmark 2 illustrates a modest increase in students performing within Tier 1 for Reading and an exceptional increase in students performing within Tier 1 & Tier 2 for Math.

Scores could be attributed to students struggling with the new online testing format. Another factor contributing to scores in Math could be the misalignment between priority standards and the skills being assessed on aimswebPlus.

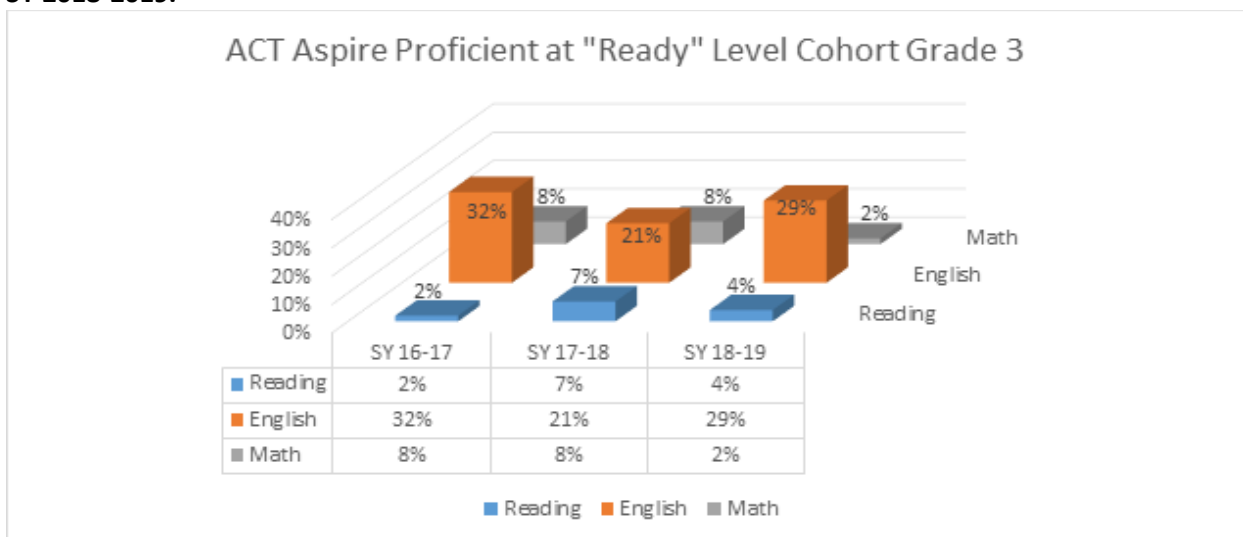
**Cohort Data**

**Figure 83: SBA Proficient/Advanced in English Language Arts & Math**



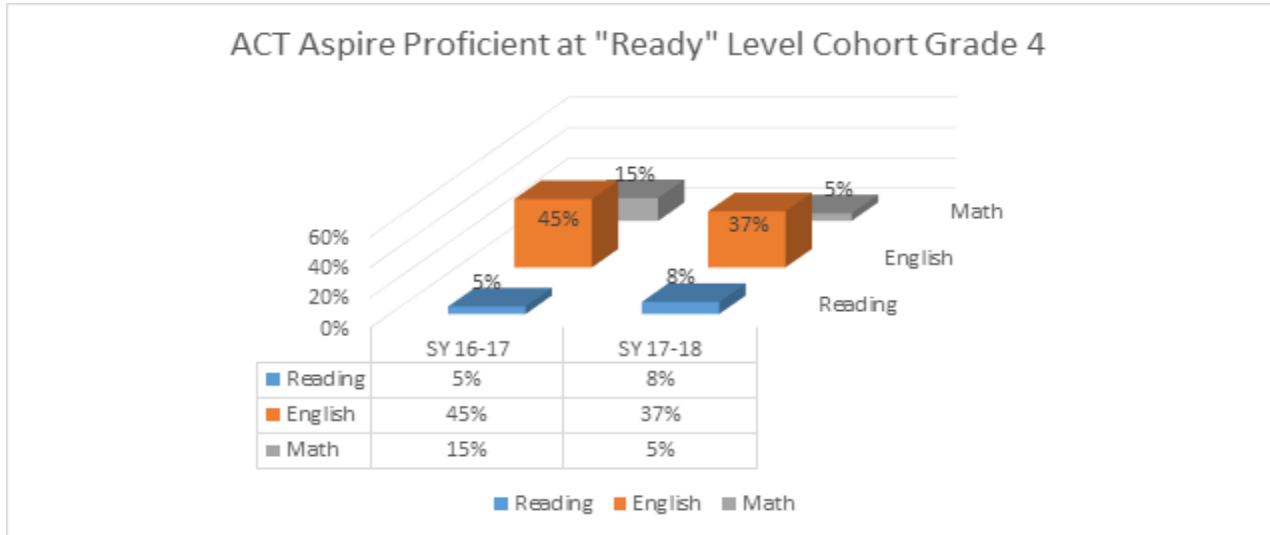
Students in 1st grade showed a 25% dramatic increase in ELA the following year in 2nd grade. Contributing factors for the dramatic increase were Initial screening tests in ELA, the ESL teacher and Teacher Assistant assist students who need additional support, the grade level also meets to ensure classroom instruction are effective and consistent. Intervention plans are constantly monitored and updated based on student performance. Parents are also provided with strategies for helping their child at home. Lastly, Response to Intervention (RtI) is utilized. Second grade level meets to discuss, interpret, and analyze data. . Math scores remained at 17%.

**Figure 84: ACT Aspire Cohort 3<sup>rd</sup> to 5<sup>th</sup> grade- Reading, English & Math results for SY 2016-2017 through SY 2018-2019.**



Students from 3rd grade moving to the next grade levels 4th and 5th grades, showed increases and decreases each school year. Factors that contributed to the fluctuation of scores were mobility rate, inconsistency in staffing pattern and high ODRs in 4th and 5th grades.

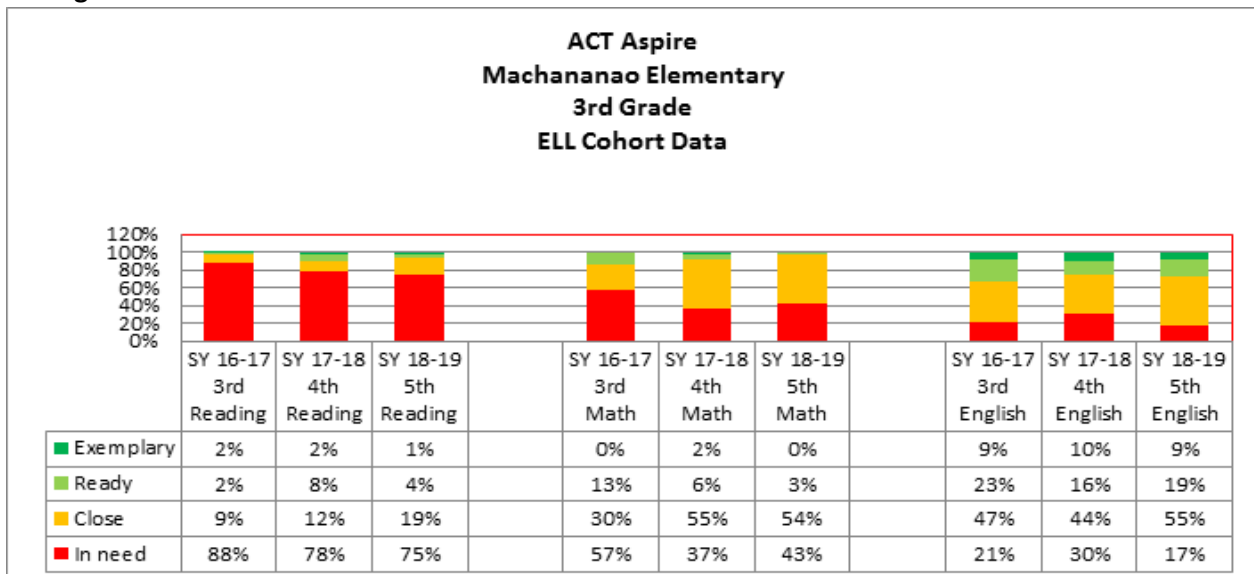
Figure 85: ACT Aspire Cohort 4<sup>th</sup> to 5<sup>th</sup> grade- Reading, English & Math results for SY 2016-2017 through SY 2018-2019.



Students From 4<sup>th</sup> grade to 5<sup>th</sup> grade, there was a decrease in English and Math. However, reading scores increased slightly from 5% to 8%. Factors that may have contributed to the decrease is the inconsistency in staffing pattern and high ODRs.

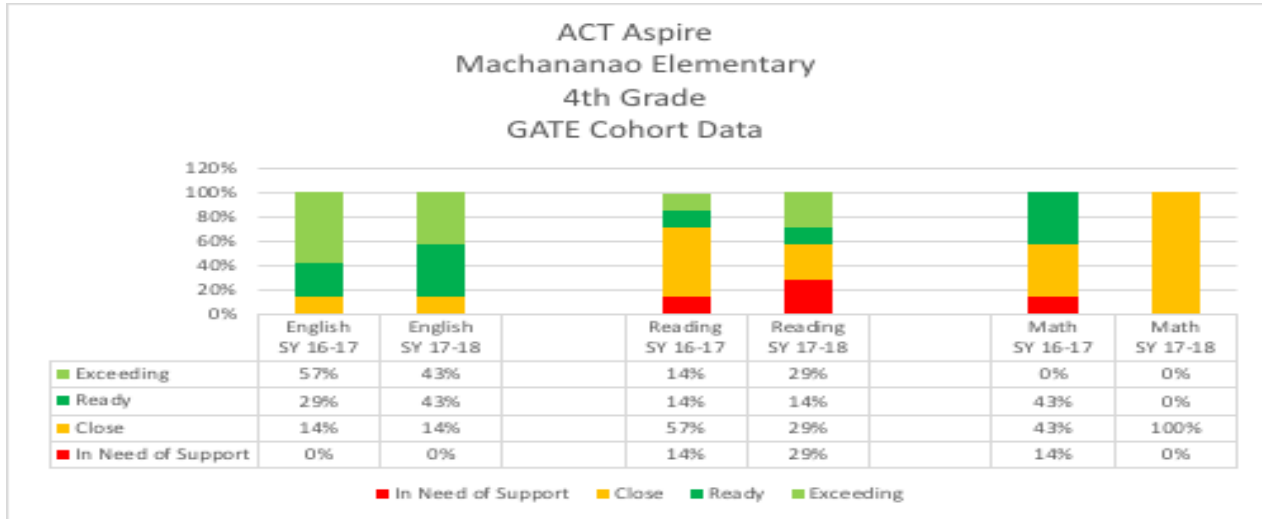
**NOTE:** The following graphs reflects cohort data of ELL and GATE students as they moved from one grade level to the next. Scores were reported in the [ACT Aspire Subject Proficiency by Demographic Reports](#). The populations include all students identified as ELL or GATE in Powerschool.

Figure 86: ACT Aspire ELL Cohort 3<sup>rd</sup> to 5<sup>th</sup> Grade- Reading, Math & English results for SY 2016-2017 through SY 2018-2019.



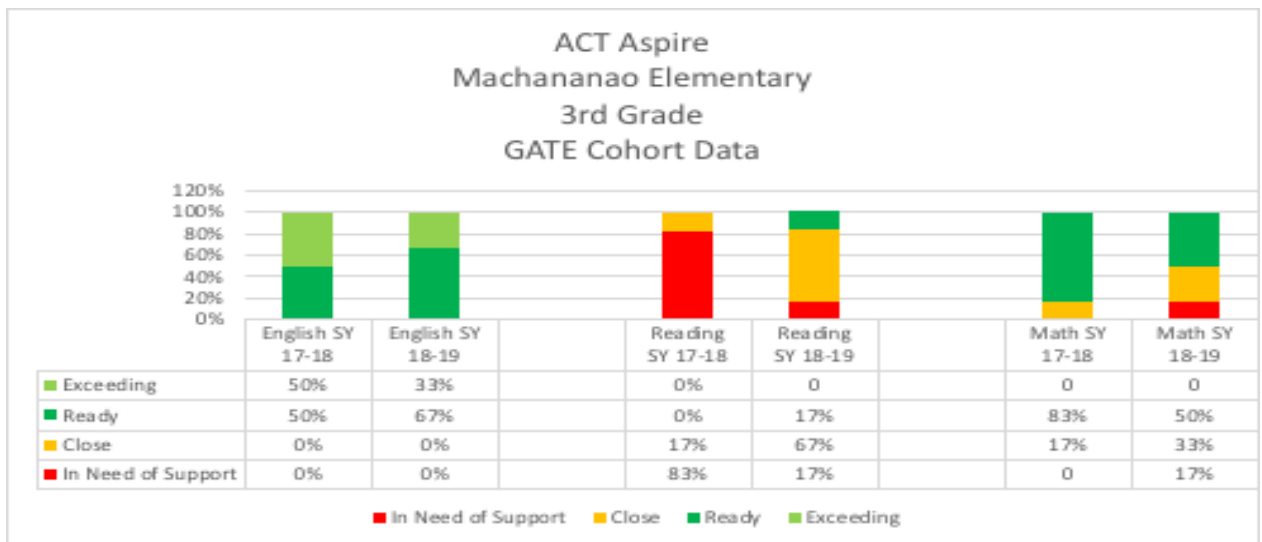
The data reflects scores of the ELL student population as they moved from 3<sup>rd</sup> grade to 5<sup>th</sup> grade from SY 16-17 to SY 18-19. The ELL population includes students receiving services and consultation. Slight growth could be seen in every subject when the cohort reached 5<sup>th</sup> grade. Students performing within the In Need of Support level decreased and Close levels increased.

Figure 87: ACT Aspire GATE Cohort 4<sup>th</sup> to 5<sup>th</sup> Grade- English, Reading, & Math results for SY 2016-2017 and SY 2017-2018.



The data reflects scores of seven GATE students as they moved from 4th grade to 5th grade from SY 16-17 to SY 17-18. This cohort maintained Ready and Exceeding levels by more than 85% for English. The cohort gained a 15% increase in Exceeding levels for Reading. There was a dramatic decrease in Math scores in their 5th grade year as 100% of the students scored within the Close level.

Figure 88: ACT Aspire GATE Cohort 3<sup>rd</sup> to 4<sup>th</sup> Grade- English, Reading, & Math results for SY 2017-2018 and SY 2018-2019.



The data reflects scores of six GATE students as they moved from 3rd grade to 4th grade from SY 17-18 to SY 18-19. One hundred percent of this cohort scored within the Exceeding and Ready levels for English. The cohort made exceptional increase in Reading in their 4th grade year, however, more than 84% of the students still remained within Close and In Need of Support levels. There was a slight decrease in scores for Math.

**Perception Data Summaries**

MES administers perception surveys twice a year in a continued effort to improve teaching practices, classroom climate, student/parent/teacher engagement, and communication.

Each grade-level and support program designed their respective student surveys with age-appropriate questions that focus on teaching, learning, and the overall classroom experience. Parents are also given the opportunity to provide feedback through the parent perception surveys of their child/children's respective class and any support services provided. In addition, the parent survey "How is Our School Doing?" was administered in August 2019 to all parents in regards to their overall perceptions and views of the school and the understanding of school processes, procedures, etc.

Both student and parent responses are used for formative purposes, allowing teachers to reflect on strengths and areas of growth. The direct feedback provides data on student and parent perceptions in order to improve instructional practices and enhance student experiences.




The following data reflects the design and results of student and parent perception surveys administered in January 2020 for Kindergarten through 5th Grade, ESL, and CHamoru Program. Student and Parent surveys will be conducted again in May 2020.

The G.A.T.E. Program and G.A.T.E. Pre-K class will administer the district-level G.A.T.E. Program Evaluation in May 2020. The G.A.T.E. programs are evaluated by students, parents, school program consultant, and the school-site administrator. The results of these evaluations are submitted to the G.A.T.E. Office. The school administrator also receives a copy and uses the evaluation as perception survey results.

SPED Program student and parent perceptions surveys will also be conducted in May 2020.



## Kindergarten Perception Survey Results for January 2020



KINDERGARTEN STUDENT PERCEPTION SURVEY SCHOOL YEAR 2019-2020 Teacher's Name: <u>M. Pangelinan/A. Mandapat/V. Flores/R. Borja</u>			
60 Student Surveys			
	 Always	 Most of the time	 Sometimes
1. My teacher prepares fun learning activities that help me learn each day.	55%	23%	22%
2. My teacher explains how to do the activities.	52%	33%	15%
3. The activities I do in class make me think.	60%	27%	13%
4. I can ask questions during learning time.	60%	28%	12%
5. My teacher encourages me to share my ideas in class.	49%	33%	18%
6. My teacher makes me feel like I can learn anything.	57%	27%	16%
7. I am learning things in my class that will help me when I grow up.	55%	23%	22%
8. My teacher treats me with respect.	50%	33%	17%
9. I know the classroom and school rules. My teacher shows me how to be responsible.	57%	25%	18%
10. My teacher is fair when I do not follow the rules.	55%	30%	15%
11. My teacher teaches me how to get along with others.	59%	18%	23%
12. I liked learning new things in Kindergarten.	67%	22%	11%

60 out of 76 kindergarten students completed perception surveys. The highest rated statement at 67% *Always* was #12 which indicates that students *liked learning new things in kindergarten*. However, statements #8 and #11 with the lowest ratings indicate a need for improvement in teachers *treating students with respect* and *teaching students how to get along with others*.

KINDERGARTEN PARENT PERCEPTION SURVEY SCHOOL YEAR 2019-2020					
Teacher's Name: <u>M. Pangelinan/A. Mandapat/V. Flores/ R. Borja</u>					
The number rating scale stands for the following: 1- Strongly Disagree, 2 -Disagree, 3 -Neutral/Not Sure, 4- Agree, 5 - Strongly Agree					
52 Parents Surveys					
	1	2	3	4	5
My child enjoys attending his/her class.	8%		4%	12%	77%
Communication between my child's teacher and I (parents/guardians) are effective.	10%		6%	23%	62%
As a parent, I feel comfortable visiting and getting involved in my child's classroom.	8%		2%	21%	69%
My child's teacher encourages my child to get along with other students in class.	8%		4%	8%	79%
My child's teacher challenges my child to do his/her best.	8%		4%	13%	75%
My child's teacher did a good job in teaching my child.	8%			13%	79%
My child's teacher cares about my child's progress in class.	8%			13%	79%

More than 70% of the 52 kindergarten parents who completed the survey either *Agreed* or *Strongly Agreed* with all seven statements indicating an overall favorable perception of the kindergarten teachers and classes. However, statement #2 with the lowest rating indicates a need for improvement in *communication between teacher and parent*.

**1st Grade Perception Survey Results for January 2020**

FIRST GRADE STUDENT PERCEPTION SURVEY SCHOOL YEAR 2019-2020		
Teacher's Name: <u>A. Leppert/L. Lanada/ M. Oftana/M. Aguon</u>		
71 Student Surveys		
		
	Most of the time	Some of the time
1. My teacher teaches fun learning activities.	83%	17%
2. My teacher explains directions for each of the work and activities we do in class.	82%	18%
3. My classwork makes me think.	77%	23%
4. My teacher encourages me to join in class discussions.	76%	23%
5. My teacher makes me feel like I can learn anything.	80%	20%
6. My teacher teaches me to follow school rules.	85%	14%
7. My teacher teaches me how to get along with others.	87%	13%
8. I am learning First Grade skills.	92%	8%

71 out of 74 1st grade students completed perception surveys. Statement #8 shows the highest favorable perception with 92% of the students indicating *they are "learning First Grade skills"*. While overall results are favorable, statement #4 with the lowest rating indicates a need for improvement in teachers *encouraging students to join in class discussions*.

FIRST GRADE PARENT PERCEPTION SURVEY SCHOOL YEAR 2019-2020					
Teacher's Name: <u>A. Leppert/L. Lanada/ M. Oftana/M. Aguon</u>					
59 Parent Surveys					
	Strongly Disagree	Disagree	Neutral/ Not Sure	Agree	Strongly Agree
1. My child enjoys being in his/her classroom.	8%			24%	68%
2. My child's teacher does a good job of keeping me aware of my child's progress in class.	7%	3%		27%	64%
3. My child's teacher encourages my child to do his/her best.	8%		2%	20%	69%
4. My child's academic needs are being met.	7%			31%	63%
5. My child has become more responsible in his/her attitude towards school.	7%		2%	27%	64%

More than 80% of the 59 first grade parents who completed the survey either *Agreed* or *Strongly Agreed* with all five statements indicating a favorable perception of the first grade teachers and classes. Less than 10% of parents were either neutral, disagreed, or strongly disagreed with the statements.

**2nd Grade Perception Survey Results for January 2020**

SECOND GRADE STUDENT PERCEPTION SURVEY SCHOOL YEAR 2019-2020			
Teacher's Name: <u>L. Pacheco</u> / <u>H. Ampurias</u> / <u>D. Sapida</u> / <u>M. Monaghan</u>			
92 Student Surveys			
	RATING		
	ALWAYS	SOMETIMES	NEVER
1. My teacher prepares activities that help me learn better.	77%	20%	3%
2. My teacher encourages me to participate in class discussions/activities.	61%	37%	2%
3. My teacher helps me when I have a hard time learning something.	46%	38%	16%
4. My teacher makes me feel I can learn anything.	76%	12%	13%
5. My teacher treats me with respect.	68%	26%	5%

92 out of 94 2nd grade students completed perception surveys. Statements #1 & #4 show the highest favorable perception with over 75% stating that the second grade teachers *prepare activities that help them learn better* and *make them feel like they could learn anything*. However, statement #3 with the lowest rating indicates a need for improvement in teachers *helping students when they have a hard time learning*.

SECOND GRADE PARENT PERCEPTION SURVEY SCHOOL YEAR 2019-2020			
Teacher's Name: <u>L. Pacheco</u> / <u>H. Ampurias</u> / <u>D. Sapida</u> / <u>M. Monaghan</u>			
71 Parent Surveys			
	RATING		
	ALWAYS	SOMETIMES	NEVER
1. My child's teacher and I can communicate about any questions.	66%	24%	10%
2. My child's teacher and I work together to achieve educational progress.	68%	18%	14%
3. My child's teacher encourages my child and challenges him/her to do their best.	90%	10%	
4. My child's teacher is effective in meeting my child's needs.	80%	15%	4%
5. My child enjoys attending his/her class.	87%	13%	

More than 65% of the 71 first grade parents who completed the survey rated each statement as *Always*. Statements #3 & #5 show the highest favorable perception with over 85% stating that the second grade teachers *encourage their child and challenge them do their best work* and that *their child enjoys attending class*. However, statement #1 & #2 with the lowest rating indicates a need for improvement in *communication between teacher and parent* and *working together to achieve educational progress*.

**3rd Grade Perception Survey Results for January 2020**




THIRD GRADE STUDENT PERCEPTION SURVEY SCHOOL YEAR 2019-2020 Teacher's Name: Ms. Pablo, Ms. San Luis, Mrs. Maluwelmeng, Mr. Baisa			
69 Student Surveys			
	Always	Most of the Time	Sometimes
1. My teacher is always prepared to teach me.	99%		1%
2. My teacher prepares fun learning activities that help me learn better.	99%	1%	
3. My teacher explains directions clearly so I can understand what is expected of me.	99%	1%	
4. The work I do in class makes me think.	96%	3%	1%
5. My teacher encourages me to participate in class discussions.	100%		
6. My teacher encourages me to participate when I work with other students in a group.	100%		
7. My teacher makes me feel that I can learn anything.	100%		
8. My teacher helps me when I have a difficult time learning.	99%	1%	
9. I learn important lessons that will help me when I grow up.	99%	1%	
10. My teacher treats me with respect.	96%	3%	1%
11. My teacher teaches me how to be a responsible student.	96%	3%	
12. My teacher is fair when I do not follow the classroom rules.	96%	3%	
13. I liked learning in the 3 <sup>rd</sup> grade.	96%	3%	1%

69 out of 72 3rd grade students completed perception surveys. More than 95% of the students rated each statement as *Always* indicating an overall favorable perception of the third grade teachers and classes. Less than 5% of students responded with *Most of the Time* and *Sometimes* indicating that there is further room for improvement.

THIRD GRADE PARENT PERCEPTION SURVEY SCHOOL YEAR 2019-2020				
Teacher's Name: <u>Ms. Pablo, Ms. San Luis, Mrs. Maluwelmeng, Mr. Baisa</u>				
The number rating stands for the following:				
4 – Outstanding	3 – Above Average	2 – Average	1 – Needs Improvement	
48 Parent Surveys				
	1	2	3	4
1. My child enjoys attending his/her class.	27%	4%	10%	58%
2. I find it easy to communicate with my child's teacher.	27%	2%	17%	54%
3. My child's teacher encourages him/her to understand and get along with other students in class.	27%	2%	21%	50%
4. My child's teacher does a good job of making parents aware of classroom/school rules.	27%	2%	21%	50%
5. My child's teacher encourages my child and challenges him/her to do his/her best.	27%		17%	56%
6. My child's teacher did a good job teaching my child.	27%		17%	56%
7. My child's teacher cares about my child's progress in class.	27%	2%	13%	58%

More than 60% of the 48 third grade parents who completed the survey rated each statement with a 4 (*Outstanding*) or 3 (*Above Average*) indicating that more than half of the parents have a favorable perception of the third grade teachers and classes. Statements #1 & #7 show the highest favorable perception with over 58% stating that their *child enjoys attending class* and *the teacher cares about their child*. However, all areas could use further improvement as more than 25% of parents rated each statement as needing improvement.

4th Grade Perception Survey Results for January 2020

FOURTH GRADE STUDENT PERCEPTION SURVEY			
SCHOOL YEAR 2019-2020			
Teacher's Name: Mrs. Limtuatco, Mrs. Quilit, Ms. Duque			
65 Student Surveys			
	 Always	 Most of the Time	 Sometimes
1. My teacher is always prepared to teach me.	100%		
2. My teacher prepares fun learning activities that help me learn better.	92%	8%	
3. My teacher explains directions clearly so I can understand what is expected of me.	97%	2%	2%
4. The work I do in class makes me think.	95%	2%	3%
5. My teacher encourages me to participate in class discussions.	91%	6%	3%
6. My teacher encourages me to participate when I work with other students in a group.	97%	3%	
7. My teacher makes me feel that I can learn anything.	95%	3%	2%
8. My teacher helps me when I have a difficult time learning.	94%	2%	5%
9. I learn important lessons that will help me when I grow up.	92%	6%	2%
10. My teacher treats me with respect.	98%		2%
11. My teacher teaches me how to be a responsible student.	98%	2%	
12. My teacher is fair when I do not follow the classroom rules.	98%	2%	
13. I liked learning in the 4th grade.	97%	2%	2%

65 out of 65 4th grade students completed perception surveys. More than 90% of the students rated each statement as *Always* indicating an overall favorable perception of the fourth grade teachers and classes. Less than 5% of students responded with *Most of the Time* and *Sometimes* indicating that there is further room for improvement.

FOURTH GRADE PARENT PERCEPTION SURVEY				
SCHOOL YEAR 2019-2020				
Teacher's Name: <u>Mrs. Limtutco, Mrs. Quilit, Ms. Duque</u>				
The number rating stands for the following:				
4 – Outstanding	3 – Above Average	2 – Average	1 – Needs Improvement	
44 Parent Surveys				
	1	2	3	4
1. My child enjoys attending his/her class.	11%	2%	14%	73%
2. There is good communication between my child's teacher and I (parent/guardian).	11%	7%	16%	66%
3. As a parent, I feel comfortable visiting and getting involved in my child's class.	11%	7%	9%	73%
4. My child's teacher encourages my child to get along with other students in his/her class.	9%	7%	9%	75%
5. My child's teacher does a good job of making parents aware of classroom/school rules that my child needs to follow.	9%	7%	11%	73%
6. My child's teacher encourages my child to do his/her best.	9%	7%	11%	73%
7. My child's teacher did a good job in teaching my child.	9%	5%	9%	77%
8. My child's teacher cares about my child's progress in class.	9%	5%	9%	77%

More than 80% of the 44 fourth grade parents who completed the survey rated each statement with a 4 (*Outstanding*) or 3 (*Above Average*) indicating a favorable perception of the fourth grade teachers and classes. However, statement #2 with the lowest ratings indicates a need for improvement in *communication between teacher and parent*.



**5th Grade Perception Survey Results for January 2020**

FIFTH GRADE STUDENT PERCEPTION SURVEY SCHOOL YEAR 2019-2020 Teacher's Name: <u>Mr. Bukikosa, Mrs. Fernandez, Mrs. Villaluz</u>			
64 Student Surveys			
	Always	Most of the Time	Sometimes
1. My teacher is always prepared to teach me.	92%	3%	3%
2. My teacher prepares fun learning activities that help me learn better.	84%	11%	5%
3. My teacher explains directions clearly so I can understand what is expected of me.	83%	14%	2%
4. The work I do in class makes me think.	88%	8%	3%
5. My teacher encourages me to participate in class discussions.	88%	8%	2%
6. My teacher encourages me to participate when I work with other students in a group.	88%	11%	
7. My teacher makes me feel that I can learn anything.	92%	5%	2%
8. My teacher helps me when I have a difficult time learning.	95%	3%	2%
9. I learn important lessons that will help me when I grow up.	91%	6%	3%
10. My teacher treats me with respect.	92%	3%	2%
11. My teacher teaches me how to be a responsible student.	94%	5%	3%
12. My teacher is fair when I do not follow the classroom rules.	86%	8%	6%
13. I like learning in the 5th grade.	88%	9%	3%

64 out of 66 5th grade students completed perception surveys. More than 80% of the students rated each statement as *Always* indicating an overall favorable perception of the fifth grade teachers and classes. Statements #8 & #11 show the highest favorable perception with over 94% stating that their teachers *help them when they have a difficult time learning* and *teach them how to be responsible students*. However, statement #3 with the lowest rating indicates a need for improvement in teachers *explaining directions clearly*.

FIFTH GRADE PARENT PERCEPTION SURVEY				
SCHOOL YEAR 2019-2020				
Teacher's Name: <u>Mr. Bukikosa, Mrs. Fernandez, Mrs. Villaluz</u>				
The number rating stands for the following:				
4 – Outstanding	3 – Above Average	2 – Average	1 – Needs Improvement	
54 Parent Surveys				
	1	2	3	4
1. My child enjoys attending his/her class.	33%	9%	9%	48%
2. There is good communication between my child's teacher and I (parent/guardian).	37%	11%	11%	41%
3. As a parent, I feel comfortable visiting and getting involved in my child's class.	31%	4%	17%	48%
4. My child's teacher encourages my child to get along with other students in his/her class.	31%	9%	11%	48%
5. My child's teacher does a good job of making parents aware of classroom/school rules that my child needs to follow.	35%	4%	6%	52%
6. My child's teacher encourages my child to do his/her best.	31%		9%	59%
7. My child's teacher did a good job in teaching my child.	33%	2%	7%	57%
8. My child's teacher cares about my child's progress in class.	33%	2%	9%	56%

More than 45% of the 54 fifth grade parents who completed the survey rated each statement with a 4 (*Outstanding*) or 3 (*Above Average*). Statements #6, #7, & #8 show the highest favorable perception with over 55% stating that the fifth grade teachers *encourage their child to do their best work, did a good job in teaching their child, and care about their child's progress*. However, statement #2 with the lowest rating indicates a need for improvement in *communication between teacher and parent*.

**ESL Program Survey Results for January 2020**

ESL PROGRAM STUDENT PERCEPTION SURVEY SCHOOL YEAR 2019-2020 Teacher's Name: <u>Dr. Elwin Quitano, Mrs. Evangeline Chang</u>			
62 Student Surveys			
	ALWAYS	SOMETIMES	NEVER
1. My ESL teacher is prepared for class.	100%	0%	0%
2. My ESL Teacher prepares fun activities that help me learn better.	85%	11%	3%
3. My ESL Teacher makes me feel that I can learn anything.	90%	6%	0%
4. My ESL Teacher helps me when I have a hard time learning somet	94%	10%	6%
5. I like learning new things in ESL class.	94%	3%	3%
6. My ESL teacher encourages me to participate in class discussions.	89%	10%	2%
7. I am happy with the way my ESL Teacher is teaching me.	97%	3%	0%
8. My ESL Teacher explains directions very clearly	89%	10%	2%

62 out of 74 2nd - 5th grade students in the ESL pull-out program completed perception surveys. More than 85% of the students rated each statement as *Always* indicating an overall favorable perception of the ESL coordinator, teacher, and classes. Less than 16% of students responded with *Sometimes* and *Never* indicating that there is further room for improvement.

ESL PROGRAM PARENT PERCEPTION SURVEY SCHOOL YEAR 2019-2020 Teacher's Name: <u>Dr. Elwin Quitano, Mrs. Evangeline Chang</u>			
38 Parent Surveys			
	YES	NO	NOT SURE
1. My child is happy attending ESL class.	95%	3%	3%
2. As a parent, I feel comfortable visiting and getting involved in my child's ESL classroom.	84%	5%	11%
3. My child's ESL teacher encourages my child and challenges his/her best.	89%	5%	5%
4. My child's ESL teacher is doing a good job teaching my child.	97%		3%
5. My child's ESL teacher is providing ESL lessons for my child.	92%	5%	3%
6. My child's ESL teacher gives my child extra help if it is needed.	89%	8%	3%

More than 80% of the 38 ESL parents who completed the survey answered each statement with *Yes* indicating an overall favorable perception of the ESL coordinator, teacher, and classes. However, statement #2 with the lowest rating indicates that some parents may not feel *comfortable visiting and getting involved in their child's ESL classroom*.

**Chamoru Program Perception Survey Results for January 2020**

CHAMORRO PROGRAM STUDENT PERCEPTION SURVEY			
SCHOOL YEAR 2019-2020			
Teacher's Name: <u>Sinora Remedios Chargualaf, Sinora Rufae Santos, Sinot Richard Quitugua</u>			
406 Student Surveys			
Place a check mark (✓) on the box that best describes your experience with your Chamorro teacher.			
	YES	NO	NOT SURE
1. My Chamorro teacher is prepared for class.	95%	2%	3%
2. My Chamorro teacher prepares fun activities that help me learn better.	82%	8%	10%
3. My child's Chamorro teacher makes me feel that I can learn the Chamorro language.	81%	8%	11%
4. My Chamorro teacher helps me when I have a hard time learning something.	86%	6%	7%
5. I like learning new things in Chamorro.	87%	5%	7%
6. My Chamorro teacher encourages me to participate in class discussions.	85%	5%	10%
7. I am happy with the way my Chamorro teacher is teaching me.	90%	5%	4%
8. My Chamorro teacher explains directions very clearly.	87%	5%	7%

406 kindergarten through 5th grade students completed perception surveys for the CHamoru Program. More than 80% of the students answered each statement with a *Yes* indicating an overall favorable perception of the CHamoru Program teachers and classes. Statement #1 shows the highest favorable perception with 95% stating that their CHamoru teachers *are prepared for class*. However, statement #3 with the lowest rating indicates a need for improvement in teachers *making students feel that they can learn the CHamoru language*.

CHAMORRO PROGRAM PARENT PERCEPTION SURVEY			
SCHOOL YEAR 2019-2020			
Teacher's Name: <u>Sinora Remedios Chargualaf, Sinora Rufae Santos, Sinot Richard Quitugua</u>			
368 parent surveys			
Place a check mark (✓) on the box that best describes your experience with your child's Chamorro teacher.			
	YES	NO	NOT SURE
1. My child is happy attending Chamorro class.	96%	1%	3%
2. As a parent, I feel comfortable visiting and getting involved in my child's Chamorro class.	87%	2%	11%
3. My child's Chamorro teacher encourages him/her and challenges him/her to do his/her best.	93%	0%	7%
4. My child's Chamorro teacher is doing a good job teaching him/her.	93%	0%	7%
5. My child's Chamorro teacher is providing appropriate Chamorro lessons for his/her grade level.	89%	2%	9%
6. My children's Chamorro teacher gives students extra help if needed.	86%	2%	12%

More than 85% of the 368 surveys were answered with a *Yes* for each statement which indicates an overall favorable perception of the CHamoru teachers and classes. However, statement #6 with the lowest rating indicates a need for improvement with *CHamoru teachers giving extra help if needed*.

**“How is Our School Doing” Parent Survey Results for August 2019**

Accreditation Parent Survey - How is our School Doing? August 2019				
Statement	TOTAL Responses	Yes	No	I Don't Know
1. I understand and is committed to the school's vision. <i>Machananao Elementary School (MES) Vision: Every Student: Responsible, Respectful and Ready For Life.</i>	358	98%	0.3%	1.7%
2. I understand and committed to the school's mission. <i>MES Mission: Machananao Elementary School will create a safe, trendsetting community of life-long learners striving for success.</i>	363	98%	0.6%	1.4%
3. (MES) is a safe environment for my child.	362	94%	1%	5%
4. The condition of MES facilities is clean and well maintained.	369	92%	2%	6%
5. I feel welcomed at the school.	361	97%	0.6%	2.4%
6. The Principal provides effective leadership to ensure that there is adequate education for your child/children.	365	88%	1%	11%
7. I am informed of the academic standards that my child/children need to achieve.	363	95%	1%	4%
8. I understand the academic standards that my child/children need to achieve.	365	96%	1%	3%
9. I am provided opportunities to get involved in my child/children education.	366	96%	1%	3%
10. I am informed of my child/children progress throughout the school year. (Examples: Progress Reports, Report Cards, Parent Teacher Conference, Student Planners, Intervention Meetings, Intervention Letters, etc.....)	363	96%	1%	3%
11. I am satisfied with my child/children's progress in school.	372	94%	1%	5%
12. MES provides a curriculum that challenges my child/children.	361	93%	1%	6%
13. I understand the School-wide Learner Outcomes (SLOs). <i>M-Motivated Lifelong Learners</i> <i>E-Effective Communicators</i> <i>S- Success Individuals</i>	358	96%	1%	3%
14. I understand the SLOs are aligned with the school curriculum.	365	91%	0%	9%
15. I am satisfied with the school's various communication systems. (Newsletters, Student Planners, School Website, Facebook, Instagram, Power School, Etc...)	365	94%	2%	4%
16. I am provided opportunities to be involved in the needs of the school.	363	94%	2%	4%
17. MES has a School Improvement Plan (SIP) that addresses the needs of the school.	367	86%	1%	13%
18. The school community has a culture of trust, respect, and professionalism.	360	94%	1%	5%

**Year End School “YES” Survey**

The YES survey is the largest and most comprehensive survey conducted by GDOE with the purpose of strengthening and improving school experience and climate. Through this survey, parents, students, teachers, administrators, and staff have the opportunity to express upon various aspects of the school. The Likert-type items are based on Balanced Leadership concepts, which focus on school improvement areas such as establishing rigorous and concrete goals to ensure student learning, recognizing accomplishments, establishing systems that minimize class interruptions, open communication, unified purpose and shared vision, purposeful community, and managing change. In May 2019, the total number of respondents that completed the survey was 16,076 for the district which included 581 from MES. Respondents included parents, school administrators, teachers, staff, and students in grades 4-12. The top five areas of improvement and areas of strengths for MES are reported below.

