



Machananao Elementary School

“Home of the Marlins”



Initial Visit Report Spring 2017

Mission Statement:

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

Machananao Elementary School
LEADERSHIP TEAM
SY 2016-2017

ADMINISTRATOR
Geraldine D. Quejado, Principal

ACCREDITATION CHAIRPERSON
Erlinda S.N. Arriola

ACCREDITATION CO-CHAIRPERSON
Vincent Bukikosa, Jr.

LEADERS

A Organization for Student Learning	B Curriculum, Instruction and Assessment	C Support for Student Personal and Academic Growth	D Resource Management and Development
Haydee Ampurias	Shariakiha Tenorio	Cielito Rivera	Irene Poblete
Charles Santos	Regina Balajadia	Alvina Lynn Toves	Matthew Monaghan

GRADE LEVEL CHAIRPERSON						
Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Special Programs
Vivian Flores	N'mmah Kanu	Dianne Marie Sapida	Jenny Maluwelmeng	Maria Duque	Regina Balajadia	Shariakiha Tenorio

Focus Groups

Focus Group A: Organization for Student Learning			
Lalynn Lanada	Kindergarten	Aaron Agsalud	School Nurse
Maristela Oftana	First Grade	Charles Santos	School Guidance Counselor
Haydee Ampurias	Second Grade	Resa Bukikosa	Computer Operator
Melynda San Luis	Third Grade	Carlos Alvarez	School Aide
Vilma Quilit	Fourth Grade	Angelica Salas	Teacher Assistant
Philip Xander Almonte	Fifth Grade	Lillian Perez	School Aide / GATE
Philip Tenorio	Building Maint. Custodian	Elba Gonzalez	School Aide / SpEd

Focus Group B: Curriculum, Instruction and Assessment			
Vivian Flores	Kindergarten	Elwin Quitano	ESL Coordinator/Teacher
N'mmah Kanu	First Grade	Shariakiha Tenorio	Special Education
Dianne Marie Q. Sapida	Second Grade	Pearl Lynn Mendiola	Teacher Assistant
Jenny Maluwelmeng	Third Grade	Daniel Dee	Teacher Assistant
Dana Pablo	Third Grade	Sonya Perez	GATE
Maria Duque	Fourth Grade	Vivian L. Flores	Chamorro
Regina Balajadia	Fifth Grade		

Focus Group C: Support for Student Personal and Academic Growth

Mary Rose C. Almeria	Kindergarten	Angel Bermudez	GATE PreSchool
Beauty Letewasiyal	First Grade	Evangeline Chang	ESL Teacher
Jessica Dayday	Third Grade	Ormiyne Amram	Headstart
Catalina Limtuatco	Fourth Grade	Bonnie Palacios	School Aide
Cielito Rivera	Fifth Grade	Alvina Lynn Toves	Clerk Typist
Julie Eustaquio	Chamorro	Cavina Fejeran	1:1 Aide
Michael Sablan	Teacher Assistant	Shelly Rebelkuul	Teacher Assistant

Focus Group D: Resource Management and Development

Lisa Ann Pacheco	Kindergarten	Irene Poblete	Fifth Grade
Matthew Monaghan	Second Grade	Casandra Diego	Admin. Asst.
Asha Advani	Fourth Grade	Mark Dayday	School Aide
Holle Worswick	Teacher Assistant	Velma Leon Guerrero	1:1 Aide

Accrediting Commission for Schools Western Association of Schools and Colleges

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FRED VAN LEUVEN, Ed.D.
EXECUTIVE DIRECTOR

MARILYN S. GEORGE, Ed.D.
ASSOCIATE EXECUTIVE DIRECTOR

INITIAL VISIT SCHOOL DESCRIPTION ACS WASC FOCUS ON LEARNING FOR PACIFIC ISLANDS SCHOOLS

Part I: Identifying Data

Today's Date: December 1, 2016

School:	<u>MACHANANAO ELEMENTARY SCHOOL</u>		
Address:	<u>500 MARINER AVE.</u>	<u>BARRIGADA, GU</u>	<u>96913</u>
	Number and Street	City and State	Zip Code
Mailing Address (if different):	<u>500 MARINER AVE.</u>	<u>BARRIGADA, GU</u>	<u>96913</u>
	Number and Street	City and State	Zip Code
Telephone #:	<u>671-635-4381</u>	Fax #:	<u>N/A</u>
Email Address:	<u>gdquejado@gdoe.net</u>		
Chief Administrator:	<u>Geraldine D. Quejado</u>		
Enrollment:	<u>553</u>	Current Grade Span to be Reviewed:	<u>Pre-K GATE/Headstart/K-5</u>
County:	<u>U.S.A.</u>		

Check any of the following that apply to your school:

- ☐ Boys School ☐ Girls School ☒ Coeducational
☐ Comprehensive ☐ Independent Study ☐ Home Study ☐ Online Distance Learning
 Joint Affiliation: ☐ ACSI ☐ ACTS ☐ AWSNA ☐ BJE ☐ CAIS ☐ CIS ☐ EARCOS
 ☐ EDI ☐ GSACS ☐ HAIS ☐ NLSA ☐ NIPSA ☐ SDA ☐ WCEA
☐ Church-related If Church-related, name denomination: _____
 Is the school incorporated: ☐ Yes ☒ No
 If so, is it incorporated as a: ☐ profit-making institution or ☐ nonprofit-making institution?

If any portion of your school's curriculum is delivered online, please indicate what percentage of your coursework is offered online 0%, and the percentage of students utilizing the online delivery system 0%. Briefly describe:

Note: If more space is needed on the following pages, please append additional sheets.

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Part II: School Profile

Machananao Elementary School (MES) is located on the island of Guam, a territory of the United States which is a short flight away from Asia. MES is in the northernmost village of Yigo, with a medical facility, a catholic church, a Navy and Air Force military base, a proposed U.S. Marine Corps Base, secured access to the beaches, and numerous supermarkets and restaurants within the village and surrounding areas. This village derives its name from the word “yugu”. “Yugu” means the frame placed over the neck of a carabao 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 continued construction of business 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 the war. Like all northern Guam villages, it sits on top of the Northern Aquifer, which supplies about eighty percent of the island’s drinking water supply. (*Guampedia*)

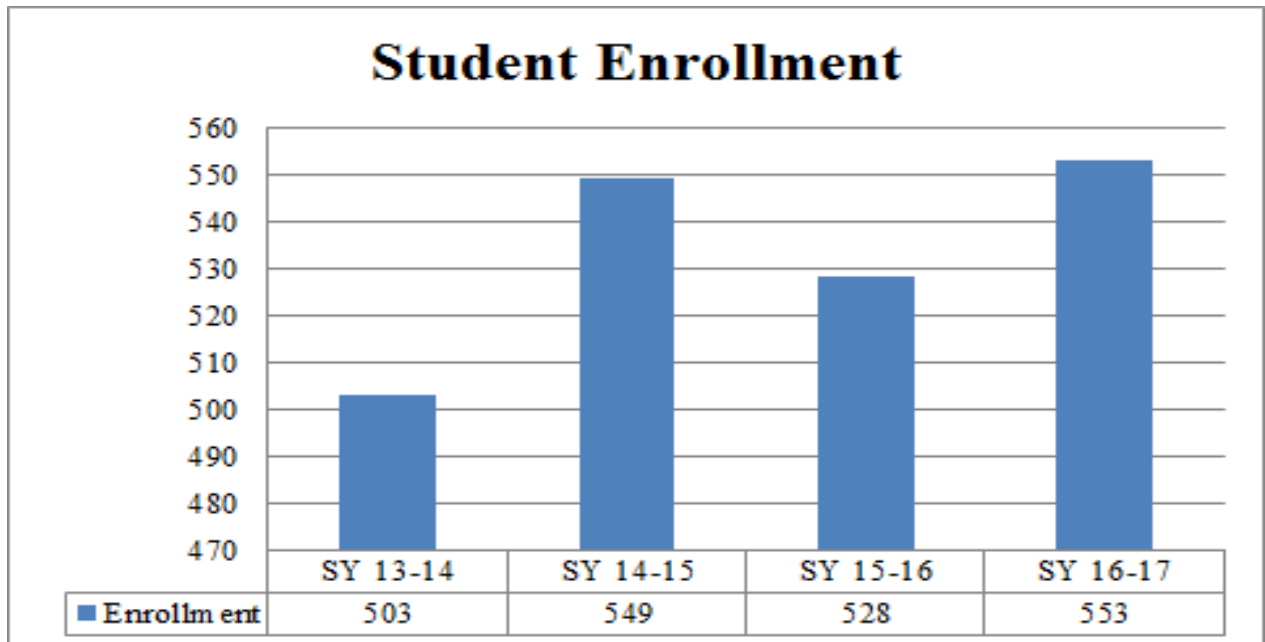
Within the village are four other public schools, two private schools, and Department of Defense Schools elementary and secondary, located on Andersen Air Force Base. The village operates under the guidance of a mayor and vice-mayor. Yigo is also known as the island’s “final battle war” grounds of WWII.

The campus resides in a rural neighborhood. MES first opened its doors on August 2000 and is one of 26 public elementary schools. The school educates an average student population of 519 from diverse cultural and ethnic backgrounds, ranging from the ages of 3 to 11 years old. Currently, for school year 2016-2017, the total student enrollment is 553, to include Pre-Kindergarten GATE and Head Start Program students.

The following table (Figure 1) reflects our school’s enrollment as of September 30, 2016, by grade level and also provides the total enrollment by gender. Data shows 55% female and 45% male.

Figure 1: Student Demographics by Gender (# of students)

GRADE	FEMALE	MALE	TOTAL
PRE-KINDERGARTEN GATE	8	6	14
HEADSTART	6	14	20
KINDERGARTEN	44	37	81
FIRST	45	27	72
SECOND	38	38	76
THIRD	50	52	102
FOURTH	52	35	87
FIFTH	59	42	101
TOTAL	302	251	553

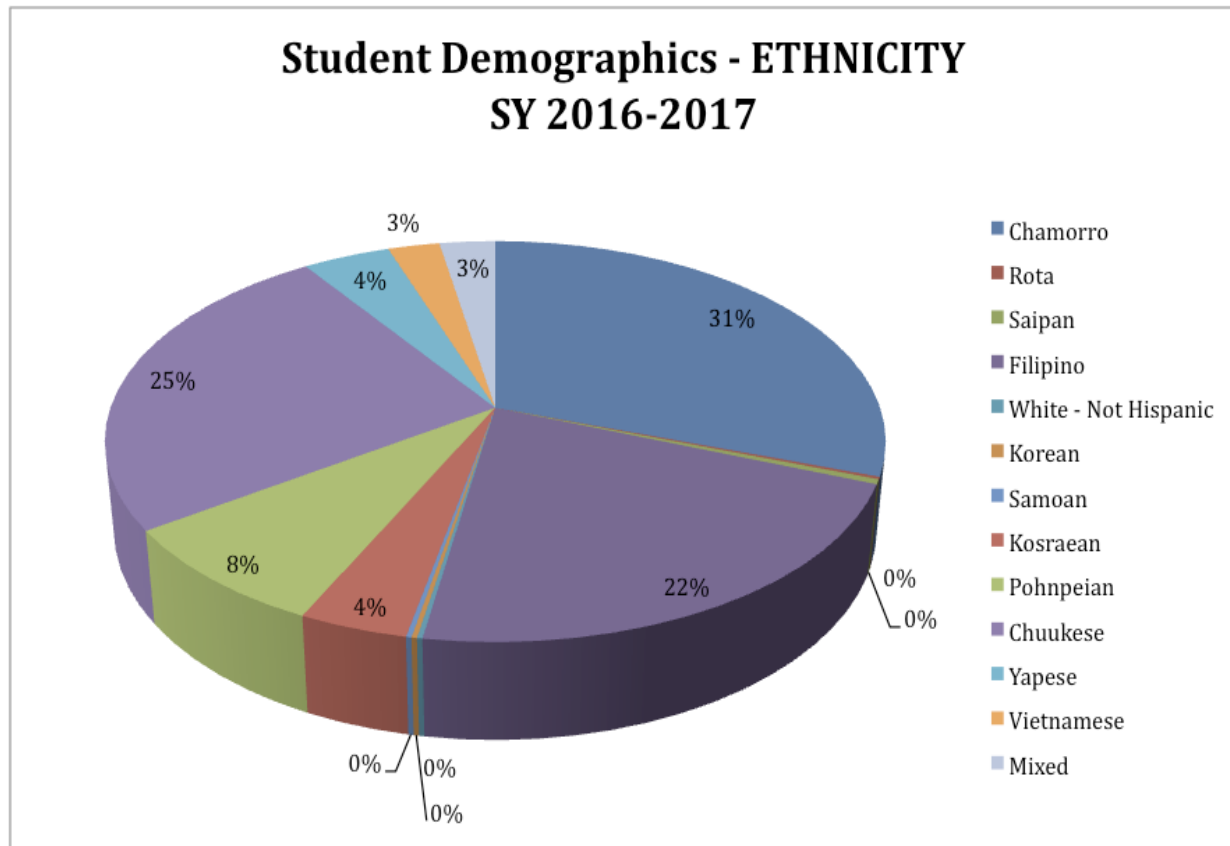
Figure 2: Student Enrollment: Past three years to present

The increase and decrease of MES enrollment is due to change of residency.

MES has a diverse student population with the 3 largest ethnic groups being: Chamorro (31%), Chuukese (25%), and Filipino (22%). Other ethnicities are Pohnpeian (8%), Kosraean and Yapese (4%), and Vietnamese and Mixed (3%). The Federated States of Micronesia is comprised

of the state of Pohnpei, Chuuk, Yap, and Kosrae. The Commonwealth of the Northern Marianas is comprised of the islands of Rota, Saipan, and Tinian. Other comprises of White Non-Hispanic, African American, Japanese, Chinese, Korean, Hawaiian, Samoan, Republic of the Marshall Islands, and the Republic of Belau.

Figure 3: Student Demographics by Ethnicity



The school embraces the belief that high student achievement is the result of a standards-based rigorous, balanced and relevant curriculum for all students. In addition, the student demographic for MES also has a Special Program population, consisting of English as a Second Language, Gifted and Talented Education, and Special Education programs. Enrollment in these special programs has changed since SY 2013-2014 to SY 2016-2017:

- Gifted & Talented Education (GATE) decreased slightly from 35 to 26 students
- Students identified as needing Special Education (SpEd) services decreased from 15 to 13
- English as a Second Language (ESL) students increased from 250 to 346
- After School Program for Instructional Remediation and Enrichment (ASPIRE) decreased from 21 in SY 2015-2016 to 16 students as of first quarter this school year 2016-2017.

For the past two school years, The Community Eligibility Provision has been available to MES students through the United States Department of Agriculture National School Lunch Program

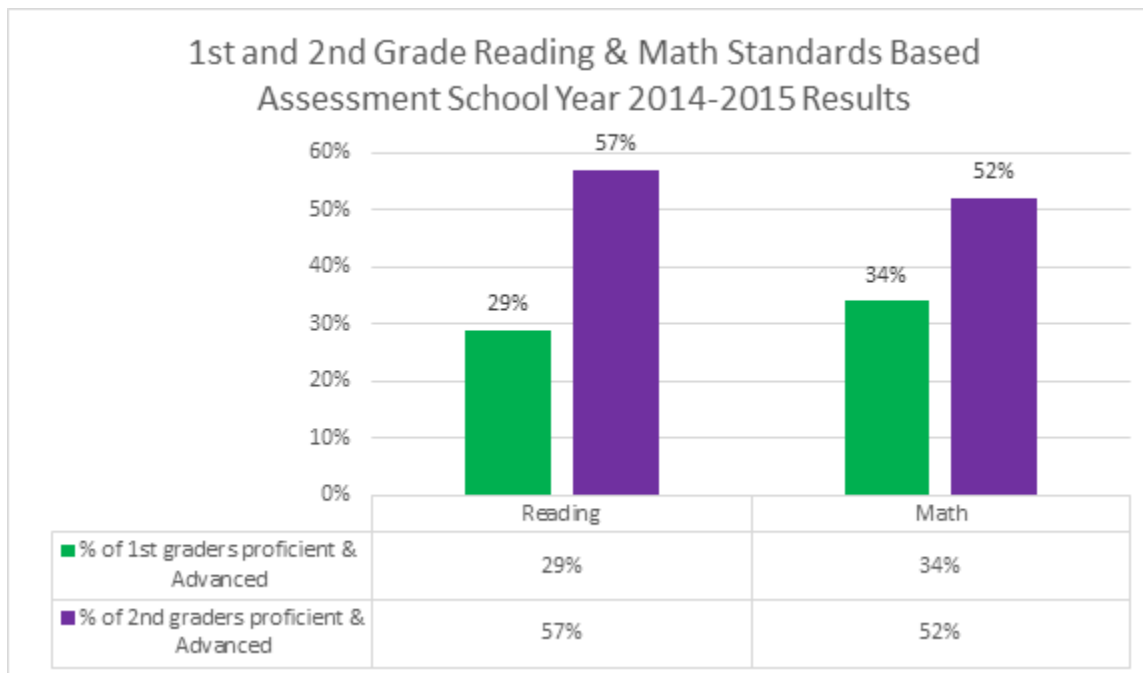
and School Breakfast Program. All students are eligible to receive a healthy breakfast and lunch at no cost to students.

MES has 25 classroom and 12 support program teachers. 84% of teachers are fully certified while the others are limited term. The majority of teachers (99%) hold a Bachelor's Degree. There are eight (8) with Master's Degrees and one (1) holds Doctorate Degree. In addition there are 11 staff and six (6) Teacher Assistants.

Although there is still room for growth in 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. There is some indication, however, that more attention should be paid to Math curriculum and instruction. It appears that the focus of ACT Aspire preparation may require a prioritization of critical skills. This may be a focus of Professional Learning Communities (PLC).

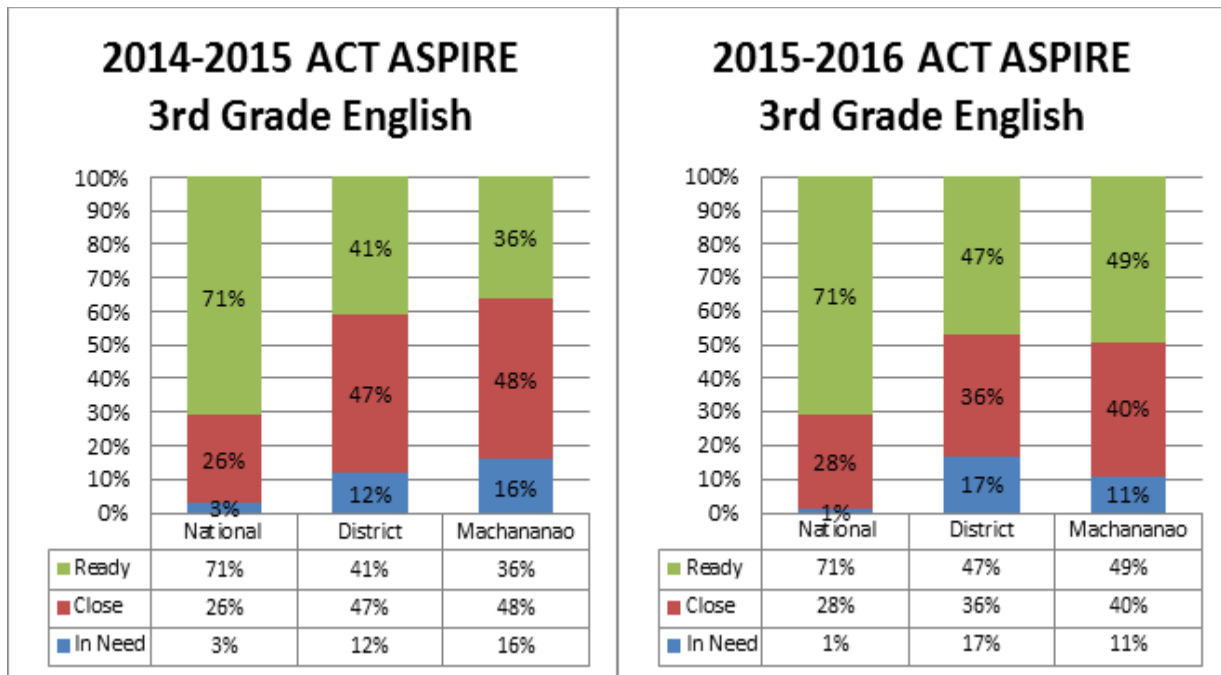
ACT Aspire and *Standard Based Assessments* (SBA) are the Guam Department of Education district wide assessments. ACT Aspire is administered to third through fifth grade in English, Reading, and Math. SBA Reading and Math is administered to first and second grade. SBA Science and Social Studies is administered to first through fifth grade.