<b>TOP FIVE AREAS OF STRENGTHS</b>				
Item No.	% Agree	% Strongly Agree	Total	Neutral
1. In this school teachers know how to teach, how to test, and how to grade students fairly and correctly. (n=581)	44.8%	47.0%	91.8%	6.6%
2. The school leadership and the teachers know how to find out what students need to succeed in school. (n=581)	46.5%	45.8%	92.3%	5.7%
5. In our school we have School Wide Learning Expectations (SLRS) and we know what they are. (n=581)	39.4%	51.3%	90.7%	7.1%
11. I feel motivated to help this school accomplish the school goals. (n=581)	45.3%	45.1%	90.4%	7.6%
15. I believe that teachers and school staff can make a difference in students’ learning. (n=581)	46.2%	45.1%	91.3%	7.1%

<b>TOP FIVE NEEDS IMPROVEMENT</b>				
Item No.	% Disagree	% Strongly Disagree	Total	Neutral
21. The students in this school are well-behaved. (n=581)	12.3%	3.2%	15.5%	22.9%
7. Teachers have the materials they need to do their job. I do not need to buy materials. (n=581)	9.9%	3.4%	13.3%	20.6%
22. The students in this school are safe. (n=581)	6.5%	70.0%	76.5%	16.6%
8. I believe that everybody in this school follows Standard Operating Procedures or SOPs, school routines and rules, and also classroom rules. (n=581)	5.6%	1.1%	6.7%	15.3%
12. I can easily talk to the administration and teachers (or fellow teachers) to know what’s going on in this school. (n=581)	3.9%	1.4%	5.3%	11.8%

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## Chapter II: Progress Report

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### Significant Developments

#### **School wide Learner Outcomes (SLOs) Indicators and SLO Evaluation Tool**

During the Initial Visit back in April 2017, MES was still in its infancy stage in developing and finalizing the indicators for each SLO. Teachers wanted to create an evaluation tool on students achieving the SLOs, but needed indicators to determine if they achieved that particular SLO. Through dialogues in the Leadership Team, Focus Groups, Grade Level Meetings and PLCs and PTO Meetings, the indicators for each SLO were created. A survey was sent out to parents in February 2017 to get input on suggestions on how their child will achieve each SLO. Parents agreed to the indicators, an evaluation tool was created then to implement for SY 2017-2018. The SLO Evaluation Tool had made an impact on improvement of student behavior and academics these past three years.

#### **Vertical Professional Learning Communities (VPLCs)**

Vertical articulation was a suggested area for follow up from our Initial Visit in Spring 2017. After the visit, a School Professional Development (PD) took place in May 2017 before the closing of the school year to develop the SLO Evaluation Tool in order to implement for the next school year. Each grade level from Kindergarten through 5<sup>th</sup> grade met with the prior grade level and the next grade level teachers to create an assessment tool. The vertical dialogue was applied to the development of SLO Evaluation Tool ready for implementation in SY 2017-2018.

In SY 17-18, with the guidance of MES Instructional Coach (IC), the school focused on Math CAs Word Problems. Vertical articulation took place with Grade level Chairperson from Kindergarten through 5th grade during Focus Group meetings on strategies with Math CA word problems. Areas discussed were current progress, instructional strategies, materials used, and graphic organizers. CUBES was the main strategy used by teachers. It is a great tool for students to have, to help successfully solve story problems. This strategy provides them with step-by-step actionable steps to pick apart and understand what is being asked in a story problem. Each letter of CUBES stands for an actionable item that students will do to their word problems. **C** is Circle the important numbers, **U** is underline the questions, **B** is box the words that are keywords, **E** is eliminate extra information, and **S** is solved by showing work. Although MES did not have an IC for SY 18-19 and 1st quarter of SY 19-20 due to funding, it is visible that MES continues the CUBES strategy through observations of the Principal.

Prior to the opening of SY 2019-2020, Vertical Alignment PLC was embedded in the school's calendar to ensure teachers are provided time to consistently meet to continue this process. Using the vertical alignment findings, this school year's assessment emphasis was on improving our initial CAs. Initial CAs are screener tests for grades 1<sup>st</sup> through 5<sup>th</sup>. These tests included the previous grade level's priority skills to assist teachers to modify instructions based on their students' proficient level.

To analyze the impact of VPLCs will be determined as the students move on to the next grade level for SY 2020-2021. Initial screeners and/or Benchmark 1 will show the effectiveness of VPLC and the impact on student performance.

### **Parents in Focus Groups**

In August 2019, a survey called "Calling All Parents" was conducted to involve parents in MES first self-study report for the Western Association of Schools and Colleges (WASC). Parents were informed that becoming a member in a Focus Group, they will have the opportunity to analyze the school's programs from a parent/community perspective with respect to students learning needs, selected schoolwide learner outcomes, and GDOE/ACS WASC criteria. Parents are important to our school community to hear their valuable input. Currently, all Focus Groups have parent representatives.

### **Staffing Pattern**

Since the Initial Visit in Spring 2017, there have been changes and movements in the staffing pattern. Full-time teachers went off-island or transferred to the Department of Defense Education Activity School (DoDEA). Few Limited Term Teachers' did not return to MES, therefore they were replaced by qualified or certified teachers. More than half of the teachers have remained in the same grade level for the past two years. Movement to other grade levels were based on the best interest of the students and teacher's strengths.

### **Common Assessments**

The LAGU Region comprised of specific grade level teachers and Principals, met on a monthly basis to develop quarterly Proficiency Scales (PS) and Common Assessments (CA) in the content area of Math. Proficiency Scales and CAs were created using district wide identified Priority Standards. LAGU schools implemented Math assessments in SY 19-20. Currently CAs for ELA, and other content areas are being developed during PDs.

### **aimswEBPlus**

aimswEBPlus is the District and School Level Interim Assessment. It is a Criterion Based Measure. This assessment is administered in the Fall, Winter, and Spring of the school year to all grades, Kindergarten through fifth. aimswEBPlus uses this same procedure for defining tiers. In a tiered



assessment and instruction system, tiers are used to define the level of instruction needed for students within each tier. aimswebPlus follows the traditional model of three instructional tiers:

- **Tier 1 = Low Risk** (about 75%–95% of students in this group will meet the target): Students are on track to meet the end-of-year target and are least likely to need intervention. These students should continue to receive the general instructional program.
- **Tier 2 = Moderate Risk** (about 25%–65% of students in this group will not meet the target): Students are not on track and have a moderate risk of not meeting the end-of-year target. These students require some type of intervention, often taking the form of supplemental small group instruction.
- **Tier 3 = High Risk** (about 50%–90% of students in this group will not meet the target): Students are not on track and are typically well-below grade level. These students have a high risk of not meeting the end-of-year target without intensive, individualized instructional intervention.

### **Standards Based Grading (SY 19-20)**

In SY 14-15, *Standards-Based Grading (SBG)* was introduced as the district had to develop and move towards a standards based grading system as stipulated in the SSP. SBG is a system of grading and reporting that measures student achievement of identified standards, skills and topics at each grade level and course. The goal of SBG is to better assess, monitor and communicate what each student knows and is able to do according to a clear and prescribed set of academic expectations.

Many in the field of education view SBG as the natural next step in the implementation of content standards and a standards-based education system. On Guam, the first iteration of the Guam Content Standards and Performance Indicators was adopted in the spring of 1999. The revised content standards were adopted in 2010 and the Common Core State Standards in English Language Arts and Math were adopted in 2012. The grading system, however, was never changed to reflect these adoptions and thus the direct reporting of student performance based on these standards was never achieved.

### **CHamoru Block Schedules (SY 17-18)**

The CHamoru schedule was created to accommodate Grade Level/CLT, PLCs, and VPLCs' meeting time, in order to effectively collaborate and expand data analysis giving students greater opportunity for academic advancement.

### **Early Bird (SY 19-20)**

The Early Bird program supports student learning in reading. MES is one of the few schools to implement this intervention program. It is an intensive 60 minute tutoring session from 7:15am to 8:15am. The goal is to improve reading fluency and comprehension. Early Bird targets students

in need of Tier 3/Tier 2 support in reading. Early Bird was implemented in order to provide supplemental classroom instruction for at-risk students scoring in Tier 2 and/or Tier 3 in AIMSweb Benchmark testing for ELA.

In September 2019, Machananao Elementary School started the Early Bird Program. In the program teachers provided classroom instruction for students who were recommended by their current teachers and at-risk students who scored in Tier 3 in AIMSweb Oral Reading Fluency during benchmark 3 of their previous school year. Teachers created lessons and activities based on students' needs, which also meet the level of rigor that promoted and enhanced student learning. The goal for the Early Bird Program at Machananao Elementary School was to have 30% of participating students (Grades 1-5) increase AIMSweb Oral Reading by 5 points by Winter Benchmark 2.

During the duration of the student's participation in the program, the students were expected to learn new sight words, and begin reading with fluency and accuracy. Students were taught how to read words accurately by sight and by decoding words. Teachers implemented reading intervention strategies such as, but are not limited to, daily drills of reading letters, nonsense words, and stories, provide small group or one-to-one instruction, use preferential seating arrangements, and provide hands-on tasks.

Based on the [Early Bird Data](#), students are making slight progress. Although students have not moved from Tier 3 to Tier 2/Tier 1, after analyzing the AIMSweb Winter Benchmark 2 scores, it can be seen that 28 students out of the 47 students, which is 60%, have increased their scores from AIMSweb Fall Benchmark 1 to AIMSweb Winter Benchmark 2. This score meets the programs overall goal of having 30% of all participating students from grade 1 to 5 increase their scores by 5 points.

Some of the key factors that lead to the student's scores decreasing or remaining the same from AIMSweb Fall Benchmark 1 to AIMSweb Winter Benchmark 2 is attendance issues and having limited prerequisite skills. These factors are the same for all three early bird classes. Due to the fact that the students in the program are well below grade-level, the prerequisite skills needed to be addressed before moving on to addressing the program goal, which is to have students increase their Oral Reading scores. For the primary grades, the prerequisite skills that needed to be addressed are letter name identification, letter sound identification, blending, decoding, non-sense word fluency, and sight word identification. For the intermediate grades, the prerequisite skills are similar to those of the primary grades. The intermediate grade is focused more on increasing fluency and comprehension, whereas the primary grades are focused on getting students to read.

**Schoolwide Critical Areas for Follow-up**

As MES was going through the Accreditation Initial Visit process, the staff had carefully identified areas for further development. During the Initial Visit on April 3, 2017, MES Leadership informed the Visiting Committee member of the identified areas for further development, who had concurred with the identified areas and highlighted particular improvement areas. In June 2017, Machananao Elementary School was granted an accreditation period of three years. The WASC Visiting Committee recommendations addressed the four Suggested Areas for Follow-up. Immediately after receiving the accreditation status, MES prioritize the tasks within the School Improvement Plan (SIP), implemented and monitored these past three years.

**1. That the School Leadership and Teachers investigate ways to implement vertical articulation to further assist students as they move from one grade level to the next.**

After the Initial Visit in Spring 2017, a School Professional Development (PD) took place in May 2017 before the closing of the school year to develop the SLO Evaluation Tool in order to implement for the next school year. Each grade level from Kindergarten through 5<sup>th</sup> grade met with the prior grade level and the next grade level teachers to create an assessment tool. The vertical dialogue was applied to the development of SLO Evaluation Tool ready for implementation in SY 2017-2018.

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Prior to the opening of SY 2019-2020, Vertical Alignment PLC was embedded in the school's calendar to ensure teachers are provided time to consistently meet to continue this process.

Using the vertical alignment findings, this school year's assessment emphasis was on improving our initial CAs. Initial CAs are screener tests for grades 1<sup>st</sup> through 5<sup>th</sup>. These tests included the previous grade level's priority skills to assist teachers to modify instructions based on their students' proficient level.

Professional Learning Communities (PLC) occur in collaboration with grade level teachers and special programs. These meetings are collaborative, productive, and are data driven by examining and analyzing data from district wide assessments, Common and summative assessments to determine student learning needs. Teachers dialogue, collaborate, analyze the assessment results, then modifies instructional approaches, determine interventions. PLCs and Vertical Alignment Professional Learning Communities (VPLCs) both identify and make decisions on what students need to know, understand and be able to do through our school wide learner outcomes (SLOs) and standards, which are aligned with our school mission. The analysis of data is essential to become more culturally responsive and strategic on how to address a diverse student population and their needs, academically, socially, emotionally, behaviorally, and to assist students as they move from one grade level to the next.

To analyze the impact of VPLCs will be determined as the students move on to the next grade level for SY 2020-2021. Initial screeners and/or Benchmark 1 will show the effectiveness of VPLC and the impact on student performance.

- 2. While current parent involvement in the school is present it is, by all stakeholders acknowledgement, limited. As a school staff, working with parent leadership, investigate ways to increase parental involvement in the school, including Parent education on curricular programs, so there can be greater support for all students.**

The school conducted a parent survey in September 2017 to find out parents' interest on how they can help their child's progress. The survey listed the student learning needs which are Reading and Math and other topics. Parents prioritized the topics, Focus Group C compiled the data and used the results to plan the FAST Workshops for the school year. The top 3 topics were Reading Comprehension, Math Development, and Motivating My Child.

Parental involvement in a child's education is one of the keys to their child's success. To allow that support to be even greater, the school took several measures. Each grade level held parent intervention meetings. These meetings were for students identified in need of TIER 2

and TIER 3 support. Teachers met with parents to discuss interventions needed to give their students the knowledge and skills to earn higher test scores.

In SY 17-18 ELL Parent After-School Workshops were provided to accommodate ELL parents' participation in the various functions and activities at the school level that was organized and supported by the ESL Coordinator. The primary objective of these after-school workshops is to provide information and strategies to build vocabulary and promote reading at the home-front. Additionally, the secondary objective is to extinguish any behaviors that lead to avoidance or reluctance by ELL parents in interacting with school personnel. Discussions at the workshop include inexpensive ways of developing flash-cards for picture-word association, phonetic blending, common prefix and suffix word combinations, and vowel-first attack strategies. After each workshop, ELL parents are provided with free reading books that are donated by the School Librarian to take home as an alternative to heavily utilized electronic distractions such as television, computers, telephones, and iPads.

In SY 18-19, the Kindergarten grade level conducted their own Parent workshop to specifically focus on AIMSweb, how progress monitoring works in the classroom and at home to further their child's academic growth in Reading and Math.

In our school monthly newsletter, "Marlin Tales" educational websites are provided by each grade level to support parent education on curricular programs and to give a visualization of the subjects taught in the classrooms. MES school website provides educational programs of skills learned in the classroom.

Parents were invited to come as guest speakers and presenters for their field of expertise based on their career, job position/qualifications, and/or experience.

To support the school in finding ways to expand and enhance technology, MES PTO Officers introduced and demonstrated to parents various educational websites on how to search and utilize the websites during PTO Meetings.

Student progress is reported to parents through Parent Teacher Conferences (PTC) and other scheduled parent meetings as needed. PTCs were held at the end of first and third quarter for teachers to discuss with parents about their child's progress and/or to provide recommendations on how to assist their child in areas of concern. In SY18-19, the second PTC was strategically moved to the 2nd quarter in order for parents to be able to address and help the needs of their children early in the school year.

PowerSchool/Parent Portal continues to inform parents of their academic progress on a daily basis. Parents are informed of their child's attendance, behavior and grades of homework, class assignments and tests.

In August 2019, a survey called "Calling All Parents" was conducted to involve parents in MES first self-study report for the Western Association of Schools and Colleges (WASC). Parents were informed that becoming a member in a Focus Group, they will have the opportunity to analyze the school's programs from a parent/community perspective with respect to students learning needs, schoolwide learner outcomes, and GDOE/ACS WASC criteria. Parents are important to our school community to hear their valuable input. Currently, all Focus Groups have parent representatives.

ClassDojo is an app and serves as a means of communication between teacher, students, and families used everyday to build close-knit communities by sharing what's being learned in the classroom through photos, videos, and messages. Two teachers utilizes this app.

MES GATE Pre-K teacher utilizes an app called Shutterfly Share Sites to enhance the connection between school and home. It is used to send classroom updates, share documents, pictures, send messages, post volunteer sign-up sheets and more. The classroom share site is set to private and may only be viewed by invited members (parent emails that were provided).

**3. As a school staff, investigate ways to expand data analysis, thus giving students greater opportunity for academic advancement.**

MES analyzes data during PLC/VPLC, CPT and PDs. PLCs are held twice a month which provides time for teachers to analyze and discuss AIMSweb, SBA, ACT Aspire, CAs data and examine student work. When analyzing, teachers consider student demographics- enrollment, behavior, ethnicity, mobility rate, ELL, GATE, and SPED population. From the analysis, skills are prioritized and SMARTS Goals are created with Intervention Plans. While monitoring student progress, modifications on instruction and intervention plans are implemented as needed. PLC agenda and minutes are submitted to the Principal for review and feedback is provided. Teachers examine the format of the assessment if it was designed poorly or questions were not appropriate for student use. Another way teachers analyze data is discovering commonalities among the classes. Teachers dialogue how their students performed in a specific item in the test.

Teachers shared their overall Tier Levels to students, but to be mindful of FERPA guidelines. Teachers created bar graphs for students to monitor their own performance and progress. Standards-Based Grading practices are being implemented, giving students the opportunity for academic advancement by going over proficiency levels based on the scales. This also allowed students to do a self-evaluation of their performance and progress based on their levels of understanding of the skills/standards/lessons.

The PBIS Team - SCC meets on a monthly basis to analyze data and plan for resolutions. The Team along with the district's PBIS Coach has been meeting and working diligently to ensure the school maintains an effective discipline and behavior management system that supports learning, growth, and development. Data shows it is evident that PBIS is an effective framework and teachers are implementing PBIS with fidelity.

MES analyzes student, Faculty & Staff profile. Student Demographic data provides a picture of who we are as a school community.

MES recently was assigned an Instructional Coach (IC) in the 2nd quarter of SY 2019-2020. The IC is shared with another elementary school, therefore the IC is only at the school twice a week. The IC attends the PLC/VPLCs and assists teachers with data analysis, strategies, and interventions and provides feedback from observations.

**4. As a school staff, working with GDOE, investigate ways to expand and enhance technology throughout to further assist students in their curricular objectives.**

Since the Initial Visit, MES has moved forward in the greater understanding of technology use as a critical learning tool in order to enhance student learning and their technological literacy. MES Teachers have increased the use of technology as a tool for instruction, learning and support at home. Technology is integrated in all subject areas. GDOE installed wireless routers throughout the campus, giving easier access to the internet for all classrooms and throughout the campus. MES has received additional Mobile Lab Carts, Promethean Boards, iPads and desktop computers for both the classrooms and the Library to enhance their lessons. Teachers also received technology training funded by Enhancing Education Through Technology (EETT) in Digital Citizenship, WEdo 2.0 LEGO, LEGO Robotics, Coding, STEM, FOSS Kit, STEAM, and aimswebPlus, etc.

MES is equipped with technology equipment to be utilized for teacher and student use. All grade levels have access to the ISafe Curriculum. The IC provides teachers links and online

resources to utilize in their instruction. The school was issued additional Mobile Carts for ESL and Early Bird Program. In July/August of 2019 the Teacher Wish List Program funded by the Foundation for Public Education gave teachers the opportunity to purchase laptops.

In our school monthly newsletter, “Marlin Tales” educational websites are provided by each grade level to support parent education on curricular programs and to give a visualization of the subjects taught in the classrooms. MES school website provides educational programs of skills learned in the classroom.

To support the school in finding ways to expand and enhance technology, MES PTO Officers introduced and demonstrated to parents various educational websites on how to search and utilize the websites during PTO Meetings.

The Early Bird Intervention Program will be utilizing a software called Moby Max to address student intervention by using an online platform. A Mobile Lab cart has been provided to implement Moby Max which has not been received by the district to this date. This program is a way to connect students to technology while improving in reading fluency and comprehension.

Students are able to use technology in the regular classrooms, support program classrooms, and the School Library with the use of WiFi. Students used the Web for research to connect with other students for collaborative work. Technology training is provided to the Principal and teachers to expose them to different programs and technology standards. Technology is also utilized through collaborative exercises such as cooperative group work and playing educational games by teams.

Structured Learning Computer Education is a K-5th Curriculum that was provided as a resource to implement and aligned with GDOE Computer Education Content Standards. Teachers were trained to implement this curriculum. Teachers were provided a schedule of when mobile labs are available for their grade level to sign-out; therefore students were able to use the technology consistently.

ClassDojo is an app and serves as a means of communication between teacher, students, and families used everyday to build close-knit communities by sharing what's being learned in the classroom through photos, videos, and messages. Two teachers utilizes this app.

MES GATE Pre-K teacher utilizes an app called Shutterfly Share Sites to enhance the connection between school and home. It is used to send classroom updates, share documents, pictures, send messages, post volunteer sign-up sheets and more. The classroom



share site is set to private and may only be viewed by invited members (parent emails that were provided).

Focus Group A monitors the usage of equipment and the implementation of Structured Learning as indicated in the SIP.

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### Chapter III: Student/Community Profile - Overall Summary from Analysis of Profile Data and Progress

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**Based on past progress and current data, explain the implications of the data with respect to student performance.**

MES community profile indicates the following trends:

- Student enrollment over the past 3 years has demonstrated that the three largest ethnic populations have consistently been CHamoru, Filipino and Chuukese respectively.
- Enrollment over the past 3 years has shown a slight decrease of 34 students. MES averages 503 students per school year.
- Over the past 3 years, the average percentage of ESL students is 56%. From SY 17-18 to present there has been a 14% increase in ELL.
- The GATE and SPED student population has remained steady at about 2 to 4%.
- Discipline referrals dramatically decreased over the past three years. The teachers and the SCC along with the District PBIS Coach have been meeting and working diligently to ensure the school maintains an effective discipline and behavior management system that supports learning, growth, and development.

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After the analysis of student performance data in Chapter 1, MES grade-level teams identified specific learning needs within their respective grade-levels. While it could be noted that assessment scores have fluctuated within the past three years with improvements and decreases in scores, there is a commonality between areas that need further improvements. After comparing results with SBA, AIMSweb and ACT Aspire, a consistent theme of Reading and Math was recognized across grade-levels as needing support due to low assessment scores in those areas. There was, however, a further breakdown of specific skills between the primary and intermediate grade levels. Kindergarten through 2nd grade identified the foundational skills of *phonics* for Reading and *number sense* for Math. Third through Fifth grade identified *reading comprehension* for Reading and *MCAP* for Math.

MES has maintained a diverse population with no significant changes for the past three years serving a high number of students from the Federated States of Micronesia at 46%, followed closely by CHamorus at 26% and Filipinos at 23%. Due to this high number of ethnic backgrounds more than 50% of the student population has been identified as English Language Learners (ELL).

All district wide and interim assessments are given in the English language and administered in written form. Teachers are able to recommend students in the ESL and SPED program to take the ACT Aspire and SBA with certain accommodations such as extra time, small grouping, and repeated instructions. It is important to note, that while the instructions of the test are read aloud, test items and answer choices are not, unless otherwise instructed on the testing manual. This may contribute to low test scores in ACT Aspire and SBA.

The ACT ASPIRE measures higher level thinking skills that require students to justify and explain their answers and to cite textual evidence to support their answers. Therefore, more focus on fostering critical thinking skills is essential to impact student achievement in district summative assessments. Critical thinking skills need to be firmly embedded in instructional content.

Other possible factors that connect to student performance may include student mobility, enrollment, and attendance. There was a significant drop in our student population due to the redistricting of schools starting in SY 18-19 with a loss of 59 students that year. Our overall student enrollment has continued to decrease within the past three years which shows a direct correlation to the decrease in student discipline referrals as well. There was a decrease in attendance rate from SY 16-17 at 95% to SY 18-19 at 86%, however, attendance has improved in SY 19-2020 at 90% thus far. Furthermore, there are implications that scores may be contributed to parental involvement, age appropriate placement, and teacher attrition.

MES has taken measures to improve student performance through the continuing use of grade-level PLCs to analyze student data addressing the four essential questions. Additionally, VPLCs continue to take place between grade-levels to provide dialogue regarding the skills necessary for the next grade level. MES further addresses student needs through interventions and progress monitoring. In addition, the Early Bird program was implemented in SY 2019-2020 to support student learning needs in Reading, focusing on fluency and comprehension.

Although there is still room for growth in AIMSweb, ACT Aspire and SBA scores school wide, the progress of students over the past three years has been quite promising. Consistent growth has been realized over the course of the three years. The various data indicates that MES needs to prioritize the focus on Reading and Math. Our SIP addresses these areas by providing guidance and a systematic process to organize strategies and resources that will lead to increasing student achievement.

MES will work smarter to continue to constantly, consistently, and effectively improve classroom instruction, research on various ways to increase parental involvement, seek tutoring services and to monitor student progress.

**Summary of Kindergarten Data**

Kindergarten AIMSweb (Tier 1 Level)						
	SY 16-17		SY 17-18		SY 18-19	
	LSF	NIM	LSF	NIM	LSF	NIM
AIMSweb BM1	20%	24%	15%	27%	22%	32%
AIMSweb BM2	39%	49%	30%	49%	48%	62%
AIMSweb BM3	41%	56%	43%	58%	46%	63%

The data illustrates a consistent increase on students performing at Tier 1 each year for the Letter Sound Fluency test on AIMSweb the past three years. The following factors have contributed to the increase in scores are due to repetitive practice of the letter sounds, take home practice worksheets, letter sound songs, flash cards, and using cooperative learning. However, over 50% of the students are still not at grade level. There is also a consistent increase of students performing at Tier 1 each year for the Number Identification Measurement (NIM) test for AIMSweb. The following factors have contributed to the increase in scores are due to repetitive counting every day, calendar activities, number identification games, homework, flashcards, online videos, and guided practice worksheets. Although over 50% of the students are at grade level, MES did not meet the District goal, which is 80% of students to be Proficient. Teachers continue with interventions, progress monitoring, parent intervention meetings, and FAST Workshops on Literacy and Math.

**Summary of First Grade Data and Implications**

1st Grade AIMSweb Tier 1 (Benchmark 3)						
	SY 16-17		SY 17-18		SY 18-19	
	Reading	Math	Reading	Math	Reading	Math
AIMSweb	68%	61%	62%	47%	47%	50%

Smart Goals	68%	41%	62%	47%	38%	40%
District SBA	29%	50%	21%	37%	24%	41%

According to the results for first grade performing at Proficient levels from SY16-17 to current data, there is a fluctuation in results for Reading and Math. Reading in all categories showed a decrease in all three years, with a slight increase of 3% in SBA SY 18-19. Math scores fluctuated in all categories and school years. Data shows a close range in comparison to how students performed in all categories. AIMSweb and SBA Math for SY 18-19 showed an increase of 4%. Overall, less than 50% of the students remain in the Proficient level for all three years. Contributing factors that affect Math scores were MCOMP started after BM1 for students in Tier 3 and for Reading, Nonsense Word Fluency started after BM1 for students in Tier 3.

**Summary of Second Grade Data and Implications**

2nd Grade AIMSweb Tier 1 (Benchmark 3)			
	OR	MCOMP	MCAP
SY 16-17	53%	83%	89%
SY 17-18	61%	86%	83%
SY 18-19	41%	83%	73%

2nd Grade SBA (Advanced/Proficient Levels)			
	SY 16-17	SY 17-18	SY 18-19
ELA	30%	35%	32%
Math	21%	18%	17%

Based on data from SY16-17, 2017-2018, and SY18-19, the following factors have contributed to the decreases: Students low starting point, student low attendance/truancy, possible Child Study Team (CST) needs, student behaviors, fluctuation of student transfers, lack of home support, lack of classroom resources, and transitional changes for both teachers and students.

The following factors have contributed to the increases: Initial screening tests in Reading, Writing, and Math, ESL teacher and Teacher Assistant assist students who need additional support, grade level meets to ensure classroom instruction are effective and consistent. Intervention plans are constantly monitored and updated based on student performance. Parents are also provided with strategies for helping their child at home. Progress monitoring is administered and monitored frequently. Lastly, Response to Intervention (RtI) is utilized. Second grade level meets to discuss, interpret, and analyze data. Intervention plan is revisited after three progress-monitoring probes to ensure effective classroom instruction.

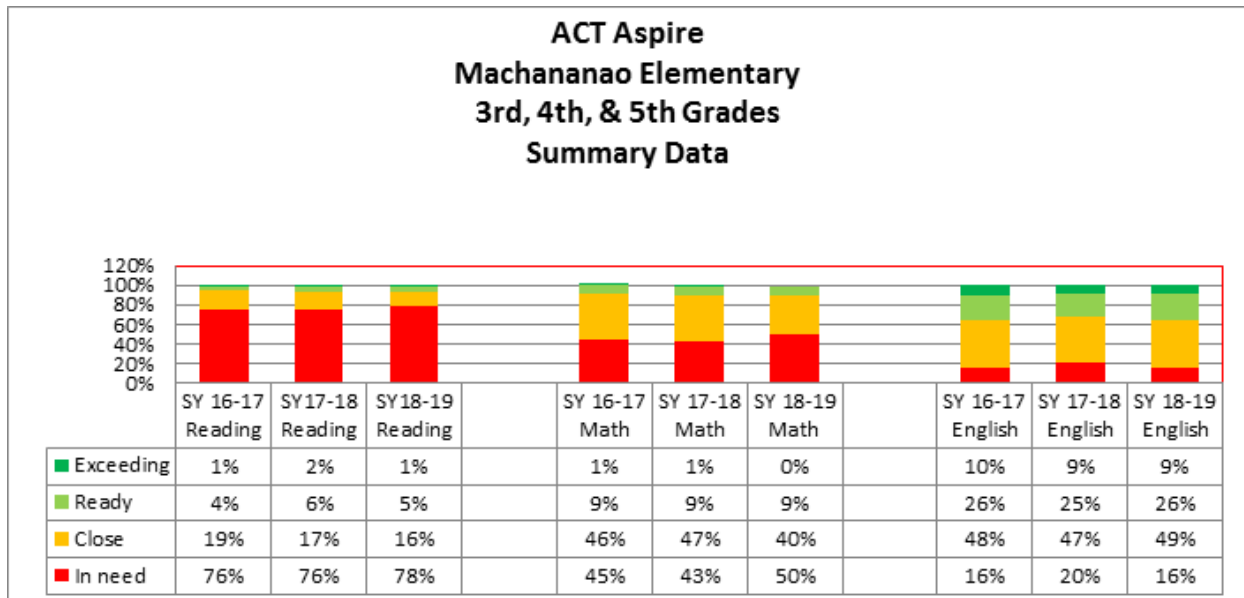
**Summary of Third, Fourth, and Fifth Grade Data and Implications**

AIMSweb Tier 1 (Benchmark 3)						
	SY 16-17		SY 17-18		SY 18-19	
AIMSweb	OR	MCOMP	OR	MCOMP	OR	MCOMP
3rd Grade	49%	44%	54%	59%	66%	71%
4th Grade	68%	74%	69%	72%	68%	82%
5th Grade	53%	31%	53%	37%	54%	52%

ACT Aspire (Exceeding/Ready Levels)						
	SY 16-17		SY 17-18		SY 18-19	
ACT ASPIRE	Reading	Math	Reading	Math	Reading	Math
3rd Grade	2%	8%	6%	17%	7%	19%
4th Grade	5%	14%	7%	8%	7%	12%
5th Grade	8%	6%	8%	5%	4%	2%

Math ACT ASPIRE Data for 3rd to 5th graders showed an increase in students performing at the Ready level from 28% to 33%. However, 67% of our students are in the “In Need” and “Close” levels, which determined Math as our school’s student learning need. Behavior was one of the contributing factors that affected our Math scores. According to the MES SWIS Data report, in SY 16-17, 49% of discipline referrals were 5th grade students and 14% were 3rd grade students. SY 17-18, 72% in discipline referrals were 5th grade students and 22% were 4th grade students. In SY 18-19, 90% in discipline referrals were 5th grade students. Another factor that affected our scores was an increase of English Language Learners (ELL). At the end of SY 16-17 there were 287 students and increased to 307 students in SY 18-19.

Reading ACT ASPIRE data for 3rd to 5th grade from SY 16-17 to 17-18, show the percent of students meeting the Ready and Exceeding levels increased from 15% to 21%. However, from SY 17-18 to 18-19 the number of students meeting Ready and exceeding levels decreased to 18%. Overall 82% of the 3rd to 5th Grade students are not in the Ready level thus determining Reading as a Student Learning Need. SY 16-17 enrollment was 516 students. Third grade had only three classes consisting of 30 students in each class. Contributing factors for the increase and subsequent decrease in Ready and Exemplary scores can be attributed to individual students having multiple ODRs in SY 18-19. Another factor was high enrollment in ELL population.



Data illustrates overall summary of how MES students progressed according to the following categories: Exceeding, Ready, Close, and In Need of Support. Data indicates that better proficiency in Reading may improve scores. Areas needed to improve in, are understanding what increasingly challenging texts say explicitly and what can reasonably be inferred from these texts; understand general academic and domain-specific language in the context in which it is used; and integrate knowledge and ideas from multiple texts.

**Select two to three student learning needs based on the data, noting the correlated schoolwide learner outcomes:**

Based on past performance and current data, data analysis, reflection, inquiry, and discussions, MES stakeholders selected two learner needs, Reading and Math, noting the correlated schoolwide learner outcomes.

MES school-wide learner outcomes are aligned to our student learner needs by addressing *Motivated Life-Long Learners* with the approach on setting goals through progress monitoring in AIMSweb. The student learning needs are also addressing *Effective Communicators* with reading and writing skills. Students also become *Successful Individuals* through applying gained knowledge that is shown throughout the ACT Aspire, AIMSweb Benchmarks, SBA, and CAs. The following learner needs have been broken down into the following groups after comparison of data:

**Reading:**

- *K-2-Foundational Skills- Phonics*
- *3-5 Reading Comprehension*

**Math:**

- *K-2- Number Sense*
- *3-5 Math Concepts and Applications*

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**List important questions that have been raised by the analysis of the student performance, demographic, and perception data to be used by Home and Focus Groups in their study:**

1. How can we successfully engage and involve our parents as partners in education?
2. How can we sustain and continue growth in fostering a guaranteed and viable curriculum that addresses our student learning needs?
3. How can we purposely and effectively collect, analyze, and share school data with stakeholders to nurture the development of the whole child?
4. What trainings are available for teachers on data analysis?
5. What workshops are available for parents on strategies to support their child in Reading and Math?



## Chapter IV: Self-Study Findings

### Category A: Organization

#### A1. Vision, Mission, and Schoolwide Learner Outcomes Criterion

The school has a clearly stated vision and mission (purpose) based on student needs, current educational research, and the belief that all students can achieve at high academic levels. Guided by the Guam Department of Education State Strategic Plan the school’s purpose is defined further by academic standards, schoolwide learner outcomes, and the schoolwide plan.