Figure 4: Student Achievement Data - ACT Aspire:

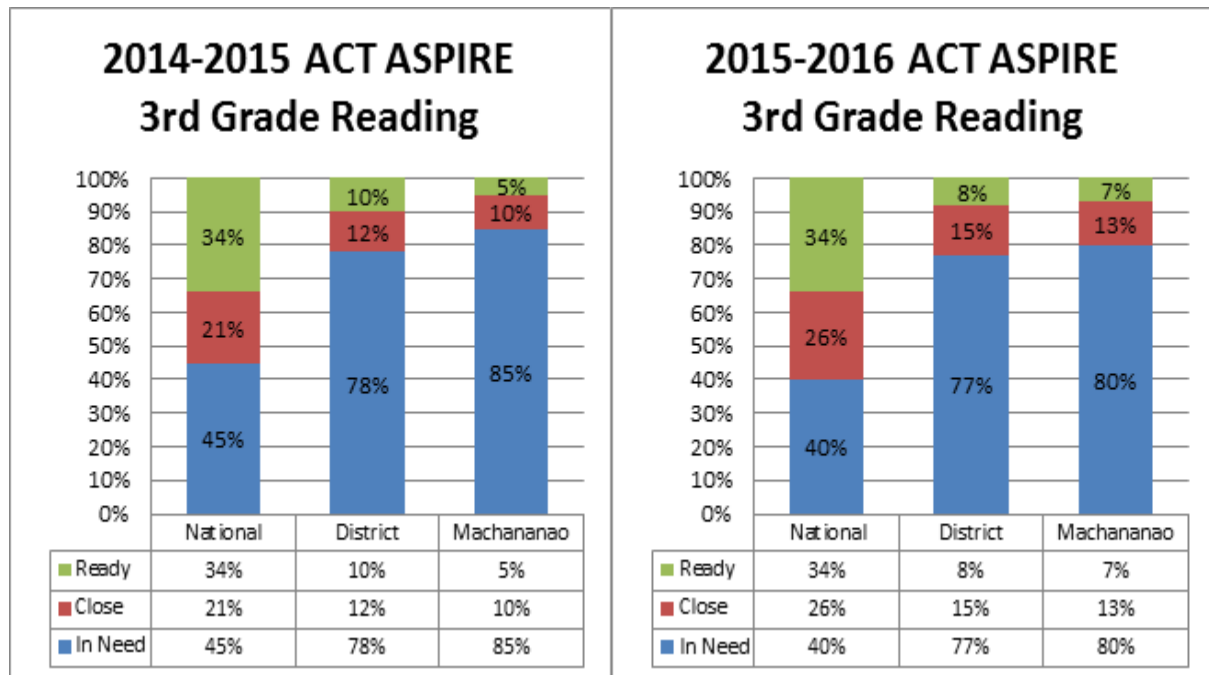


The 2015-2016 SBA scores procurement process has taken longer than anticipated, however a vendor has been identified and has begun the process of inputting and analyzing data.

Figure 5: ACT Aspire 3rd Grade English, Reading & Math results for SY 2014-2015 and SY 2015-2016.



3rd Grade: There was an increase of 13% students that performed in the Ready Level which exceeded the district level by 2%. It is evident that the written and taught curriculum had an impact on student achievement in English.



3rd Grade: Reading performance improved slightly 2% in Ready Level and 3% in Close Level.

3rd Grade: Although there was 2% decrease in the Ready Level, the percentage of students in the Close Level remained unchanged.

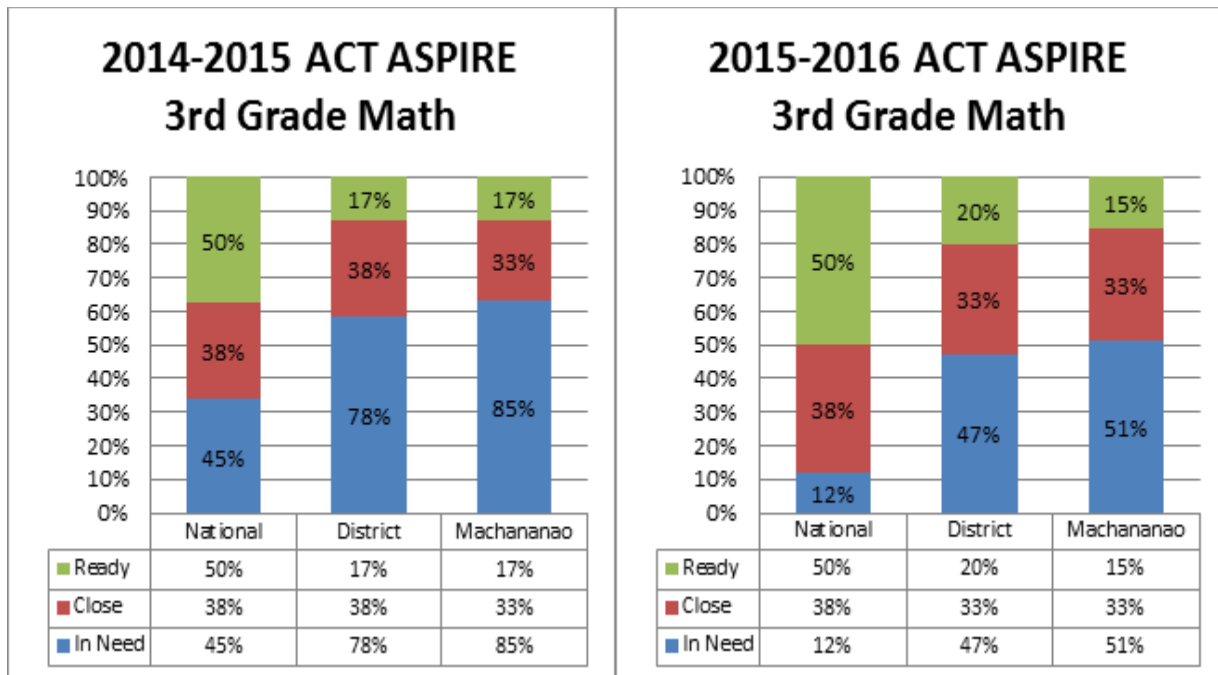
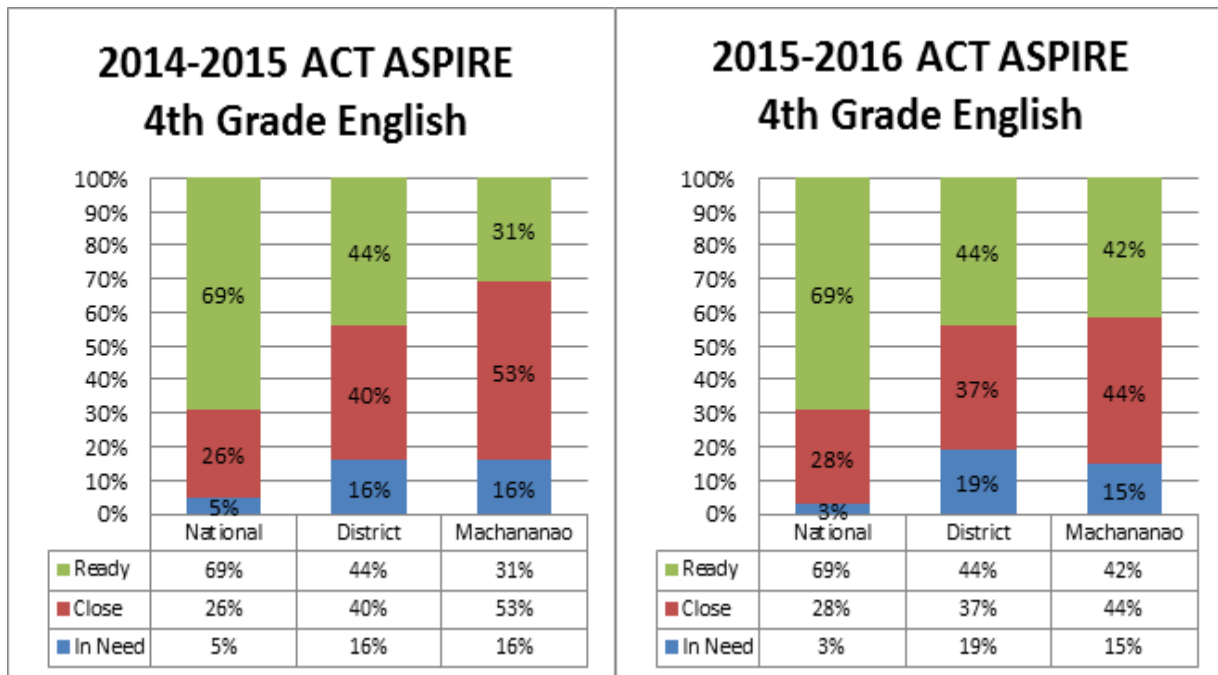
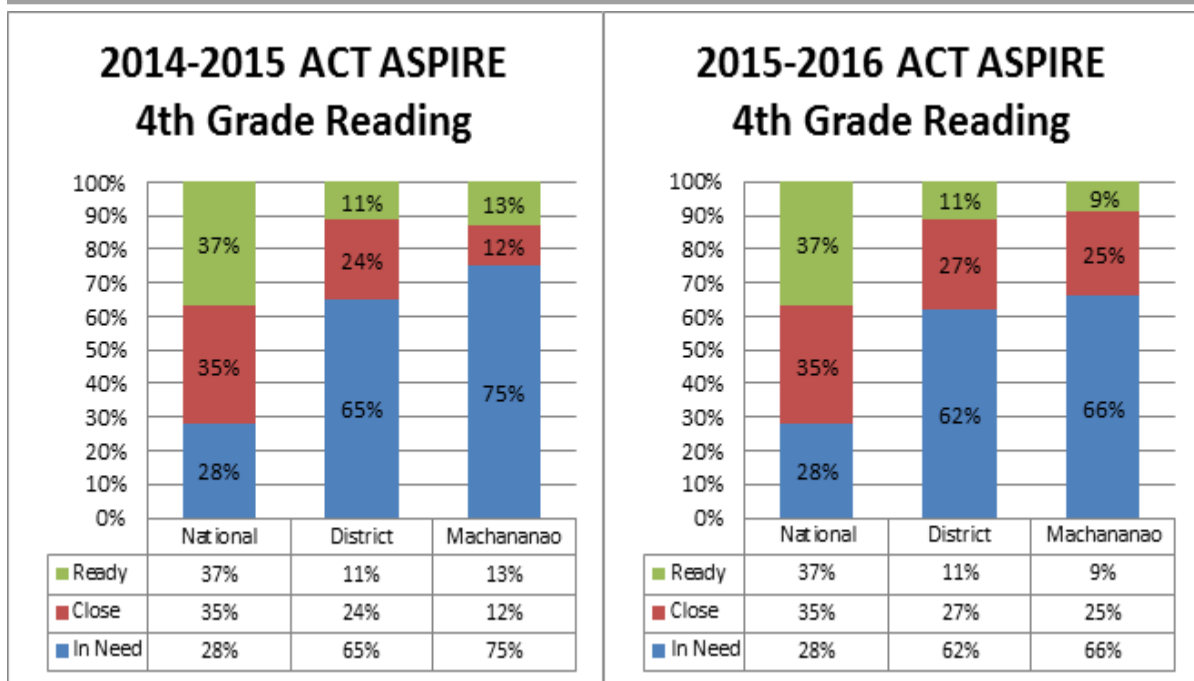


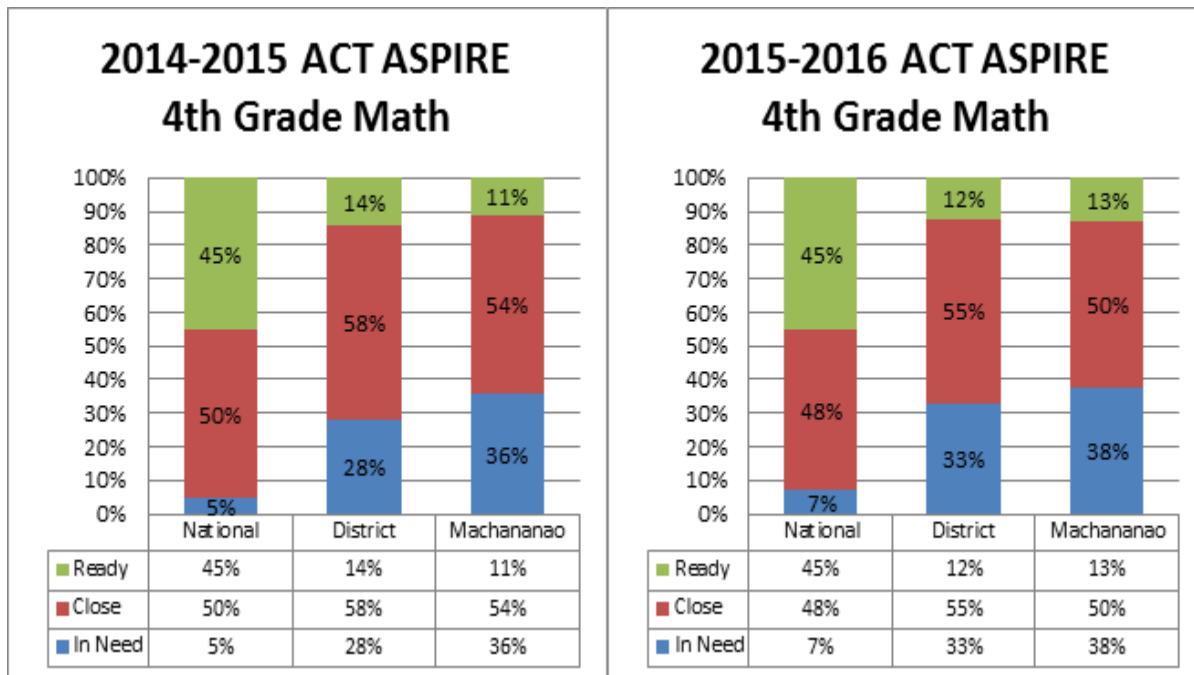
Figure 6: ACT Aspire 4th Grade English, Reading & Math results for SY 2014-2015 and SY 2015-2016



4th Grade: There was an increase of 11% students that performed in the Ready Level.

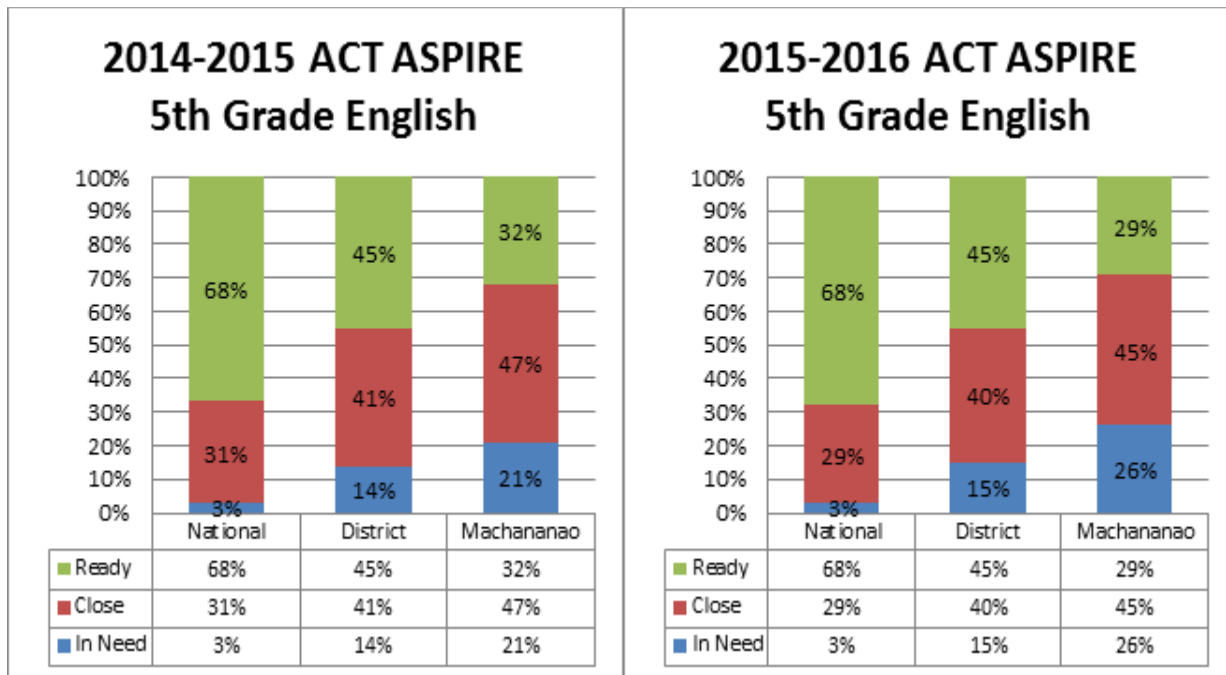


4th Grade: Although there was a decrease of 4% in the Ready Level, there was an increase of 13% students that performed in the Close Level and a decrease of 9% students in the In Need of Support Level.

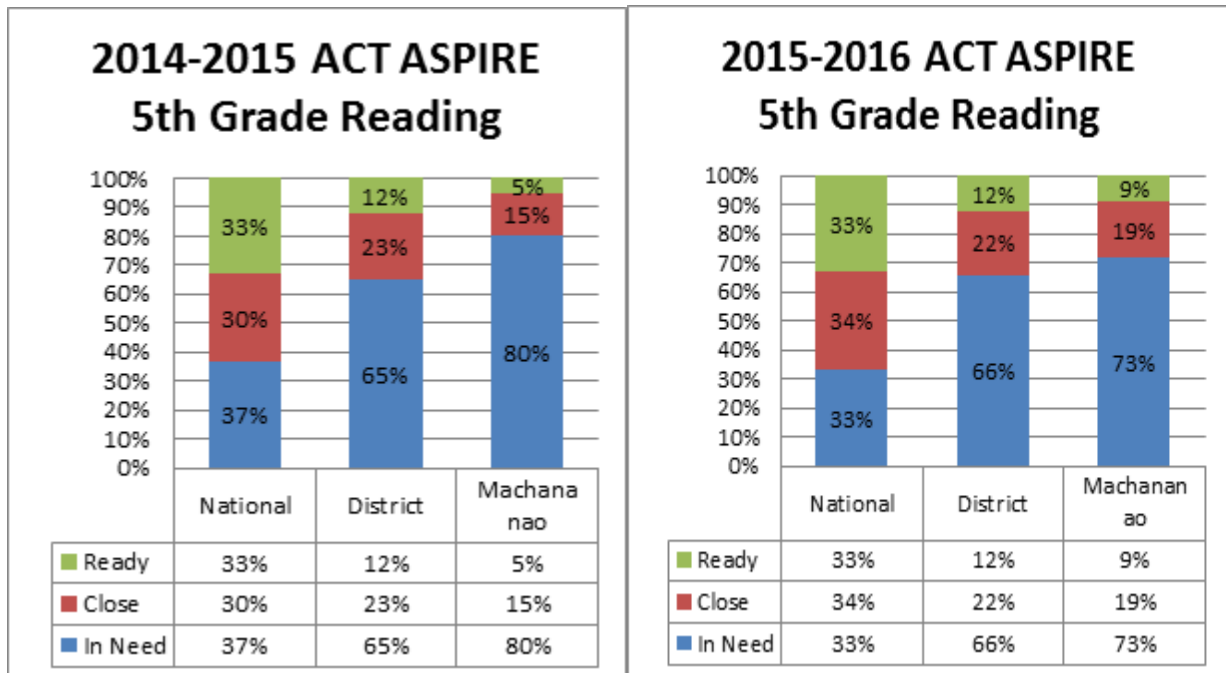


4th Grade: There was a slight increase of 2% students that performed in the Ready Level and exceeded the district level by 1%.

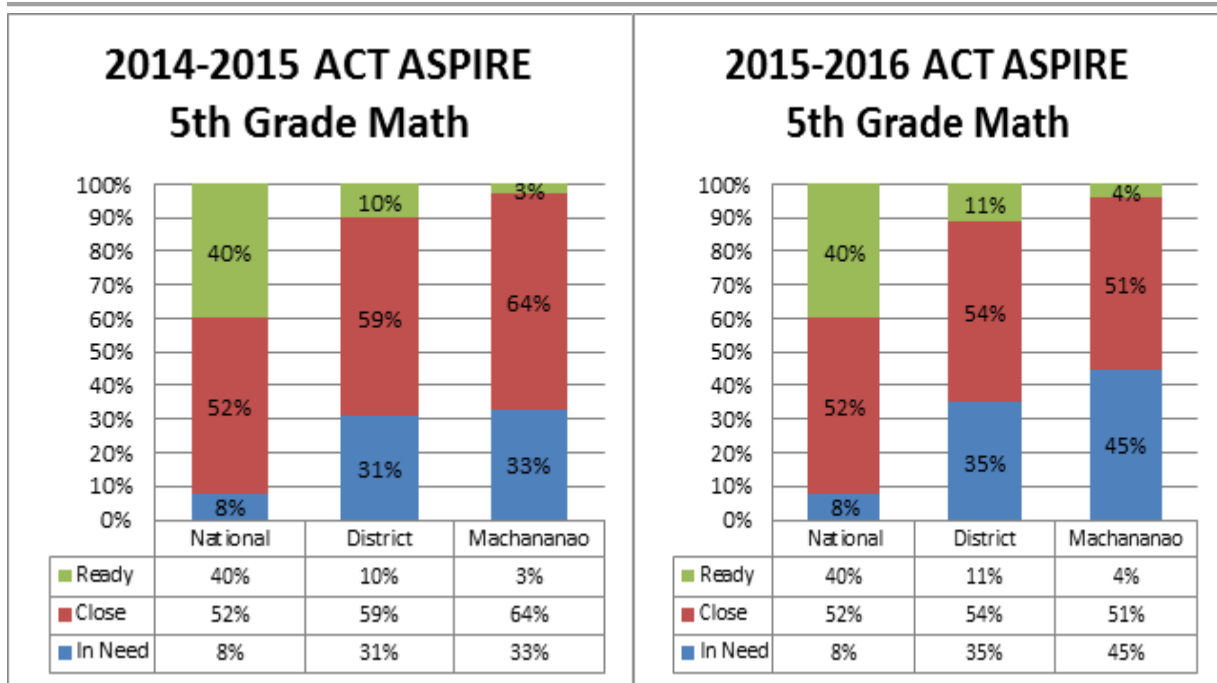
Figure 7: ACT Aspire 5th Grade English, Reading & Math results for SY 2014-2015 and SY 2015-2016



5th Grade: Although the data shows a decrease in the Ready and Close Level, the school at least exceeded 5% of students in the Close Level in comparison to the district.