Vision, Mission, Schoolwide Learner Outcomes, Profile, Schoolwide Action Plan
<p><b>A1.1. Indicator:</b> The school has established a clear, coherent vision and mission of what students should know and be able to do; the school’s action plan is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn.</p>
<p><b>A.1.1. Prompt:</b> <i>Evaluate the degree to which the development of the school’s vision, mission, and schoolwide action plan has been impacted by pertinent student/community profile data, identified global competencies, and current educational research.</i></p>

Findings	Supporting Evidence
<p>MES vision, mission, SLOs and SIP are aligned with the SSP “20/20: A Clear Vision for Education On Guam”, which addresses comprehensive and major areas, focuses on more strategies and sustaining practices, supports current educational research and directly addresses the Guam Education Board (GEB) goals.</p> <p>MES SIP is currently designed to achieve the long term goals in the SSP, which defines the work of the school in targeting achievement for all students. This plan is the driving force to identify school programs that will meet the needs of the students. MES continues to monitor, update the SIP, and will reassess based on the impact of student learning and student profile data.</p>	<ul style="list-style-type: none"> <li>● <a href="#">GDOE/MES Vision</a></li> <li>● <a href="#">MES Mission</a></li> <li>● <a href="#">MES SLOs</a></li> <li>● <a href="#">SIP</a></li> <li>● <a href="#">SSP</a></li> </ul>

<b>Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes, and Schoolwide Action Plan</b>
<b>A1.2. Indicator:</b> The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and mission are effective.
<b>A1.2. Prompt.</b> <i>Evaluate the effectiveness of the processes that ensure involvement of the entire school community.</i>

Findings	Supporting Evidence
<p>MES has utilized GDOE’s vision since 2014. Since then, there was no need for revisions for MES vision and mission.</p> <p>In 2009, <i>Expected School-wide Learner Results</i> (ESLRs) was developed. On June 26, 2013, prior to the adoption of the <a href="#">SSP</a>, MES transitioned from ESLR to SLO in anticipation of GDOE schools receiving accreditation status. At the beginning of SY 14-15, the school community was informed that MES will be going through the Initial Accreditation process. During <i>Professional Development</i> (PD) on September 30, 2015, the faculty and staff were introduced to the Initial Accreditation process. At this time, the SLO were revisited with the focus on revision to include indicators. Between September 30 and April 2016, faculty and staff worked collaboratively with Focus Group A and in their grade levels in developing SLOs that are clear and concise. On the April 27, 2016 PD, faculty and staff began planning the SLO indicators and identified possible indicators for each SLO. On August 17, 2016, the faculty and staff collectively discussed the updated SLO and the top three indicators for each SLO. During the Initial Visit back in April 2017, MES was still in its infancy stage in developing and finalizing the indicators for each SLO. Teachers wanted to create an evaluation tool on students achieving the SLOs, but needed indicators to determine if they achieved that particular SLO. Through dialogues in the Leadership Team, Focus Groups, Grade Level Meetings and PLCs and PTO Meetings, the indicators for each SLO were created. A survey was sent out to parents in February 2017 to get input on suggestions on how their child will achieve each SLO. Parents agreed to the indicators, an evaluation tool was created and to implement for SY 2017-2018. The SLO Evaluation Tool had made an impact on improvement of student behavior and academics these past three years.</p> <p>A parent survey was conducted asking parents input on the indicators and 96% of the parents agreed.</p>	<ul style="list-style-type: none"> <li>● <a href="#">SLO Evaluation Tool</a></li> <li>● <a href="#">Survey – How is our school doing?- August 2019</a></li> </ul>

<p>The school has an effective process for ongoing review and revision of the SIP. The Leadership Team monitors the implementation of the SIP and communicates the status in their respective Focus Groups and Grade Levels. The status of the SIP is collaboratively gathered by the Focus Groups and makes any revisions/updates with the guidance and support from School Principal, to ensure goals and objectives are achieved. The SIP consists of school-based activities that determine how our school will meet Student Learning Needs. SIP is reviewed, updated, monitored bi-weekly in focus groups and in monthly faculty meetings and PDs. At the end of the school year, SIP is revised based on student profile data.</p>	
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<p><b>Understanding of Vision, Mission, Schoolwide Learner Outcomes, and Schoolwide Action Plan</b></p>	
<p><b>A1.3. Indicator:</b> Students, parents, and other members of the school community demonstrate understanding of and commitment to the school’s vision and mission, schoolwide learner outcomes, and action plan.</p>	
<p><b>A1.3. Prompt:</b> <i>Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and the schoolwide action plan.</i></p>	

Findings	Supporting Evidence
<p>The school ensures that students, parents and other members of the school’s community understand and are committed to the school’s vision and mission through various opportunities in being involved.</p> <p>Teachers utilized the SLO Evaluation Tool to evaluate students that demonstrate an understanding of the SLOs through the lessons taught in class.</p> <p>Students that are recognized as MMM on a monthly basis have been selected by their teacher who demonstrate the criteria of the 3Bs that is aligned with our SLOs.</p> <p>Parents demonstrate their level of understanding and commitment by bringing their child/children to school every day. Attendance rate data show that 90% of our students come to school on a daily basis.</p> <p>Another way parents demonstrate that they understand and are committed to the school’s vision and mission is their participation in co-curricular and extra curricular activities by</p>	<ul style="list-style-type: none"> <li>● <a href="#">Parent Survey-How is Our School Doing? August 2019</a></li> <li>● PTC Sign-in Sheets</li> <li>● PTO Binder             <ul style="list-style-type: none"> <li>○ PTO Agenda/Sign-in Sheets</li> <li>○ <a href="#">Newsletters</a></li> </ul> </li> <li>● Focus Group E Binder             <ul style="list-style-type: none"> <li>○ FAST Sign-in Sheets</li> </ul> </li> <li>● GL/PLC Binders             <ul style="list-style-type: none"> <li>○ PLC Agenda &amp; Minutes</li> </ul> </li> <li>● <a href="#">Faculty Survey</a></li> <li>● <a href="#">Staff Survey</a></li> <li>● <a href="#">SLO Evaluation Tool</a></li> </ul>

<p>participating in Read-A-Thon, Art-A-Thon, Zumba, Kickball Tournament, Poster contests, Jump Rope for Heart, etc.; attending Parent-Teacher conferences for both quarters, or more conferences as needed; participating in FAST Workshops by learning strategies to reinforce at home.</p> <p>MES effectively communicates and provides opportunities for students, parents, and other members of the school community to understand and commit to our school’s vision, mission, SLOs and SIP. Students, parents and other members of the school community attended and participated in the following events: student/parent orientations, Open House, school assemblies, Parent Teacher Conferences (PTC), Parent Teacher Organization (PTO) meetings, in Co-Curricular and Extra Curricular Activities, FAST Workshops, and Focus Group Meetings.</p> <p>In addition, they are informed through the monthly newsletters, school planners, parent student handbook, and school website.</p> <p>According to the parent survey, out of 358, 98% stated that they understand and are committed to the school’s vision. Out of 363, 98% stated that they understand and are committed to the school’s mission. Out of 366 total responses, 96% stated that they are provided opportunities to be involved in their child’s education. Out of 358 total responses, 96% stated that they understood the SLOs. Out of 367 responses, only 86% stated that they were aware of the school SIP and how it addresses the needs of the school. MES will continue to educate and involve the school community to have a more understanding and commitment to our SIP.</p>	
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<b>Regular Review and Revision</b>	
<p><b>A1.4. Indicator:</b> The school is implementing an effective process for regular review/revision of the school vision, mission, schoolwide learner outcomes, and the schoolwide action plan based on the student needs in an evolving global society.</p>	
<p><b>A1.4. Prompt:</b> <i>Evaluate the effectiveness of the process for regular review/revision of the school vision, mission, schoolwide learner outcomes, and the schoolwide action plan.</i></p>	

Findings	Supporting Evidence
<p>MES has an effective process for regular review/revision of the school vision, mission, schoolwide learner outcomes, and the</p>	<ul style="list-style-type: none"> <li>● <a href="#">SLO Evaluation Tool</a></li> <li>● GL/PLC Binder                             <ul style="list-style-type: none"> <li>○ <a href="#">SLO Work Samples</a></li> </ul> </li> </ul>

<p>schoolwide improvement plan based on the student needs in an evolving global society.</p> <p>MES has utilized GDOE’s vision since 2014. Since then, there was no need for revisions for MES vision and mission.</p> <p>ESLRs Transitioned to SLOs at the first Initial Accreditation visit. However, a need to determine student achievement for each SLO was not established at the time. Therefore, indicators were created to address student achievement.</p> <p>Through dialogues in the Leadership Team, Focus Groups, Grade Level Meetings and PLCs and PTO Meetings, the indicators for each SLO were created. A survey was sent out to parents in February 2017 to get input on suggestions on how their child will achieve each SLO. Parents agreed to the indicators, and an evaluation tool was created to implement for SY 2017-2018. The SLO Evaluation Tool had made an impact on improvement of student behavior and academics these past three years.</p> <p>According to the parent survey “How is Our School Doing?” 96% of the parents agree with our school’s current SLOs.</p>	<ul style="list-style-type: none"> <li>● <a href="#">GDOE Vision</a></li> <li>● <a href="#">GDOE Mission</a></li> <li>● <a href="#">MES Mission</a></li> <li>● <a href="#">SSP</a></li> <li>● <a href="#">SIP</a></li> <li>● <a href="#">PBIS Matrix</a></li> <li>● <a href="#">PBIS Data</a></li> <li>● <a href="#">Parent Survey – How is our school doing?- August 2019</a></li> </ul>
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<p><b>Schoolwide Learner Outcomes and Vision and Mission</b></p>
<p><b>A1.5. Indicator:</b> Schoolwide Learner Outcomes and academic standards are reflected in the school’s vision and mission.</p>
<p><b>A1.5. Prompt:</b> <i>Evaluate the ways in which schoolwide learner outcomes and academic standards are reflected in the school’s vision and mission.</i></p>

Findings	Supporting Evidence
<p>MES vision and mission are aligned with the SLOs and academic standards.</p> <p>Teacher’s lesson plans include the SLOs, which are aligned with the academic standards. Students must achieve these SLOs on a quarterly basis through the SLO Evaluation Tool in order to be responsible, respectful, and ready for life.</p> <p>PBIS Data shows an improvement in student behavior from SY 2016 to present. Students are demonstrating the SLOs which are aligned with the MES vision and Mission.</p> <p>Students that are recognized as MMM on a monthly basis that have been selected by their teacher who demonstrate the</p>	<ul style="list-style-type: none"> <li>● <a href="#">SLO Evaluation Tool</a></li> <li>● GL/PLC Binder <ul style="list-style-type: none"> <li>○ <a href="#">SLO Work Samples</a></li> </ul> </li> <li>● <a href="#">Lesson Plans</a></li> <li>● <a href="#">PBIS Data</a></li> </ul>

criteria of the 3Bs, which is aligned with our SLOs, vision and mission.	
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**Category A: Organization**

**A2. Governance Criteria**

The school’s program and operations are in alignment with a) the Guam Board of Education’s policies and b) the Guam Department of Education rules, regulations, and procedures. The Guam Education Board (GEB) delegates implementation of monitoring of these policies to the Guam Department of Education and approves the GDOE State Strategic Plan.

Understanding the Role of the Governing Authority
<p><b>A2.1. Indicator:</b> The School community understands the governing authority’s role, including how stakeholders can be involved.</p>
<p><b>A2.1. Prompt:</b> <i>To what degree does the school community understand the governing authority’s role, including how stakeholders can participate in the school’s governance?</i></p>

Findings	Supporting Evidence
<p>Teachers are aware of the roles and responsibilities of the GEB pertinent to their specialized area. GEB roles, responsibilities, and policies are available on the GDOE website and at the school for professional staff to better understand and use as a reference in decision making. The faculty and student handbook outlines most of the policies. PDs are provided to professional staff on certain board policies such as BP 409 “Prevention and Intervention against Harassment, Intimidation or Bullying, Cyberbullying, Sexting, and Sexual Harassment” and BP 411 “Attendance and Grading”. The School Principal takes the lead in ensuring implementation of the GEB policies at the school level in order to be in compliance with local and federal laws.</p> <p>The school community understands that the Guam Education Board is responsible for all policies that govern the Department of Education. As it is stated in its entirety under Guam Code Annotated Title 17 Chapter 3 § 3102.1 The Guam Education Board conducts monthly meetings and work sessions. During the work sessions, the Guam Education Board members meet collaboratively to adopt policies and procedures as prescribed by law. The members are responsible for the establishment of the academic school calendar, curriculum goals and policies. Board meetings are a venue that provides the school communities (Stakeholders) the opportunity to express their concerns, questions, or comments regarding their prospective school. The Board can be accessed through the DOE website and input can be provided electronically.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Faculty Survey</a></li> <li>● <a href="#">Staff Survey</a></li> <li>● <a href="#">Student/Parent Handbook</a></li> <li>● <a href="#">Faculty/Staff Handbook</a></li> </ul>

<p>According to our school parent survey: Out of 363 responses, 94% stated that they are provided opportunities to be involved in the needs of the school.</p> <p>According to the survey conducted on December 4, 2019, 48% of the faculty understands the governing authority’s role. MES leadership will present on the governing authority’s roles in Faculty Meeting and/or PDs.</p> <p>Based on surveys conducted in SY 19-20, 48% of the faculty and 100% of the staff stated they have a clear understanding about the relationship between the governing board and the responsibilities of the faculty and staff. MES leadership will present on the governing authority’s roles in Faculty Meeting and/or PDs.</p>	
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<p><b>Relationship between the Governing Authority and School</b></p>	
<p><b>A2.2. Indicator:</b> The school’s stakeholders understand the relationship between the governing authority’s decisions, expectations, and initiatives that guide the work of the school.</p>	
<p><b>A2.2. Prompt:</b> <i>Provide examples of how stakeholders understand the relationship between the governing authorities’ decisions, expectations, and initiatives that guide the work of the school.</i></p>	

Findings	Supporting Evidence
<p>The governing authority of GDOE is GEB. GEB develops policies to benefit students and the school system. The duties and responsibilities of the GEB include among other, establishing curriculum goals and policies; establishing student performance standards and a mechanism for standardized assessment of each student based upon the content standards; establishing and approving a textbook list; establishing student discipline policy; establishing the school calendar; establishing graduation standards; and periodically reviewing established policies for refinement and improvement. All public schools are mandated to implement board policies.</p> <p>Stakeholders understand the relationship between the governing authority’s decisions, expectations, and initiatives that guide the work of the school by supporting, adhering, and complying to Board Policies and SOPs, just to name a few.</p> <p><a href="#">SOP 200-006 Online Parent-Teacher Communication</a> PowerTeacher GradeBook is designed as a vehicle for</p>	<ul style="list-style-type: none"> <li>● Focus Group E Binder <ul style="list-style-type: none"> <li>○ <a href="#">Newsletters</a></li> </ul> </li> <li>● Student Planners</li> <li>● <a href="#">MES Website</a></li> <li>● <a href="#">MES Facebook</a></li> <li>● <a href="#">MES Instagram</a></li> <li>● <a href="#">Powerschool</a></li> <li>● <a href="#">Faculty/Staff Handbook</a></li> <li>● <a href="#">Student/Parent Handbook</a></li> <li>● Focus Group Meetings</li> <li>● <a href="#">GEB Calendar of Monthly Meetings</a></li> </ul>



<p>effective, on-going, and open communication between the school and home.</p> <p><b>Lesson Plan Policy - BP 378</b> states that classroom teachers shall be responsible for preparing daily written lesson plans. At minimum, the following components of each lesson shall contain:</p> <ul style="list-style-type: none"> <li>- Student Learner Outcomes (SLOs)</li> <li>- Skills/content standards &amp; performance indicators</li> <li>- Anticipatory set or effective grabber</li> <li>- Instruction strategies</li> <li>- Methods of assessment</li> <li>- Checking for understanding</li> <li>- Guided Practice</li> <li>- Closure</li> <li>- Modifications for students in need</li> <li>- Textbooks/materials/resources used to support the lesson.</li> </ul> <p><b>BP 705- Healthy Snacks</b> - Parents are given information on approved snacks at school to promote a healthy lifestyle.</p> <p><b>Uniform policies - BP401</b> - The intent of this policy is to promote the following: improve student behavior, promote appropriate attire, promote unity and pride, promote safety and security of all school personnel, minimize and or eliminate any socio-economic distinction, and promote an environment free of harassment.</p> <p><b>Attendance - BP411</b> - Students are required to attend classes. If students are absent a note must be provided.</p> <p><b>EDUCATION TECHNOLOGY USE POLICY - BP 836</b> GDOE’s Education Technology Use Policy shall include established rules and regulations for all users accessing the GDOE network. Use of the District’s technology that is inconsistent with this policy may result in the loss of access and legal action up to and including restrictions to GDOE premises. Technology use forms are given to each student for parents to complete.</p>	
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<p><b>Faculty, Staff, and Governing Authority</b></p>
<p><b>A2.3. Indicator:</b> There is clear understanding about the relationship between the governing authority and the responsibilities of the faculty and staff.</p>
<p><b>A2.3. Prompt:</b> <i>To what degree is there clear understanding about the relationship between the governing board and the responsibilities of the faculty and staff.</i></p>

Findings	Supporting Evidence
<p>Teachers are aware of the roles and responsibilities of the GEB. Board Policies are available in the GDOE website to better understand and use as a reference in decision making. The faculty and student handbook outlines most of the policies. PDs are provided to professional staff on certain board policies such as:</p> <p><a href="#">BP 901 “Prevention and Intervention against Harassment, Intimidation or Bullying, Cyberbullying, Sexting, and Sexual Harassment”</a></p> <p><a href="#">BP 411 “Attendance and Grading”</a>. The School Principal takes the lead in ensuring implementation of the GEB policies at the school level in order to be in compliance with local and federal laws.</p> <p><a href="#">Attendance - BP411</a> - Students are required to attend classes. If students are absent a note must be provided.</p> <p><a href="#">SOP 200-006 Online Parent-Teacher Communication</a></p> <p>PowerTeacher GradeBook is designed as a vehicle for effective, on-going, and open communication between the school and home.</p> <p><a href="#">Lesson Plan Policy - BP 378</a> states that classroom teachers shall be responsible for preparing daily written lesson plans. At minimum, the following components of each lesson shall contain:</p> <ul style="list-style-type: none"> <li>- Student Learner Outcomes (SLOs)</li> <li>- Skills/content standards &amp; performance indicators</li> <li>- Anticipatory set or effective grabber</li> <li>- Instruction strategies</li> <li>- Methods of assessment</li> <li>- Checking for understanding</li> <li>- Guided Practice</li> <li>- Closure</li> <li>- Modifications for students in need</li> <li>- Textbooks/materials/resources used to support the lesson.</li> </ul> <p>Based on surveys conducted in SY 19-20, 45% of the faculty and 100% of the staff stated they have a clear understanding about the relationship between the governing board and the responsibilities of the faculty and staff. Leadership will present during Faculty Meetings and/or PDs on the Governing Board and responsibilities.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Student/Parent Handbook</a></li> <li>● <a href="#">Faculty/Staff Handbook</a></li> <li>● Teacher Orientation Binder</li> <li>● <a href="#">Faculty Survey</a></li> <li>● <a href="#">Staff Survey</a></li> </ul>

**Category A: Organization**

**A3. Leadership and Staff Criterion- Data-Informed Decision-Making**

Based on multiple sources of data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic standards. The school leadership and staff annually monitor and refine the schoolwide action plan based on action plan alignment with the Guam State Strategic Plan based on the analysis of data to ensure alignment with student needs.

Broad-Based and Collaborative Planning Process
<p><b>A3.1. Indicator:</b> The school’s planning process is broad-based, collaborative, and has the commitment of stakeholders, including the staff, students, and parents.</p>
<p><b>A3.1. Prompt:</b> <i>Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of stakeholders, including the staff, students, and parents.</i></p>

Findings	Supporting Evidence
<p>MES planning process is broad-based, collaborative, and has the commitment of stakeholders, including the staff, students, and parents.</p> <p>MES has a clear system of networking to ensure that planning, monitoring, and evaluating is in place. The school's Leadership Team comprised of the Principal, Accreditation and Focus Group Leaders, and Grade Level Chairpersons who provide direction, instructions and guidance to their respective team for the purpose of achieving the school goals as stipulated in the SIP. Focus Groups consist of teachers from each grade level, special programs, support staff, and parents. The Focus Groups addresses, implements, monitors, and evaluates the SIP. Focus Groups disseminates information and shares data at monthly scheduled Leadership Meetings. Data and information from their respective Focus Group is shared at Grade Level meetings, in addition the teachers collaborate on the review and evaluation of the curriculum to address student learning needs. Monthly faculty and staff meetings are facilitated by the Principal to inform and discuss the progress of the various focus groups, grade levels, overall school accolades and improvement initiatives and pertinent issues regarding district and school operations. Professional Learning Communities (PLC) occur in collaboration with grade level teachers and special programs. These meetings are collaborative, productive, and are data driven by examining and analyzing data from District Wide Assessments (DWA) and</p>	<ul style="list-style-type: none"> <li>● Focus Group E Binder               <ul style="list-style-type: none"> <li>○ <a href="#">Newsletters</a></li> <li>○ FAST Workshop</li> </ul> </li> <li>● GL/PLC Binders               <ul style="list-style-type: none"> <li>○ <a href="#">Intervention Plans</a></li> </ul> </li> <li>● Parent Orientation Sign-in Sheets</li> <li>● PTC Sign-in Sheets</li> <li>● <a href="#">Balanced Leadership Framework</a></li> <li>● <a href="#">Balanced Leadership Document</a></li> <li>● <a href="#">NEHS</a></li> <li>● <a href="#">Parent Survey- “How is Our School doing?”- August 2019</a></li> </ul>

Interim Assessments to determine student learning needs. Teachers dialogue, collaborate, analyze the assessment results, then modifies instructional approaches and determine interventions. PLCs and VPLCs both identify and make decisions on what students need to know, understand and be able to do through our SLOs and academic standards, which are aligned with our school mission. The analysis of data is essential to become more culturally responsive and strategic on how to address a diverse student population and their needs, academically, socially, emotionally, behaviorally, and to assist students as they move from one grade level to the next.

Students in National Elementary Honor Society (NEHS) are part of the school planning process and committed in the projects and activities of MES. Just to name a few are:

1. Coin Drive for Hurricane Harvey Relief – MES school and community participated in this event in an effort to raise monetary funds to be able to assist the victims of Hurricane Harvey disaster.

2. Harvest House Foster Family Christmas and Field Trip to Catholic Social Services Adult Daycare - Community Service – NEHS students participated in this community service activity to give back to the community.

3. Community Service Project – IRA Read a Thon - Read alouds in the primary grades – To provide service back to the community as mentors and to demonstrate responsibility, leadership, scholarship, and service skills.

4. Fundraiser events like the School Carnival and Chuck-E-Cheese night to raise funds for the induction ceremony at the Holiday Resort

MES Student Council, aligned with the school-wide learners outcome, develops and supports special projects to improve our school. MES Student Council worked together with designated teacher advisors, school administration and fellow classmates. MES Student Council members served as role models for involved citizenship, self-directed learners, effective communicators, critical thinkers, and academic achievers.

Officers in Student Council SY 18-19 were part of the school planning process and committed to the projects and activities of MES. Just to name a few are:

<p>1. MES student council election – MES student council participated in this event to find students that will lead and serve as role models to their fellow students. They were able to display their leadership skills and develop their communication and social skills.</p> <p>2. Student store – MES student council participated in this event to raise funds for the student council and to demonstrate leadership, service skills, responsibility, and accountability by taking charge of the student store. This helped them develop their social skills as they were able to communicate with their fellow students.</p> <p>3. Community service – Reading and Math tutoring – MES student council participated in this event to provide back to the community as mentors and to demonstrate citizenship, being self-directed learners, and being effective communicators. MES student council was able to take an active part in their community and apply the skills learned.</p> <p>4. 100<sup>th</sup> day Carnival and Spring Carnival – MES student council participated in this event to raise funds and display social and communication skills as they communicate with their fellow students, which is part of SLOs.</p> <p>Students are involved through the analysis of their data scores of AIMSweb and CAs. Teachers then determine students’ needs in the different academic subjects and promote learning by the use of students' interests.</p> <p>According to the “How is Our School doing?” survey: Out of 363 responses, 94% stated that they are provided opportunities to be involved in the needs of the school.</p>	
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<p><b>Correlation between Student Learning and the Schoolwide Action Plan</b></p>
<p><b>A3.2. Indicator:</b> The Analysis of multiple sources of data (e.g., demographic, student achievement, perceptual process) guides the school’s schoolwide action plan.</p>
<p><b>A3.2. Prompt:</b> <i>How does the school ensure that the analysis of multiple sources of data, schoolwide learner outcomes, and academic standards are incorporated into the schoolwide action plan and impact the development, implementation, and monitoring of the plan?</i></p>

Findings	Supporting Evidence
<p>MES ensures that the analysis of multiple sources of data, SLOs and academic standards are incorporated into the SIP and impacts the development, implementation, and monitoring of the SIP.</p> <p>The SIP consists of action steps, now called School-based activities that determine how our school will meet Student Learning Needs. SIP is revisited, reviewed or revised bi-weekly in focus groups and in monthly faculty meetings and PDs. At the end of the school year, SIP is revised based on the end of the year data.</p> <p>MES reviews the contents of the SSP. Analysis of DWA and Interim Assessments are utilized to identify our student learning needs. Demographics of the school helps us understand what factors attribute to the increase or decrease of scores.</p> <p>The SIP includes data collected from assessment results, such as, the DWA, Initial Assessments, Common Assessments, AIMSweb Benchmarks, and AIMSweb Progress Monitoring. Then SMART Goals are created based on the data analysis, prioritizing and addressing the standards to show student progress. Finally, The components of the SIP are revisited, edited and updated for teachers to implement the plan.</p>	<ul style="list-style-type: none"> <li>● GL/PLC Binder               <ul style="list-style-type: none"> <li>○ <a href="#">SMART Goals</a></li> <li>○ <a href="#">PLC Agenda &amp; Minutes</a></li> </ul> </li> <li>● <a href="#">AIMSweb Data</a></li> <li>● <a href="#">CAs Data</a></li> <li>● <a href="#">ACT Aspire</a></li> <li>● <a href="#">SBA Data</a></li> </ul>

Alignment of All Resources and the Schoolwide Action Plan
<p><b>A3.3. Indicator:</b> There is correlation between the allocation of time/fiscal/ personnel/material resources and the implementation, monitoring, and accomplishment of the schoolwide action plan.</p>
<p><b>A3.3. Prompt:</b> <i>Evaluate the degree to which the allocation of all resources supports the implementation, monitoring, and accomplishment of the schoolwide action plan.</i></p>

Findings	Supporting Evidence
<p>The allocation of all resources supports the implementation, monitoring, and accomplishment of the SIP. The SIP consists of school-based activities- resources and materials are needed to complete the activities; Timeline is when we do these school based activities, time is allocated for PLCs and Assessments; Resources include materials, equipment and Personnel. A</p>	<ul style="list-style-type: none"> <li>● Budget Survey</li> <li>● PTO Meeting (Budget Survey)</li> <li>● <a href="#">BP 700 Budget Preparation Procedures</a></li> <li>● <a href="#">Progress Data</a></li> </ul>

<p>survey is emailed to teachers on resources/materials needed to carry out the SIP.</p> <p>The school’s budget planning process follows Board Policy - 700 (Budget Preparation Procedures). MES fiscal policy assures the ongoing fiscal health and stability of the school. Through an internal process of communication, a budget committee makes budget recommendations to the Department of Education, which in turn submits its budget requirements to the GEPB for approval, then to the Guam Legislature for final review and approval.</p> <p>Parents, Faculty and Staff are given an opportunity to provide the School Principal with input regarding the school’s annual budget request through an online survey, hardcopies of the survey are also disseminated personally, or at a PTO and Region meetings. The budget is presented to all stakeholders and they are afforded the opportunity to provide input and feedback.</p>	
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<p><b>Progress Monitoring of the Schoolwide Action Plan</b></p>	
<p><b>A3.4. Indicator:</b> The school’s Leadership Team has defined roles and responsibilities and monitors the progress of the implementation of the schoolwide action plan.</p>	
<p><b>A3.4. Prompt:</b> <i>Comment on the roles and responsibilities of the school’s Leadership Team. Evaluate the degree to which this team monitors the progress of the implementation of the schoolwide action plan.</i></p>	

Findings	Supporting Evidence
<p>The school’s Leadership Team has defined roles and responsibilities and monitors the progress of the implementation of the schoolwide action plan.</p> <p>The school's Leadership Team comprised of the School Principal, Accreditation and Focus Group Leaders, and Grade Level Chairpersons who provide direction, instructions and guidance to their respective team for the purpose of achieving the school goals as stipulated in the SIP. Leadership Team meetings are scheduled monthly.</p> <p>Focus Groups consist of teachers from each grade level and support staff. Focus Group meetings are scheduled bi-weekly with agenda in place and minutes submitted to Leadership at the end of each month. The Focus Groups addresses, implements, monitors, and evaluates the SIP. Focus Groups</p>	<ul style="list-style-type: none"> <li>● <a href="#">SIP</a></li> <li>● <a href="#">Survey – How is our school doing?- August 2019</a></li> <li>● Meeting Minutes</li> <li>● <a href="#">Focus Group Responsibilities</a></li> <li>● <a href="#">MES School Calendar</a></li> </ul>

<p>disseminate information and share data if any at monthly scheduled Leadership Meetings.</p> <p>Grade Levels collaboratively meet regularly during PLC and/or as needed to identify strengths and areas requiring improvement based on student data, determine the necessary corrective action or interventions, and disseminate information discussed at their Focus Group meeting.</p> <p>Vertical Alignment Professional Learning Communities (VPLCs) are held on a monthly basis. Teachers dialogue, collaborate, make decisions on what students need to know, understand and be able to do to further assist our students as they move from one grade level to the next.</p> <p>The School Principal analyzes and discusses meeting minutes held at PLCs, VPLCs, and GLs/CLTs. The School Principal also provides feedback on additional information that must be included to help with student data analysis. If needed, she ensures professional development occurs with current educational practices to build on skills as well as to provide opportunities for teachers and staff to improve the quality of teaching and learning.</p> <p>According to the “How is Our School doing?” survey: out of 365 responses, 88% stated that the Principal provides effective leadership to ensure that there is adequate education for their child/ren.</p>	
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Category A: Organization

**A4. Leadership and Staff Criterion- Schoolwide Organization for Student Achievement**

A qualified staff facilitates the achievement of the schoolwide learner outcomes, academic standards, and the successful implementation of the schoolwide action plan through a system of preparation, induction, and ongoing professional development.

Qualifications of Staff
<p><b>A4.1. Indicator:</b> The school implements state personnel policies and procedures to ensure that staff are qualified based on background, training, and preparation.</p>
<p><b>A4.1. Prompt:</b> <i>Evaluate the procedures to ensure all staff members in all programs are qualified for their responsibilities within any type of instruction to ensure quality student learning and teaching.</i></p>

Findings	Supporting Evidence
<p>MES ensures all staff members in all programs are qualified for their responsibilities within any type of instruction to ensure quality student learning and teaching.</p> <p>To qualify as an educator for GDOE, all teachers must acquire an educator certification from the Guam Commission for Educator Certification (GCEC). The minimum educational requirements include a bachelor’s degree. In addition, they must also pass PRAXIS I / CORE tests.</p> <p>For the regular classroom teachers, certification types include: Temporary Educator, Initial Educator, Professional Educator, and Master Educator. For the CHamoru Language &amp; Culture teachers, certification type includes: Temporary CHamoru, Basic CHamoru, Initial CHamoru, Professional Educator, and Master Educator.</p> <p>The primary purpose of the Guam Professional Teacher Evaluation Program is to continuously improve the instruction provided to each student. Evaluation also plays a significant role in ensuring accountability and professional growth. Educator evaluations must consider a balance of both educational practice and student outcome data, identified as student growth. The teacher evaluation system provides teachers and their school principals with valid and reliable information that should help teachers to improve and/or extend their instructional practices. Additional or specialized assistance is identified with a supportive, focused evaluation program.</p> <p>All teachers will be evaluated using the Guam Teacher Professional Standards, namely Standard 1: Planning;</p>	<ul style="list-style-type: none"> <li>● <a href="#">Faculty Survey</a></li> <li>● <a href="#">Staff Survey</a></li> <li>● Teachers’ Certification</li> <li>● <a href="#">Guam Commission for Educators Certification</a></li> <li>● <a href="#">PD List</a></li> <li>● <a href="#">PL 32-220 GCEC</a></li> <li>● <a href="#">PTEP Documents</a></li> <li>● <a href="#">District Calendar (PDs) Online</a></li> </ul>

Standard 2: Instruction; Standard 3: Management; Standard 4: Reflection and Professional Development; and Standard 5: Learning Communities. Mini-observations along with evidence of student growth will be the basis for the end-of-the-year assessment, in addition to a report on the progress accomplished on the individual teacher's Professional Growth Plan (PGP). Every teacher has room for growth. A teacher's Professional Growth Plan (PGP) is a plan of action for that development. The plan will include a timeline, identified focus or goal, and the identification of documents to support growth. Working with administrators and/or a team of colleagues, the educator is able to reflect on current practices and identify areas for development. Professional learning should include collecting and interpreting data that identifies student growth. The plan should be submitted for approval to the administrator, with revisions as needed. At the completion of the yearly plan, the administrator year-end evaluation and finished documentation may be used for recertification.

The Guam Professional Teacher Evaluation Program (PTEP) has the following objectives:

To improve teacher practice by ensuring a link to professional learning; To gather data on student growth and teacher performance; To develop a support system for professional growth; and To fulfill the Guam Teacher Professional Standards.

The school and district monitor each teacher's certification in preparation for renewal and to ensure that all classes have a certified teacher. The school and district provide various professional activities to teachers in fulfilling professional development hours that can be used for recertification every school year. Teachers may also *recertify* by taking Continuing Education Units (CEU's), or graduate credits from an accredited educational institution. The administrators and teachers work collaboratively in completing the Professional Growth Plan, where the administrator evaluates the teachers and provides immediate feedback to support teachers with meeting a satisfactory performance or higher. Meanwhile, the district provides one year of mentorship for new teachers who hold an Initial Educator certificate within their first three years of teaching to provide support in meeting the qualifications for the Professional Educator certification.

Temporary Educator Certificate must be obtained by teachers who are not teaching in their areas of major or minor. The minimum educational requirements include a bachelor's degree. In addition, they must also pass PRAXIS I / CORE tests.

<p>Teachers are also given professional development trainings that are provided by the GDOE district. After each professional development, teachers are given time during meetings to discuss and present the professional development they have attended. After each presentation teachers are given a survey to respond to the effectiveness of Professional development and how it improves teaching skills.</p>	
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<p><b>Maximum Use of Expertise</b></p>	
<p><b>A4.2. Indicator:</b> The school has a process to assign staff members and provide appropriate orientation for all assignments so that the expertise of the staff members is maximized in order to promote quality student learning and teaching.</p>	
<p><b>A4.2. Prompt:</b> <i>Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities in order to promote quality student learning and teaching.</i></p>	

Findings	Supporting Evidence
<p>MES has a process to assign staff members and provide orientation for all assignments so that the expertise of the staff members is maximized in order to promote quality student learning and teaching. The Principal interviews and makes the recommendation. The Superintendent along with GDOE Human Resource hires based on certification and qualification. Once hired, Principal provides assignments. Teacher and Staff Orientation are held in the beginning of the school. The Principal continues to monitor through the PTEP and the GDOE Employee Performance Evaluation.</p> <p>At the start of every school year, all staff and faculty are given a Faculty Handbook. The handbook is read verbatim and discussed. The handbook consists of SOPs, school schedule, lesson plan sample, and all necessary documents to have a smooth school year.</p> <p>Other information included in the handbook are staffing patterns, board policies and supplemental trainings that help to ensure teachers and staff are ready for the school year.</p> <p>In addition, focus group binders are provided during teacher work day. This binder includes responsibilities and goals for each Focus Group.</p>	<ul style="list-style-type: none"> <li>● <a href="#">PTEP Evaluation</a></li> <li>● <a href="#">GDOE Employee Performance Evaluation</a></li> <li>● <a href="#">PD List</a></li> <li>● <a href="#">Professional Involvement form</a></li> </ul>

<p>Teachers are also evaluated using the Professional Involvement which summarizes the courses taken, involvement in Professional Organizations in the community, PDs attended and their involvement and contributions in their respective Focus Groups and other Focus Groups.</p> <p>The Principal also assigns grade level members and staff to attend PD training provided by the district.</p>	
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<p><b>Defining and Understanding Policies and Procedures</b></p>	
<p><b>A4.3. Indicator:</b> The school has clear written policies and procedures that define responsibilities and expectations, operational practices, and decision-making processes for administrators and staff.</p>	
<p><b>A4.3. Prompt:</b> <i>Evaluate the written policies and procedures that define responsibilities, operational practices, decision-making processes for administrators and staff. Determine the degree of clarity and understanding of these by administration and staff.</i></p>	

Findings	Supporting Evidence
<p>MES has clear written policies and procedures that define responsibilities and expectations, operational practices, and decision-making processes for administrators and staff.</p> <p>Policies and Procedures are dictated during Teacher Orientation and throughout the school year. The Policies and Procedures are easily accessible in each teacher orientation binder, included in the Faculty Handbooks, and protocols.</p> <p>MES adheres to all GDOE policies, procedures, guidelines and protocols.</p> <p>The Guam Education Board is responsible for all policies that govern the Guam Department of Education. Based on Public Law 31-19, the Board shall have the authority to delegate such powers as it may deem appropriate but shall retain the ultimate responsibility for the exercise of its powers.</p> <p>Policies are available via GDOE website, student planners, and electronic copies. Procedures are set in place by the district. Personnel rules and regulations provide guidance and expectations for school employees to follow and are used to support a positive and professional work environment.</p>	<ul style="list-style-type: none"> <li data-bbox="1023 1071 1356 1102">● <a href="#">Faculty/Staff Handbook</a></li> </ul>

<p>In support of Goals #3 and #4 of the GDOE SSP, MES continues to adhere to policies and procedures that ensure MES faculty and staff are held accountable for responsibilities and safety of all students.</p> <p>Faculty and staff also have written procedures for the following evacuation plans: Fire, earthquake, chemical, shelter in place, bomb threat, and lockdown. These procedures are practiced with the students throughout the year.</p> <p>MES teachers are provided copies of SOP 2017- 001 regarding Special Education Employee Responsibilities:</p> <ul style="list-style-type: none"> <li>● Accommodations, Modifications, and Supports</li> <li>● Consultation and Monitoring</li> <li>● Reporting, Filing, and Implementation of Annual Goals</li> </ul>	
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<b>Internal Communication and Planning</b>
<p><b>A4.4. Indicator:</b> The school has effective structures for internal communication, planning, and resolving differences.</p>
<p><b>A4.4. Prompt:</b> <i>How effective are the existing structures for internal communication, planning, and resolving differences?</i></p>

Findings	Supporting Evidence
<p>MES has effective structures for internal communication, planning, and resolving differences.</p> <p>MES has a clear system of networking (Leadership Team, Focus Groups, &amp; Grade Levels) to ensure that monitoring and evaluating is in place.</p> <p>Internal communications are done through emails, newsletters, bulletin boards, meetings, chat groups, phone calls, and PowerSchool.</p> <p>Planning is done through faculty, PTO, and Staff meetings to address issues based on student learning and their needs.</p> <p>Based on surveys conducted in SY 19-20, 71% of the faculty and 100% of the staff stated the existing structures for internal communication, planning and resolving differences are effective.</p>	<ul style="list-style-type: none"> <li>● Teacher Orientation Binder</li> <li>● <a href="#">MES School Calendar</a></li> <li>● <a href="#">Faculty/Staff Handbook</a></li> <li>● Focus B Binder             <ul style="list-style-type: none"> <li>○ Bulletin Boards</li> </ul> </li> <li>● Focus E Binder             <ul style="list-style-type: none"> <li>○ <a href="#">Newsletters</a></li> </ul> </li> <li>● PowerSchool</li> <li>● Meeting Minutes</li> <li>● Meeting Agendas</li> <li>● <a href="#">Faculty Survey</a></li> <li>● <a href="#">Staff Survey</a></li> </ul>

Staff Actions/Accountability to Support Learning
<p><b>A4.5. Indicator:</b> The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.</p>
<p><b>A4.5. Prompt:</b> <i>How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.</i></p>

Findings	Supporting Evidence
<p>MES has effective processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.</p> <p>The Administrative Organization Chart shows the internal structure of our school and the relationships of each relative positions/jobs that creates a clear visual that make up this organization. This chart helps facilitate division of labor, efficiency, and assist in avoiding conflicts and confusions.</p> <p>All Faculty &amp; Staff are involved in Focus Groups. Each Focus Group has a Balanced Leadership Framework to provide general guidance for what school leaders and teachers can do to increase student achievement.</p> <p>In the SY 19-20, the district implemented the Teacher &amp; Administration Effectiveness Project (TAE) to build teacher competency by providing all initial teachers mentorship to further develop their understanding of effective pedagogy to have a significant effect on student learning.</p> <p>Mentors work one-on-one with complete confidentiality with individual mentees. Mentors share their knowledge and skills and offer mentees school-based collegial support and advice and provide guidance with the following:</p> <ul style="list-style-type: none"> <li>- Classroom management</li> <li>- Lesson planning</li> <li>- Standards-based instruction</li> <li>- Subject-specific instructional practices</li> <li>- District and school culture, practices, and norms.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Administrative Organization Chart</a></li> <li>• <a href="#">Balanced Leadership Framework</a></li> <li>• <a href="#">SIP</a></li> <li>• <a href="#">TAE Guidelines</a></li> <li>• <a href="#">Progress Data</a></li> <li>• <a href="#">Power Walk Through Data</a></li> </ul>

Furthermore, mentors and mentees work in a variety of ways doing classroom visits for observations, collaborative development of the mentee's Professional Growth Plan (PGP), assistance with accessing resources, and discussions of practices and norms of the district and school.