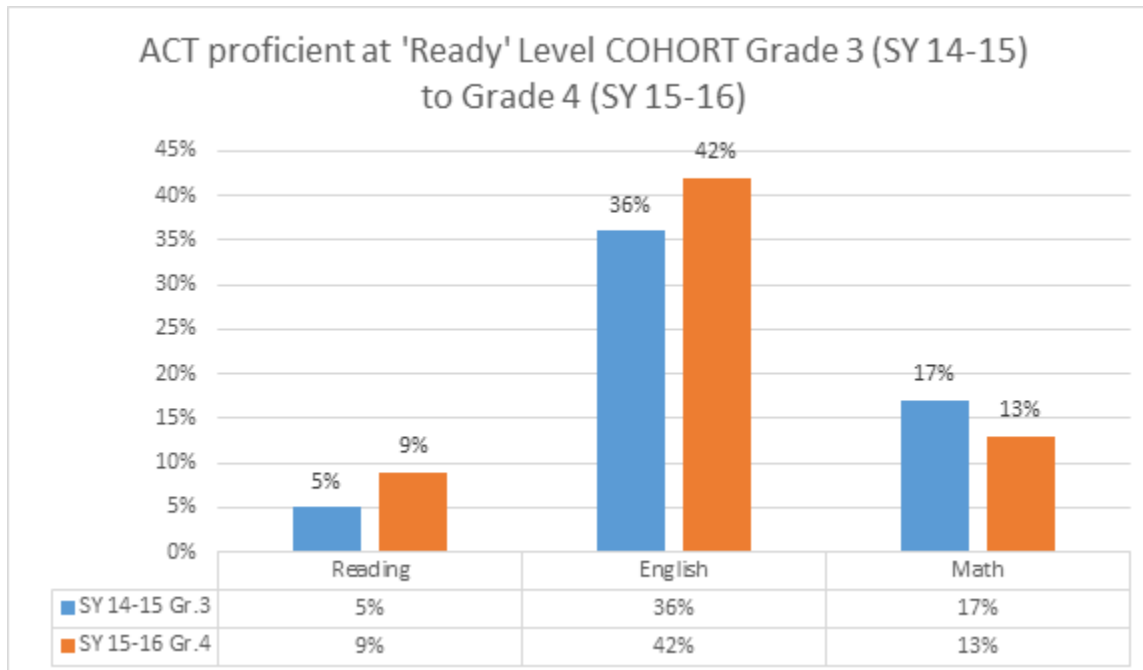


5th Grade: There was an increase of 4% students that performed in the Ready and Close Level and a decrease of 7% students in the In Need of Support Level.



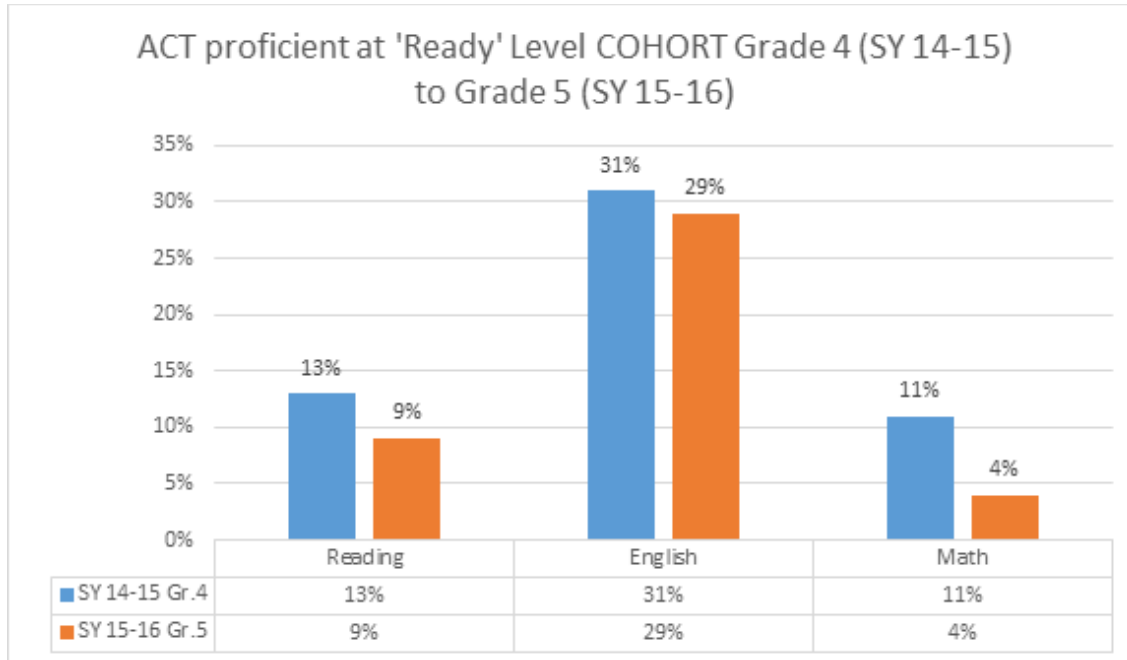
5th Grade: There was a slight increase of 1% students that performed in the Ready Level.

Figure 8: ACT Aspire Cohort 3rd to 4th grade-English, Reading & Math results for SY 2014-2015 and SY 2015-2016



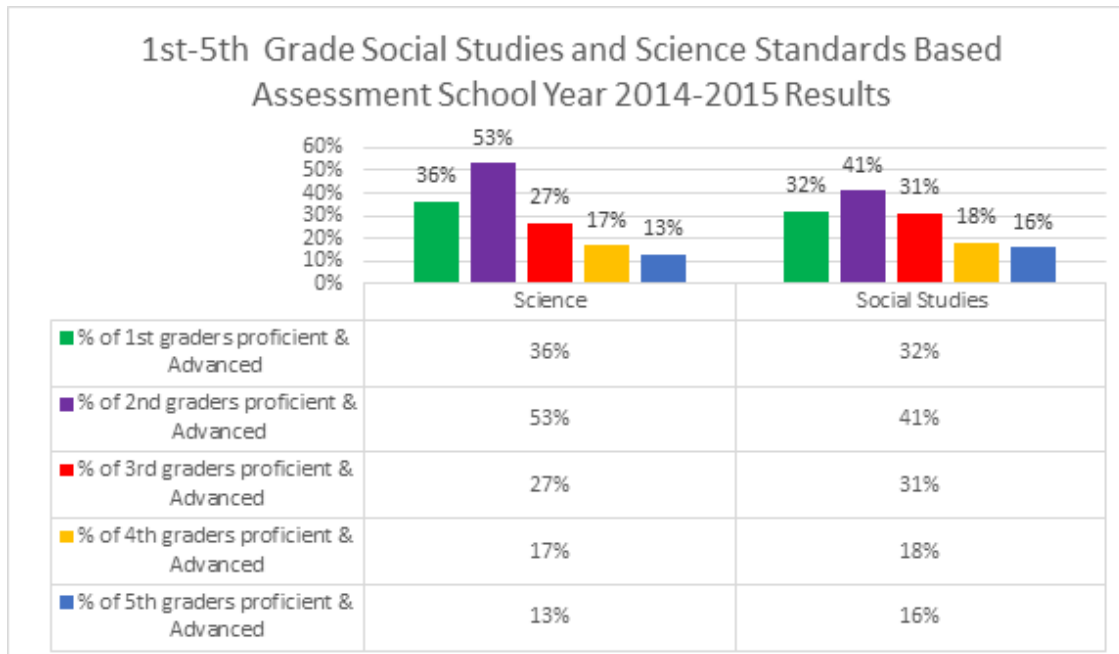
Cohort grade three students (SY 14-15) to grade four (SY 15-16) increased by 4% in Reading and 6% in English. There was a decrease in Math by 4%.

Figure 9: ACT Aspire Cohort 4th to 5th grade-English, Reading & Math results for SY 2014-2015 and SY 2015-2016



Cohort grade four students (SY 14-15) to grade five (SY 15-16) decreased for all three subject areas. 4% in Reading, 2% in English and Math by 7%.

Figure 10: Standards Based Assessment results for Social Studies & Science SY 2014-2015



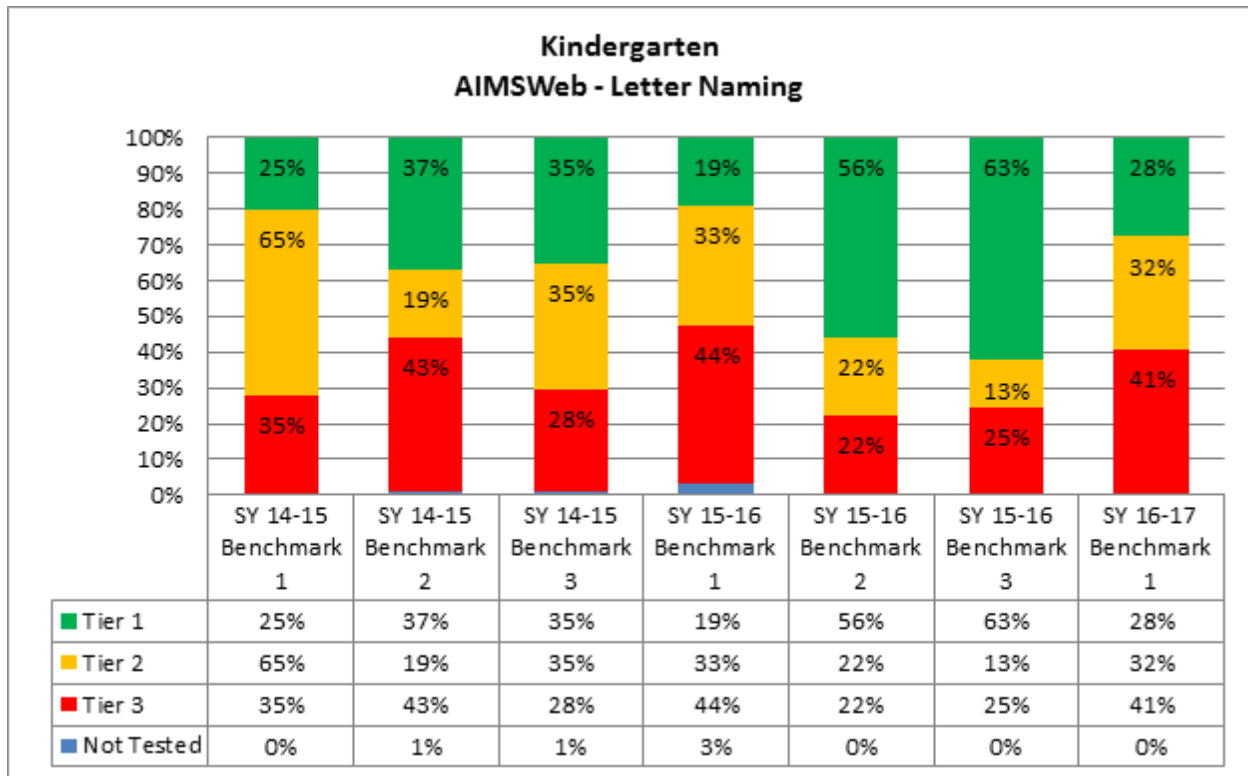
The 2015-2016 SBA scores procurement process has taken longer than anticipated, however a vendor has been identified and has begun the process of inputting and analyzing data.

The *Academic Intervention Monitoring System Web* (AIMSweb) tests are the GDOE interim assessment. AIMSweb tests are used to assess and monitor various Literacy and Math skills. AIMSweb benchmark tests are administered three times within a school year.

Student Interim Achievement Data - AIMSweb:

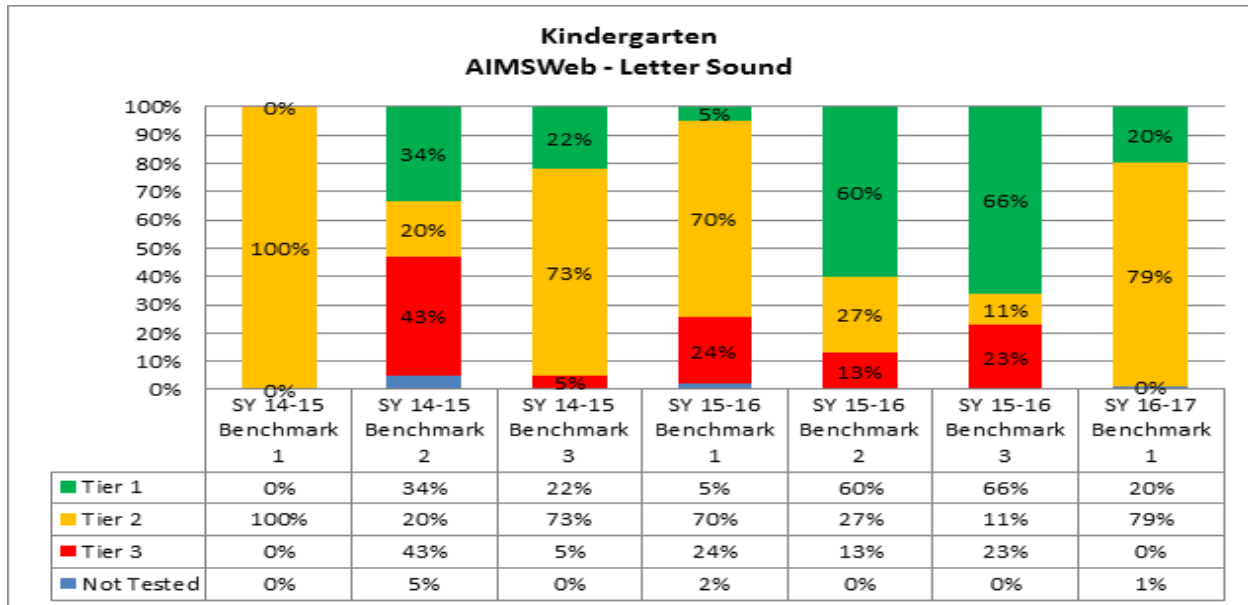
- Tier 1 (Green): Student is at 45th percentile and has an 80% success rate of passing a statewide test.
- Tier 2 (Yellow): Student is at higher end of 15th percentile, is at moderate risk in test subject and has a 50% success rate of passing a statewide test.
- Tier 3 (Red): Student is at a lower end of 15th percentile, is found to be at severe risk in test subject, with less than 50% of a success rate of passing a statewide test.
- Not Tested Blue: Students were not tested within testing period.

Figure 11: Kindergarten AIMSweb letter Naming - SY 2014-2015 to present



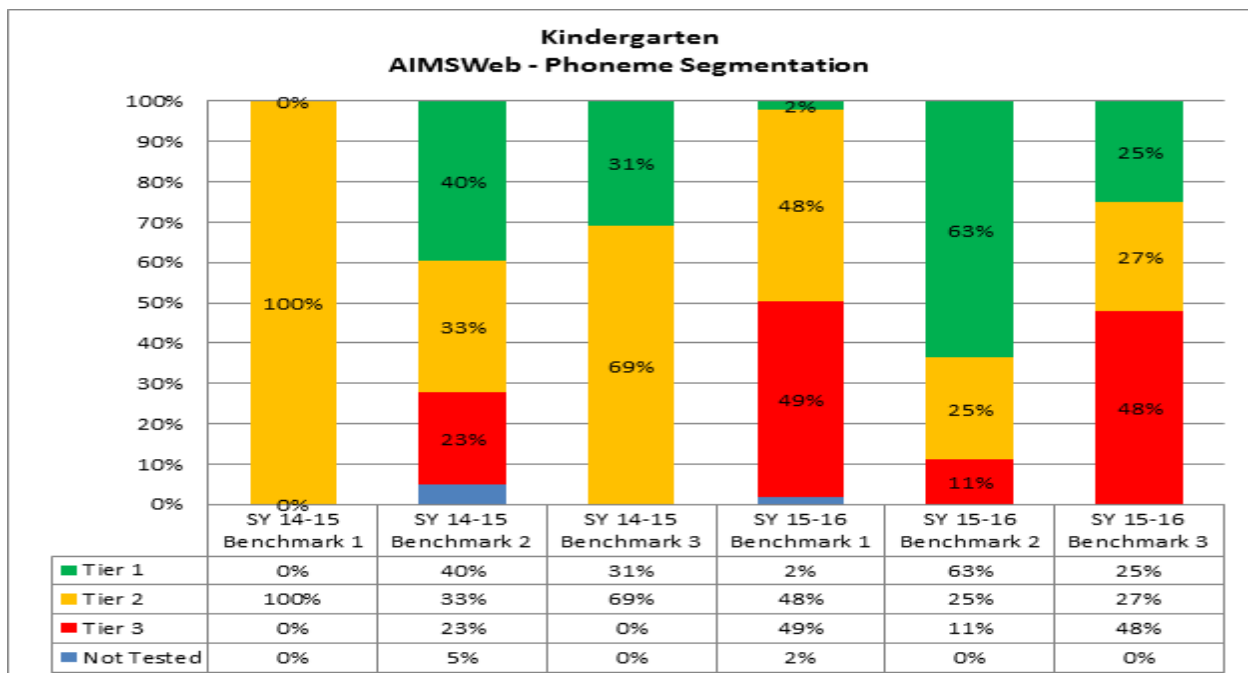
From Benchmark 1 to Benchmark 3 for school years 2014-2015 and 2015-2016, Kindergarten students showed overall improvement. Significant improvement was made during school year 2015-2016.

Figure 12: Kindergarten AIMSWeb letter Sound - SY 2014-2015 to present



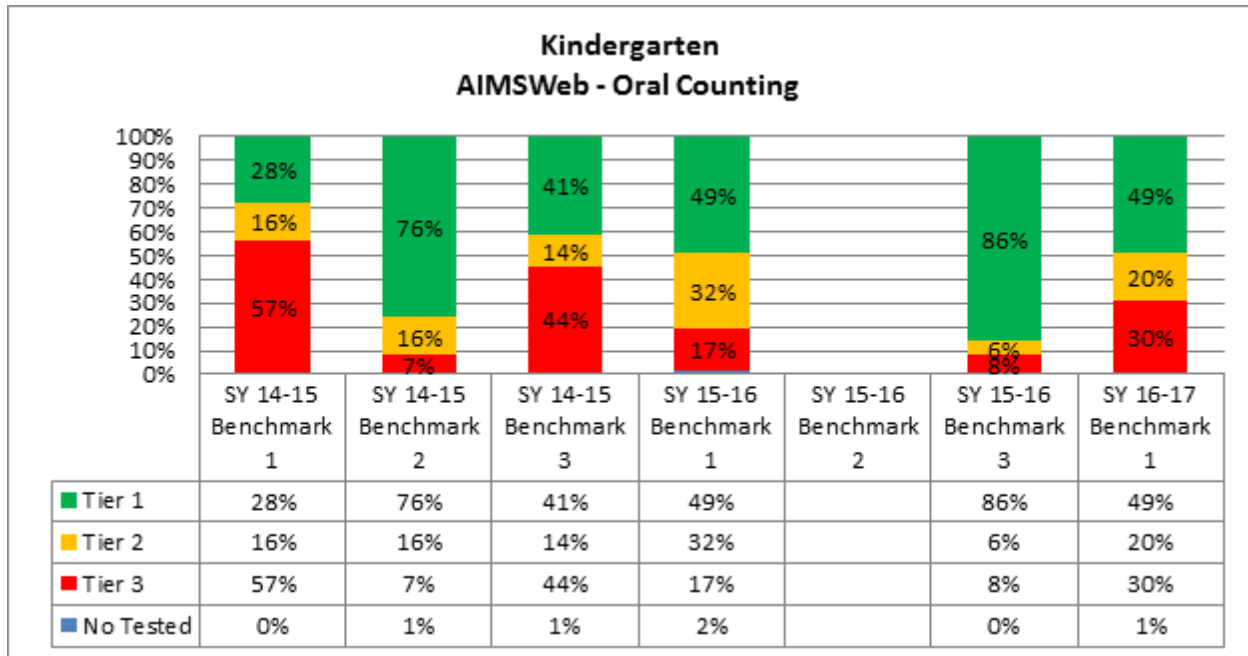
For school year 2014-2015 students struggled with letter sound fluency. School year 2015-2016 showed significant improvement for tier 1 and tier 2.

Figure 13: Kindergarten AIMSWeb Phoneme Segmentation - SY 2014-2015 to present.