In SY 16-17 and SY 17-18, teacher leaders and Instructional Coach were given the opportunities to do classroom walkthroughs. Classroom walkthroughs provided teachers ways to improve classroom instruction, management and environment.

PLC occurs in collaboration with grade level teachers and special programs. These meetings are collaborative, productive, and are data driven by examining and analyzing data from DWA and Interim Assessments to determine student learning needs. Teachers dialogue, collaborate, analyze the assessment results, then modifies instructional approaches, determine interventions. PLCs and VPLCs both identify and make decisions on what students need to know, understand and be able to do through our SLOs and standards, which are aligned with our school mission.

District provides professional development to staff, teachers and administrators. District PDs are carefully planned to improve classroom instruction, provide instructional strategies, along with assessment, intervention, and lesson design. PDs such as Science Technology Engineering and Mathematics (STEM) and Classroom Instruction That Works (CITW) specified on effective instructional strategies. Professional staff that attended the PDs reciprocate the knowledge they have gained during Faculty & Staff Meetings, School PDs, PLCs and CLTs. They provide model lessons, recommending activities, sharing training materials, providing resources, guidance and support for all to implement in the classroom.

Grade Levels collaboratively meet regularly during PLC and common planning time and/or as needed to identify strengths and areas requiring improvement based on student data, determine the necessary corrective action or interventions, and disseminate information discussed at their Focus Group meeting.

All meetings have an attendance record, agenda, and minutes. Documentation could be found in their respective binders. All binders are part of the End of the Year clearance.

**Category A: Organization**

**A5. Leadership and Staff Criterion- Research and Professional Development**

Leadership and staff are involved in ongoing research and professional development that focuses on identified students and teacher learning needs.

<b>Support of Professional Development</b>
<b>A5.1. Indicator:</b> The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the schoolwide learner outcomes and academic standards.
<b>A5.1. Prompt:</b> <i>How effective is the support of professional development/learning? Provide evidence and examples.</i>

Findings	Supporting Evidence
<p>MES effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the SLOs and academic standards through District and School PDs, faculty meetings, PLCs and CLTs</p> <p>District PDs are carefully planned to improve classroom instruction, provide instructional strategies, along with assessment, intervention, and lesson design. PDs such as Science Technology Engineering and Mathematics (STEM) and Classroom Instruction That Works (CITW) specified on effective instructional strategies. Professional staff that attended the PDs reciprocate the knowledge they have gained during Faculty &amp; Staff Meetings, School PDs, PLCs and CLTs. They provide model lessons, recommending activities, sharing training materials, providing resources, guidance and support for all to implement in the classroom.</p> <p>School PDs are based on the school needs. The SIP “Personnel Quality and Accountability” also indicates the district and school goals and objectives that all GDOE instructional personnel meet high standards for qualifications and ongoing professional development and will be held accountable for all assigned responsibilities. This component addresses our SLOs, SMART Goals, school-based activities, resources and timeline. A Professional Development Planner is filled out and indicates the School’s objectives, topics, needs statement, action steps/activities, required resources and a timeline.</p> <p>A Needs survey will be conducted to determine School PD needs in April 2020 in preparation for next school year.</p>	<ul style="list-style-type: none"> <li>● <a href="#">District Calendar</a></li> <li>● <a href="#">MES School Calendar</a></li> <li>● <a href="#">SIP</a></li> <li>● GL/PLC Binders                         <ul style="list-style-type: none"> <li>○ <a href="#">PLC Agenda &amp; Minutes</a></li> </ul> </li> <li>● <a href="#">Professional Development Planner</a></li> <li>● <a href="#">Progress Data</a></li> </ul>



<b>Supervision and Evaluation</b>
<b>A5.2. Indicator:</b> The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.
<b>A5.2. Prompt:</b> <i>How effective are the school’s supervision and evaluation procedures?</i>

Findings	Supporting Evidence
<p>The school implements effective supervision and evaluation procedures in order to promote professional growth of staff utilizing PTEP, Professional Involvement, and GDOE Employee Performance Evaluation. These evaluation tools play a significant role in ensuring accountability and professional growth.</p> <p>PTEP is a teacher evaluation system that provides teachers and their school principals with valid and reliable information that should help teachers to improve and/or extend their instructional practices. The PTEP Cycle starts with a Pre-Evaluation Conference identifying professional growth plan, mini-observations and feedback, collection of student growth data, perception surveys, supporting evidence, and end-of-the year Conference. In addition to their evaluation, the GDOE Employee Performance Evaluation is applied as well. The office staff and school aides are also evaluated with the GDOE Employee Performance Evaluation.</p> <p>GDOE Employee Performance Evaluation establishes the procedures for both the employee and his/her supervisor in the areas of work performance, assignment completion, punctuality, employee relations, cooperation, service awareness, assessment/evaluation, and overall performance.</p> <p>The school developed a Professional Involvement form that the principal utilizes to evaluate the faculty and staff on their involvement and contributions. The form consists of information on courses, workshops, conferences attended, courses attending at UOG or any university, a member of a Professional Organization, their involvement in the community, rating their involvement as a staff at MES contributions in your grade level, and their role in a Focus Group and in other Focus Groups.</p> <p>School Guidance Counselor (SGC) is evaluated annually with the use of the Guam Comprehensive Counseling Program consisting of 13 performance standards. This programmatic</p>	<ul style="list-style-type: none"> <li>● <a href="#">Perception Surveys</a></li> <li>● <a href="#">PTEP</a></li> <li>● <a href="#">Professional Involvement Form</a></li> <li>● <a href="#">GDOE Employee Performance Evaluation</a></li> </ul>

<p>delivery consists of school time plan, school improvement, professional development (monthly SGC meetings, annual SGC PDs, PBIS and SWIS Trainings, district and school PDs), counselor availability, and other roles and responsibilities as a staff member of the school.</p> <p>Teacher Assistants (TA) are evaluated quarterly by the effectiveness of their support and assistance in and out of the classroom by their assigned teacher/s. The teachers utilize the Teacher Assistant Satisfaction Survey.</p> <p>School Health Counselors are evaluated on an annual basis by the Community Health &amp; Nursing Services Administrator utilizing GDOE Employee Performance Evaluation Tool.</p> <p>The School Librarian is evaluated annually with the use of the Guam School Librarian Evaluation System (GSLES). The goal of the GSLES is to improve the level of instruction. The GSLES ensures there is professional growth and development through the following components: Pre-Evaluation Conference, Mini-Observations and feedback, supporting evidence/documentations, and End of the Year Conference.</p>	
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<b>Measurable Effect of Professional Development</b>
<b>A5.3. Indicator:</b> There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.
<b>A5.3. Prompt:</b> <i>Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence of how professional development/ learning has had a positive impact on student learning.</i>

Findings	Supporting Evidence
<p>MES has an effective process that determines the measurable effect of professional development, coaching, and mentoring on student performance.</p> <p>District PDs are carefully planned to improve classroom instruction, provide instructional strategies, along with assessment, intervention, and lesson design. PDs such as Science Technology Engineering and Mathematics (STEM) and Classroom Instruction That Works (CITW) specified on effective instructional strategies. Professional staff that attended the PDs reciprocate the knowledge they have gained during Faculty &amp; Staff Meetings, PLCs and CLTs. They provide model lessons, recommending activities, sharing training materials, providing resources, guidance and support for all to implement in the classroom. Teachers determine if the PD had a positive impact on student learning by analyzing data during PLCs that occur twice a month in collaboration with special programs. These meetings are collaborative, productive, and are data driven. Teachers analyze data from CAs, DWAs, and AIMSWEB to identify and make decisions on specific skills that need to be focused on throughout the year. When skills are determined and agreed upon as a grade level, SMART goals are then developed, following in-depth discussion on effective strategies to improve those specific skills. Furthermore, the school uses the Response to Intervention (RtI) model to support success for all students through prevention, intervention, and identification. This allows teachers to share and adjust their instructional strategies accordingly. PLC continues to support teacher collaboration in promoting student growth, problem solving, brainstorming, analyzing of data and a time to celebrate progress and growth for both teachers and students.</p> <p>Vertical Alignment Professional Learning Communities (VPLCs) are held on a monthly basis. Teachers dialogue, collaborate, make decisions on what students need to know, understand</p>	<ul style="list-style-type: none"> <li>● <a href="#">Lesson Plans</a></li> <li>● <a href="#">SLO Evaluation Tool</a></li> <li>● <a href="#">CAs Data</a></li> <li>● <a href="#">Progress Data</a></li> </ul>

<p>and be able to do to further assist our students as they move from one grade level to the next.</p> <p>CLT is also the school’s form of professional development that brings teachers together to learn from one another, through coaching and mentoring doing walk-throughs in classrooms by teachers observing other teachers. During this time, teachers continue to collaborate on projects that will lead to improvement in lesson quality and instructional effectiveness and student achievement. CLT is held on a monthly basis.</p>	
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**Category A: Organization**

**A6. Resources Criterion**

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the schoolwide learner outcomes and academic standards.

<b>Allocation Decisions</b>
<b>A6.1. Indicator:</b> Decisions about resource allocations are aligned with the school’s vision, mission, schoolwide learner outcomes, the academic standards, and the schoolwide action plan.
<b>A6.1. Prompt:</b> <i>To what extent are resources allocated to meet the school’s vision, mission, schoolwide learner outcomes, the academic standards, and the schoolwide action plan?</i>

Findings	Supporting Evidence
<p>At MES, decisions about resource allocations are aligned with the school’s vision, mission, SLOs, the academic standards, and the SIP.</p> <p>Each fiscal year MES is required to prepare a comprehensive budget involving all stakeholders in its development. Administrators are required to follow SOP 200-023 Budget Preparation Process during this time. This budget includes input from each grade level, Support Programs, Support Staff and the Leadership Team. The School Principal conducts budget presentations for stakeholders to gather feedback. In preparing the budget, the following considerations were made: GEB goals, GDOE vision, school mission, Content Standard and Performance Indicators, Fourteen Points of Adequate Education, SLOs, School Improvement Plan, WASC Suggested Areas for Follow-up, staffing, fixed assets, textbooks, equipment, school maintenance, regulatory agencies’ citation reports, and capital improvement projects. In the development and planning process of the budget, all of the aforementioned are key to ensure that MES meets the curricular standards and the SLOs. MES budget is submitted to the District Office for review and approval by the Superintendent subsequently to the GEB for further review and adoption of the budget. The GEB officially transmits the GDOE’s budget to the Guam Legislature and the Governor of Guam. Upon approval of the MES budget, the funding is proportionately allocated to all departments in order to carry out their curricular goals and objectives to meet students’ needs.</p>	<ul style="list-style-type: none"> <li>● Budget Committee- Members</li> <li>● <a href="#">Budget Information</a></li> <li>● <a href="#">Budget Guidelines</a></li> <li>● <a href="#">Budget Preparation Procedures</a></li> <li>● <a href="#">Progress Data</a></li> </ul>

<p>In the beginning of the year every Grade level, Support Program, and Focus Group complete fundraising forms of possible fundraising events and its purpose.</p> <p>The budget is presented to all stakeholders and are afforded the opportunity to provide input and feedback to meet the school's vision, mission, SLOs, academic standards, and the SIP.</p> <p>Library Passport Funds (17 GCA 4120.1) provide technology equipment, printed materials, and teacher resources. The Federal Library Grant provided the library with a mobile laptop cart and a Promethean Board.</p>	
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<p><b>Allocation Involvement</b></p>
<p><b>A6.2. Indicator:</b> The school leadership and staff are involved in the resource allocation decisions.</p>
<p><b>A6.2. Prompt:</b> <i>Comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?</i></p>

Findings	Supporting Evidence
<p>MES involves the school leadership and staff in the resource allocation decisions to make an impact on student learning.</p> <p>The budget process is a collaborative effort amongst stakeholders including Leadership, staff, faculty, parents, and students. The school community is given opportunities to provide input through an online survey or a hardcopy disseminated at PTO Meetings or sent home.</p> <p>Based on the surveys, a plan is then developed on how best to allocate the resources needed in order to achieve the greatest impact on student learning. This process has made an impact on student learning with increased technology equipment, increased library collection, and the maintenance of school facilities.</p> <p>In the beginning of the year every Grade level, Support Program, and Focus Group complete fundraising forms of possible fundraising events and its purpose.</p> <p>Based on surveys conducted in SY 19-20, 67% of the faculty and 83% of the staff stated they are involved in the resource allocation decision.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Budget Survey</a></li> <li>● <a href="#">Faculty Survey</a></li> <li>● <a href="#">Staff Survey</a></li> <li>● <a href="#">Progress Data</a></li> </ul>

<b>Practices</b>
<p><b>A6.3. Indicator:</b> Processes and procedures are in place for developing an annual budget, conducting internal and external audits, and utilizing sound quality business and accounting practices, including internal controls within the school to ensure protection against mishandling of institutional funds.</p>
<p><b>A6.3. Prompt:</b> <i>Evaluate the effectiveness of the processes and procedures are in place for developing an annual budget, conducting internal and external audits, and utilizing sound quality business and accounting practices, including internal controls within the school to ensure protection against mishandling of institutional funds.</i></p>

Findings	Supporting Evidence
<p>MES has processes and procedures in place for developing an annual budget, conducting internal and external audits, and utilizing sound quality business and accounting practices, including internal controls within the school to ensure protection against mishandling of institutional funds.</p> <p>Each fiscal year MES is required to prepare a comprehensive budget involving all stakeholders in its development. Administrators are required to follow SOP 200-023 Budget Preparation Process during this time. This budget includes input from each grade level, Support Program, Support Staff and the Leadership Team. The School Principal conducts a budget presentation for stakeholders to gather feedback. In preparing the budget, the following considerations were made: GEB goals, GDOE vision, school mission, Content Standard and Performance Indicators, Fourteen Points of Adequate Education, SLOs, School Improvement Plan, accreditation report recommendations, staffing, fixed assets, textbooks, equipment, school maintenance, regulatory agencies' citation reports, and capital improvement projects. In the development and planning process of the budget, all of the aforementioned are key to ensure that MES meets the curricular standards and the SLOs. MES budget is submitted to the District Office for review and approval by the Superintendent subsequently to the GEB for further review and adoption of the budget. The GEB officially transmits the GDOE's budget to the Guam Legislature and the Governor of Guam. Upon approval of the MES budget, the funding is proportionately allocated to all departments in order to carry out their curricular goals and objectives to meet students' needs.</p>	<ul style="list-style-type: none"> <li>● <a href="#">SOP 200-023- Budget Preparation Process</a></li> <li>● <a href="#">Budget information</a></li> </ul>

<p>The budget process is a collaborative effort amongst stakeholders including Leadership, staff, faculty, parents, and students. The school community is given opportunities to provide input through an online survey or a hardcopy disseminated at PTO Meetings or sent home.</p> <p>Based on the surveys, a plan is then developed on how best to allocate the resources needed in order to achieve the greatest impact on student learning. This process has made an impact on student learning with increased technology equipment, increased library collection, and the maintenance of school facilities.</p> <p>In the beginning of the year every Grade level, Support Program, and Focus Group complete fundraising forms of possible fundraising events and its purpose.</p> <p>The Management Internal Control Program was created to:</p> <ul style="list-style-type: none"> <li>● provide Internal controls</li> <li>● procedures and practices for the safeguarding of assets</li> <li>● ensuring compliance with policies, laws, and procedures</li> <li>● accomplishing stated goals and objectives</li> <li>● maintaining reliable information and records</li> <li>● running efficient and effective organizations</li> </ul> <p>This program provides an effective means for accountability. Teachers and staff are generally compliant when it comes to district office personnel who conduct audits on campus.</p>	
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<p><b>Facilities Conducive to Learning</b></p>
<p><b>A6.4. Indicator:</b> The school’s facilities are adequate to support high-quality learning.</p>
<p><b>A6.4. Prompt:</b> <i>To what extent do the facilities support high-quality learning?</i></p>

Findings	Supporting Evidence
<p>MES facilities are adequate to support high-quality learning. Despite budget cuts, the faculty and staff of MES work hard to ensure that the school facility is suitable for students. MES continues to encourage a clean, safe, and nurturing environment that reflects the school's vision and mission. The faculty and staff work together to ensure that the school grounds remain compliant with Public Law 28-45 “The Adequate Education Act” details 14 points, the American</p>	<ul style="list-style-type: none"> <li>● Inspection Findings</li> <li>● <a href="#">Budget Survey</a></li> <li>● <a href="#">Fixed Assets Inventory Lists</a></li> <li>● <a href="#">Textbook Inventory list</a></li> <li>● <a href="#">Public Law 28-45</a></li> <li>● <a href="#">GDOE Custodial Checklist</a></li> </ul>



<p>Disabilities Act, the Environmental Protection Agency, and all fire codes to provide the students with the best opportunity to grow within their learning environment.</p> <p>Lucky Kid Cleaning company is contracted with GDOE to provide cleaning services. A daily log is utilized by faculty and staff to ensure that services are adequately provided. An overall evaluation "GDOE Custodial Checklist" is completed and submitted to the district office and cleaning company on a monthly basis.</p> <p>Faculty and staff members ensure basic housekeeping is done on a daily basis. If repairs are needed, the Administrative Assistant is notified and a maintenance service request is inputted into the Munis System.</p> <p>According to the "How Is Our School Doing" survey, 94% of 362 responses feel that MES is a safe environment for their child. Out of 369 responses, 92% stated that the condition of MES facilities are clean and well maintained.</p>	
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<p><b>Instructional Materials and Equipment</b></p>	
<p><b>A6.5. Indicator:</b> The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.</p>	
<p><b>A6.5. Prompt:</b> <i>Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials.</i></p>	

Findings	Supporting Evidence
<p>MES has effective policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials.</p> <p>MES is in compliance with GDOE audit policies and follows SOPs that comply with local law and federal grant requirements.</p> <p>Based on the inventory maintained, textbook orders are submitted to the Division of Curriculum and Instruction for</p>	<ul style="list-style-type: none"> <li>● <a href="#">Fixed Assets Inventory Lists</a></li> <li>● <a href="#">Textbook Inventory List</a></li> <li>● <a href="#">Work Request to Munis Self-Service</a></li> <li>● <a href="#">Security Management Form</a></li> </ul>

<p>processing and purchasing of cross-leveling of textbooks among the island's other elementary schools. Photo-copying procedures are in place to assist teachers with their copying needs, to monitor the consumption of supplies, and to minimize the mishandling of the Xerox machines. The turnaround time is normally within 24 hours.</p> <p>Teachers have access to multimedia projectors, printers, document cameras, and mobile lab carts by filling in the sign-in/sign-out sheet. Fixed Assets and Textbook inventory occurs prior to the school year and throughout the school year by faculty and staff.</p> <p>In addition, MES uses the GDOE Financial Student Administrative Information System (FSAIS), GDOE’s technical support department. FSAIS HelpDesk Site is accessible to faculty and staff throughout the school year. Services provided include repairing GDOE issued computers/laptops, troubleshooting login information, installing software, retrieving PowerSchool information, connecting to internet access, and other technical supports with the MUNIS system.</p>	
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<p><b>Qualified Personnel</b></p>
<p><b>A6.6. Indicator:</b> Resources are available to hire, retain qualified personnel for all programs.</p>
<p><b>A6.6. Prompt:</b> <i>Determine if resources are available to hire and retain qualified personnel for all programs.</i></p>

Findings	Supporting Evidence
<p>Resources are available to hire and retain qualified personnel for all programs. The district is responsible for filling vacant positions for all programs. Filling a job position is initiated by ensuring that a Full Time Equivalency (FTE) position is approved and funded for the school. GDOE Human Resource provides a list of qualified applicants for the School Principal to interview. The School Principal makes the recommendation and the Superintendent makes the final decision. A notice of assignment and personnel action is given to the new hire. MES has been able to retain qualified and certified personnel for all programs.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Staffing Pattern</a></li> <li>● <a href="#">Faculty Survey</a></li> <li>● <a href="#">Staff Survey</a></li> <li>● Teacher’s Certification               <ul style="list-style-type: none"> <li>○ Posted in classrooms</li> </ul> </li> </ul>

**GDOE/ACS WASC Category A. Organization:  
Summary, Strengths, and Growth Areas**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified student learning needs (Chapter III).

**Summary (including comments about the student learning needs):**

MES has a clear vision and mission that is aligned to the district’s SSP. MES stakeholders show a clear understanding of the school’s goals which are to motivate lifelong learners, be effective communicators, and successful individuals. As a result of the clearly defined SLOs, vision, and mission, data showed an increase in motivation of school productivity toward student learning needs and decrease in problem behaviors. Also, the stakeholders regularly review the SIP and SLOs. Various surveys are conducted to ensure stakeholders’ input and feedback are taken into consideration when making revisions to the SLOs and SIP. Stakeholders are aware of school, district, GEB policies and SOPs to ensure the safety and academic success of each student.

PLC and GL/CLT meetings are also conducted to analyze students’ academic performance data. Math and Reading were the main student learning needs in each grade level. The SIP was revised to target the two learning needs.

The School Principal ensures all employees are trained and qualified through professional development to impact student learning.

The budget process is a collaborative effort amongst stakeholders to support accomplishing the SLOs and academic standards, and addressing the SIP.

Prioritize the strength and areas of growth for Category A.

**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength**

- The school’s mission and SLOs are taught and reviewed regularly, and are assessed each quarter.
- Effective system to implement, monitor, review, evaluate, and revise the SIP
- Clear system of networking
- Qualified and/or certified employees in their specialized areas
- School Principal ensures the compliance of Board Policies and SOPs
- School community is involved in decision making and planning
- All stakeholders are well informed of all school events through newsletters, school website, local and social media, etc.
- Collecting student work samples of SLOs/SLO Evaluation tool
- Faculty and staff are committed to collaborating through meetings

- MES actively participates in PDs, CLT, PLCs, and in-service training

**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth**

- Improvement in academics
- Increase parental involvement
- Increase parents' knowledge and involvement on the SIP

**Category B: Standards-based Student Learning: Curriculum**

**B1. Curriculum Criterion – Student Participation in a Standards-based Curriculum**

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and priorities identified in the schoolwide action plan and Guam State Strategic Plan.

<b>Current Educational Research and Thinking</b>
<b>B1.1. Indicator:</b> The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.
<b>B1.1. Prompt:</b> <i>Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and revise the curriculum as needed.</i>

Findings	Supporting Evidence
<p>MES effectively uses current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students by utilizing the District Level Curriculum Map, which consists of the Guam Content Standards and Performance Indicators, Common Core State Standards (CCSS), and priority standards. In addition, attending PDs and collaborating during PLCs and CLTs.</p> <p>Developed in 2010, the Guam Content Standards and Performance Indicators reflect current educational practices, national standards, and what the local community believes are valuable and necessary for students to be competent, productive, and responsible citizens in society and in the world.</p> <p>In Spring 2012, GEB adopted the <a href="#">CCSS</a> in ELA and Math - joining 46 states and other territories in a national movement to improve education by adopting a common set of standards designed to ensure that all students would graduate ready for college or careers. CCSS is a set of rigorous standards to support meaningful instructional programs for students. At the time, MES faculty began to unpack the standards to familiarize themselves with the various components. District curriculum maps for ELA, Math, Science, and Social Studies were provided to all schools at the start of SY 13-14. MES incorporates the rigorous standards of the CCSS into lesson plans in order to maintain a guaranteed and viable curriculum.</p> <p>The staff has attended various PDs, which provided insight on</p>	<ul style="list-style-type: none"> <li>● <a href="#">CCSS</a></li> <li>● <a href="#">Guam Content Standards and Performance Indicators</a></li> <li>● <a href="#">GDOE Curriculum Maps</a></li> <li>● <a href="#">Lesson Plan Samples</a></li> <li>● <a href="#">Priority Standards</a></li> <li>● <a href="#">Math Proficiency Scales</a></li> <li>● <a href="#">Math Common Assessments</a></li> <li>● <a href="#">PD List</a></li> <li>● GL/PLC Binders             <ul style="list-style-type: none"> <li>○ <a href="#">PLC Agenda &amp; Minutes</a></li> </ul> </li> <li>● <a href="#">SSP</a></li> </ul>

<p>current educational research and development.</p> <p>Teachers collaborate during PLCs and CLTs to discuss student progress, share various educational research strategies, best practices, and modify lessons as needed. Teachers also use other current research-based curricular programs to supplement the core programs, such as Singapore Math, Next Generation Science Standards (NGSS), Health and Nutrition, and Science, Technology, Engineering, Math (STEM).</p> <p>In SY 14-15, <i>Standards-Based Grading (SBG)</i> was introduced as the district had to develop and move towards a standards based grading system as stipulated in the SSP. As a way to maintain a viable and meaningful curriculum, MES continues to collaborate within the school and other Northern schools within the Lagu region. MES has collaborated with the district on an ongoing revision of identifying quarterly priority standards for each grade level. In addition, the Lagu region collaborated by grade levels to examine the priority standards, create proficiency scales and common assessments for Math. This provided opportunities for MES to stay current with curriculum and instructional strategies and revise lesson plans accordingly. MES staff continues to expand their knowledge on SBG.</p>	
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Academic Standards for Each Subject Area	
<p><b>B1.2. Indicator:</b> The school consistently implements, within and across grade levels or departments, schoolwide learner outcomes and academic standards for each subject area, course, and/or program that ensure the same high expectations for all students.</p>	
<p><b>B1.2. Prompt:</b> <i>Evaluate to what extent clearly articulated schoolwide learning outcomes and academic standards for each subject area, course, and/or program are consistently implemented within and across grade levels or departments that ensure the same high expectations for all students.</i></p>	

Findings	Supporting Evidence
<p>MES consistently implements, within and across grade levels, schoolwide learner outcomes and academic standards for each subject area, course, and/or program to ensure the same high expectations for all students. The school utilizes the revised 2010 Guam Content Standards and Performance Indicators which include the content areas of Science, Social Studies, Health, Physical Education, Fine Arts, and Computer Education and the adopted 2012 CCSS for ELA and Math.</p>	<ul style="list-style-type: none"> <li>● <a href="#">CCSS</a></li> <li>● <a href="#">Guam Content Standards and Performance Indicators</a></li> <li>● <a href="#">GDOE Curriculum Maps</a></li> <li>● <a href="#">CHamoru Studies Syllabus</a></li> <li>● <a href="#">Library AASL Standards</a></li> <li>● <a href="#">Library Curriculum Map</a></li> <li>● <a href="#">GATE Curriculum Standards Framework</a></li> </ul>

<p>Teachers utilize the district level curriculum map that consists of the CCSS and Guam Content Standards &amp; Performance Indicators. Priority standards were identified to clearly articulate specific standards to be implemented on a quarterly basis. During PLCs, the Curriculum Map is reviewed to ensure the consistency of implementation and alignment with SLOs. Support Program Teachers, such as CHamoru, Library, GATE, ESL, and SPED adhere to their respective procedural handbooks, syllabi, curriculum maps, and standards to ensure program goals are being met with high expectations for students.</p>	<ul style="list-style-type: none"> <li>● <a href="#">ESL Procedural Manual</a></li> </ul>
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<p><b>Congruence</b></p>	
<p><b>B1.3. Indicator:</b> The school has mapped/paced written curricula in all content areas that are congruent to the academic standards and the schoolwide learner outcomes.</p>	
<p><b>B1.3. Prompt:</b> <i>Evaluate the extent to which there is congruence between written curriculum and the actual concepts and skills taught, the academic standards and the schoolwide learner outcomes.</i></p>	

Findings	Supporting Evidence
<p>At MES, there is congruence between the written curriculum and the actual concepts and skills taught, the academic standards and the SLOs through the utilization of the Curriculum Maps, implementing Lesson Plans, and achieving SMART Goals.</p> <p>MES utilizes the district level curriculum map and priority standards which are mapped out quarterly. This allows teachers to align instruction and/or adjust the pacing of standards taught quarterly to meet the student needs.</p> <p>Board Policy 378- Lesson plans provide a foundation for the effective delivery of instruction that ensures students, regardless of their assigned teacher, receive the same content of instruction to consistently achieve at high levels of academic performance established by district and school level standards. The lesson plan format shows how the SLOs, curricular standards, and instructional approaches will be met through the teacher’s learning activities. Teachers develop written lesson plans which show a direct congruence between the written curriculum, SLOs, and the actual concepts and skills being taught.</p> <p>During PLCs and CLTs, teachers analyze data and develop SMART Goals, which are specific concepts and skills aligned to the standards and SLOs. The SMART Goal Action Plan maps and</p>	<ul style="list-style-type: none"> <li>● <a href="#">GDOE Curriculum Maps</a></li> <li>● <a href="#">Board Policy 378</a></li> <li>● <a href="#">Lesson Plans</a></li> <li>● GL/PLC Binders             <ul style="list-style-type: none"> <li>○ <a href="#">PLC Agenda &amp; Minutes</a></li> <li>○ <a href="#">SMART Goals</a></li> <li>○ <a href="#">V-PLC Agenda &amp; Minutes</a></li> </ul> </li> <li>● <a href="#">Math Proficiency Scales</a></li> <li>● <a href="#">Math Common Assessments</a></li> </ul>

<p>paces the goal, strategies and action steps, responsibility, timeline, evidence of effectiveness, and status. SMART Goals are monitored quarterly and revisions are made when goals are achieved or not achieved, or as needed throughout the school year.</p> <p>VPLCs are held on a monthly basis to better correlate each grade level standards and bridge the gap to further assist students as they move from one grade level to the next.</p> <p>In SY 18-19, MES began implementing the use of proficiency scales for grading in Math. Math proficiency scales and Math CAs were created by representatives from each grade level from nine elementary schools in the Lagu region, which mapped out Math quarterly priority standards for the school year.</p>	
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Student Work — Classroom Learning Targets	
<p><b>B1.4. Indicator:</b> The examination of student work samples and the observation of student engagement demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.</p>	
<p><b>B1.4. Prompt:</b> <i>Evaluate to what extent the examination of student work samples and observed student engagement demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.</i></p>	

Findings	Supporting Evidence
<p>The examination of student work samples and observed student engagement demonstrates the implementation of a standards-based curriculum and the school wide learner outcomes.</p> <p>At the beginning of each lesson, teachers introduce the objectives for students to understand the focus. Teachers identify the SLO/indicator being taught aligned with the lessons. SLOs and Objectives are posted on the wall for students to comprehend such as “I Can” Statements and Standards. Objectives are reinforced throughout the lesson.</p> <p>Teachers examine student work and observe students throughout delivery of instruction to determine if students are engaged and are comprehending to move forward with the lesson or make modifications for better understanding of the</p>	<ul style="list-style-type: none"> <li>● <a href="#">Student Work Samples &amp; Engagement</a></li> <li>● GL/PLC Binders             <ul style="list-style-type: none"> <li>○ <a href="#">PLC Agenda &amp; Minutes</a></li> </ul> </li> <li>● Grade-Level SLO Binders             <ul style="list-style-type: none"> <li>○ <a href="#">SLO Evaluation Tool</a></li> <li>○ <a href="#">SLO Work Samples</a></li> </ul> </li> <li>● <a href="#">Math Common Assessments (Pre &amp; Post Tests)</a></li> <li>● <a href="#">Proficiency Scales/I Cans</a></li> </ul>



skills. Teachers utilize proficiency levels of understanding as a reflection to modify instructions.

During PLCs, teachers discuss the outcomes of student work and determine if the standards and objectives of the lessons were met, answering the four essential questions:

1. What do we expect students to learn?
2. How will we know if they learned it?
3. How do we respond when students don't learn?
4. How do we respond when students do learn?

These essential questions determine to what degree the students are performing.

Teachers examine their class work, homework, projects, quizzes, assessments and make notations of what worked and what did not work. Teachers share strategies, modify instructional approaches, and determine interventions. Teachers identify and make decisions on what students need to know, understand and be able to do through our SLOs and standards.

Grade levels collect student work samples as evidence that the SLO indicators were achieved throughout lessons and/or activities using the SLO Evaluation Tool.

The following are student work samples and the observation of student engagement demonstrating the implementation of a standards-based curriculum and the SLOs:

*Cooperative Learning.* Cooperative learning involves students working collaboratively in groups towards meeting common academic learning objectives. It includes peer tutoring, whereby group members coach each other, jigsaw methods in which each member of a group is responsible for a portion of a text and cooperative projects, written papers, oral presentations and artwork. The use of pictures, visuals, body language and other extra-linguistic clues reinforce meaning.

*Active Learning Strategy.* Students talk and listen, read, write, role play, and reflect their ideas through small groups that apply to what they are learning.

*Collaborative Learning.* Collaborative learning involves groups of students working together to solve a problem or complete a given task.