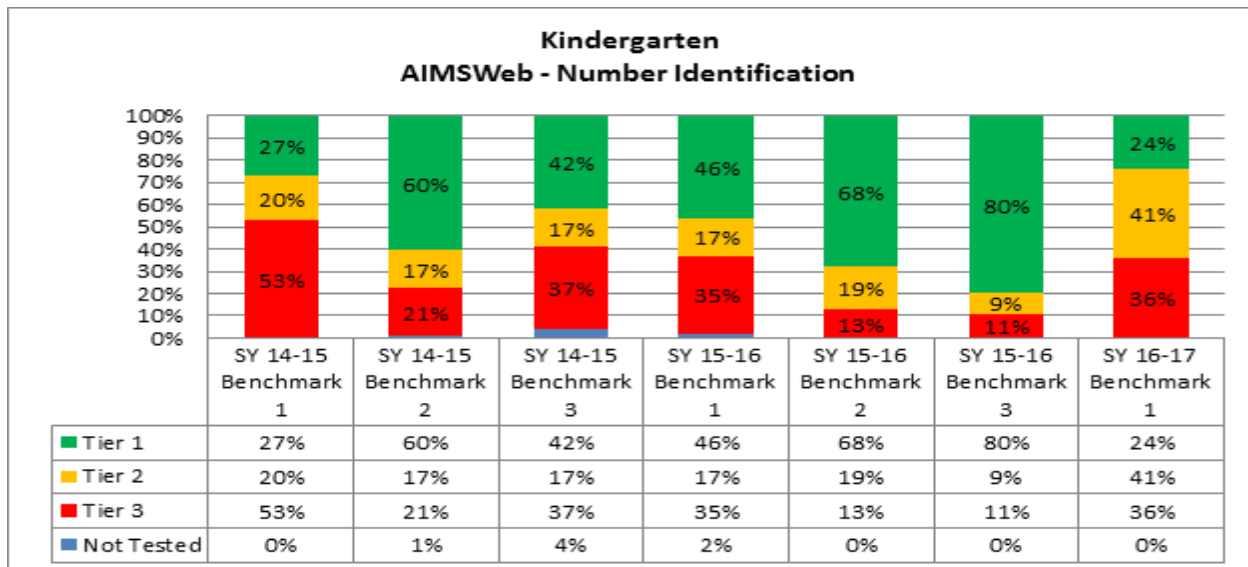
School year 2014-2015 showed significant improvement from benchmark 1 to 2 with a decrease from benchmark 2 to 3. School year 2015-2016 showed significant improvement from benchmark 1 to 2, but struggled with the cut score increase for benchmark 3. This test was not administered to students for benchmark 1 school year 2016-2017.

Figure 14: Kindergarten AIMSWeb Oral Counting - SY 2014-2015 to present



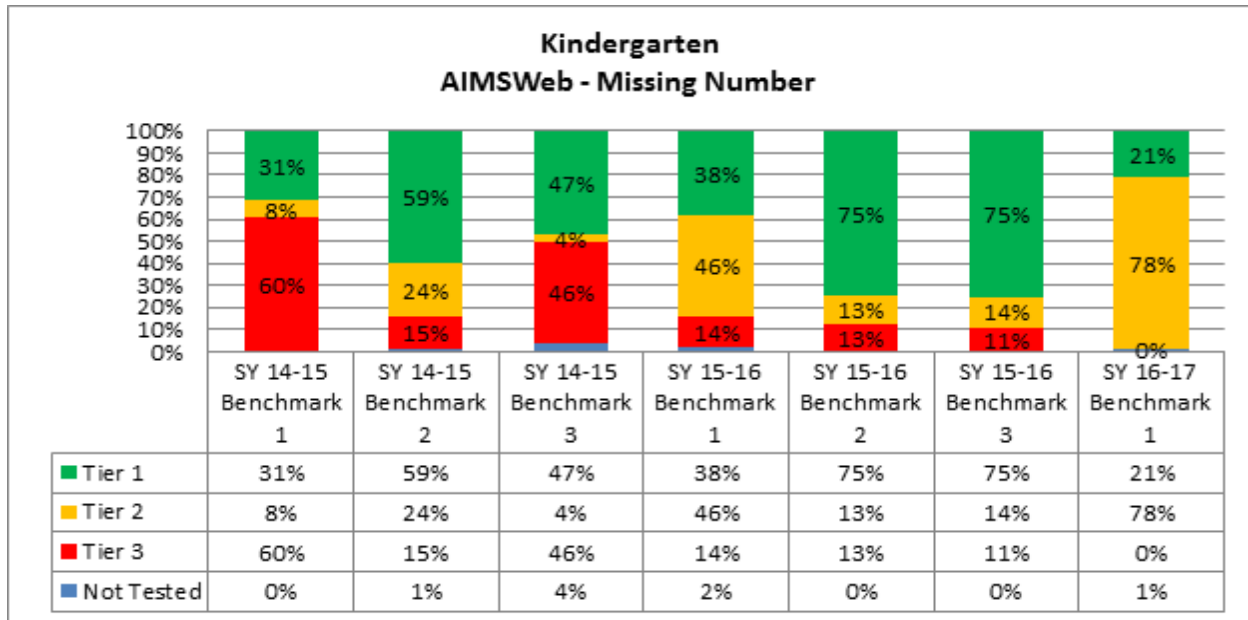
School year 2014-2015 showed significant growth from benchmark 1 to 2 with a significant decrease from benchmark 2 to 3. School year 2015-2016 showed significant student improvement from benchmark 1 to 3. Oral counting was not administered for benchmark 2 for school year 2015-2016.

Figure 15: Kindergarten AIMSWeb Number Identification - SY 2014-2015 to present.



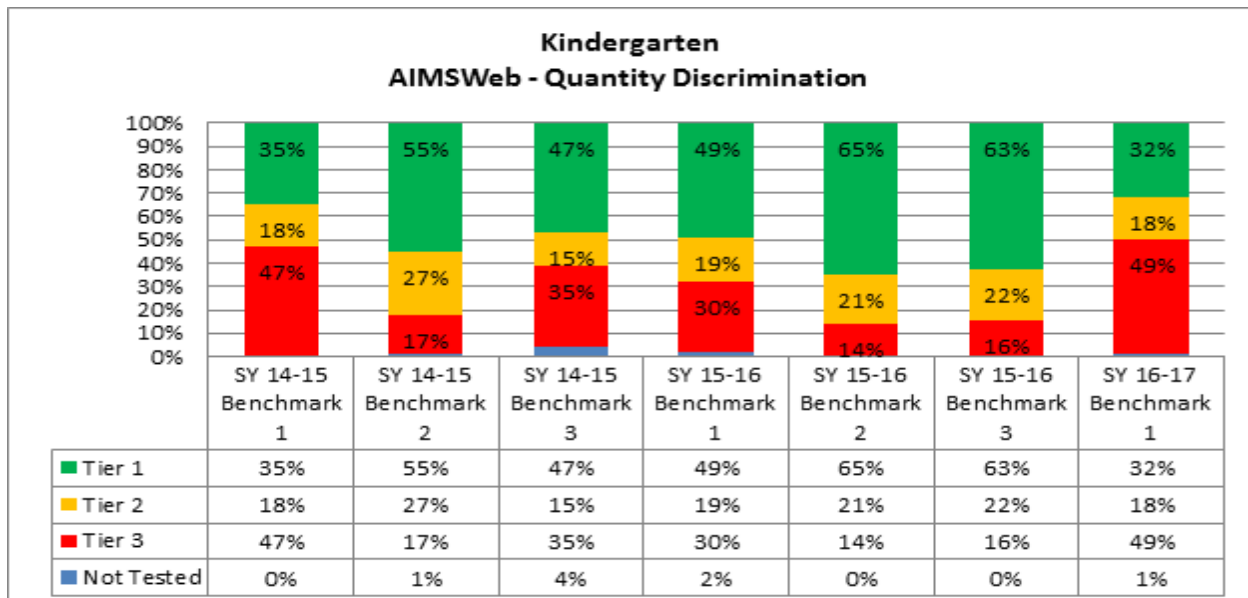
For school year 2014-2015 students showed improvement from benchmark 1 to 2, but struggled with the cut score increase for benchmark 3 with an increase of students performing at tier 3. School year 2015-2016 showed steady increase from benchmark 1 to benchmark 3.

Figure 16: Kindergarten AIMSWeb Missing Number - SY 2014-2015 to present.



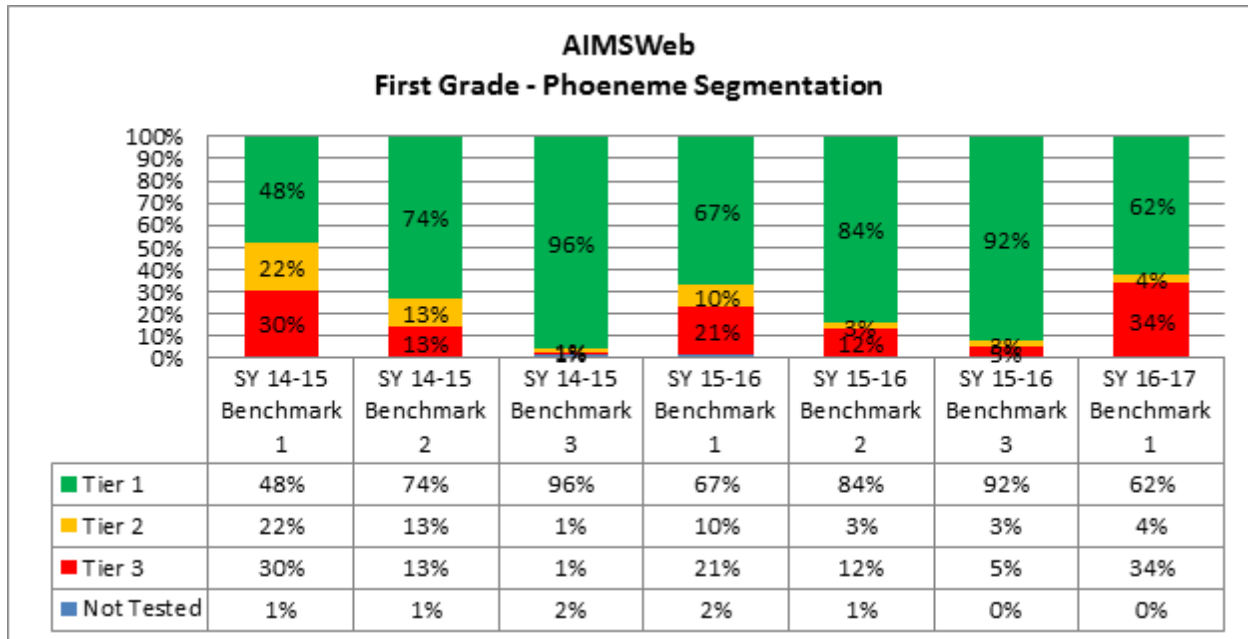
For school year 2014-2015 students showed improvement from benchmark 1 to 2, but struggled with the cut score increase for benchmark 3 with an increase of students performing at tier 3. School year 2015-2016 showed an increase from benchmark 1 to benchmark 3.

Figure 17: Kindergarten AIMSWeb Quantity Discrimination - SY 2014-2015 to present.