*Game-Based Learning.* Students are allowed to play a team leader role and pick their peers as teammates to compete with

<p>another group of students. A reward system is also in place for this type of learning style.</p> <p><i>CAs.</i> Initial CAs assess priority skills and/or standards from the previous grade level(s). The data is used for setting the starting point for students as a whole, small group, and/or individuals. CA data is used to make adjustments to grade level lesson plans.</p> <p><i>AIMSweb.</i> Tests are used to assess and monitor various literacy and Math skills. The benchmark data is used to identify students who are performing below the AIMSweb cut scores.</p> <p><i>Student Reflection Journals.</i> Reflective journals are personal records of students' learning experiences. Students typically are asked by their teachers to record learning-related incidents, sometimes during the learning process but more often just after they occur. Entries in journals and learning logs can be prompted by questions about course content, assignments, exams, students' own ideas or students' thought processes about what happened in a particular subject. Journals and learning logs are then submitted to the teacher for feedback.</p> <p><i>Proficiency Scale.</i> A proficiency scale is a table used by teachers and students to determine the student's current level of progress toward meeting the standard. Proficiency scales indicate student achievement as it relates to a given standard and use a four-point system where a score of 3.0 indicates proficiency within a standard. The school is moving toward grading through proficiency scales.</p> <p><i>Rubrics.</i> The main purpose of a rubric is its ability to assess a student's performance and maintain its consistency.</p>	
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<p><b>Accessibility of All Students to Curriculum</b></p>	
<p><b>B1.5. Indicator:</b> A rigorous, relevant, and coherent curriculum is accessible to all students through all courses/programs offered. The school examines the demographics and needs of students throughout the class offerings. The school's instructional practices and activities facilitate access and success for all students.</p>	
<p><b>B1.5. Prompt:</b> <i>Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?</i></p>	

Findings	Supporting Evidence
<p>MES ensures that all students have access to a rigorous, relevant, and coherent curriculum by implementing the CCSS and Guam Content Standards and Performance Indicators.</p> <p>The school recognizes and addresses the diverse student population and the different learning abilities. MES works together to provide culturally responsive learning support to meet the needs of all students by providing appropriate instructional strategies in the Regular and Support Program classrooms.</p> <p>MES provides appropriate curriculum for students in the Programs of Special Education, ESL, CHamoru, Library, Summer School, Headstart, Pre-K GATE and GATE. Students are provided services as indicated in their instructional bell schedule and stipulated in the IEP for students receiving Special Education services.</p> <p>The assurance and accountability for alignment to the CCSS comes in the form of effective administrator observations and evaluations of teachers and staff. In addition, well-developed and structured lesson plans and lessons, viable forms of assessment and grading, and diversified implementation of researched-based strategies and methodologies for all content areas.</p> <p>Teachers provide accommodations and/or modifications to the classroom environment, materials, instruction, and assessments that are suitable to the needs of students. Teachers are sent to attend PDs on strategies and differentiated instruction practices to increase access and success for all students of all instructional levels. Teachers communicate and collaborate with Support Programs on the progress of students.</p> <p>Additionally, through the planning of instruction during PLCs, VPLCs, CLTs, and PDs, teachers are able to provide students with cohesive instruction that aligns to the curriculum.</p> <p>Activities facilitate access and success for all students through FAST and ESL workshops for families in order to further address MES diverse student population. Parent workshops aim to bring families together to build supportive relationships across domains of family, school, and community. The workshops also teach parents to become effective family leaders equipped to support their child’s academic success.</p>	<ul style="list-style-type: none"> <li>● <a href="#">CCSS</a></li> <li>● <a href="#">GDOE Content Standards and Performance Indicators</a></li> <li>● <a href="#">Student Progress Data</a></li> <li>● <a href="#">Support Program Schedules</a></li> <li>● <a href="#">Instructional Bell Schedule</a></li> <li>● GL/PLC Binders             <ul style="list-style-type: none"> <li>○ <a href="#">PLC Agenda &amp; Minutes</a></li> <li>○ <a href="#">V-PLC Agenda &amp; Minutes</a></li> </ul> </li> <li>● Focus Group E Binder             <ul style="list-style-type: none"> <li>○ Extracurricular Activity Photos</li> <li>○ FAST Workshop</li> </ul> </li> </ul>

<p>MES organizes various co-curricular and extra-curricular activities to provide students of various abilities the opportunity to succeed in a multitude of ways e.g. PBIS, Spelling Bee, Math Olympiad, Kickball Tournaments, Poster Contests, etc.</p>	
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<p><b>Integration Among Disciplines</b></p>
<p><b>B1.6. Indicator:</b> There is curriculum integration among disciplines at the school.</p>
<p><b>B1.6. Prompt:</b> <i>Evaluate to what extent there is curriculum integration among disciplines.</i></p>

Findings	Supporting Evidence
<p>Curriculum integration among disciplines at MES are achieved with weekly lesson plans and thematic units. Teachers integrate subject areas to help students make connections and develop a rich understanding across the curriculum. It allows them to engage in relevant, meaningful activities that can be connected to real life. Integrated curriculum challenges students to solve real world problems.</p> <p>MES SLOs and PBIS are integrated in all content areas. For example, the SLO “Effective Communicators” is integrated with ELA and “Successful Individuals” is integrated with Social Studies and PBIS. Teachers track and monitor student performance of SLO indicators and align them with other content areas, which is achieved and monitored on a quarterly basis.</p> <p>The Lani Kate curriculum is integrated into Health lessons. This curriculum is designed to teach children about sexual assault and sexual violence in order to increase awareness among young people and to empower them with knowledge about their rights and the law.</p> <p>NGSS FOSS curriculum is being implemented school wide this school year. It is a research-based science curriculum that engages students in enduring experiences that lead to deeper understanding of the natural world. FOSS curriculum is integrated with Science, Math and ELA.</p> <p>Teachers give students the opportunity to share their culture, values, and tradition through projects and class discussions.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Lesson Plans</a></li> <li>● Grade-Level SLO Binders             <ul style="list-style-type: none"> <li>○ <a href="#">SLO Evaluation Tool</a></li> <li>○ <a href="#">SLO Work Samples</a></li> </ul> </li> <li>● <a href="#">Lani Kate Curriculum</a></li> <li>● <a href="#">FOSS Lesson Photos</a></li> <li>● <a href="#">Sample Family Projects</a></li> <li>● <a href="#">Technology Integration Photos</a></li> </ul>

<p>A common integration to other subject areas is through the use of computer technology.</p>	
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<p><b>Curricular Development, Evaluation, and Revisions</b></p>	
<p><b>B1.7. Indicator:</b> The school assesses its curriculum review and evaluation processes for each program area to ensure student learning needs are met through a challenging, coherent, and relevant curriculum. The assessment includes the degree to which there is involvement of key stakeholders.</p>	
<p><b>B1.7. Prompt:</b> <i>Comment on the effectiveness of the school’s curriculum review and evaluation processes to ensure student learning needs are being met. Include comments regarding the extent to which there is involvement of key stakeholders.</i></p>	

<p>Findings</p>	<p>Supporting Evidence</p>
<p>All stakeholders are involved in shared responsibility, collaborative structures and actions, and accountability to focus on improving student learning and teaching through MES’ clear system of networking. The school’s curriculum is collaboratively reviewed and evaluated during Leadership, Focus Group, Grade level, Faculty, Staff, PLC, VPLC, PD and PTO meetings.</p> <p>MES has an effective process for ongoing review and revision of the SIP which determines how our school will meet the Student Learner Needs. The Leadership Team monitors the implementation of the SIP and communicates the status in their respective Focus Groups and Grade Levels. The status of the SIP is collaboratively gathered by the Focus Groups. Revisions/updates are made with the guidance and support from MES Principal to ensure goals and objectives are achieved. The SIP is revisited, reviewed, or updated bi-weekly or quarterly in Focus Groups, monthly faculty meetings, and PDs. At the end of the school year, SIP is revised based on the end of the year data.</p> <p><b>SBG Proficiency Scales.</b> MES is in the process of implementing Standards Based Grading. Within Standards Based Grading, a proficiency scale is used by teachers and students. The proficiency scale allows students to indicate where they feel they are progressing with a topic being taught (Level 4.0, 3.0, 2.0, 1.0). This process gives students the opportunity to increase ownership of their learning. It also provides students with specific information about the skills they are learning and succeeding on for a given standard.</p>	<ul style="list-style-type: none"> <li>● <a href="#">MES School Calendar</a></li> <li>● <a href="#">Leadership &amp; Focus Group Listing</a></li> <li>● <a href="#">SIP</a></li> <li>● Focus Group Binders</li> <li>● GL/PLC Binders                             <ul style="list-style-type: none"> <li>○ <a href="#">PLC Agenda &amp; Minutes</a></li> <li>○ <a href="#">V-PLC Agenda &amp; Minutes</a></li> </ul> </li> <li>● <a href="#">Priority Standards</a></li> <li>● <a href="#">Math Proficiency Scales</a></li> <li>● <a href="#">Math Common Assessments</a></li> <li>● <a href="#">PD List</a></li> </ul>

<p><b>Review of CA and AIMSweb Data.</b> During PLC or CLT meetings, teachers meet to discuss data collected through the CAs administered at the beginning of the year and end of each quarter. They also discuss data gathered from AIMSweb benchmark testing (Fall, Winter, Spring). By doing so, grade level teachers are able to plan and adapt their instruction plans as needed. During this time, teachers also work to come up with intervention plans that are meant to assist students who are performing below the AIMSweb benchmark for each scoring period. It allows teachers to observe the number of students who fall under Tier 1, Tier 2, or Tier 3 in ELA and Math in terms of acquired skills. By collecting and compiling this data and implementing an intervention plan, it allows teachers to plan their instruction and schedule in order to ensure that all students receive an appropriate and adequate education.</p> <p><b>Parent Meetings.</b> Meetings held outside of PTC allow teachers to immediately inform parents if their child is in need of academic or behavioral support. Parent meetings afford parents the opportunity to raise concerns or inform teachers of significant changes within the home that may affect their child’s performance in school.</p> <p><b>IEP</b> is made to determine what services a child will receive, how services will be delivered, and the duration of services. SPED services are provided to students who meet the eligibility criteria as defined under the individuals with Disabilities Education Act (IDEA). The established system of support consists of the School Principal, SPED teacher (resource room teacher), regular classroom teachers, parents or guardians, and Nurse (as needed). They collaborate to meet the goals written in the IEP.</p>	
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<p><b>Articulation and Follow-up Studies</b></p>	
<p><b>B1.8. Indicator:</b> The school articulates regularly with other schools within the district and/or local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.</p>	
<p><b>B1.8. Prompt:</b> <i>Share examples of articulation with other schools within the district and/or local colleges and universities, including comments on the regularity and effectiveness of these efforts. What has been learned from the follow-up studies of graduates and others regarding the effectiveness of the curricular program?</i></p>	

Findings	Supporting Evidence
<p>MES articulates regularly with other schools within the district during PDs and various training sessions. Some examples include, NGSS, FOSS Kit, CITW, PBIS, STEM, STEAM, Robotics, EETT, Balanced Leadership, SBG Policy Committees, and more.</p> <p>In SY 18-19, MES had the opportunity to collaborate with the Lagu region schools during Balanced Leadership Meetings. The goal of the meetings was to create CAs and proficiency scales in Math based on priority standards. MES teacher representatives from each grade level met with same grade level teachers from across the Lagu region during monthly meetings to achieve the goal of creating the CAs and proficiency scales in preparation for the district to move towards SBG. The series of meetings were effective as teachers are now able to utilize the CAs and proficiency scales in SY 19-20.</p> <p>MES Curriculum Leadership Team and School Principal are members in GDOE’s SBG Policy Group. The team continues to collaborate within policy committees in preparation of the implementation of SBG throughout the district. The four committees are working together to develop the following policies:</p> <ul style="list-style-type: none"> <li>● Policy Committee #1: Powerschool transition, report card formatting and support.</li> <li>● Policy Committee #2: Standards, Scales, Assessment Development, and Processes.</li> <li>● Policy Committee #3 Work-readiness Skills, Behavior, and Citizenship Grades.</li> <li>● Policy Committee #4 Curriculum and Grading Policy.</li> </ul> <p>Through trainings, MES SCC stays current in the implementation of PBIS. The cadre monitors student behavior in an effort to create and sustain a safe and effective school. Based on PBIS data, discipline referrals have decreased within the past three years, therefore the efforts of implementing PBIS have been effective.</p> <p>As of November 2019, MES has participated in a district wide revisit of priority standards. In these meetings the representatives from each school worked together to select priority standards for each subject. There will be a smaller group of six to ten teachers district wide who will be</p>	<ul style="list-style-type: none"> <li>● <a href="#">PD List</a></li> <li>● <a href="#">Math Proficiency Scales</a></li> <li>● <a href="#">Math Common Assessments</a></li> <li>● <a href="#">SBG Policy Information</a></li> <li>● SCC Binder             <ul style="list-style-type: none"> <li>○ <a href="#">PBIS Data</a></li> </ul> </li> <li>● <a href="#">Sample Draft Priority Standards (SY 2020-2021)</a></li> </ul>

<p>participating in the creation of proficiency scales and common assessments. MES teachers will also be a part of this process.</p> <p>MES has had various opportunities to articulate within the district at the elementary level through trainings, meetings, and PDs in the past three years. Such opportunities allow MES to provide input regarding any changes that affect the school and student learning. These opportunities are aligned with GDOE’s State Strategic Plan Goal 3 regarding professional development.</p>	
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**Category B: Standards-based Student Learning: Curriculum**

**B2. Curriculum Criterion – Planning and Monitoring Student Learning Plans**

All students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals.

Variety of Programs — Full Range of Choices
<p><b>B2.1. Indicator:</b> All students are able to make appropriate choices and pursue a full range of college/career and/or other educational options. The school provides career awareness, exploration, and preparation to promote college and career readiness.</p>
<p><b>B2.1. Prompt:</b> <i>How effective are the processes to allow all students to make appropriate choices and pursue a full range of college/career and/or other educational options? Discuss how the school ensures effective opportunities for career awareness, exploration, and preparation to promote college and career readiness.</i></p>

Findings	Supporting Evidence
<p>MES provides career awareness and exploration of possible college, career, and other educational options through various activities such as guest speakers, presentations, various extracurricular activities, and community-sponsored projects which align with MES SLO indicator, “I can engage in my community”.</p> <p><b>Guest Speakers.</b> MES provides career awareness by inviting guest speakers to present on a variety of topics that expose students to different types of careers. Examples of guest speakers and presentations at MES include, but not limited to, dentists, Guam Memorial Hospital Nurses, Bank of Hawaii: How to Save Money, Rotary Club of Guam donating dictionaries, Highway Safety Patrol, Guardians of the Reef from Simon Sanchez High School, Zumba classes, Guam and Naval Fire Department, Guam National Guard: Drug free, agriculture and forestry, Guam Animals in Need, various guest readers and authors, and multiple CHamoru month presentations.</p> <p><b>Field trips.</b> Students are further exposed to various careers through off campus field trips such as marine biologists and animal caretakers at Underwater World, chefs and waitstaff at California Pizza Kitchen, art curators at the Guam Museum, weavers and bakers at Gef Pago’ Cultural Village, managers at movie theaters, volunteers at Harvest House, and more.</p> <p><b>Extra-Curricular Activities.</b> MES offers extracurricular activities such as NEHS, Spelling Bee, Science Fair, and Math</p>	<ul style="list-style-type: none"> <li>● <a href="#">MES SLOs</a></li> <li>● <a href="#">Guest Speaker Photos</a></li> <li>● <a href="#">Fieldtrip Photos</a></li> <li>● Focus Group E Binder               <ul style="list-style-type: none"> <li>○ Extracurricular Activity Photos</li> <li>○ Community Sponsored Activity Samples</li> </ul> </li> <li>● Focus Group B Binder               <ul style="list-style-type: none"> <li>○ Math Olympiad</li> <li>○ Spelling Bee</li> <li>○ Science Fair</li> </ul> </li> <li>● <a href="#">CCSS</a></li> <li>● <a href="#">Student Work Samples and Engagement Photos</a></li> </ul>

<p>Olympiad, as other educational options for students. These activities provide students with alternative ways to access educational content beyond the classroom.</p> <p><b>Community-Sponsored Events/Projects.</b> MES students are further provided with choices to participate in community-sponsored events and projects that provide exposure to relevant topics. For example, Kickball tournaments sponsored by the Guam Police Department, Isla Art-A-thon, PBS Read-a-thon, IRA Read-a-thon, various poster contests, etc.</p> <p><b>Curriculum.</b> Furthermore, MES effectively provides preparation to promote college and career readiness by providing a challenging, coherent and relevant curriculum through the CCSS and Guam Content Standards and Performance Indicators. The curriculum ensures that all students fulfill the school’s mission and SLOs as preparation for the next grade level and beyond.</p>	
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<b>Student-Parent-Staff Collaboration</b>	
<p><b>B2.2. Indicator:</b> Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, college/career, and/or other educational options.</p>	
<p><b>B2.2. Prompt:</b> <i>Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, college/career and/or other educational options.</i></p>	

Findings	Supporting Evidence
<p>At MES, Parents, students, and staff collaborate to develop and monitor a student’s personal learning plan, college/career and/or other educational options based on student’s needs.</p> <p>Parent-Student-Staff collaboration includes Intervention Plan, PTC, CST, IEP meetings and Behavior Management Plan (BMP).</p> <p><b>Intervention Plan</b> is designed to improve the progress of students who are making little or no progress. It is an instructional intervention or set of steps to help students to improve areas where they are struggling with. The plan is designed so that teachers and parents are able to track the child’s progress.</p> <p><b>Parent Teacher Conferences (PTC)</b> are held twice throughout the year where parents/guardians are given the opportunity to meet with teachers to discuss the student’s academics and</p>	<ul style="list-style-type: none"> <li>● <a href="#">ESL Procedural Manual</a></li> <li>● <a href="#">Counseling Program Manual</a></li> <li>● <a href="#">SOP 1200-012 (Section 504 Procedural Manual)</a></li> <li>● PTC Sign-in Sheets</li> <li>● <a href="#">CST Process</a></li> <li>● <a href="#">Sample Intervention Plans</a></li> <li>● <a href="#">Sample BMP Form</a></li> </ul>

behavior for the quarter. Parents also have the opportunity to communicate with teachers through agendas, pre-scheduled meetings, emails, and parent portal.

**Child Study Team (CST)** consists of the Principal, IC, SGC, SHC, Special Education Teacher, the referring teacher and the child’s parent. A referral is made to the CST if the child is experiencing any difficulties academically or behaviorally in the classroom. Referrals to outside agencies are made after the school has planned and implemented school-level interventions. The CST determines that the student needs support and services from an agency outside of the school. If the child is eligible for Special Education services, a child will have an IEP.

**Behavior Management Plan (BMP)** is written for students who need focus on behavior modifications. The plan is developed by a team of educators, parents and behavior specialists who work with students with or without an IEP.

**ESL and SPED Referral** processes are initiated to ensure that students are provided fair access to a free and appropriate public education in accordance with prevailing federal laws: Section 504 - SOP 1200-012 which is a federal law that prohibits discrimination against individuals with disability. This law requires that the district identify and evaluate students who have or may have a disability and require accommodations. The process allows collaboration amongst parents, staff, and students to develop personal plans to meet the needs of identified students.

**GATE Identification Process** begins with a nomination of the student to the GATE teacher by the RCT, a fellow peer, or parent request. The student will then move on to the prescreening process. If the student meets the pre-screening requirement, they will need a parent permission form to move forward with the identification process. The RCT is required to complete a teacher rating scale which would be submitted to the GATE teacher. The pre-screening test scores, parent permission form, and teacher rating scale are compiled and submitted and then the child will be assessed by the designated District GATE tester using two intelligence tests. If the child meets the score requirement and is identified as a GATE student, they will begin to receive services upon the submission of a parent permission form to allow students to

<p>be pulled out of their regular classroom to receive services for a minimum of 180 minutes per week.</p>	
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<p><b>Monitoring/Changing Student Plans</b></p>
<p><b>B2.3. Indicator:</b> The school implements processes for monitoring and making appropriate changes in students’ personal learning plans (e.g., classes and programs) and regularly evaluates them.</p>
<p><b>B2.3. Prompt:</b> <i>Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).</i></p>

Findings	Supporting Evidence
<p>MES effectively implements processes for monitoring and making appropriate changes in students’ personal learning plans and regularly evaluates them.</p> <p>Teachers utilize various forms of testing and evaluations that include CAs and AIMSweb results as references to develop and monitor the academic progress of students. The result of these evaluative tools are combined with seat-work, homework, projects, and other artifacts/evidence in order to provide the student with a performance grade that is reflected in their progress reports and report cards.</p> <p>MES utilizes a variety of collaborative initiatives prioritized by the district. Related strategies and approaches have been put into practice by teachers at various grade levels with the guidance and support of the School Principal and trained colleagues. Each strategy is discussed at length in terms of its effectiveness when applied within the current curriculum and in the form of lessons, units, and programs. Also, student responses to specific homework assignments, quizzes, or exams are examined closely for validity and reliability, and evaluative consistency.</p> <p>Strategies, techniques, and approaches are developed and updated through the following forms of professional collaboration: PLC, CLT, VPLC Focus Group Meetings, Faculty Meetings; and Leadership Team Meetings. During these meetings, teachers and support staff are given the opportunity to discuss ways of strengthening applications of curriculum standards or other forms of improvement based on student data. As a result, teachers modify lesson plans based on student needs.</p>	<ul style="list-style-type: none"> <li>● GL/PLC Binders               <ul style="list-style-type: none"> <li>○ <a href="#">Sample CAs</a></li> <li>○ <a href="#">PLC Minutes &amp; Agendas</a></li> <li>○ <a href="#">SMART Goals</a></li> <li>○ <a href="#">Balanced Leadership Framework</a></li> </ul> </li> <li>● Focus Groups Binders</li> <li>● Faculty Meeting Sign-In Sheet</li> <li>● Leadership Team Meeting Sign-in Sheets</li> <li>● IEP Template</li> <li>● Special Program Procedures/Processes</li> <li>● <a href="#">SOP 1200-012 (Section 504 Procedural Manual)</a></li> <li>● <a href="#">ESL Procedural Manual</a></li> <li>● <a href="#">IC Feedback</a></li> </ul>

During PLCs and CLTs, teachers analyze data and develop SMART Goals, which are specific concepts and skills aligned to the standards and SLOs. The SMART Goal Action Plan maps and paces the goal, strategies and action steps, responsibility, timeline, evidence of effectiveness, and status. SMART Goals are monitored quarterly and revisions are made when goals are achieved or not achieved, or as needed throughout the school year.

The following processes are initiated to ensure that students needing SPED or ESL services are provided fair access to a free and appropriate public education in accordance with prevailing federal laws:

**Special Education Process:**

*If there is a concern regarding a student's progress academically, behaviorally, and/or socially, the following is conducted:*

1. *SGC is contacted to complete a CST Packet with RCT.*
2. *A meeting is held to discuss the CST packet with the Principal, SGC, RCT, parent(s)/guardian(s), and other pertinent school faculty. CST determines if more interventions will be used, or if the packet will be submitted to the Division of Special Education.*
3. *If the CST packet is submitted to the Division of Special Education, Prior Written Notice must be obtained from the parent(s)/guardian(s) before any evaluations are conducted by the Division of SPED.*
4. *Completion of evaluations by the Division of SPED, an Eligibility Meeting scheduled by the IEP Coordinator, is held with the school team and parent(s)/guardian(s).*
5. *Evaluation results are discussed and the student's eligibility for SPED services is determined.*
6. *If a child is found eligible for SPED services, an Initial IEP Meeting is scheduled.*
7. *IEP's are reviewed annually, unless requested by parent(s)/guardian(s), school team, and/or medical professionals.*
8. *SPED services are re-evaluated*

**ESL Program Process:**

1. *Home Language Survey (HLS) completion or other identification*
2. *Testing (LAS Placement or Links)*
3. *Notice of eligibility to parents*
4. *RCT Modification Report submissions*
5. *Student placement & services provided*
6. *Annual retesting occurs*
7. *Removed from program if tested out*

<p>8. Parent option: Waiver of Services</p> <p>All program processes and procedures at MES are strictly adhered to and are in accordance with district and federal program requirements and procedures. These systems of student support services provide consistent monitoring and changes with regard to current requirements and needs.</p> <p>Additionally, in 2nd quarter of SY 19-20, an IC has been assigned to MES in order to support teachers' classroom effectiveness. This influences students' individual learning plans in significant ways as well, especially if teachers' current strategies and approaches are found to require modification or adjustment.</p>	
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<p><b>Transitions</b></p>
<p><b>B2.4. Indicator:</b> The school implements strategies and programs to facilitate transition to the student's next educational level or post-high school options, and regularly evaluates the effectiveness of the strategies and programs.</p>
<p><b>B2.4. Prompt:</b> <i>Evaluate the effectiveness of the strategies and programs to facilitate transition to the student's next educational level or post-high school options and to regularly evaluate the effectiveness of the strategies and programs.</i></p>

Findings	Supporting Evidence
<p>MES has effective strategies and programs in place to facilitate the transition to the student's next educational level.</p> <p>Student Profile forms are completed by teachers at the end of the school year. The forms identify attendance, AIMSweb benchmark 3 scores, related services currently provided, related services recommended or referred for the next school year, student discipline, areas of special concern, student strengths, student's need for improvement, and teacher comments. The forms guide teachers in evenly distributing students for the following school year. Additionally, AIMSweb data is used to assist teachers with student placement.</p> <p>Cumulative folders are prepared, organized, and regularly updated in alphabetical order and by class to be used as a resource for teachers.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Sample Student Profile Form</a></li> <li>● <a href="#">AIMSweb Data</a></li> <li>● Student Cumulative Folders</li> <li>● GL/PLC Binders             <ul style="list-style-type: none"> <li>○ <a href="#">V-PLC Agendas &amp; Minutes</a></li> </ul> </li> <li>● <a href="#">Board Policy 346</a></li> </ul>

<p>The school Leadership and teachers investigate ways to implement vertical articulation to further assist students as they move from one grade level to the next during VPLC.</p> <p>MES adheres to GEB policies and procedures (Board Policy 346) which stipulate the amount of instructional minutes required per content area that students must receive each school day at the primary and intermediate grade levels. CCSS and Guam Content Standards and Performance Indicators are targeted throughout the school year.</p> <p>MES prepares students for the next grade level by providing a challenging, coherent and relevant curriculum so all students fulfill the school’s mission and SLOs by the time the students leave MES, they are prepared for the next grade level.</p> <p>MES utilizes effective strategies to facilitate transition to the student’s next educational level through IEP Transition Meetings and inviting former students and middle school assistant principal as keynote speakers at ceremonies.</p>	
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**Category B: Standards-based Student Learning: Curriculum**

**B3. Curriculum Criterion – Meeting All Curricular Requirements**

Upon completion of elementary, middle, or high school program, students have met the standards with proficiency for that grade span or all the requirements of graduation.

Real World Applications — Curriculum
<p><b>B3.1. Indicator:</b> All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.</p>
<p><b>B3.1. Prompt:</b> <i>Evaluate the opportunities that all students have to access real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.</i></p>

Findings	Supporting Evidence
<p>At MES, students are provided with opportunities, exposure, and access to real-world applications that peak their educational interests in relation to standards-based curriculum through various activities, field trips, guest presenters, and community-sponsored projects. Other activities such as Science Fair, Math Olympiad, Spelling Bee, Student Council, and NEHS provide group and individual experiences that allow for greater self-confidence and competitiveness that is desired throughout most subject areas and are applied in the real world.</p> <p><b>Science Fair.</b> Science Fair helps to expand students’ understanding of science as it is applied and utilized in various fields such as biology, agriculture, robotics, and engineering. MES students are able to reflect upon science processes and concepts that affect their immediate life-conditions and those within the community, and to apply them when necessary to increase their quality of life.</p> <p><b>Math Olympiad.</b> Math Olympiad provides 4th and 5th grade students the opportunity to apply math skills in a competitive setting and participate in the island-wide competition amongst students from other schools.</p> <p><b>Spelling Bee.</b> The Scripps Regional Spelling Bee is dedicated to improving spelling, increasing vocabulary, learning concepts, and developing correct English. Spelling Bee participants were able to build skills to communicate clearly and effectively to large audiences.</p> <p><b>NEHS.</b> MES Student Council, aligned with the SLOs, develops and supports special projects to improve our school. MES</p>	<ul style="list-style-type: none"> <li>● Focus Group B Binder             <ul style="list-style-type: none"> <li>○ Science Fair</li> <li>○ Math Olympiad</li> <li>○ Spelling Bee</li> <li>○ NEHS Binder</li> </ul> </li> <li>● <a href="#">Board Policy 363</a></li> <li>● <a href="#">Sample Field Trip Forms</a></li> <li>● Focus Group C Binder             <ul style="list-style-type: none"> <li>○ Community Projects</li> </ul> </li> <li>● <a href="#">FOSS Lesson Photos</a></li> <li>● <a href="#">LEGO Robotics Photos</a></li> <li>● <a href="#">NEHS</a></li> </ul>



Student Council worked together with designated teacher advisors, school administration and fellow classmates. Members served as role models for involved citizenship, self-directed learners, effective communicators, critical thinkers, and academic achievers. Officers in the Student Council were part of the school planning process and committed to the projects and activities of MES. For example, in students created a garden and applied the knowledge of promoting a clean and sustainable environment, organized a disaster relief coin drive for Hurricane Harvey, reading for lower grade levels, passing out pre-loved items to families at the PTO meeting, participated in Salvation Army Bell Ringing, and more.

**Community Projects.** All students are provided with opportunities to participate in community-sponsored projects and activities that may be of educational interest to them. Art-a-thon and various poster contests allow for application of art skills. PBS and IRA Read-a-thons allow students to showcase their reading skills to families and friends. Kickball Tournaments, Special Olympics, and GDOE 5K encourage sportsmanship and physical fitness. Coin and food drives encourage character development and how to make a difference in the larger community.

**Academic Field Trips.** Students are able to apply what they have learned by attending field trips which connect with the lessons and themes taught in class. MES Field trip forms ensure activities are appropriately connected to the standards taught in the classroom and adhere to Board Policy 363. The policy states that an “Academic Field Trip is a trip of educational value to the students closely related to a course content and is regarded as an extension of the class work. It motivates interest in a new unit, supplements and enriches an on-going study, or reviews learning that have just been culminated. A field trip offers an opportunity for concept building over and beyond those made available through the use of books, films and other visual aids in the classrooms.”

**FOSS Kits.** Teachers have begun utilizing FOSS Kits which give students access to hands-on activities. According to FOSS, “the FOSS Program bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds”. With the use of FOSS kits students have access to the NGSS.

**Lego Robotics.** Students were involved in expanding their knowledge in building and given opportunities that demonstrated critical thinking, reasoning and problem solving.

<p>Students learned to code on movements of the robots. Students build on the 21st Century Skills such as coding, typing, and networking. MES recently had LEGO WeDo program installed on laptops to get students started with coding.</p>	
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<p><b>Meeting Graduation Requirements (or end of grade span requirements)</b></p>
<p><b>B3.2. Indicator:</b> The school implements academic support programs to ensure students are meeting all requirements.</p>
<p><b>B3.2. Prompt:</b> <i>Comment on the effectiveness of the academic support programs to ensure students are meeting all requirements.</i></p>

Findings	Supporting Evidence
<p>MES implements academic support programs to ensure students are meeting all requirements. MES support programs are: English as a Second Language, Special Education, School Guidance Counselor, HEADSTART, Pre-K GATE, Gifted and Talented Education, Library, and CHamoru programs.</p> <p><b>The English as a Second Language Program (ESL).</b> Students are eligible for program services based on the <i>Home Language Survey</i> (HLS) which is completed at registration time and the LAS Links Placement Test, which is the appropriate assessment to use for placement purposes. ESL Program provides direct <i>pull out</i> services to students who test at levels 1 and 2 on a weekly basis for 40 minutes to provide additional English language development support with appropriate accommodations or modifications. <i>Push-in services are provided</i> when the ESL teacher takes over an entire regular classroom for a scheduled period of time in order to model effective strategies and modifications with the assistance of the regular classroom teacher (RCT). This service allows ELLs to socialize with English-speaking peers who can help in developing their academic vocabulary, and interpersonal and socializing skills. Weekly Consultation services are provided to students that are tested in levels 3, 4, and 5 and are considered to be proficient English speakers. All classroom teachers are required to complete an ESL Modification Semester Report for each identified student to monitor student progress.</p> <p><b>Special Education.</b> SPED services are provided to students who meet the eligibility criteria as defined under the IDEA. The established system of support consists of the</p>	<ul style="list-style-type: none"> <li>● <a href="#">ESL Procedural Manual</a></li> <li>● <a href="#">SPED CST Process</a></li> <li>● <a href="#">Counseling Program Manual</a></li> <li>● <a href="#">AASL Standards</a></li> <li>● <a href="#">G.A.T.E. Curriculum Standards and Framework</a></li> <li>● <a href="#">CHamoru Studies Syllabus</a></li> <li>● <a href="#">Support Program Schedules</a></li> </ul>

Principal, special education teacher (resource room teacher), regular classroom teachers, parent(s) or guardian(s), School Guidance Counselor, School Health Counselor (as needed) and related service providers. They collaborate to meet the goals written in the IEP for students identified. Depending on the student's needs, the student may spend between 30 minutes to 180 minutes a day in the Resource Room. Related services such as Speech Language Therapy, Occupational Therapy, Physical Therapy, Hearing, Vision, and Emotional Counseling Services are provided to students identified.

**School Guidance Counselor (SGC).** The SGC provides direction and guidance in intervention strategies for truancy, emotional crisis with students, teaching students to display positive behavior, encouraging students to recognize and make good decisions, education neglect, child abuse and other student related problems. The SGC conducts classes, facilitates the Child Study Team and Retention Meeting, PBIS, monitor Behavior Management Plans in and outside the classroom, coordinate the Section 504 referral process, and is responsible to provide interventions and collaboration for students. Teachers can make referrals any time for students that need immediate counseling based on classroom observations.

**HEADSTART.** The HEADSTART program services to economically disadvantaged children, ages 3 to 5 years and their families, with priority given to preschoolers who will be entering Kindergarten next year. The program promotes a special focus on helping preschoolers develop the early Reading and Math skills they need to be successful in school. School readiness is promoted by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children and families. Head Start also strives to help them in making progress toward their educational, literacy and employment goals and thus become increasingly self-sufficient.

**GATE Pre-Kindergarten (PreK-GATE)** services are provided to students who meet the PreK-GATE eligibility screening test. PreK-GATE is a program that provides higher learning standards for gifted and talented students at the primary level. Gifted and talented students demonstrate high reasoning ability, creativity, curiosity, and an outstanding knowledge base. Through this program, GATE students will grow intellectually, academically, socially, and to expand their skills in an ever-changing society by utilizing the GATE Curriculum Standards Framework.

<p><b>GATE Program.</b> Students who have been identified as gifted through a series of academic and intelligence assessments. The GATE teacher implements lessons that focus on GATE standards and performance indicators and provide a high quality learning environment for the optimal development of students receiving instruction and services from the GATE program. The standards meet the needs of GATE students specifically in the areas of Divergent Thinking, Critical Thinking, Affective Learning, Independent Learning, Communication, and Creative Problem Solving. GATE Curriculum Standards Framework is used to meet the students’ academic needs.</p> <p><b>School Librarian.</b> Board Policy 721 requires school librarians to submit a three-year plan that clearly outlines funding intentions and an End of the Year Report on academics. The plan must be aligned with the American Association of School Librarians’ learning standards, Common Core State Standards, GDOE content standards, and individual school needs to enhance academic achievement, especially in literacy. The three-year plan includes collaborative efforts of the school librarian, the administration, and grade level teachers.</p> <p><b>CHamoru Program</b> is designed to teach the CHamoru Language and Culture of Guam Standards from Kinder to 5th grade. PL 21-34 (1991) Established mandatory courses in CHamoru language and in the History of Guam in the Public Schools. The CHamoru program ensures that syllabi are consistent with all Board Policies pertaining to curriculum instruction and assessment.</p>	
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**GDOE/ACS WASC Category B. Standards-based Student Learning:  
Curriculum:  
Summary, Strengths, and Growth Areas**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified student learning needs (Chapter III).

**Summary (including comments about the student learning needs):**

MES student learning needs are supported through various means within our curriculum and SLOs. As with all GDOE schools, MES utilizes the CCSS to ensure that more rigorous academic standards are met within the content areas of ELA/Reading and Math. MES had opportunities to attend PDs on various instructional strategies to support CCSS curriculum such as SLOP and CITW. Within the Lagu district, MES has collaborated with other elementary schools to develop and utilize *Priority Standards, Skills, and Topics (PSSTs)*, proficiency scales, and CAs for Math. In addition, the district continues to provide professional development with current educational research which supports our student learning needs in various content areas with an emphasis in Reading and Math. MES teachers apply these best practices and strategies which enhance student knowledge and skills in these specific areas.

MES teachers analyze data during *PLC*, *VPLC*, and *CLT* meetings with discussions related to the curriculum, SMART Goals, intervention plans, modifications, lesson plans, SBG, PSSTs, and CAs.

Support programs such as ESL, GATE, CHamoru, Library, and *Special Education (SPED)* supplement and reinforce students' needs within the curriculum.

MES has emphasized parental involvement with regard to curriculum matters during Student and Parent Orientation, Parent Intervention Meetings, PTCs, CSTs, BMPs, IEPs, and parent workshops.

MES students have access to real-word applications aligned with the curriculum through field trips, guest presenters, community-sponsored projects, Science Fair, Math Olympiad, Spelling Bee, Student Council, and NEHS.

Prioritize the strength and areas of growth for Category B.

**Category B: Curriculum: Areas of Strength**

- Clear schoolwide expectations for academics and behavior
- District PDs and trainings are aligned with the curriculum and student learning needs
- Ongoing collaboration through PDs, PLCs, VPLCs, CLTS and in service trainings
- Co-curricular and extra-curricular activities are aligned to standards
- Math CAs
- Lesson Plans
- SMART Goals
- Intervention plans
- SIP
- Support Programs

**Category B: Curriculum: Areas of Growth**

- Improvement in academics
- Increase parental involvement
- Expand and continue the use of vertical alignment

**Category C: Standards-based Student Learning: Instruction**

**C1. Instruction Criterion – Student Access to Learning**

Differentiated, high-quality instruction provides access, challenge, and support for all students to achieve the academic standards and the schoolwide learner outcomes.

<b>Differentiation of Instruction</b>
<p><b>C1.1. Indicator:</b> The school’s instructional staff members differentiate instruction by varying content, processes, products, and/or learning environment to ensure that all students achieve the academic standards and the schoolwide learner outcomes.</p>
<p><b>C1.1. Prompt:</b> How effectively <i>do instructional staff members differentiate instruction to ensure that all students achieve academic standards and schoolwide learner outcomes?</i></p>

Findings	Supporting Evidence
<p>MES differentiate instruction by varying content, processes, products, and/or learning environment to ensure that all students achieve the academic standards and the schoolwide learner outcomes. Teachers create a classroom environment that modifies student learning through grouping based on educational need.</p> <p>MES instructional staff align lessons with the CCSS and the Guam Content Standards and Performance Indicators. Each grade level collaborates to develop lesson plans that are aligned with the priority standards for each subject. Although lesson plans within grade levels are uniformed, each individual teacher differentiates instruction and delivery of lessons through various strategies, materials, resources, and activities. Students are then able to access the same content in different ways based on their particular learning styles and needs.</p> <p>MES instructional staff differentiate instruction to accommodate its diverse student population, students in ESL, GATE and Special Education. For example, teachers implement hands-on learning, utilizing various manipulatives and visual aids, incorporate cooperative learning, small group instruction, think-pair-share, role playing, journals, etc. Furthermore, <i>Classroom Instruction That Works (CITW)</i> strategies are implemented in lessons to help various types of learners access the curriculum. The SPED teacher follows through with specific goals and objectives on a student's IEP to help meet individual needs. Teachers provide students the opportunity to go on field trips to experience real life experiences and engage in their community.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Sample Lesson Plans</a></li> <li>● <a href="#">Sample Intervention Plans</a></li> <li>● <a href="#">Students Work Samples &amp; Engagement</a></li> <li>● <a href="#">CITW (Power Walkthrough) Data</a></li> <li>● <a href="#">SLO Evaluation Tool</a></li> <li>● <a href="#">SLO Work Samples</a></li> </ul>

<p>Additionally, assessment data help determine appropriate interventions needed to ensure students are meeting the academic standards. Instructional Staff implement interventions in various ways to meet the needs of their individual students.</p>	
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<p><b>Student Understanding of Performance Levels</b></p>
<p><b>C1.2. Indicator:</b> Instruction is organized to support clearly articulated and communicated learning targets so that all students know beforehand the standards/expected performance levels for each area of study.</p>
<p><b>C1.2. Prompt:</b> <i>Comment on the extent to which students are expected to learn and know where they are in meeting the learning targets, and what they need to do to meet the learning targets.</i></p>

Findings	Supporting Evidence
<p>At MES instruction is organized to support clearly articulated and communicated learning targets so that all students know beforehand the standards/expected performance levels for each area of study. Lessons are planned, implemented, and evaluated. Learning targets are posted in a visible area for students to read and understand. Before the beginning of the lesson, teachers inform students of the learning targets. Throughout the lessons, teachers refer to the learning targets to ensure students receive immediate feedback on their progress and performance of the lesson.</p> <p>Expectations for students learning are posted in each classroom such as school mission, school rules, I Can statements, and SLOs. They are also indicated in each lesson plan.</p> <p>MES has started to move forward with SBG in creating CAs for Math and ELA. SY 18-19 the LAGU district collaborated together in creating Math CA for all priority standards for each quarter. In SY 19-20, MES teachers are creating CAs for ELA. Students are slowly moving into SBG in which students will be able to keep track of their progress. Students will be aware of their areas of improvement in order to meet the target goal.</p> <p><b>Proficiency scales.</b> A proficiency scale is a table used by teachers and students to determine the student's current level of progress toward meeting the standard. Proficiency scales indicate student achievement as it relates to a given standard and use a four-point system where a score of 3.0 indicates proficiency within a standard.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Sample Lesson Plans</a> <ul style="list-style-type: none"> <li>○ “I CAN” Statements (displayed in classroom and indicated in LP)</li> <li>○ SLOs (displayed in classroom and indicated in LP)</li> <li>○ CCSS (indicated in LP)</li> </ul> </li> <li>● <a href="#">Proficiency Scales</a></li> <li>● <a href="#">Common Assessments</a></li> <li>● <a href="#">Board Policy 378</a></li> </ul>



<p><b>Student self-assessments</b> - Students utilize reflection journals and the Proficiency Scale of Levels of Understanding:</p> <ul style="list-style-type: none"> <li>● 4- I am an expert. I can teach it to someone else.</li> <li>● 3- I understand this and I can do this on my own.</li> <li>● 2- I am beginning to understand this but I still need some help.</li> <li>● 1- I am just starting to learn this. I don't understand it yet.</li> </ul> <p>This gives students the opportunity to rate themselves of their progress and performance of the lesson.</p> <p><b>Common Assessments (CAs).</b> CAs and AIMSweb data are used as tools to check student progression. Initial CAs assess priority skills and/or standards from the previous grade level(s). These tests are administered to first through fifth grade students. The data is used for setting the starting point for students as a whole, small group, and/or individuals. CAs are used at the beginning of the year and at the end of each quarter. During PLC or CLT, teachers create CAs that are aligned to standards that are taught for each quarter. CA data is used to make adjustments to lesson plans.</p>	
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<p><b>Students' Feedback</b></p>
<p><b>C1.3. Indicator:</b> The school takes into account students' feedback in order to adjust instruction and learning experiences.</p>
<p><b>C1.3. Prompt:</b> <i>Provide examples of the school using student feedback to adjust instruction.</i></p>

Findings	Supporting Evidence
<p>MES takes into account students' feedback in order to adjust instruction and learning experiences with the utilization of proficiency scales; formative and summative assessments. MES utilize formative assessments such as checking for student understanding, exit tickets, observations, CAs, games, graphic organizers, and journaling in order to gauge if re-teaching or additional support is necessary. MES also utilizes summative assessments such as: AIMSweb and ACT Aspire to adjust instruction. Data is analyzed and reviewed during PLCs to determine if re-teaching or intervention is needed. MES is implementing SBG proficiency scales in which students are able to indicate where exactly they are in current lessons, skills, and objectives. When they indicate their levels of</p>	<ul style="list-style-type: none"> <li>● <a href="#">Student Perception Survey</a></li> <li>● <a href="#">Student Perception Survey Results</a></li> <li>● Students' use of SBG self-assessment tools found in classrooms</li> <li>● <a href="#">Students Work Samples &amp; Engagement</a></li> <li>● <a href="#">Sample Intervention Plan</a></li> </ul>

proficiency, teachers are able to adjust instruction, by either reteaching skills or moving onto more complex tasks. Teachers have posters on their walls with proficiency criteria that make it easier for students to know exactly their performance level.

MES teachers also use informal observation of students' engagement, behavior, and test results to adjust instruction. At times, students can indicate their interest or engagement in certain topics. Teachers can take this feedback and adjust their lessons accordingly. Some teachers also have classroom meetings in which they can ask what they are struggling with or what they are enjoying in their classroom.

The use of student feedback plays a key role in how teachers will plan the lesson, what interventions or modification is needed to meet all student needs. Teacher collaboration and shared ideas of different instructional strategies and activities ensure academic growth.

MES conducts perception surveys in which students are able to give feedback regarding their regular classroom teachers and Support Program teachers (GATE, SPED, ESL, and CHamoru). These perception surveys are anonymous and administered by another teacher. Feedback from these surveys allow teachers to adjust not only their classroom instruction, but their style as well. It fosters positive classroom environments to ensure an adequate education is being provided.

**Category C: Standards-based Student Learning: Instruction**

**C2. Instruction Criterion – Rigorous and Relevant Instruction**

All teachers provide students with a variety of activities and assignments that are engaging (e.g., technology-enhanced and experiences beyond the textbook) and call for higher order thinking.

Current Knowledge
<p><b>C2.1. Indicator:</b> Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.</p>
<p><b>C2.1. Prompt:</b> <i>Evaluate the extent to which teachers are current in the instructional content and effectively use multimedia and other technology in the delivery of the curriculum.</i></p>

Findings	Supporting Evidence
<p>MES Teachers are current in the instructional content and effectively use multimedia and other technology in the delivery of the curriculum.</p> <p>Teachers attend trainings on various teaching strategies, technology trainings, and curriculum changes/updated throughout the school year, as well as in-school PD. Teachers are utilizing multimedia and other technology when delivering the curriculum in order to enhance student learning.</p> <p>MES has had several improvements to help enhance our use of technology. In 2018 MES had wireless internet throughout the campus. The access to the internet has allowed teachers to incorporate videos, online games, and research assignments, on classroom topics. Teachers integrate technology in all subject areas.</p> <p>The school provides opportunity for technology use in the library and classrooms through desktop computers, mobile labs, multi-media projectors, and Elmo document cameras. In addition, our school has four promethean boards and seven mobile labs.</p> <p>Teachers utilize multiple online resources to enhance teaching, such as Brainpop for multiple subject areas, Freechildstories, Learningchamorro, and ABCYA Learning Games are just a few.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Lesson Plan Samples</a></li> <li>● Technology Sign Out</li> <li>● <a href="#">Mobile Cart Schedule</a></li> <li>● <a href="#">PD List</a></li> <li>● <a href="#">Technology Integration Photos</a></li> <li>● <a href="#">Student access to online resources</a></li> </ul>

<b>Student Engagement</b>
<b>C.2.2. Indicator:</b> Students who are intellectually engaged are involved with challenging content, through well-designed tasks and activities requiring complex thinking.
<b>C2.2. Prompt:</b> <i>Evaluate the extent to which students are intellectually engaged. Provide examples.</i>

Findings	Supporting Evidence
<p>MES students are intellectually engaged with challenging content, through well-designed tasks and activities requiring complex thinking. Activities include cooperative learning, hands-on activities, Think-Pair-Share, and academic games. During these activities students engage in meaningful collaboration with their peers through shared ideas and problem solving strategies.</p> <p>SY 19-20 MES has begun implementing FOSS kits in each grade level and will complete at least one investigation. These kits provide Kinder to 5th grade with a science curriculum that is aligned to NGSS, which the district adopted to replace the current GDOE Content Science Standards. FOSS kits will enable MES students to explore and investigate topics like sound and light, pebbles, sand, and silt, and motion and matter.</p> <p>MES students are given the opportunity to participate in various extra curricular activities such as NEHS, Spelling Bee, Math Olympiad, Student Council, and Science Fair. These activities provide a way for students to engage in intellectual conversations and apply their current learning in the classroom to the real-world and community. For competitions like Spelling Bee and Science Fair, students are chosen to represent the school in island-wide contests. They can partake in expanding their knowledge and network by being exposed to other students from other schools.</p> <p>With Lego Robotics, students were involved in expanding their knowledge in building and given opportunities that demonstrated critical thinking, reasoning and problem solving. Students learned to code on movements of the robots. Students build on the 21st Century Skills such as coding, typing, and networking. MES recently had LEGO WeDo program installed on laptops to get students started with coding.</p> <p>GATE students completed projects that required critical and creative thinking. Projects included the Business/Merchant and Wonder Project. Aside from projects, students in GATE also engage in complex thinking activities such as STEM</p>	<ul style="list-style-type: none"> <li>● <a href="#">Lesson Plan Samples</a></li> <li>● <a href="#">Student Engagement Photos</a> <ul style="list-style-type: none"> <li>○ STEM</li> <li>○ FOSS</li> <li>○ Cooperative Learning</li> <li>○ Coding</li> <li>○ Makerspace</li> <li>○ GATE Projects</li> <li>○ Game-Based Activities</li> </ul> </li> <li>● Focus Group B Binder           <ul style="list-style-type: none"> <li>○ Science Fair</li> <li>○ Math Olympiad</li> <li>○ Spelling Bee</li> <li>○ NEHS Binder</li> </ul> </li> </ul>

<p>Challenges that involve thinking, planning, creating, and improving process.</p> <p>GATE Pre-K students through 5th grade engaged in activities that align with the GATE standards and promote intellectual thinking. Students utilize a variety of STEM bins that promote critical thinking, problem solving, and communication through individual and group challenges/tasks. STEM bins include Gears, Code-a-pillar, Build-a-House, LEGOs, magnet blocks, and more. Pre-K students have also engaged in coding activities and Makerspace projects which require brainstorming, planning, building, and improving.</p>	
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<p><b>Teachers as Facilitators of Learning</b></p>
<p><b>C2.3. Indicator:</b> Teachers are facilitators in a student-centered classroom.</p>
<p><b>C2.3. Prompt:</b> <i>Evaluate and comment on the extent to which teachers are facilitators in a student-centered classroom. Provide examples.</i></p>

Findings	Supporting Evidence
<p>Teachers are facilitators who offer support and necessary scaffolding to the student-centered classroom. They teach, guide, and assist students in learning for themselves - picking apart ideas, forming their own thoughts about them, and owning material through self-exploration and dialogue. They allow students to share in the decision-making process and students are held accountable for their own learning. A student-centered classroom, teachers encourage active involvement in learning, freedom, and self-discipline to make choices and to bear the responsibility for the consequences of those choices.</p> <p>Student-centered classroom strategies are being utilized in the classrooms. Think, Pair, Share, CITW cooperative learning activities, group work, projects, and task, presentations, class discussions, role-playing, graphic organizers, makerspace and more.</p> <p>GATE Pre-K provides a classroom environment with the necessary tools, materials, and guidance where children are able to explore new activities and interests at their developmental level during “Choice Time”. An engaging classroom environment is maintained by frequently incorporating new activities and materials into learning centers to further foster student interests. Student work is</p>	<ul style="list-style-type: none"> <li>● <a href="#">Student Engagement Photos</a></li> <li>● <a href="#">Power Walk (CITW) Data</a></li> <li>● SIOP</li> </ul>

<p>displayed on the walls in an effort to encourage participation in projects and to give students a sense of ownership of the classroom environment.</p> <p><i>Student Reflection Journals.</i> Reflective journals are personal records of students’ learning experiences. Students typically are asked by their teachers to record learning-related incidents, sometimes during the learning process but more often just after they occur. Entries in journals and learning logs can be prompted by questions about course content, assignments, exams, students’ own ideas or students’ thought processes about what happened in a particular subject. Journals and learning logs are then submitted to the teacher for feedback.</p> <p>ESL teachers SIOP which provides many opportunities for student-centered classrooms. SIOP stresses that teachers provide students with more opportunities to speak, read, and write.</p>	
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<b>Variety of Strategies</b>	
<p><b>C2.4. Indicator:</b> Teachers use a variety of strategies to support students’ access and application of the knowledge acquired and to communicate understanding.</p>	
<p><b>C2.4. Prompt:</b> <i>Evaluate and comment on the extent to which teachers use a variety of strategies to support students’ access and application of knowledge acquired and communicate understanding.</i></p>	

Findings	Supporting Evidence
<p>MES teachers use a variety of strategies to support students’ access and application of knowledge acquired and to communicate understanding by implementing CITW, Big 8, STEM, SIOP, DOK, and SPARK, into lesson plans. Students are encouraged to explain their ideas during lessons.</p> <p><b>CITW</b> framework breaks down the nine strategies into three components. The three components are Creating the Environment for Learning, Helping students develop Understanding and Helping students extend and apply knowledge. The nine strategies are:</p> <ol style="list-style-type: none"> <li>1. Setting Objectives and Providing Feedback</li> <li>2. Reinforcing Effort and Providing Recognition</li> <li>3. Cooperative Learning</li> <li>4. Cues, Questions, and Advance Organizers</li> </ol>	<ul style="list-style-type: none"> <li>● <a href="#">Lesson Plans Samples</a></li> <li>● <a href="#">Common Assessments</a></li> <li>● <a href="#">Student Work Samples &amp; Engagement Photos</a></li> <li>● <a href="#">Power Walk (CITW) Data</a></li> <li>● <a href="#">Technology Integration Photos</a></li> <li>● Technology Sign-Out Sheet</li> </ul>

5. Nonlinguistic Representation
6. Summarizing and Note Taking
7. Assigning Homework and Providing Practice
8. Identifying Similarities and Differences
9. Generating and Testing Hypothesis

**Big 8.** The district also provided training opportunities on literacy “Big 8”. The cadre of teachers trained on the eight strategies during PDs. The eight strategies are:

1. Vocabulary
2. Student Dialogue and Grouping
3. Write to Learn
4. Graphic Organizers / Note Taking
5. Teacher-Student Questioning
6. Document, Technological and Qualitative Literacy Strategies
7. Leveled Materials and Digital Multimedia resources
8. Text and Media Complexity Access

**STEM** is based on the idea of education in four specific disciplines: STEM- in an interdisciplinary and applied approach. Rather than teach the four disciplines as separate subjects, STEM integrates them into a cohesive learning paradigm based on real-world applications. A cadre of teachers from primary and intermediate grades were trained by stateside STEM experts.

**SIOP** was introduced to MES in SY 14-15. The SIOP model serves as an instructional framework for sheltered instruction that values effective, research-based, and time-honored teaching practices. It includes eight instructional components and thirty features that, when used in combination consistently and systematically have been found to improve English learners’ academic achievement. The eight components are as follows:

1. Preparation - Teachers plan lessons carefully, paying particular attention to language and content objectives.
2. Building Background – Teachers make explicit links to their students’ background experiences and knowledge.
3. Comprehensible Input – Teachers use a variety of techniques to make instruction understandable.
4. Strategies – Teachers provide students with instruction and practice with a variety of learning strategies.
5. Interaction – Teachers provide students with frequent opportunities for interaction and discussion.

6. Practice and Application – Teachers provide hands - on materials and/ or manipulatives for students to apply their content and language knowledge.
7. Lesson Delivery – Teachers implement lessons that clearly support content and language objectives with appropriate pacing.
8. Review and Assessment – Teachers provide a comprehensive review of key vocabulary and concepts and conduct assessment of student comprehension and learning throughout the lesson.

**DOK.** MES refers to Norman Webb’s Depth of Knowledge (DOK) levels to provide rigorous classroom instruction. Students who are intellectually engaged are involved with challenging content, through well-designed tasks and activities requiring a higher level of thinking.

**SPARK** is a research based Physical Education program discipline designed in order to promote lifelong wellbeing without sacrificing the enjoyment of physical activities or academic achievements. It is also designed to provide inclusive academically integrated enjoyable activities that enhance motor development and academic skills in elementary students.

Furthermore, students are engaged in activities that involve problem solving skills such as:

- using and justifying estimation strategies in real world problem situations.
- selecting and using strategies to understand word and text
- making and confirming inferences from what is read.
- applying concepts through STEM activities, presentations, and hands on projects.

The incorporation of technology has become increasingly integrated into classroom instruction. The use of computer mobile carts, computers and Promethean Board in the library, and Promethean Boards in several classrooms have assisted in bringing the world and all its interactive tools to the MES community.

Students use laptops to apply Math skills and Reading skills through computer activities as well as typing skills. Teachers are able to access computers once a week for their grade-level as the mobile carts are shared among different teachers. In math,



<p>manipulatives such as toy money are used for skills such as addition and subtraction, which can be used in real-life applications when they purchase items from stores or earn money from chores or jobs.</p> <p>Teachers use graphic organizers to demonstrate and organize students’ ideas as students communicate their understanding. Teachers let students create graphic organizers in their interactive notebooks which they can access for review. Teachers are able to observe students’ understanding by asking students to explain their graphic organizers in their notebooks. Teachers ask students to show their level of understanding using the Marzano proficiency scale through verbal communication, use of their hand/objects, or through writing.</p> <p>Students obtain access to knowledge when they take notes, use the library or online research, interviews, case studies, observations, attend guest presentations, watch educationally related footage, etc.</p> <p>To support application of knowledge, teachers implement strategies such as problem solving, projects, performances, demonstrations, etc.</p> <p>To help students communicate what they know, teachers require speeches, presentations, performances of plays/skits/musical numbers, quizzes and tests, etc.</p>	
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<b>Variety of Strategies</b>
<b>C2.5. Indicator:</b> Student work demonstrates the utilization of tools and resources (e.g., technology, on-line resources, etc.) to research, discover, and build knowledge about the world.
<b>C2.5. Prompt:</b> <i>Evaluate and comment on the extent to which student work demonstrates the utilization of tools and resources to research, discover, and build knowledge about the world.</i>

Findings	Supporting Evidence
<p>Student work demonstrates the utilization of tools and resources to research, discover, and build knowledge about the world in being active users of technology, community sponsored events and projects.</p> <p>Students are able to build robots and learn how to program them though LEGO Robotics. At the same time, technology transfers some responsibility for learning to students. Students were involved in expanding their knowledge in</p>	<ul style="list-style-type: none"> <li>● <a href="#">Lesson Plans that Implement Technology</a></li> <li>● <a href="#">Student Work Samples &amp; Engagement Photos</a></li> <li>● <a href="#">LEGO Robotics Photos</a></li> <li>● <a href="#">Technology Integration Photos</a></li> <li>● <a href="#">FOSS Lesson Photos</a></li> <li>● Focus Group E Binder</li> </ul>

building and given opportunities that demonstrated critical thinking, reasoning, and problem solving. Students learned to code on movements of the robots. Students build on the 21st Century Skills such as coding, typing, and networking. MES recently had the LEGO WeDo program installed on laptops to get students started with coding.

Mobile lab allows individual students to practice using a computer and how to use it for research on the internet. Each class is given a time period within the week to utilize the mobile labs. Teachers provide educational websites for students to enhance their learning.

During library lessons, students utilize the laptops to do research and/or extend their knowledge on tasks given by the School Librarian. The students use the Promethean Board for interactive lessons.

FOSS kits enable students to explore and investigate topics like sound and light, pebbles, sand, and silt, and motion and matter.

MES students are given the opportunity to participate in various extra curricular activities such as National Elementary Honor Society (NEHS), Spelling Bee, Math Olympiad, Student Council, and Science Fair. These activities provide a way for students to engage in intellectual conversations and apply their current learning in the classroom to the real-world and community. For competitions like Spelling Bee and Science Fair, students are chosen to represent the school in island-wide contests. They can partake in expanding their knowledge and network by being exposed to other students from other schools.

Students learn the History of Guam by doing research on the different Eras of Guam and building knowledge.

The Rotary Club of Northern Guam donates Dictionaries to every third-grade student for the past seven years. Representatives of the club present the Dictionaries and talk about the importance of education.

- Extracurricular activities
- Focus Group B Binder
  - Spelling Bee
  - Math Olympiad
  - Science Fair
  - NEHS

Variety of Strategies
<p><b>C2.6. Indicator:</b> Teachers involve students in opportunities that demonstrate thinking, reasoning, and problem solving in group and individual activities, projects, discussions, and inquiries.</p>
<p><b>C2.6. Prompt:</b> <i>Evaluate and comment on the extent to which teachers involve students in opportunities that demonstrate thinking, reasoning, and problem solving in group and individual activities, projects, discussions, and inquiries.</i></p>

Findings	Supporting Evidence
<p>Teachers involve students in opportunities that demonstrate thinking, reasoning, and problem solving in group and individual activities, projects, discussions, and inquiries.</p> <p>Students are involved in independent learning centers for different subject areas for students to demonstrate their thinking, reasoning, and problem-solving skills through different hands-on learning activities. Students use think-pair-share or cooperative small learning groups used in the various subject areas for students to participate in partner discussions. Other opportunities for students to demonstrate thinking and reasoning are through LEGO Robotics, class presentations, home projects, exit tickets, and graphic organizers. This allows students to communicate their thinking and reasoning.</p> <p>Students also participate in activities such as Math Olympiad Science Fair, Spelling Bee, and Geography Bee for students to demonstrate thinking and problem-solving skills.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Lesson Plan Samples</a></li> <li>● <a href="#">Student Work Samples &amp; Engagement Photos</a></li> <li>● Focus Group B Binder                             <ul style="list-style-type: none"> <li>○ Spelling Bee</li> <li>○ Math Olympiad</li> <li>○ Science Fair</li> <li>○ NEHS</li> </ul> </li> </ul>

Real World Experiences
<p><b>C2.7. Indicator:</b> Age-appropriate opportunities for real world experiences such as shadowing, apprenticeship, community projects, and other real world experiences and applications are available to all students.</p>
<p><b>C2.7. Prompt:</b> <i>Evaluate the degree to which age-appropriate opportunities for real world experiences such as shadowing, apprenticeship, community projects, and other real world experiences and applications are available to all students.</i></p>

Findings	Supporting Evidence
<p>MES provides age-appropriate opportunities for real world experiences such as shadowing, community projects, and other real world experiences and applications are available to</p>	<ul style="list-style-type: none"> <li>● <a href="#">Field Trip Forms</a></li> <li>● <a href="#">Field Trip Photos</a></li> <li>● <a href="#">Harvest House Photos</a></li> <li>● <a href="#">Guest Speaker Photos</a></li> </ul>

all students which is our SLO indicator “Successful Individuals- I can apply gained knowledge to life situations”.

**Field Trips.** Students are provided with opportunities to attend field trips which allow them to experience the curriculum in an authentic way. Field trips are intended to provide students with age appropriate learning activities beyond the confines of the regular classroom environment.

**Community Projects.** MES participates in community projects that involve charitable causes. These projects expose students to the larger community and provide them with experiences in helping others. Such projects include disaster relief coin drives, canned food drives, clothing drives, Letters to Santa for Make-a-Wish Foundation, Broken Crayon Project, coastal clean-ups, Harvest House Foster Family Christmas Gifts, Red Cross Bell Ringing, and more.

**Guest Speakers.** MES invites guest speakers from the community and various businesses to connect with the students on topics related to the curriculum or student interests. The speakers are able to share their professional experiences and expertise with students on campus. Guest speakers include Bank of Hawaii, Simon Sanchez High School Guardians of the Reef, Guam Animals in Need, Guam Fire Department, Guam Army National Guard, Guam Police Department Highway Safety Patrol, Guam Memorial Hospital Nurses, Rotary Club of Guam and more.

**CHamoru Program.** The CHamoru program provides firsthand experiences of our island’s culture through various activities on and off campus. Musicians, weavers, and other experts within the community are invited during CHamoru Month to provide students with authentic experiences of the island’s culture. Additionally, students have represented MES at cultural dance competitions, weaving competitions, and CHamoru Language competitions.

**GATE Events and Programs.** The GATE program affords all MES students opportunities to participate in afterschool programs such as GATE Visual Arts, GATE Choir, and GATE Dance. At the end of each program, students are able to showcase their talents within the school and community.

Additionally, activities such as Spelling Bee, Math Olympiad, GATE Math Meet, Science Fair, and Special Olympics allow students to experience and participate in friendly competition.

- Focus Group B Binder
  - Spelling Bee
  - Math Olympiad
  - Science Fair
  - NEHS
- Focus Group E Binder
  - Community Projects
- [Special Olympics Photos](#)

**GDOE/ACS WASC Category C. Standards-based Student Learning:  
Instruction: Summary, Strengths, and Growth Areas**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address on or more of the identified student learning needs (Chapter III).

**Summary (including comments about the student learning needs):**

MES instructional staff align lessons with the CCSS, Guam Content Standards and Performance Indicators, and SLOs. Instruction is differentiated to accommodate MES diverse student population through the implementation of various teaching strategies which meet the needs of students at their varying performance levels, learning styles, and educational needs. In addition, support programs such as ESL, GATE, CHamoru, *Library*, and *SPED* supplement and reinforce instruction based on student's individual needs.

Instructional decisions are data driven and based on student learner needs. Additionally, assessment data help determine appropriate interventions needed to ensure students are meeting the academic standards.

MES takes student feedback into account when adjusting instruction and activities to further improve students' academic growth.

Teachers are current in the instructional content and research-based instruction and strategies, engaging students in critical and complex thinking, integrating technology, and providing real world experiences. Teachers are facilitators in a student-centered classroom utilizing a variety of strategies such as Think, Pair, Share, CITW cooperative learning activities, group work, projects and more.

Prioritize the strength and areas of growth for Category C.

**Category C: Instruction: Areas of Strength**

- Differentiated Instruction
- Student Performance Levels
- Learning Targets
- Student Feedback
- Research-based instruction and strategies
- Technology integration
- Student-centered classrooms
- Students demonstrate critical and complex thinking
- Real World Experiences

**Category C: Instruction: Areas of Growth**

- Improvement in academics

**Category D: Standards-based Student Learning: Assessment and Accountability**

**D1. Assessment and Accountability Criterion – Reporting and Accountability Processes**

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/district/school performance data to all stakeholders. The analysis of data guides the school’s programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan.

<b>Professionally Acceptable Assessment Process</b>
<b>D1.1. Indicator:</b> The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/district/school performance data to all stakeholders.
<b>D1.1. Prompt:</b> <i>Evaluate the effectiveness of the assessment processes.</i>

Findings	Supporting Evidence
<p>MES leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/district/school performance data to all stakeholders.</p> <p>MES utilizes various forms of effective assessments, evaluations, and data collection that all stakeholders participate in at the district and school level. These assessments include but are not limited to, Initial Screeners, CAs, AIMSweb interim assessments, ACT Aspire, SBA, GATE testing, ESL Language Assessment Scales (LAS) testing, Development Indicators for the Assessment of Learning- 4 (DIAL-4) for Headstart, and Special Education Alternative Assessments.</p> <p><b>Initial Screeners</b> assess priority skills and/or standards from the previous grade level(s). These tests are administered to first through fifth grade students. The data is used for setting the starting point for students as a whole, small group, and/or individuals.</p> <p><b>CAs.</b> CAs are utilized throughout and at the end of the quarter by grade level teams to assist in determining current student mastery or proficiency in various academic areas. This evaluation tool also assists RCTs during their PLCs in identifying standards to be prioritized throughout the school year.</p> <p><b>AIMSweb Interim Assessments.</b> The AIMSweb evaluation system is used for progress and benchmark monitoring of students which is administered Fall, Winter, and Spring within the school year. The results are often shared with students and their parents through intervention meetings and</p>	<ul style="list-style-type: none"> <li>● <a href="#">PLC Agenda and Minutes</a></li> <li>● <a href="#">Math Common Assessments</a></li> <li>● <a href="#">AIMSweb Data</a></li> <li>● <a href="#">ACT Aspire Data</a></li> <li>● <a href="#">SBA Data</a></li> <li>● <a href="#">GATE Identification Process</a></li> <li>● ESL LAS Evaluations</li> <li>● <a href="#">SSP Goal 2</a></li> </ul>

AIMSweb Student Profiles. RCTs and Support Program Teachers utilize AIMSweb data to make decisions about instruction and its effectiveness.

**ACT Aspire** and **SBA** are annual summative assessments aligned to the CCSS and the Guam Content Standards and Performance Indicators. They are administered in the Spring Semester during the District Wide Assessment (DWA) testing period. Results of DWAs are released early in the following school year and utilized to determine students' learning needs.

**GATE Evaluations.** Students are pre-screened for the GATE program using the WRAT 4. The student must score with an average percentile of 80 or higher in all three areas: Reading, Spelling, and Math. Students who pass the prescreening and return a parent permission form are then tested for entrance into the GATE program by the district GATE tester, with the use of two intelligence tests; Slosson Intelligence Test and Raven Progressive Matrix.

**LAS Evaluations.** The LAS evaluation tool is utilized by the ESL program support team for determining the English proficiency levels of pre-qualified ELLs who are identified as having a language other than English at home or who were recommended by their RCT. The LAS comes in various formats, which includes the *LAS Placement*, *LAS Links*, *Pre-LAS*, and *LAS 2000*. Each test form is applied according to the ELL's background, grade-level, or service status. This evaluation process and the use of appropriate LAS forms as a primary tool is guided by the ESL Procedural Manual.

**DIAL-4 (DEVELOPMENT INDICATORS FOR THE ASSESSMENT OF LEARNING)** The Dial-4 is completed by the Headstart teacher within 45 school days of when the child begins class. It describes the strengths and needs of young children in five areas of development: motor, concepts, language, self-help, and social-emotional. Results are shared with parents during 1st home visits or earlier if there are any concerns. The data helps the teacher determine how to individualize lessons to build and strengthen a child's needs.

**SPED Alternate Assessment.** Students in the SPED Program, if eligible, complete an alternate assessment at the end of the academic year. Students in grades 3-8 and grade 11 take the Multi-State Alternate Assessment (MSAA), Alternate Assessment based on Alternate Achievement Standards (AA-AAS). This assessment is conducted online. Alternate assessment eligible students in grades 1-2, 9-10, and 12 complete the Portfolio Alternate Assessment. The Portfolio

<p>Alternate Assessment is a 4-Step Process that is compiled and created by the SPED and RCTs to assess selected grade level CCSS.</p> <p>These assessments have been effective tools in identifying our student learning needs of Reading and Math. The processes to effectively collect, disaggregate, analyze, and report performance data are made meaningful through PLCs, CLTs, VPLCs, PDs, CSTs, and IEPs.</p> <p>The data collected from assessments are reported to the School Principal and shared with stakeholders through PTC, Newsletters, PowerSchool Parent Portal, intervention meetings, PTO meetings, IEPs, CSTs, PDs and more. They are also used to create goals and plans to target student learning needs and improve student achievement through the SIP.</p> <p>Each of the assessments and processes currently implemented at MES serve its individual purpose and ensure educational decisions are data driven. In addition, the processes have effectively provided meaningful data to make revisions on SIP.</p>	
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Basis for Determination of Performance Levels	
<p><b>D1.2. Indicator:</b> The school leadership and instructional staff determine the basis for students’ grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.</p>	
<p><b>D1.2. Prompt:</b> <i>Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined</i></p>	

Findings	Supporting Evidence
<p>The school leadership and instructional staff determine the basis for students’ grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.</p> <p>At MES, academic grades are based on the attainment of grade levels skills as set forth by GEB, <i>Policy 350: Uniform Grading and Credit System</i>. First through fifth grade teachers input grades weekly onto the PowerTeacher Gradebook in adherence to SOP 200-006. Grades are automatically averaged and reported to parents through the Parent Portal, mid-quarter progress reports, and quarterly report cards. However, Kindergarten utilizes the GDOE Kindergarten Report</p>	<ul style="list-style-type: none"> <li>● <a href="#">Board Policy 350</a></li> <li>● <a href="#">SOP 200-006</a></li> <li>● <a href="#">Kindergarten Report Card Assessment</a></li> <li>● GL/PLC Binders             <ul style="list-style-type: none"> <li>○ <a href="#">V-PLC Agenda &amp; Minutes</a></li> <li>○ <a href="#">PLC Agenda &amp; Minutes</a></li> </ul> </li> <li>● <a href="#">Math Proficiency Scales</a></li> <li>● <a href="#">Math Common Assessments</a></li> <li>● <a href="#">Proficiency Scales</a></li> <li>● <a href="#">SBG Parent Updates</a></li> </ul>



<p>Card Assessment to determine mid-quarter progress and quarterly grades.</p> <p>Summative assessments such as ACT Aspire and SBA determine performance levels of students. ACT Aspire performance levels are as follows: <i>In Need of Support, Close, Ready, and Exceeding</i>. SBA performance levels are as follows: <i>Below Basic, Basic, Proficient, and Advanced</i>.</p> <p>AIMSweb and aimswebPlus performance levels are as follows: Tier 1, Tier 2, Tier 3. However, aimswebPlus, newly implemented in SY 19-20, has a further breakdown of five performance levels for specific skills.</p> <p><b>VPLC.</b> In SY 19-20, MES has allocated time for VPLCs across grade levels to meet once a month. During this time, teachers engage in vertical articulation to further assist students as they move from one grade level to the next. Teachers look at priority standards to discuss the alignment and consistency of skills taught across their grade levels. Teachers are able to share various strategies and provide input on ways to increase student performance. Pre-Post Test and CA results are shared to determine if there was growth.</p> <p><b>PLC.</b> During PLCs, instructional staff analyze assessment results, determine performance levels, areas of growth, and intervention strategies.</p> <p><b>SBG.</b> SY 18-19, MES teachers collaborated with Lagu region schools to create CAs in Math which included proficiency scales. This would ensure levels of proficiency in Math are consistent within grade levels at our school and across the Lagu region.</p> <p>In SY 19-20, MES expanded the implementation of SBG for ELA to further address our student learning needs. Teachers are working together during their PLCs to identify priority standards in ELA and develop grade level CAs within our school.</p> <p>Overall, MES continues to move forward with implementation of SBG and inform parents of the transition to SBG through parent updates from the district.</p>	
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Modifications Based on Assessment Results
<p><b>D1.3. Indicator:</b> The school leadership/Academic Review Team/Data Teams use assessment results to modify the school’s programs and processes, professional development, and resource allocations to demonstrate a results-driven continuous process.</p>
<p><b>D1.3. Prompt:</b> <i>Comment on the overall effectiveness of how assessment results have prompted modifications in the school’s programs and processes, professional development, and resource allocations to demonstrate a results-driven continuous process.</i></p>

Findings	Supporting Evidence
<p>The school Leadership Team, Focus Groups, and Grade Level Teams use assessment results to modify the school’s programs and processes, professional development, and resource allocations to demonstrate a results-driven continuous process.</p> <p>Stakeholders within MES’ clear system of networking collaboratively examine and analyze data from DWA and interim assessments to modify instructional approaches and determine interventions. The analysis of data is essential to become more culturally responsive and strategic on how to address a diverse student population and their academic, social, emotional, and behavioral needs.</p> <p>At MES, assessment results have been our driving force in identifying our students learning needs of Reading and Math. Assessment results are reviewed, discussed, and analyzed during PLCs, CLTs, VPLCs, and PDs in order to develop goals and plans to improve as a school. During PD, grade levels analyzed DWA and AIMSweb results and identified particular skills that required more emphasis. The data shows that our specific Student Learning Needs are as follows:</p> <ul style="list-style-type: none"> <li>● Reading <ul style="list-style-type: none"> <li>○ K-2nd Grade- Foundation Skills –Phonics</li> <li>○ 3rd-5th Grade- Reading Comprehension</li> </ul> </li> <li>● Math <ul style="list-style-type: none"> <li>○ K-2nd Grade- Number Sense</li> <li>○ 3rd-5th Grade- Word Problem/Reasoning</li> </ul> </li> </ul> <p><b>MES SIP</b> is currently designed to achieve the long term goals in the SSP, which defines the work of the school in targeting achievement for all students. Assessment results determine if goals are met and if revisions need to be made within the SIP.</p>	<ul style="list-style-type: none"> <li>● <a href="#">SIP</a></li> <li>● <a href="#">Leadership &amp; Focus Group Listing</a></li> <li>● <a href="#">Focus Group Responsibilities</a></li> <li>● GL/PLC Binders <ul style="list-style-type: none"> <li>○ <a href="#">PLC Agenda &amp; Minutes</a></li> <li>○ <a href="#">SMART Goals</a></li> </ul> </li> <li>● <a href="#">MES School Calendar</a> <ul style="list-style-type: none"> <li>○ PLC &amp; V-PLC Schedule</li> </ul> </li> <li>● <a href="#">CHamoru Schedule</a></li> <li>● Assessment Data <ul style="list-style-type: none"> <li>○ <a href="#">ACT Aspire</a></li> <li>○ <a href="#">SBA</a></li> <li>○ <a href="#">AIMSweb</a></li> </ul> </li> <li>● <a href="#">PD List</a></li> <li>● <a href="#">Early Bird Data</a></li> </ul>

**SMART Goals.** MES teachers meet at the beginning of the school year during PLCs, CLTs, and PDs to review previous school year’s ACT Aspire and SBA results. These results are compared with other years to determine if there was growth and areas that need further improvement. The particular skills that need improvement are created into SMART goals to be monitored throughout the school year by each grade level.

**PLC/VPLC.** Classroom modifications rely highly on the discussion of assessment data which takes place regularly during grade-level PLCs. The essence of PLC is that it is data-driven, focused, and committed to student learning. During this time, grade levels will review assessment results and answer the “Four Essential Questions”: (*What do we expect students to learn?; How will we know if they learn it?; How do we respond when students don’t learn?; and How do we respond when students do learn?*) The use of data analysis during PLCs allows teachers to discuss appropriate interventions, research-based instructional strategies that are targeted to specific skills, and to determine underlying factors that affect student achievement.

In SY 16-17, MES made major improvements to PLCs by following up with the previous school years recommendations to create a CHamoru schedule to allocate more time to support PLC’s. The new schedule is less reliant on support staff coverage and creates a block for grade levels to meet for CLT, PLC, and VPLC. Additionally, In SY 19-20 MES began to implement VPLC once a month where grade levels meet to discuss and ensure skills are vertically aligned throughout grade levels to further assist students as they move from one grade level to the next.

**FAST Workshop.** Focus Group E was prompted to make modifications on this school year FAST Workshops based on student learning needs. One of the student learning needs is Reading. MES invited a guest speaker to present to parents on literacy. The guest speaker provided ideas and strategies on how to help their child/children with reading at home.

**Teacher Assistants (TAs)** provide instructional support for all students, with a focus on those who are academically at-risk and/or have behavioral challenges. They allow teachers the flexibility in lesson delivery by providing lesson support, promoting positive student behavior, and aiding in the development of skills as outlined by the RCT. TAs help prepare materials and allow the RCT to work with smaller groups while they monitor the rest of the class or vice versa. TAs also tutor

<p>students in the Early Bird Intervention Program. Progress is being monitored and reported to the homeroom teacher.</p>	
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<p><b>Monitoring of Student Growth</b></p>
<p><b>D1.4. Indicator:</b> The school has an effective system to monitor all students’ progress toward meeting the academic standards and schoolwide learner outcomes and provides appropriate interventions.</p>
<p><b>D1.4. Prompt:</b> <i>Evaluate the effectiveness of the system used to monitor the progress of all students toward meeting the academic standards and schoolwide learner outcomes.</i></p>

Findings	Supporting Evidence
<p>MES has an effective system to monitor all students’ progress toward meeting the academic standards and schoolwide learner outcomes and provides appropriate interventions through PLCs, PowerSchool, and student cumulative folders.</p> <p><b>PLCs.</b> PLCs have been an effective way to discuss student progress in a timely manner. Through this system of meetings, teachers collaborate, analyze assessment results, modify instructional approaches, determine interventions, and identify specific skills that need to be focused on throughout the year. Several assessments results teachers discuss to monitor progress during PLC include AIMSweb, ACT Aspire, SBA, SLO Evaluations, SBG proficiency scales, CAs, pre-posttests, and more.</p> <p><b>Kindergarten Report Card.</b> Kindergarten utilizes the GDOE Kindergarten Report Card Assessment to determine mid-quarter progress and quarterly grades.</p> <p><b>PowerTeacher Gradebook.</b> MES teachers use PowerTeacher Gradebook, an online system that allows individual teachers to effectively monitor the progress of their students within each quarter of the school year. The system allows teachers to manage and input grades, citizenship, attendance, discipline log entries, demographics, and more. Mid-quarter progress reports and Quarterly Report Cards are generated through Powerschool and distributed to students and parents. Parents are able to access and monitor their child’s progress through the Powerschool Parent Portal page.</p>	<ul style="list-style-type: none"> <li>● GL/PLC Binders             <ul style="list-style-type: none"> <li>○ <a href="#">PLC Agendas &amp; Minutes</a></li> </ul> </li> <li>● <a href="#">Powerschool SOP</a></li> <li>● <a href="#">Parent Portal</a></li> <li>● <a href="#">SLO Evaluation Tools</a></li> <li>● <a href="#">SLO Work Samples</a></li> <li>● <a href="#">SBG- Proficiency Scales</a></li> <li>● <a href="#">Math Common Assessments</a></li> <li>● Support Program Progress Reports</li> <li>● <a href="#">Kindergarten Report Card</a></li> </ul>

**Cumulative Records.** MES utilizes student cumulative records which contain legal and confidential student educational information to effectively monitor the progress of students throughout their entire schooling within GDOE. The records are only allowed, by law, to be viewed by school officials or for whom the viewing of the record is required to fulfill his/her professional responsibility. Cumulative records are kept up to date with report cards, DWA results, ESL & SPED records, Health Records and other pertinent documents. At the beginning of the year, MES teachers review students' cumulative records to better understand their students' learning needs. At the end of the school year cumulative records are updated with pertinent documents.

**SLO Evaluation.** MES SLOs focus on nine indicators that aim towards having every student be a productive member of the MES school community ranging from social interaction, personal accountability, and goal setting. Each grade level and Support Program created and implemented a SLO Evaluation tool to monitor students' progress in achieving the SLO indicators throughout each quarter in the school year. Teachers are held accountable to address each SLO and indicators and then submitted to GLCs to compile and collect evidence.

**Support Program Progress Reports and Report Cards.** Students receiving Support services are provided with progress reports and report cards from their respective programs e.g. GATE Pre-K, GATE, and SPED.

**ESL Modifications Reports.** RCTs at all grade levels (K-5th) are required to submit a quarterly modification report for ELLs at the 1st and 3rd quarters. This report must indicate various modifications provided within specific language skill areas of development: Listening; speaking; reading; and writing. Furthermore, each form must include reflective comments by the RCT. All identified ELLs are first assessed with either the *LAS Placement* (initial) or *LAS Links* testing instrument (follow-up), and all must have an appropriate modification report completed for them regardless if their status is "pull-out," or "consultation."

**Category D: Standards-based Student Learning: Assessment and Accountability**

**D2. Assessment and Accountability Criterion – Classroom Assessment Strategies**

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching process and support the educational progress of every student.

<b>Appropriate Assessment Strategies</b>
<b>D2.1. Indicator:</b> Teachers use appropriate assessment strategies to measure student progress toward acquiring academic standards and the schoolwide learner outcomes.
<b>D2.1. Prompt:</b> <i>Evaluate the appropriateness of formative assessment strategies used by teachers to measure student progress and modify instructional practices.</i>

Findings	Supporting Evidence
<p>MES teachers use appropriate assessment strategies to measure student progress toward acquiring academic standards and SLOs, and modify instructional practices.</p> <p>Assessments are based on the instruction of lessons that align with the curriculum standards: CCSS, Guam Content Standards and Performance Indicators, and SLOs.</p> <p>Teachers use multiple types of formative assessments such as AIMSweb progress monitoring, CAs, pre- and post- tests, students work samples, portfolios, Levels of understanding/proficiency scales, exit tickets, self-checks, etc.</p> <p>MES continues to expand the implementation of SBG which will include the use of students collecting a variety of work artifacts to justify their level of understanding and scaled score.</p> <p>Proficiency scales and CAs measure specific standards. Results allow teachers to target specific skills, scaffold learning, incorporate modifications, and provide interventions to close learning gaps. MES grade levels are in the process of creating CAs for ELA.</p> <p>Various assessments are administered frequently to continuously monitor student’s progress towards mastery of targeted standards. During PLCs, VPLCs, CLTs, and PDs, teachers meet to discuss and evaluate assessment results and make any necessary changes to instruction if needed. Assessment results determine if goals are met and if revisions need to be made within the SIP.</p>	<ul style="list-style-type: none"> <li>● GL/PLC Binders               <ul style="list-style-type: none"> <li>○ <a href="#">PLC Agenda &amp; Minutes</a></li> </ul> </li> <li>● <a href="#">Math Common Assessments</a></li> <li>● <a href="#">SBG- Proficiency Scales</a></li> <li>● <a href="#">Lesson Plan Samples</a></li> <li>● <a href="#">Student Work Samples</a></li> <li>● <a href="#">AIMSweb Data</a></li> <li>● <a href="#">CA Data</a></li> </ul>

<b>Using Assessment Data</b>
<b>D2.2. Indicator:</b> Assessment data are used to make decisions and modify instructional practices.
<b>D2.2. Prompt:</b> <i>Evaluate the effectiveness of modified instructional practices based on assessment data.</i>

Findings	Supporting Evidence
<p>MES uses Assessment data to make decisions and modify instructional practices.</p> <p><b>Early Bird Program.</b> In SY 19-20 MES implemented the Early Bird Intervention Program for students from first to fifth grade that were recommended by their homeroom teachers based on AIMSweb Tier 3, Benchmark 3 in SY 18-19. The Early Bird intervention program is a remedial and modified intervention program that includes skills such as letter naming, oral fluency through phonics, Dolch list, Nonsense Words, and reading comprehension. In SY 19-20, aimswebPlus Benchmark 1 &amp; 2 data is being utilized to modify instruction in the Early Bird Program.</p> <p><b>PLCs.</b> Data collected from assessments are reviewed and analyzed by the grade level during PLC. The team identifies the areas that need improvement and discuss different instructional strategies, interventions, and modifications to improve student performance.</p> <p><b>Interventions.</b> Response to Intervention strategies and schedules are created for Tier 2 and 3 students who are performing below benchmark. Teachers utilize the SMART Goal plan to provide interventions. SMART Goals are specific, measurable, achievable, result-based timeline.</p> <p><b>Progress Monitoring (PM).</b> Data collected is reviewed and analyzed by the grade level during PLC in order to modify teaching and learning activities to improve student performance. AIMSweb focuses on Oral Reading Fluency (ORF), Comprehension (MAZE), Spelling, Writing, Math Computations (MCOMP) and Concepts &amp; Applications (MCAP). PMs track student progress before a benchmark test and to monitor effectiveness of Rtl strategies.</p> <p><b>ESL Modifications Reports.</b> RCTs at all grade levels (K-5th) are required to submit a quarterly modification report for ELLs at the 1st and 3rd quarters. This report must indicate various</p>	<ul style="list-style-type: none"> <li>● <a href="#">Early Bird Data</a></li> <li>● <a href="#">PLC Agenda &amp; Minutes</a></li> <li>● <a href="#">Intervention Plans</a></li> <li>● <a href="#">SMART Goals</a></li> <li>● <a href="#">AIMSweb Data</a></li> <li>● <a href="#">ESL Modification Reports</a></li> <li>● <a href="#">SPED Documents</a></li> </ul>

<p>modifications provided within specific language skill areas of development: Listening; speaking; reading; and writing. Furthermore, each form must include reflective comments by the RCT. All identified ELLs are first assessed with either the <i>LAS Placement</i> (initial) or <i>LAS Links</i> testing instrument (follow-up), and all must have an appropriate modification report completed for them regardless if their status is “pull-out,” or “consultation.”</p> <p><b>SPED and IEPs.</b> Teachers utilize the IEP to modify instruction and provide accommodations.</p>	
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<p><b>Demonstration of Student Achievement</b></p>	
<p><b>D2.3. Indicator:</b> A variety of standards-based curriculum-embedded assessments (e.g., student work, pre- and post- assessments, performance tasks, etc.) demonstrate student achievement of the academic standards and the schoolwide learner outcomes.</p>	
<p><b>D2.3. Prompt:</b> <i>Evaluate how a variety of standards-based curriculum-embedded assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes.</i></p>	

Findings	Supporting Evidence
<p>MES uses a variety of standards-based curriculum-embedded assessments (e.g., student work, pre- and post- assessments, performance tasks, etc.) that demonstrates student achievement of the academic standards and the schoolwide learner outcomes.</p> <p><b>CAs.</b> CAs are used as pre- and post-tests for lessons taught in the classrooms. Grade level teachers work together to create the CAs that contain questions that address students’ proficiency levels in order to provide a clear picture of where students are performing.</p> <p><b>SBG Proficiency Scales.</b> MES has begun the implementation of the SBG Proficiency Scales. This allows students and teachers to continuously evaluate student learning, through informal and formal processes.</p> <p><b>Student Work.</b> Student work samples provide a snapshot of what students are learning and retaining at a given point during instruction.</p> <p><b>AIMSweb.</b> AIMSweb Benchmark scores allow teachers to see where students are performing in various areas of ELA and Math. Areas in ELA include oral reading fluency and reading comprehension. Areas in Math include Math computation and</p>	<ul style="list-style-type: none"> <li>● <a href="#">Common Assessments</a></li> <li>● Proficiency Scales</li> <li>● <a href="#">Student Work Samples</a></li> <li>● <a href="#">AIMSweb Data</a></li> <li>● DWA Data             <ul style="list-style-type: none"> <li>○ <a href="#">ACT Aspire Data</a></li> <li>○ <a href="#">SBA Data</a></li> </ul> </li> <li>● <a href="#">Balanced Leadership Framework</a></li> <li>● <a href="#">Intervention Plan</a></li> <li>● <a href="#">Lesson Plans</a></li> </ul>



<p>Math concepts and applications. AIMSweb data allows teachers to group students accordingly and create appropriate intervention plans to address student learning needs. AIMSweb Progress Monitoring also provides data to observe student progression between benchmark assessments.</p> <p><b>DWA Data.</b> DWA data is taken from the following assessments toward the end of the school year: SBA and ACT Aspire. SBA assess ELA and Math for grades 1-2 and Science and Social Studies for grades 1-5. The ACT Aspire assesses English, Reading, and Math for grades 3-5. The data allows teachers in grades 2-5, the opportunity to plan instruction based on previous year's scores.</p> <p><b>SLO Evaluation.</b> SLO evaluations assess how students effectively demonstrate their knowledge and achievement of the SLOs, with the use of student work samples and artifacts. SLO evaluation is conducted at the end of each quarter.</p>	
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<b>Teacher Feedback to Students</b>	
<p><b>D2.4. Indicator:</b> Teachers provide timely, specific, and descriptive feedback in order to support students in achieving learning targets, academic standards, and schoolwide learner outcomes.</p>	
<p><b>D2.4. Prompt:</b> <i>How effective is teacher feedback in supporting students in achieving learning targets, academic standards, and schoolwide learner outcomes</i></p>	

Findings	Supporting Evidence
<p>MES Teachers provide timely, specific, and descriptive feedback in order to support students in achieving learning targets, academic standards, and schoolwide learner outcomes.</p> <p>The following are various ways teachers provide feedback:</p> <p><b>SBG/Proficiency Scales.</b> A proficiency scale is a table used by teachers and students to determine the student's current level of progress toward meeting the standard. Proficiency scales indicate student achievement as it relates to a given standard and uses a four-point system where a score of 3.0 indicates proficiency within a standard.</p> <p><b>Parent Portal.</b> Teachers provide weekly feedback on PowerSchool as indicated in GDOE SOP 200-006 to students and parents. Parents can access their accounts to view grades, quizzes, projects, classroom assignments and other forms of</p>	<ul style="list-style-type: none"> <li>● <a href="#">SBG- Proficiency Scales</a></li> <li>● <a href="#">Parent Portal</a></li> <li>● <a href="#">CITW</a></li> <li>● <a href="#">SLO Evaluation Tools</a></li> <li>● <a href="#">SLO Work Samples</a></li> <li>● <a href="#">Lesson Plans</a></li> </ul>

<p>summative and formative assessments. In addition, parents can view teachers' comments on academics, behavior and progress of their child/children. All assignments are aligned to priority standards and SLOs. This system not only indicates recent grades, but also notifies parents and students via email if their overall grade decreases in a class.</p> <p><b>CITW Component 1.</b> Creating the Environment is Setting Objectives, Providing Feedback and Effort and Recognition. Using this model, the students are focused on what the targets are for both teacher and student. By creating the environment, students are encouraged to actively engage in their own learning, by providing opportunities to share and discuss their ideas and develop their collaboration skills, and learn how to monitor and reflect on their learning.</p> <p><b>SLO Evaluation.</b> Teachers provide students feedback on achievement of the SLOs, with the use of student work samples and artifacts as evidence.</p> <p><b>Student Tracking.</b> Students are provided immediate feedback throughout lessons using the SBG Proficiency Scale Levels of Understanding. For example, after students rate their levels of understanding, teachers are able to provide immediate feedback on student effort and achievement.</p>	
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**GDOE/ACS WASC Category D. Standards-based Student Learning:  
Assessment and Accountability: Summary, Strengths, and Growth Areas**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified student learning needs (Chapter III).

**Summary (including comments about the student learning needs):**

MES utilizes a variety of effective assessment processes to collect, disaggregate, analyze, and report state/district/school performance to all stakeholders. The processes are accomplished through PLCs, CLTs, VPLCs, PDs, CSTs, and IEPs. Assessments have been effective tools in identifying our student learning needs of Reading and Math. The data is used to create goals and plans to target student learning needs and improve student achievement through the SIP.

The data collected from assessments are reported to the School Principal and shared with stakeholders through PTC, Newsletters, Powerschool Parent Portal, intervention meetings, PTO meetings, IEPs, CSTs, PDs and more.

Each of the assessments and processes currently implemented at MES serve its individual purpose and ensure educational decisions are data-driven. In addition, the processes have effectively provided meaningful data to make revisions on SIP.

Teachers utilize a variety of appropriate assessment strategies to evaluate student learning and modify lessons. Additionally, students are provided with timely and specific teacher feedback through SLOs, SBG Proficiency Scales, CITW, and throughout lessons.

Prioritize the strength and areas of growth for Category D.

**Category D: Assessment and Accountability: Areas of Strength**

- Assessment Process
- Reporting Assessment
- Determination of Performance Levels
- Assessment strategies
- Teacher Feedback
- SIP

**Category D: Assessment and Accountability: Areas of Growth**

- Improvement in academics
- Expand and continue the use of vertical alignment

**Category E: School Culture and Support for Student Personal and Academic Growth**

**E1. Parent and Community Engagement Criterion**

The school leadership employs a wide range of strategies to encourage parental and community engagement, especially with the teaching/learning process.

Parent Engagement
<p><b>E1.1. Indicator:</b> The school implements strategies and processes for the regular engagement of parents and community stakeholders. Parents and community stakeholders are active partners in the teaching/learning process for all students.</p>
<p><b>E1.1. Prompt:</b> <i>Evaluate the strategies and processes for the regular engagement of parents and the community, including being active partners in the teaching/learning process.</i></p>

Findings	Supporting Evidence
<p>MES implements strategies and processes for the regular engagement of parents and community stakeholders to be active partners in the teaching/learning process.</p> <p><b>Meetings.</b> Parents are actively involved with the school and in their child’s learning process by attending Student/Parent Orientation, Open House, PTCs, scheduled parent conferences, FAST and Parent Workshops, FOCUS Group, Intervention, PTO, IEP, and CST meetings. Additionally, parents are invited to attend and participate in district parent trainings/meetings on various topics such as SBG, Coronavirus, IEPs, Dengue Fever, Typhoon preparedness, SPED, Budget, etc.</p> <p><b>Activities/Functions.</b> Parents have opportunities to facilitate and participate in school fundraisers such as carnivals, Chuck E. Cheese, and Scratch Cards. They are invited to celebrate student achievements and talents at ceremonies and showcases such as GATE Day, EOY Promotional, Marvelous Marlins of the Month, Christmas and CHamoru Program, GATE Choir and Art Showcases, etc. Parents encourage friendly competitions by supporting their children in various activities including Kickball Tournament, Special Olympics, Spelling Bee, Science Fair, Math Olympiad, GATE Math Meet, and more.</p> <p><b>Volunteer.</b> Parents volunteer their time with school improvement such as maintaining school grounds, painting, and cleaning. Additionally, they attend field trips as chaperones, present/read to students, and assist with various school fundraisers.</p>	<ul style="list-style-type: none"> <li>● Focus Group E Binder             <ul style="list-style-type: none"> <li>○ FAST Workshops Sign-in Sheets</li> <li>○ PTC Sign-in Sheet</li> <li>○ Evaluation</li> </ul> </li> <li>● PTO Sign-in Sheets</li> <li>● Student Planner and Communication Log</li> <li>● <a href="#">How is Our School Doing” Parent Surveys</a></li> <li>● <a href="#">Power School/ Parent Portal</a></li> <li>● <a href="#">MES Website</a></li> <li>● <a href="#">MES Facebook</a></li> <li>● <a href="#">School Newsletters</a></li> <li>● <a href="#">CHamoru Month Photos</a></li> <li>● <a href="#">Christmas Program Videos</a></li> <li>● <a href="#">Bulletin Boards</a></li> <li>● <a href="#">Parent Perception Surveys</a></li> </ul>

<p><b>Communication.</b> A communication system is in place between home and school through MES website, Newsletters, social media, local newspapers (Education Update), email, Parent Portal, progress reports and report cards, monthly assemblies, communication logs, student planners, phone calls, bulletin boards, etc.</p> <p><b>Support.</b> Parents provide support and guidance with daily homework and projects, donations of instructional materials, supplies and resources. Additionally, parents shadow their child who may need further behavioral assistance in school.</p> <p><b>Community.</b> Parents support their children’s interests through participation in community-sponsored events and activities such as PBS and IRA Read-a-Thon, ISLA Art-a-thon, poster contests, food drives, coin drives, etc.</p> <p>MES evaluates these strategies through closely tracking attendance and conducting parent and perception surveys that help assess areas of improvements or needs. MES will continue to provide a multitude of strategies to engage parents and the community in order for further growth and enrichment in the teaching and learning process.</p> <p>Parent Survey indicated 96% of parents agreed they are fully informed of their child’s progress and are provided opportunities to get involved in their child’s growth. Also, 96% of the parents stated they understand the academic standards that their child/children need to achieve. However, based on parent attendance at meetings, workshops, co- and extra-curricular activities, MES could further improve in increasing parental involvement to be active partners in their child’s learning process.</p>	
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<p><b>Community Resources</b></p>
<p><b>E1.2. Indicator:</b> The school uses community resources to support students, such as professional services, business partnerships, non-profits, organizations, military, etc.</p>
<p><b>E1.2. Prompt:</b> <i>Evaluate the effectiveness of the school’s use of community resources to support students.</i></p>

Findings	Supporting Evidence
<p>MES uses community resources to support students.</p> <p><b>Guest Speakers/Presenters.</b> MES invites guest speakers/presenters from the community and various businesses to connect with the students on topics related to the curriculum or student interests. The speakers are able to share their professional experiences and expertise with students. Guest speakers/Presenters include Bank of Hawaii, Simon Sanchez High School Guardians of the Reef, Guam Animals in Need, Guam Fire Department, Guam Army National Guard, Guam Police Department Highway Safety Patrol and Department of Public Works, Guam Memorial Hospital Nurses, Rotary Club of Guam and more. For SY18-19, a dentist from the Mangilao Dental Clinic presented on the importance of dental hygiene for young children. The Guam National Guard presented on Red Ribbon Week for the past three years.</p> <p><b>CHamoru Program.</b> During CHamoru Month, CHamoru teachers provide students with first-hand experiences of the island’s language and culture through guest speakers and presentations. Additionally, students have represented MES at cultural dance competitions, weaving competitions, and CHamoru Language competitions.</p> <p><b>Community Projects.</b> The American Heart Association’s Jump Rope for Heart is held annually to promote healthy hearts in which MES students and community come together to jump rope and exercise. The MES nurse encourages and presents to the school how to stay healthy by promoting exercise and eating right. MES Nurse also implemented Zumba exercises with professional instructors to teach students how to move and exercise through music.</p> <p><b>Volunteers.</b> Military volunteers from the ADA THAAD-UNIT 3 have been working closely with our school since SY 16-17. Soldiers from this unit volunteer at our school by supervising students during PTO/FAST WORKSHOPS, coordinating Trunk or Treat with military families during Halloween, chaperoning field trips, beautifying school bus stops during the summer, and assisting our SPED teacher during Special Olympics.</p> <p><b>Field Trips.</b> Students are provided with opportunities to attend field trips which allow them to experience the curriculum in an authentic way. Field trips are intended to provide students with age appropriate learning activities beyond the confines of the regular classroom environment.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Guest Speaker Photos</a></li> <li>● PTO Meeting Sign-in sheets for faculty and parents</li> <li>● <a href="#">Fieldtrip Photos</a></li> <li>● <a href="#">PTO/FAST Workshop Photos</a></li> </ul>

**Donations.** The Rotary Club of Guam donates pocket dictionaries every year to MES 3rd grade students to help encourage reading and vocabulary. Jones-Bunn Toves Project donated school supplies, clothes, uniforms, and shoes to students who could benefit from the special project. Hit Radio 100 donated pencils. One of the Department of Defense Schools donated books. One of Guam’s Senators donated trash cans to maintain school cleanliness and lapdesks to kindergarten classes. The Department of Public Health donated cases of water to kindergarten students to participate in the I Love Water campaign. Docomo Pacific presented each student with a Christmas goody bag after the Christmas Program. In support of PBIS, Sylvan Learning Center donated 24 books and 10 prize packages to MES.

**Other Resources.** Yigo Mayor's office has loaned chairs for various school events such as Christmas and CHamoru Programs and EOY promotional ceremonies.

**PTO.** PTO’s purpose is to enrich the educational experience of the students. This organization co-sponsors a variety of school-wide functions that are designed to raise funds for student incentives, awards, and promotional items. In addition to raising funds to support our students, PTO also assisted in events such as the Christmas and CHamoru Programs, Festival of Trees, and Faculty & Staff Celebrations and more.

**FAST Workshops.** Members of the community are invited to present to families during FAST Workshops: A dentist presented on the importance of dental hygiene for young children. A retired educator presented on how to support literacy within the home. School Attendance Officer presented on truancy.

**District Event.** MES has participated in the GDOE 2K/5K, funded by the Guam Foundation for Public Education Inc. The Guam Foundation for Public Education, a non-profit organization consisting of 9 business community members, was created to provide a link between local/private businesses and GDOE. The Foundation supports and contributes (through donations) to the Guam public school system and works closely with GDOE superintendent to identify and prioritize a needs assessment of each public school. Through collaboration and feedback, the foundation will play a major role in school and student improvement, as they work to improve the overall quality of education by providing the needed support that otherwise would not be available

through GDOE. We look forward to the changes and improvements to come from this needed support.

**Parent/Community and Student Achievement**

**E1.3. Indicator.** The school ensures that the parents and school community understand student achievement of the academic standards and schoolwide learner outcomes through the curricular/co-curricular program.

**E1.3. Prompt:** *Determine the adequacy and effectiveness of the school’s strategies to ensure that parents and school community understand student achievement of the academic standards and schoolwide learner outcomes through the curricular/co-curricular program.*

Findings	Supporting Evidence
<p>MES ensures that the parents and school community understand student achievement of the academic standards and SLOs through the curricular/co-curricular program.</p> <p><b>Parent Orientation/Open House.</b> At the beginning of the school year, families are invited to the Parent Orientation where school and district expectations are discussed e.g. academic standards, SLOs, and PBIS matrix to address behavior expectations. Classroom expectations and learning targets are further discussed during Open House.</p> <p><b>Student/Parent Handbook.</b> The Student/Parent Handbook within the Student Planners outlines all school and district expectations as discussed at the Orientation.</p> <p><b>Newsletters.</b> The Marlin Tales informs parents of grade-level and support program standards and objectives being addressed for each month along with achievements, upcoming events, helpful tips, and other forms of educational information.</p> <p><b>Website/Social Media.</b> Curricular and co-curricular achievements are frequently highlighted on our school’s social media accounts and school website. Additionally, the MES website includes topics and information regarding the school Vision, Mission, SLOs, 3Bs, curriculum, parent information, and more.</p> <p><b>Parent Meetings.</b> Parent teacher conferences are held twice a year to allow teachers and parents to meet to discuss each individual child’s academic achievements, needs, and progress. PTO meetings and FAST Workshops suggest and present ways</p>	<ul style="list-style-type: none"> <li>● Parent Orientation Sign-in Sheet</li> <li>● <a href="#">Orientation Powerpoint</a></li> <li>● Open House Sign-in Sheet</li> <li>● <a href="#">Student/Parent Handbook</a></li> <li>● <a href="#">MES Newsletter</a></li> <li>● <a href="#">MES Website</a></li> <li>● PTC Sign-in Sheet</li> <li>● PTO Sign-in Sheet</li> <li>● FAST Sign-in Sheet</li> <li>● <a href="#">SPRC</a></li> <li>● <a href="#">SIP</a></li> <li>● <a href="#">“How is Our School Doing?” Survey</a></li> </ul>



in which parents can be actively involved in helping their child achieve the academic standards. This also includes CST, IEP, and Intervention Meetings.

**School Assemblies.** School assemblies are held on a monthly basis for the school community. The school’s Vision, Mission, SLOs and 3 Bs are recited at the opening of the assembly. The agenda focuses on a mini lesson of the virtue of the month (character education), data on ODR, award Marvelous Marlins of the Month, share evidence of previous school activities and upcoming school events.

**SPRC.** The school community is informed of MES school achievement through the SPRC which includes demographics, exemplary programs, DWA student performance data, and end of school YES Survey.

**SIP.** MES has an effective process for ongoing review and revision of the SIP. The Leadership Team monitors the implementation of the SIP and communicates the status in their respective Focus Groups and Grade Levels. The status of the SIP is collaboratively gathered by the Focus Groups, which include parents, and makes any revisions/updates with the guidance and support from the School Principal, to ensure goals and objectives are achieved. The SIP consists of school-based activities that determine how our school will meet Student Learning Needs. SIP is reviewed, updated, monitored bi-weekly in focus groups and in monthly faculty meetings and PDs. At the end of the school year, SIP is revised based on student profile data.

Based on a parent survey conducted in September 2019, 96% of 365 replied that they understand the academic standards that their child/children need to achieve. Additionally, 96% of 366 replied that they are provided opportunities to get involved in their child/children’s education.

MES implements strategies that adequately and effectively ensure that parents and school community understand student achievement of the academic standards and schoolwide learner outcomes.

**Category E: School Culture and Support for Student Personal and Academic Growth**

**E2. School Culture Criterion**

The school a) is a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and c) maintains focus on continuous school improvement.

<b>Safe, Clean, and Orderly Environment</b>
<b>E2.1. Indicator:</b> The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly environment that nurtures learning (e.g., internet safety, drills, etc.).
<b>E2.1. Prompt:</b> <i>Comment on the effectiveness of a) the existing policies, regulations and procedures; and use of resources to ensure a safe, clean, and orderly environment that nurtures learning, b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety, and c) initiatives and responses to address bullying and harassment.</i>

Findings	Supporting Evidence
<p>MES has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly environment that nurtures learning.</p> <p>The school utilizes GDOE School Personnel Rules and Regulations in maintaining the highest standards of conduct to ensure harmonious working relationships amongst all levels of employees.</p> <p>The Student Conduct Procedural Manual (SCPM) provides guidance and procedures for student conduct and attendance. The manual is designed to support the State Strategic Plan 20/20 Goal 4: All members of the Guam Department of Education will establish and sustain a safe, positive, and supportive environment.</p> <p>The Student Procedure Assistance Manual (SPAM) provided by GDOE as the Standard Operating Procedures (SOP) is used to provide consistent procedures when addressing students.</p> <p>MES ensures that our school facility is suitable for our students. We continue to encourage an inviting, safe, clean, healthy, and nurturing environment that reflects MES vision and mission. The faculty and staff work collaboratively to ensure that our school building structure and grounds remains compliant with Public Law 28-45, Adequate Education Act, details 14 points, the American with Disabilities Act, Environmental Protection</p>	<ul style="list-style-type: none"> <li>● <a href="#">SSP</a></li> <li>● <a href="#">Emergency Response Plan</a></li> <li>● <a href="#">The Student Conduct Procedural Manual (SCPM)</a></li> <li>● <a href="#">Student Procedure Assistant Manual (SPAM)</a></li> <li>● <a href="#">Standard Operating Manual (SOP)</a></li> <li>● Maintenance Contract/ Cleaners</li> <li>● <a href="#">Faculty Handbook</a></li> <li>● <a href="#">Student/Parent Handbook</a></li> <li>● <a href="#">PBIS Data</a></li> <li>● <a href="#">PBIS Matrix</a></li> <li>● ERP Binder-Drill feedback (reports); accountability form</li> <li>● PBIS Binder</li> <li>● Safety Liaison Binder</li> <li>● Technology Use Form</li> <li>● Visitor sign-in records</li> <li>● <a href="#">Campus Security SOP</a></li> <li>● <a href="#">Implementation of Board Policy 409 SOP</a></li> <li>● School Safety Survey</li> <li>● <a href="#">Federal Report on School Safety</a></li> <li>● <a href="#">"How is Our School Doing"</a></li> </ul>

Agency, and all fire codes as well, to provide the students with maximum opportunity to grow and feel safe within their learning environment.

Crimestoppers Liaison who works directly with the schools for full implementation and support. Each quarter, data regarding the number of tips are published for island stakeholders. To ensure the safety of students, faculty and staff, visitors who enter our campus must report to the Main Office, sign in, and provide a valid ID to obtain a visitor's pass. A daily log of all visitors is recorded in a binder that is kept in the main office.

**GATE Security.** MES provides security during school hours by a staff who is in charge of maintaining front gate security by monitoring who enters the campus. Visitors are informed to sign in at the office and their vehicles are also verified and noted by our personnel.

Classrooms have ports for internet and telephone access.

A Fire Watch Log is completed in the event the fire alarm is inoperable.

**Cleaning Services.** Lucky Kids is contracted with GDOE to provide cleaning services. A Daily Cleaning Log is utilized to monitor work and ensure that services are adequately provided. The faculty and staff continue to assist in the upkeep of the facilities ensuring basic housekeeping is done on a daily basis.

**MUNIS Maintenance.** Faculty and staff report any damages or areas needing repairs to the Administrative Assistant (AA). The AA then inputs into Munis Maintenance Service Request.

**Emergency Response Plan.** The school has an Emergency Response Plan (ERP) in place should the need arise for any emergency situations. Faculty and staff are informed and provided with the ERP and procedures during Teacher and Staff Orientation to prepare and practice with their students throughout the school year. Faculty and staff are trained in the implementation of the ERP.

**Drills.** Monthly emergency drills (Fire, Earthquake, Lockdown, Active Shooter, Shelter in Place, Bomb Threat, Chemical Threat, Evacuation, and Reverse Evacuation) are scheduled. After completing an emergency drill the school community is

[Survey](#)

given feedback through an After Action Report. Student Accountability Forms are collected after every evacuation drill.

**PBIS.** MES implements the Positive Behavioral Interventions and Supports (PBIS) System. PBIS program addresses the behavior needs of the students, which is a proactive, team-based framework for creating and sustaining safe and effective schools. There are three behavioral expectations (3Bs): Be Respectful, Be Responsible, and Be Safe. The expectations are displayed in the hallways, Main Office, cafeteria, library, restroom, arrival/dismissal areas, and in every classroom to guide and remind students about being respectful, responsible, and safe throughout all areas of the school. Teachers are provided lesson plans to teach the three behavioral expectations. These behavioral expectations are taught at the beginning of the school year and reinforced throughout the school year. MES implements Marvelous Marlin of the Month (MMM) to students who are demonstrating the 3Bs aligned with Character Education Virtues. Students are then recognized and awarded during the school's assembly. In SY 17-18 and current school year, students are awarded Marlin Tickets for being recognized for following the 3Bs and then redeemed for tangible or intangible incentives. The SCC and the school community have been working together to ensure all students understand and comply with MES behavioral expectations.

The PBIS system is a resource to effectively teach appropriate behavior to all children. PBIS allows the school to monitor student behavior and use data to make sound decisions in regards to disciplinary actions for inappropriate behavior. PBIS School-Wide Information System (SWIS) is a web-based information system that collects and summarizes student behavior data. School Personnel are able to use interventions that are effective, accurate, and successful at the school level. This team-based leadership School Climate Cadre (SCC), continues to monitor student behavior and provide effective ongoing professional development. Tyler PULSE is a database system that compiles information from PowerSchool and other GDOE databases. PBIS data is analyzed by the SCC to formulate an action plan to address school safety issues. This data and action plan is then presented to all stakeholders at the monthly school assemblies. For example, when the highest behavior problem location reported was in the cafeteria, the SCC implemented a point system that rewarded the classes who had best demonstrated positive behavior expectations. The goal of this point system is set by the SCC to lower Office

Disciplinary Referrals (ODRs) occurring at the cafeteria. To monitor the effectiveness, the SCC reviews the PBIS data to determine if the goal was met. If a goal was not met then the SCC will revisit the action plan and make any necessary adjustments, however when the target goal is proven effective then the next highest problem behavior or location is addressed. The PBIS program correlates with both the vision and mission for GDOE and MES by creating a supportive community through the development of a safe and healthy environment.

**Safety Liaison.** GDOE schools have an assigned Safety Liaison that inspects another neighboring school to ensure the school is in compliance with Department of Public Health standards and Occupational Safety and Health Administration (OSHA). MES is inspected twice a school year, during summer for an annual visit and Christmas break for a mid-year visit. On January 6, 2020 MES was inspected and received 6 demerits, however it was corrected before the 30 day timeline.

**Lifelines.** On September 28, 2015 the Superintendent of Education approved the full implementation of Lifelines: A Comprehensive Suicide Awareness and Responsiveness Program. Lifelines is designed to help start an effective way of communicating to students contemplating suicide, how to properly counsel students contemplating suicide, and what actions should be taken in the case of a completed suicide. The school guidance counselor and the School Principal are trained in Lifelines Curriculum prevention, intervention, and postvention.

**Sexual Assault & Violence Prevention Curriculum.** Pursuant to Public Law 31-97, entitled “The Lani Kate Protehi Y Famagu ‘on-ta Act”, states GDOE will implement a curriculum designed to teach children about sexual assault and sexual violence in order to increase awareness among young people and to empower them with knowledge about their rights and the law. GDOE in conjunction with other government agencies and organizations have selected the Hawaii State Sex Abuse and Treatment Center curriculum that will be implemented SY 16-17 for grades K to 12. September 18, 2015 and February 8, 2016, MES teachers attended an overview presentation of the curriculum conducted by the Office of the Attorney General. Teachers were provided a copy of the curriculum for their respective grades. In support of the School Crime Stoppers Initiative (SOP 1200-008), the division provides annual training

<p>to all schools to ensure schools are safe and conducive places to learn.</p> <p>Based on the survey “How is our School doing?” 94% of the parents indicated that MES is a safe environment and 92% of the parents indicated that MES is clean and well maintained.</p>	
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<p><b>Discipline and Behavior Management System</b></p>	
<p><b>E2.2. Indicator:</b> The school has an effective discipline and behavior management system that supports learning, growth, and development.</p>	
<p><b>E2.2. Prompt:</b> <i>Evaluate the effectiveness of the discipline and behavior management system to support student learning, growth, and development.</i></p>	

Findings	Supporting Evidence
<p>MES has an effective discipline and behavior management system that supports learning, growth, and development.</p> <p>MES implements the Positive Behavioral Interventions and Supports (PBIS) System. PBIS program addresses the behavior needs of the students, which is a proactive, team-based framework for creating and sustaining safe and effective schools. There are three behavioral expectations (3Bs): Be Respectful, Be Responsible, and Be Safe. The expectations are displayed in the hallways, Main Office, cafeteria, library, restroom, arrival/dismissal areas, and in every classroom to guide and remind students about being respectful, responsible, and safe throughout all areas of the school. Teachers are provided lesson plans to teach the three behavioral expectations. These behavioral expectations are taught at the beginning of the school year and reinforced throughout the school year. MES implements Marvelous Marlin of the Month (MMM) to students who are demonstrating the 3Bs aligned with Character Education Virtues. Students are then recognized and awarded during the school’s assembly. In SY 17-18 and current school year, students are awarded Marlin Tickets for being recognized for following the 3Bs and then redeemed for tangible or intangible incentives. The SCC and the school community have been</p>	<ul style="list-style-type: none"> <li>● <a href="#">PBIS Matrix</a></li> <li>● <a href="#">PBIS Data</a></li> <li>● PBIS Binder</li> <li>● <a href="#">MMM</a></li> <li>● <a href="#">Behavior Management Plan</a></li> <li>● <a href="#">Office Discipline Referral Form</a></li> </ul>

working together to ensure all students understand and comply with MES behavioral expectations. The PBIS system is a resource to effectively teach appropriate behavior to all children. PBIS allows the school to monitor student behavior and use data to make sound decisions in regards to disciplinary actions for inappropriate behavior. PBIS School-Wide Information System (SWIS) is a web-based information system that collects and summarizes student behavior data. School Personnel are able to use interventions that are effective, accurate, and successful at the school level. This team-based leadership School Climate Cadre (SCC), continues to monitor student behavior and provide effective ongoing professional development. Tyler PULSE is a database system that compiles information from PowerSchool and other GDOE databases. PBIS data is analyzed by the SCC to formulate an action plan to address school safety issues. This data and action plan is then presented to all stakeholders at the monthly school assemblies. For example, when the highest behavior problem location reported was in the cafeteria, the SCC implemented a point system that rewarded the classes who had best demonstrated positive behavior expectations. The goal of this point system is set by the SCC to lower Office Disciplinary Referrals (ODRs) occurring at the cafeteria. To monitor the effectiveness, the SCC reviews the PBIS data to determine if the goal was met. If a goal was not met then the SCC will revisit the action plan and make any necessary adjustments, however when the target goal is proven effective then the next highest problem behavior or location is addressed. The PBIS program correlates with both the vision and mission for GDOE and MES by creating a supportive community through the development of a safe and healthy environment.

MES continues to make all efforts to decrease discipline referrals each school year. The PBIS program is being reinforced by the teachers in the classroom and the staff outside the classroom. The PBIS Team- SCC meets on a monthly basis to analyze data and plan for resolutions. The Team along with the district's PBIS Coach has been meeting and working diligently to ensure the school maintains an effective discipline and behavior management system that supports learning, growth, and development. Through the

<p>data, it is evident that PBIS is an effective framework and teachers are implementing PBIS with fidelity.</p>	
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<p><b>High Expectations for Students</b></p>
<p><b>E2.3. Indicator:</b> The school has high expectations for students in an environment that honors individual differences and is conducive to learning.</p>
<p><b>E2.3. Prompt:</b> <i>Evaluate the school’s effort and success to ensure high expectations for all stakeholders and in building an environment that honors individual differences and is conducive to learning.</i></p>

Findings	Supporting Evidence
<p>MES ensures high expectations for all stakeholders and in building an environment that honors individual differences and is conducive to learning.</p> <p>MES recognizes students on their individual achievements at various times of the school year.</p> <p><b>Monthly Assembly/MMM.</b> Monthly school assemblies are used to share and disseminate information on upcoming school events, activities, and PBIS data to all stakeholders. During this assembly, students from each class that has exemplified the monthly virtue (respect, responsibility, citizenship, etc.) are awarded. Parents are given a congratulatory letter for their child being chosen as the “Marvelous Marlin” and are invited to attend the award ceremony. The “Marvelous Marlins” bulletin acknowledges students who received this award and their photos are displayed as role models.</p> <p><b>Marlin Tickets.</b> In SY 17-18 and SY 19-20, students are awarded Marlin Tickets for being recognized for following the 3Bs and then redeemed for tangible or intangible incentives.</p> <p><b>Fourth Grade AIMSweb Ceremony.</b> Fourth grade recognizes and awards students that place in Tier 1 AIMSweb Benchmark in Reading and Math.</p> <p><b>Third Grade Traveling Trophy.</b> Third grade students receiving the Traveling trophy in a class competition are recognized for demonstrating the SLOs and the behavior expectations that enhances the quality of learning.</p>	<ul style="list-style-type: none"> <li>● <a href="#">MMM Monthly Criteria</a></li> <li>● Award Ceremony Photos</li> <li>● <a href="#">Progress Data</a></li> <li>● <a href="#">NEHS</a></li> <li>● <a href="#">GATE Identification Process</a></li> <li>● <a href="#">Student/Parent Handbook</a></li> </ul>



<p><b>NEHS</b> recognizes the accomplishments and academic achievement of the whole child, inclusive of the ability to demonstrate responsibility at school, home, and within the community. While the organization fosters the development of leadership skills, it also promotes service, character, and the importance of scholarship. Student selection is based on eligibility criteria established by NEHS advisors.</p> <p><b>GATE Program.</b> The GATE teacher provides services to students who meet the eligibility criteria under the Gifted and Talented and Education Program.</p> <p><b>Quarterly Perfect Attendance.</b> Perfect attendance awards are given at grade-level discretion. Students must have been present and on time every day during the quarter, for the entire school day.</p> <p><b>EOY Awards.</b> The following awards are presented at the EOY Promotional Ceremonies; School Year Perfect Attendance, Principal's List, "A" Honor Roll Award, Reading Improvement Award, Math Improvement Award, Citizenship Award, Most Improved Award (at grade-level discretion), and CHamoru Achievement Award. Awards criteria are outlined in the Student/Parent Handbook.</p>	
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<b>Culture of Trust, Respect, and Professionalism</b>	
<p><b>E2.4. Indicator:</b> The school has a culture of trust, respect, and professionalism among all members of the school community.</p>	
<p><b>E2.4. Prompt:</b> <i>To what degree is a culture of trust, respect, and professionalism demonstrated by all members of the school community?</i></p>	

Findings	Supporting Evidence
<p>MES has a culture of trust, respect, and professionalism among all members of the school community.</p> <p>MES educates and involves the school community of the school's vision, mission, SLOs, academic standards, PBIS, and SIP through student/parent orientation, parent meetings and workshops, school assemblies, PDs, surveys, and more.</p>	<ul style="list-style-type: none"> <li>● <a href="#">MMM Monthly Criteria</a></li> <li>● Award Ceremony photos</li> <li>● Faculty Meeting attendance</li> <li>● <a href="#">"How is Our School Doing" Parent Surveys</a></li> <li>● PD agenda/minutes</li> <li>● PLC/CLT agenda/minutes</li> <li>● PTO faculty and staff attendance</li> </ul>

**Monthly Assembly/MMM.** Monthly school assemblies are used to share and disseminate information on upcoming school events, activities, and PBIS data to all stakeholders. During this assembly, students from each class that has exemplified the monthly virtue (respect, responsibility, citizenship, etc.) are awarded. Parents are given congratulatory letter for their child being chosen as the “Marvelous Marlin” and are invited to attend the award ceremony. The “Marvelous Marlins” bulletin acknowledges students who received this award and their photos are displayed as role models.

MES implements PBIS system to effectively teach appropriate behavior to all students. PBIS allows the school to monitor student behavior and use data to make sound decisions in regards to disciplinary actions for inappropriate behavior. The PBIS framework is visibly posted around the school hallways, bathrooms, classrooms, and referenced throughout the school day to encourage positive behavior. GDOE Positive Behavioral Interventions and Support (PBIS) is a systematic approach for change within schools and across the district towards building a safe learning environment and positive school culture that promotes both social and academic success. PBIS lessons are aligned to our school’s SLOs.

**EOY Awards.** The following awards are presented at the EOY Promotional Ceremonies; School Year Perfect Attendance, Principal's List, “A” Honor Roll Award, Reading Improvement Award, Math Improvement Award, Citizenship Award, Most Improved Award (at grade-level discretion), Chamorro Achievement Award and Home-School Connection Parent Involvement Award. Awards criteria are outlined in the Student/Parent Handbook.

MES faculty are qualified or fully certified. All staff have at least a high school diploma and are involved in all school activities. Faculty and staff are sent to trainings to help develop and strengthen their knowledge and skills such as SAFE-trainings, STEM, CPR, IEP, SBG, CITW, and more. Trainings are on-going throughout the school year, giving the opportunity for everyone to stay relevant and professional with the school and the community in the 21st century.

Faculty and staff collaborate regularly scheduled Leadership, Focus Group, PLCs, VPLCs, CLTs, and faculty meetings, and PDs.

- Fundraisers
- CHamoru open and closing ceremony photos
- CHamoru Month Photos
- [Faculty Survey](#)
- [Staff Survey](#)

<p>PTO meetings are conducted professionally affording the school community to provide input on school improvement and to create a safe, responsible and respectful environment.</p> <p>The students participate in Christmas programs and CHamoru programs that recognize and respect diverse cultures.</p> <p>According to the “How Is Our School Doing?” survey, 94% of 360 parent responses indicated that our school community has a culture of trust, respect, and professionalism. Faculty and staff survey indicated that 77% of 53 responses agree/strongly agree that our school community has a culture of trust, respect, and professionalism.</p>	
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**Category E: School Culture and Support for Student Personal and Academic Growth**

**E3. Student Support Criterion – Personalization**

All students receive appropriate support along with a personal learning plan (as appropriate to the needs of the child) to help ensure academic success.

<b>Adequate Personalized Support</b>
<b>E3.1. Indicator:</b> The school ensures that every student receives appropriate support services in such areas as academic/behavioral assistance, health, career, and personal counseling.
<b>E3.1. Prompt:</b> <i>Evaluate the availability and adequacy of services to support students in such areas as academic/behavioral assistance, health, career, and personal counseling.</i>

Findings	Supporting Evidence
<p>MES ensures that every student receives appropriate support services in such areas as academic/behavioral assistance, health, career, and personal counseling.</p> <p><b>ACADEMIC/BEHAVIORAL</b></p> <p><b>SPED Program.</b> MES is staffed with one fully certified SPED teacher who provides services to students who meet the eligibility criteria as defined under IDEA. The SPED program also provides a Speech/Language therapist, Physical and Occupational Therapist, Psychologist, Emotional Disability Counselor, Vision and Hearing.</p> <p><b>ESL Program.</b> ESL program for students who are identified under the ESL criteria and are provided additional English language development support from the ESL Coordinator and Teacher.</p> <p><b>Library</b> is accessible and available to all grade levels at MES. The School Librarian provides enrichment lessons on a weekly basis through reading stories, short passages, technology, that are aligned with the grade level curriculum and standards taught - focusing on reading comprehension and ELA.</p> <p><b>GATE Program.</b> The GATE teacher provides services to students who meet the eligibility criteria under the Gifted and Talented and Education Program. Students who are under the program are pulled-out of the regular classroom for 180 minutes a week and are taught standards under the GATE program.</p>	<ul style="list-style-type: none"> <li>● <a href="#">SGC Daily Schedule</a></li> <li>● <a href="#">SPED Schedule</a></li> <li>● <a href="#">SPED Forms</a></li> <li>● <a href="#">ESL Schedule</a></li> <li>● <a href="#">ESL Modification Report</a></li> <li>● <a href="#">Library Schedule</a></li> <li>● <a href="#">GATE Schedule</a></li> <li>● <a href="#">GATE Identification Process</a></li> <li>● <a href="#">Early Bird Data</a></li> <li>● <a href="#">Outreach (PFCOP)</a></li> </ul>

**Early Bird Program.** Early Bird is an intervention program that supports student learning in Reading. MES began implementing the program in SY 19-20. It is an intensive 60 minute tutoring session from 7:15am to 8:15am. The goal is to improve Reading fluency and comprehension.

**HEALTH**

**SHC.** MES School Health Counselor is a registered nurse who performs routine nursing functions on a daily basis and provides health education and counseling to all students at MES.

**Community Eligibility Provision.** Since SY 14-15 MES participates in the Community Eligibility Provision which provides breakfast and lunch to all students at no cost. This program assists with ensuring that all students are healthy and able to focus on learning.

**CAREER/PERSONAL COUNSELING**

**SGC.** MES is staffed with one fully certified School Guidance Counselor (SGC) who provides counseling, direction and guidance in intervention strategies for truancy, emotional crisis, inappropriate behavior, at-risk students, encouraging students to recognize and make good decisions, education neglect, child abuse and other student related problems. The SGC conducts classes, facilitates the Child Study Team, SCC, monitors BMPs in and outside the classroom, and coordinates the Section 504 referral process.

**Parent-Family-Community Outreach Program (PFCOP)** - The mission of the PFCOP is to provide schools and families with adequate support in meeting the varied needs of children in the most effective manner and to promote the importance of parental involvement in education. The goals of the program are: To provide social services to meet the holistic needs of students and families thereby promoting educational success, to assist with the social transition of immigrant families and ensure that students meet school entry requirements, to encourage parents/guardians to participate in a meaningful way in their children’s education, and to facilitate and strengthen communication and interaction between school, families, and community. DOE establishes this outreach program as a valuable link between the family and the school community. Students are typically referred by teachers, Principal, or the school guidance counselor. The program staff is very efficient and is very successful in contacting the parents

<p>personally to collaborate with the school to assist any concerns regarding students.</p> <p><b>School Attendance Officer (SAO)</b> is assigned to the school by Student Support Services Division to assist with any attendance issues. SAO provides teachers training at the beginning of the school year to go over attendance procedures. SAO checks in weekly with the office staff and/or the School Principal for any updates. Every effort is made in contacting parents to include Parent Outreach assistance in monitoring students' attendance. In the event the school is unable to contact parent/guardian, school personnel activates the Student Parent Community Engagement Support Services &amp; Outreach Team via Referral to request for a home visit.</p> <p><b>Inadahi</b>, the CHamoru word "to take care", is a support system that creates communication and collaboration between the school and outside support agencies. A case by case basis for students with academic and/or behavior concerns in conjunction with other support systems such as PBIS, CST, IEP, CPS, Inafamaolek, and Guam Behavioral Health and Wellness. Through their help, we've been able to help students based on their needs.</p>	
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<b>Direct Connections</b>	
<p><b>E3.2. Indicator:</b> The school demonstrates direct links between student learning needs and the allocation of resources to student support services, such as counseling/advisory services, psychological and health services, or referral services.</p>	
<p><b>E3.2. Prompt:</b> <i>Evaluate the direct links between student learning needs and the allocation of resources to student support services, such as counseling/advisory services, psychological and health services, or referral services, including supports and services for students who are at-risk.</i></p>	

Findings	Supporting Evidence
<p>MES demonstrates direct links between student learning needs and the allocation of resources to student support services, such as counseling/advisory services, psychological and health services, or referral services.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Outreach (PFCOP)</a></li> <li>● ODR</li> <li>● Truancy reports</li> <li>● IEP</li> <li>● Intervention Plans</li> <li>● <a href="#">CST Packet</a></li> <li>● <a href="#">ESL modification form</a></li> </ul>

<p>Students are provided services to address student learning needs through ESL, SPED, GATE, Library and CHamoru Support Programs.</p> <p>In addition, Early Bird Intervention Program supports student learning needs focusing on Reading fluency and comprehension. Summer School supports students who are at-risk in academics.</p> <p>MES utilizes Child Study Teams (CST) to review the students' needs and provide additional modifications and interventions for the teacher that supports the child's needs. The CST are also responsible for referring students to be tested for Special Education. The team can also refer to other student support services such as Section 504, district psychologist, or Guam Behavioral Health and Wellness Center. By using data such as ODR or Truancy Reports the CST can identify students who are at-risk.</p> <p><b>Parent Family Community Outreach Program (PFCOP).</b> Provides social services to meet the holistic needs of students and families thereby promoting educational success, to assist with the social transition of immigrant families and ensure that students meet school entry requirements, to encourage parents/guardians to participate in a meaningful way in their children's education, and to facilitate and strengthen communication and interaction between families, school and community. DOE establishes this outreach program as a valuable link between the family and the school community.</p>	
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<p><b>Strategies Used for Student Growth/Development</b></p>
<p><b>E3.3. Indicator:</b> Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum and instruction that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for intervention (e.g., ELL, SPED, and other alternative learning programs).</p>
<p><b>E3.3. Prompt:</b> <i>Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.</i></p>

Findings	Supporting Evidence
<p>MES provides effective strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.</p> <p>MES has a clear system of networking to ensure that monitoring and evaluating is in place. The school's Leadership Team comprised of the Principal, Accreditation and Focus Group Leaders, and Grade Level Chairpersons who provide direction, instructions, and guidance to their respective team for the purpose of achieving the school goals as stipulated in the SIP.</p> <p>Monthly faculty and staff meetings are facilitated by the School Principal to inform and discuss the progress of the various focus groups, grade levels, overall school accolades and improvement initiatives and pertinent issues regarding district and school operations.</p> <p>PLC occurs in collaboration with grade level teachers and special programs. These meetings are collaborative, productive, and are data driven by examining and analyzing data from district wide assessments, Common and summative assessments to determine student learning needs. Teachers dialogue, collaborate, analyze the assessment results, then modifies instructional approaches, and determine interventions. PLCs and VPLCs both identify and make decisions on what students need to know, understand and be able to do through our SLOs and standards, which are aligned with our school mission. The analysis of data is essential to become more culturally responsive and strategic on how to address a diverse student population and their academic, social, emotional, behavioral needs, and to assist students as they move from one grade level to the next.</p> <p>In addition to the regular review of data, MES works together to provide culturally responsive learning support to meet the needs of all students through alternative learning programs such as SPED, ESL, GATE, CHamoru, and Library. Each program implements strategies that support the individual needs of the students in achieving academic standards in the regular</p>	<ul style="list-style-type: none"> <li>● <a href="#">MES Leadership Team List</a></li> <li>● <a href="#">MES School Calendar</a></li> <li>● <a href="#">PLC Agenda/Minutes</a></li> <li>● <a href="#">ESL Procedural Manual</a></li> <li>● <a href="#">ESL Modification Reports</a></li> <li>● <a href="#">GATE Standards</a></li> <li>● <a href="#">Counseling Program Manual</a></li> <li>● <a href="#">AASL Standards</a></li> <li>● <a href="#">G.A.T.E. Curriculum Standards and Framework</a></li> <li>● <a href="#">CHamoru Studies Syllabus</a></li> <li>● <a href="#">PD List</a></li> </ul>



classroom and respective program along with personalized goals.

RCTs also modify their lessons to the student's personal and academic needs according to IEPs, BMPs, Intervention Plans and ESL Modification Checklists. Areas of focus for modifications and accommodations include the environment, materials used, instruction and assessments in Reading, Math and other content areas.

The ESL teachers uses a variety of strategies such as cooperative learning, Total Physical Response, Whole Language Approach, Language Experience Approach and SIOP.

The GATE Academic Program is designed to offer identified students enrichment activities that promote creativity, critical thinking, affective learning, communication, creative problem solving/decision-making skills, Flexible Learning Environment, Project Approach, and independent learning. Students receive 180 minutes of service weekly.

The SPED Program provides specialized instruction, support, and services to students with an identified disability requiring an IEP designed to meet their unique learning needs. Strategies used are small group instruction, paired reading, teacher directed lessons, Cues and Questions, Visual cues/aids, chunking, and more.

The School Librarian uses strategies to enrich the teaching and learning process and designs instruction to meet the diverse needs of students. The School Librarian uses technology, cooperative learning, games, differentiated instruction, graphic organizers, puzzles, Think Pair Share and story maps.

CHamoru teachers use instructional strategies such as cooperative learning, family projects, storytelling, usage of visuals, chanting, singing and dancing, role playing, Field Day, and guest speakers.

Student growth at MES is impacted by this diverse culture and population as the district goals of the school for student growth has not been met.

The school has an effective process for ongoing review and revision of the SIP. The Leadership Team monitors the implementation of the SIP and communicates the status in their respective Focus Groups and Grade Levels. The status of

the SIP is collaboratively gathered by the Focus Groups and makes any revisions/updates with the guidance and support from our Administrator, to ensure goals and objectives are achieved. The SIP consists of action steps that determine how our school will meet Student Learner Needs. SIP is revisited, reviewed or revised bi-weekly in focus groups and in monthly faculty meetings and PDs. At the end of the school year, SIP is revised based on the end of the year data.

Throughout the school year, faculty and staff have the opportunity to attend trainings such as the SAFE training, FOSS kit, NGSS, Nutrition and Physical Development Curriculum Training, SPARK P.E., Early Childhood Education Math Literacy, Applied Suicide Intervention Skills Training (ASSIST). These training sessions help promote further processes of faculty and staff involvement in curriculum, instruction, and intervention. MES will continue to stay current in research-based strategies to further enhance the quality learning opportunities for our students.

**Category E: School Culture and Support for Student Personal and Academic Growth**

**E4. Student Support Criterion – Accessibility**

Students have access to a system of personalized supports, activities, and opportunities at the school and within the community.

Equal Access to Curriculum and Support
<p><b>E4.1. Indicator:</b> All students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available (e.g., summer, class periods beyond the traditional school day).</p>
<p><b>E4.1. Prompt:</b> <i>To what extent do all students have accessibility to a challenging, relevant, and coherent curriculum? (Examine the demographics and distribution of students throughout the class offerings and the types of alternative schedules available.)</i></p>

Findings	Supporting Evidence
<p>MES ensures that students have access to a challenging, relevant, and coherent curriculum.</p> <p><b>ESL.</b> MES ESL Program provides direct pull out services on a weekly basis for 40 minutes to provide additional English language development support with appropriate accommodations or modifications. In SY 17-18 Push-in services were provided where the ESL teacher takes over an entire regular classroom for a scheduled period of time in order to model effective strategies and modifications with the assistance of the RCT. In SY 19-20, the push-in service was no longer being provided; However, pull-out services are still implemented for grade levels 2nd to 5th. ELL students were consistently serviced based on the ESL program. Weekly Consultation services are provided to students that are tested in levels 3, 4, and 5 and are considered to be proficient English speakers. Classroom teachers are required to complete an ESL Modification Semester Report for each identified ELL to monitor student progress.</p> <p><b>SPED</b> services are provided to students who meet the eligibility criteria as defined under the IDEA. Depending on the student’s needs, the student may spend between 30 minutes to 180 minutes a day in the Resource Room. Related services such as Speech Language Therapy, Occupational Therapy, Physical</p>	<ul style="list-style-type: none"> <li>● <a href="#">Board Policy 346-Instructional Subjects and Time on Task for Elementary Schools</a></li> <li>● <a href="#">MES School Schedule</a></li> <li>● <a href="#">ESL Schedule</a></li> <li>● <a href="#">SPED Schedule</a></li> <li>● <a href="#">GATE Schedule</a></li> <li>● <a href="#">CHamoru schedule</a></li> <li>● <a href="#">SGC Schedule</a></li> <li>● <a href="#">Library schedule</a></li> <li>● Early Bird Schedule</li> <li>● <a href="#">Sample Intervention Plans</a></li> </ul>

Therapy, Hearing, Vision, and Emotional Counseling Services are provided to students identified.

**GATE.** GATE students have access to the GATE pull-out program for 180 minutes of service each week as mandated by Public Law. GATE challenges students with rigorous and standard-aligned lessons and activities that showcase relevant and meaningful learning.

**CHamoru.** MES students have access to CHamoru studies which is mandated by PL 21-34 (1991). Each class has 30 minutes of CHamoru instruction on Monday-Wednesday and a one hour block schedule as a whole grade-level on either Thursday or Friday.

**SGC.** MES students have access to the SGC through the counseling lessons every month. School community members can refer students to the SGC for personal, behavior, and academic challenges and/or concerns.

**Library.** MES students have access to library classes scheduled once a week for 30 minutes. The Librarian aligns instruction with CCSS and individual school needs to enhance academic achievement, especially in literacy.

**Early Bird Program.** Students recommended by the RCT as needing extra support in Reading have access to the Early Bird intervention program. It is an intensive 60 minute tutoring session from 7:15am to 8:15am daily. The goal is to improve Reading fluency and comprehension.

**Summer School.** Students who are academically at-risk, and recommended by the RCT, have access to the Summer School Program for extra instruction for 4-6 weeks outside of the regular school year.

**Interventions.** Response to Intervention strategies and schedules are created for Tier 2 and 3 students who are performing below benchmark. Teachers utilize the SMART Goal plan to provide interventions. SMART Goals are specific, measurable, achievable, result-based timeline.

**Student Profile Forms** are completed by teachers at the end of the school year. The forms identify attendance, AIMSweb benchmark 3 scores, related services currently provided, related services recommended or referred for the next school year, student discipline, areas of special concern, student

<p>strengths, student’s need for improvement, and teacher comments. The forms guide teachers in evenly distributing students for the following school year. Additionally, AIMSweb data is used to assist teachers with student placement.</p>	
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<p><b>Curricular/ Co-Curricular Activities</b></p>
<p><b>E4.2. Indicator:</b> School leadership and staff link curricular/co-curricular activities to the academic standards and schoolwide learner outcomes for students who require access to a system of personalized supports.</p>
<p><b>E4.2. Prompt:</b> <i>Comment on the relationship between curricular/co-curricular activities and the academic standards and schoolwide learner outcomes for students who require access to a system of personalized supports.</i></p>

Findings	Supporting Evidence
<p>MES School leadership and staff link curricular/co-curricular activities to the academic standards and schoolwide learner outcomes for students who require access to a system of personalized supports.</p> <p>MES provides all students an opportunity to access personalized support programs such as SPED, ESL, GATE, Pre K GATE, and Head Start. These support systems collaborate with the RCT by providing modifications to the regular curriculum for the student and provides a specialized focus on student learning and needs through an IEP.</p> <p>Co-Curricular and extra-curricular activities are aligned with the CCSS, GDOE Content Standards and Performance Indicators, and SLOs, for example:</p> <ul style="list-style-type: none"> <li>● Motivated Lifelong Learners/Social Studies-             <ul style="list-style-type: none"> <li>○ NEHS Activities, Student Council Events, Kickball Tournament</li> </ul> </li> <li>● Effective Communicators/ELA CCSS-             <ul style="list-style-type: none"> <li>○ Read-a-thons and Spelling Bee</li> </ul> </li> <li>● Successful Individuals-             <ul style="list-style-type: none"> <li>○ Spelling Bee, Math Olympiad, Science Fair</li> </ul> </li> </ul> <p>MES uses the SLOs indicators as the basis for student growth, real world application, and social development among all</p>	<ul style="list-style-type: none"> <li>● <a href="#">ESL Modification Report</a></li> <li>● <a href="#">SPED Documents</a></li> <li>● <a href="#">GATE progress report</a></li> <li>● <a href="#">GDOE SSP</a></li> <li>● <a href="#">SIP</a></li> </ul>

<p>learners. MES integrates SLOs into lesson planning, field trips, and co-curricular events. Students can then actively demonstrate the outcomes as clearly defined in the SLOs indicators.</p>	
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<p><b>Meeting Student Needs Through Curricular/ Co-Curricular Activities</b></p>	
<p><b>E4.3. Indicator:</b> The school has a process for regularly evaluating the degree to which curricular/co-curricular activities are meeting the needs of students who require access to a system of personalized supports.</p>	
<p><b>E4.3. Prompt:</b> <i>Evaluate the school process for regularly evaluating the degree to which curricular/co-curricular activities are meeting the needs of students who require access to a system of personalized supports.</i></p>	

Findings	Supporting Evidence
<p>MES has a process for regularly evaluating the degree to which curricular/co-curricular activities are meeting the needs of students who require access to a system of personalized supports.</p> <p>Co-Curricular and extra curricular activities are evaluated using the Focus Group Committee Report. The components include:</p> <ul style="list-style-type: none"> <li>● Name of Committee/Event/Program</li> <li>● Aligned with what SLO and Indicator</li> <li>● Chairperson/Co-Chair</li> <li>● Who? (Who participated? Particular grades; Particular Support Program? Winners?)</li> <li>● What? (Describe what it is/ The purpose or objectives)</li> <li>● Where? (Location of implementation - Start date, date ended)</li> <li>● Where? (Location of implementation; list other places the event took place)</li> <li>● Why? (Why did our school participate?)</li> <li>● How was it implemented? (What took place? Describe the process.)</li> <li>● How did it make an impact on student achievement? (if applicable)</li> <li>● What was the outcome? (Number of participants, amount raised; What place did MES come in? Winners?)</li> </ul>	<ul style="list-style-type: none"> <li>● Focus Group Binders             <ul style="list-style-type: none"> <li>○ Committee Reports</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• What made it successful or unsuccessful?</li> </ul> <p>After completion of the report, it is shared among the Focus Group members, did it make an impact on student learning, analyzed on improvements and factors that attributed to a successful or unsuccessful event. Then information is disseminated to the Leadership Team and to the school community.</p>	
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<p><b>Student Perceptions</b></p>
<p><b>E4.4. Indicator:</b> The school is aware of the student perspective of support services through such approaches as interviewing and dialoguing with student representatives of the school population.</p>
<p><b>E4.4. Prompt:</b> <i>Comment on the student perspective about the effectiveness of support services after interviewing and dialoguing with student representatives of the school population. (Ensure that students represent the broad and diverse array of the school population.)</i></p>

Findings	Supporting Evidence
<p>MES is aware of the student perspective of support services through such approaches as interviewing and dialoguing with student representatives of the school population.</p> <p>Support programs design and administer student perception surveys with age-appropriate questions that focus on teaching, learning, and the overall classroom experience. Surveys are administered twice a year and the results from January 2020 show an overall favorable perception of the CHamoru and ESL programs. SPED and GATE perception surveys will be administered in May 2020.</p> <p>Students across all grade levels that represent the broad and diverse array of the school population were selected to be interviewed to ascertain their perception of support services provided at MES. 18 students were interviewed in February 2020. While many of the students did not know the term “Support Program”, when prompted, they were able to name some programs, their teachers, and what students learn in those programs.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Perception Surveys</a></li> <li>• <a href="#">Perception Survey Results</a></li> <li>• <a href="#">Student Interview Results</a></li> </ul>

**GDOE/ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Areas**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address on or more of the identified student learning needs (Chapter III).

**Summary (including comments about the student learning needs):**

MES utilizes a multitude of strategies to engage parents and the community in order for further growth and enrichment in the teaching and learning process and to address student learning needs.

MES School Culture fosters an inviting, safe, clean, healthy, and nurturing environment that aligns with the school's vision, mission, SLOs, academic standards, and PBIS.

MES exhibits a school culture of trust, respect and professionalism. Students have access to a system of personalized supports through the Support Programs, co-curricular and extra curricular activities within the community.

Prioritize the strength and areas of growth for Category E.

**Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength**

- School Community Engagement
- Community Partnerships and Resources
- Orderly environment
- Safety, Policies, Regulations and Resources
- PBIS
- Support Programs
- Utilizes various current and research-based strategies
- Various opportunities on co-curricular and extra curricular activities
- Perception Surveys
- PTO



**Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth**

- Improvement in academics
- Increase Parental involvement
- Increase student participation through co-curricular and extra curricular activities

**Chapter V**  
**Schoolwide Action Plan**

**A. Utilize the schoolwide strengths and growth areas to revise the schoolwide action plan**

**Areas of Strengths from Categories A through E**

<b>Focus A Organization</b>	<b>Focus B Standards-based Student Learning: Curriculum</b>	<b>Focus C Standards-based Student Learning: Instruction</b>	<b>Focus D Standards-based Student Learning: Assessment and Accountability</b>	<b>Focus E: School Culture and Support for Student Personal and Academic Growth</b>
<p>The school’s mission and SLOs are taught and reviewed regularly, and are assessed each quarter</p> <p>Effective system to implement, monitor, review, evaluate, and revise the SIP</p> <p>Clear system of networking</p> <p>Qualified and/or certified employees in their specialized area</p> <p>School Principal ensures the compliance of Board Policies and SOPs</p> <p>School Community is involved in decision making and planning</p> <p>All stakeholders are well informed of all school events through newsletters, school website, local and social media, etc.</p> <p>Collecting student work samples of</p>	<p>Clear schoolwide expectations for academics and behavior</p> <p>District PD and trainings are aligned with the curriculum and student learning needs</p> <p>Ongoing collaboration through PDs, PLCs, VPLCs, CLTs and in service trainings</p> <p>Co-curricular and extra-curricular activities are aligned to standards</p> <p>Math CAs</p> <p>Lesson Plans</p> <p>SMART Goals</p> <p>Intervention Plans</p> <p>SIP</p> <p>Support Programs</p>	<p>Differentiated Instruction</p> <p>Student Performance Levels</p> <p>Learning Targets</p> <p>Student Feedback</p> <p>Current and research-based instruction &amp; strategies</p> <p>Technology Integration</p> <p>Student-centered classrooms</p> <p>Students demonstrate critical and complex thinking</p> <p>Real World Experiences</p> <p>SIP</p>	<p>Assessment Process</p> <p>Reporting assessment</p> <p>Determination of Performance Levels</p> <p>Assessment strategies</p> <p>Teacher Feedback</p> <p>SIP</p>	<p>Parent &amp; Community Engagement</p> <p>Community Partnerships and Resources</p> <p>Orderly environment</p> <p>Safety, Policies, Regulations and resources</p> <p>PBIS</p> <p>Support Programs</p> <p>Utilizes various current and research-based strategies</p> <p>Various opportunities on co-curricular and extra curricular activities</p> <p>Perception Surveys</p> <p>PTO</p>

MES Self-Study Report

<p>SLOs/SLO Evaluation Tool</p> <p>Faculty and Staff are committed at collaborating through meetings</p> <p>MES actively participates in PDs, CLTs, PLCs and in-service trainings</p>				
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**Prioritized Areas of Growth Needs from Categories A through E**

<b>Focus A Organization</b>	<b>Focus B Standards-based Student Learning: Curriculum</b>	<b>Focus C Standards-based Student Learning: Instruction</b>	<b>Focus D Standards-based Student Learning: Assessment and Accountability</b>	<b>Focus E: School Culture and Support for Student Personal and Academic Growth</b>
<p>Improvement in Academics</p> <p>Increase parental involvement</p> <p>Increase parents' knowledge and involvement on the SIP</p>	<p>Improvement in Academics</p> <p>Increase parental involvement</p> <p>Expand and continue the use of vertical alignments</p>	<p>Improvement in Academics</p>	<p>Improvement in Academics</p> <p>Expand and continue the use of vertical alignment</p>	<p>Improvement in Academics</p> <p>Increase Parental Involvement</p> <p>Increase student participation through co-curricular and extra curricular activities</p>

**Comment briefly on implications for revising the schoolwide action plan:**

The Self-Study process engaged our school in a rigorous and relevant self-evaluation and peer review process that focused on student learning. It has allowed us to assess our programs and services, and review our progress on the schoolwide critical areas for follow-up. MES utilize the school wide strengths and growth areas to make revisions in our [SIP](#) and recognize the importance of our work and the commitment to continual growth to fulfill our mission.

MES SIP is currently designed to achieve the long term goals in the SSP, which defines the work of the school in targeting achievement for all students. Academic and behavior data are used to address student needs in every class through progress monitoring and interventions. This plan is the driving force to identify school programs that will meet the needs of the students.

**State any additional specific strategies to be used by staff within each subject area/program to support sections of the schoolwide plan.**

MES will continue to use its effective networking system to ensure that the Leadership Team, Focus Groups, and Grade Levels support sections of the [SIP](#).

Focus Group A created a Needs Assessment Survey on School Professional Developments that will be conducted in April 2020 in preparation for next school year.

Data Analysis will be monitored closely and regularly to ensure Student Learning needs are met.

**Describe the school's follow-up process, ensuring an ongoing improvement process.**

After the self-study visit (March 31-April 3, 2020), MES will refine and implement the SIP by integrating the critical areas of follow-up identified by the visiting committee. MES has a clear system of networking to ensure that monitoring and evaluating is in place. MES will monitor and update the SIP quarterly by the Leadership Team, Focus Groups and Grade Levels. At the end of the school year each Focus Group will update the status of each school-based activity, review and analyze its progress based on the data, evaluate, then make revisions in the SIP. The following school year during teacher workday, the SIP will be reviewed again to make any revisions ready to implement for the new school year. Programs, SLOs and academic standards are analyzed and monitored. District Wide Assessments data administered from the previous school year will be analyzed during PLCs and PDs once the school receives from the District. Student Learning needs will be identified. Teachers will use the SIP to carry out the school-based activities throughout the school year, monitoring and updating status quarterly. Principal and all stakeholders will monitor and review the progress and quality of the SIP in relation to student achievement and make appropriate revisions. The SIP will be refined based on progress made and impact on student learning. MES embedded Management Plan as a component of the SIP to ensure involvement, collaboration, implementation, and evaluation of the SIP by all stakeholders. The accomplishment of the SIP is validated through an End of the Year clearance requirement by the School Principal.