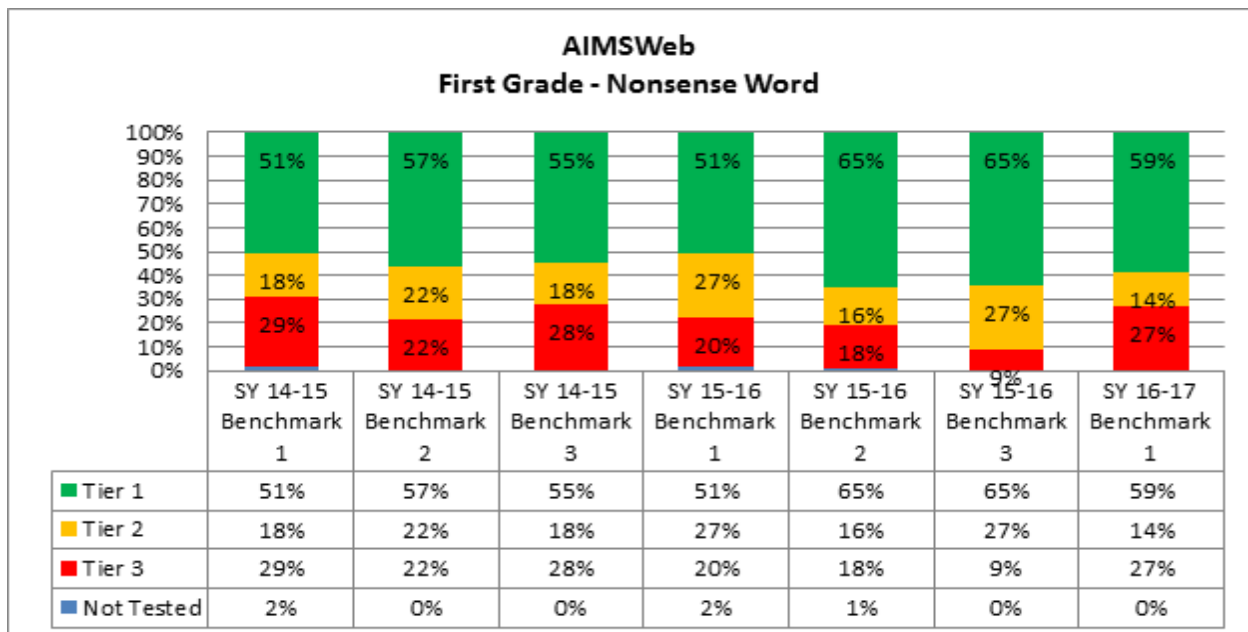
For school years 2014-2015 and 2015-2016 students showed improvement from benchmark 1 to 2, but struggled with the cut score increase for benchmark 3 with an increase of students performing at tier 3.

Figure 18: First Grade AIMSWeb Phoneme Segmentation - SY 2014-2015 to present.



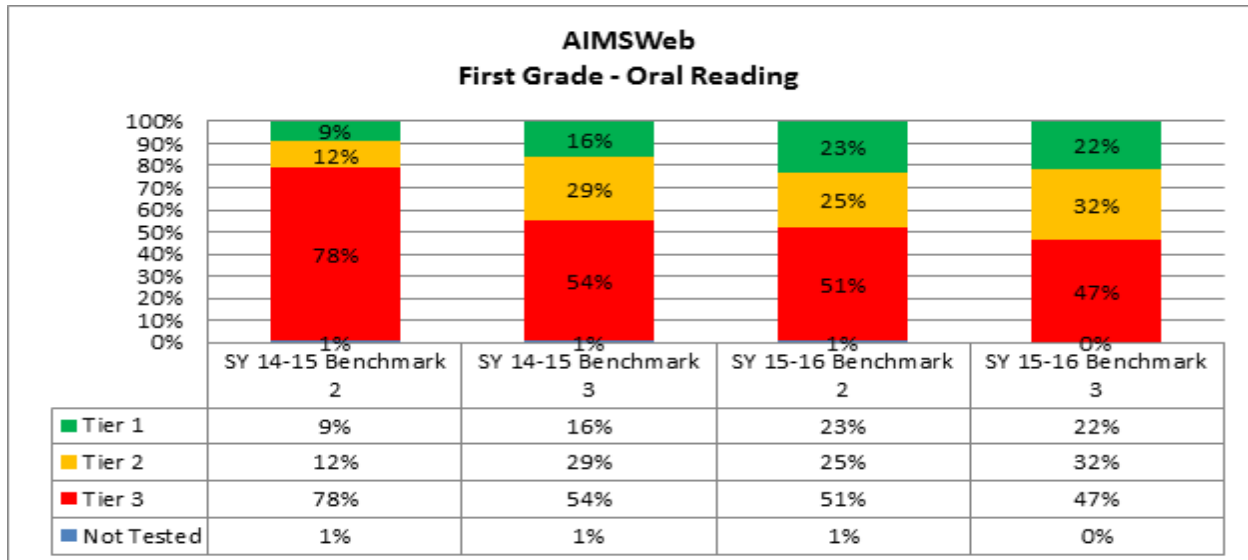
For School years 2014-2015 and 2015-2016 there was steady increase from benchmark 1 to benchmark 3.

Figure 19: First Grade AIMSWeb Nonsense Word -SY 2014-2015 to present.



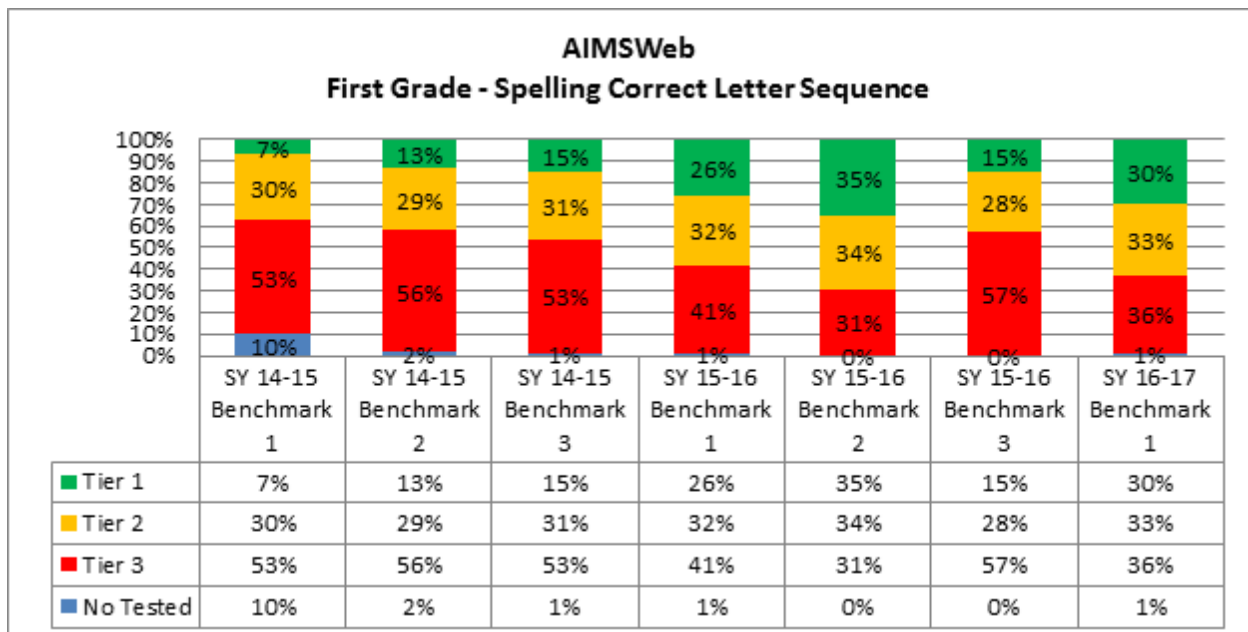
School year 2014-2015 showed minimal change for student from tier to tier. School year 2015-2016 showed increase for tier 1 students from benchmark 1 to 2 and showed improvement for students from tier 3 to tier 2.

Figure 20: First Grade AIMSWeb Oral Reading -SY 2014-2015 to present.



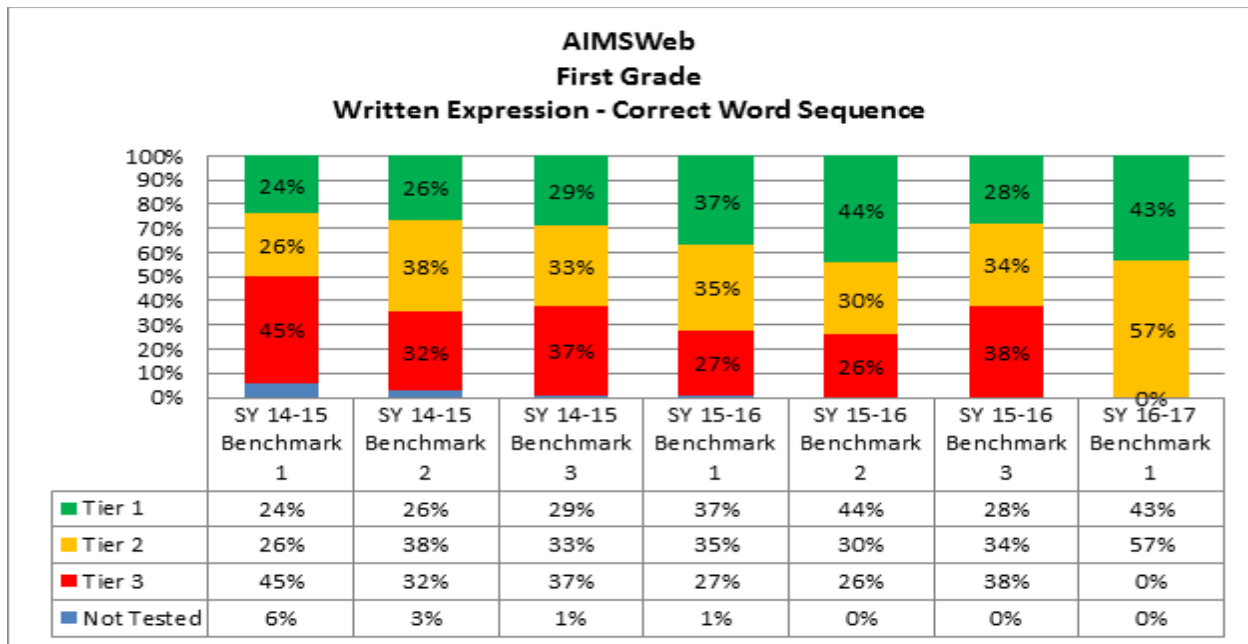
School year 2014-2015 showed significant improvement of students performing at tier 3, but overall students struggle with oral reading. School year 2015-2016 there was an increase in tier 2 of 7% and a decrease of 4% in tier 3.

Figure 21: First Grade AIMSWeb Spelling correct letter sequence - SY 2014-2015 to present.



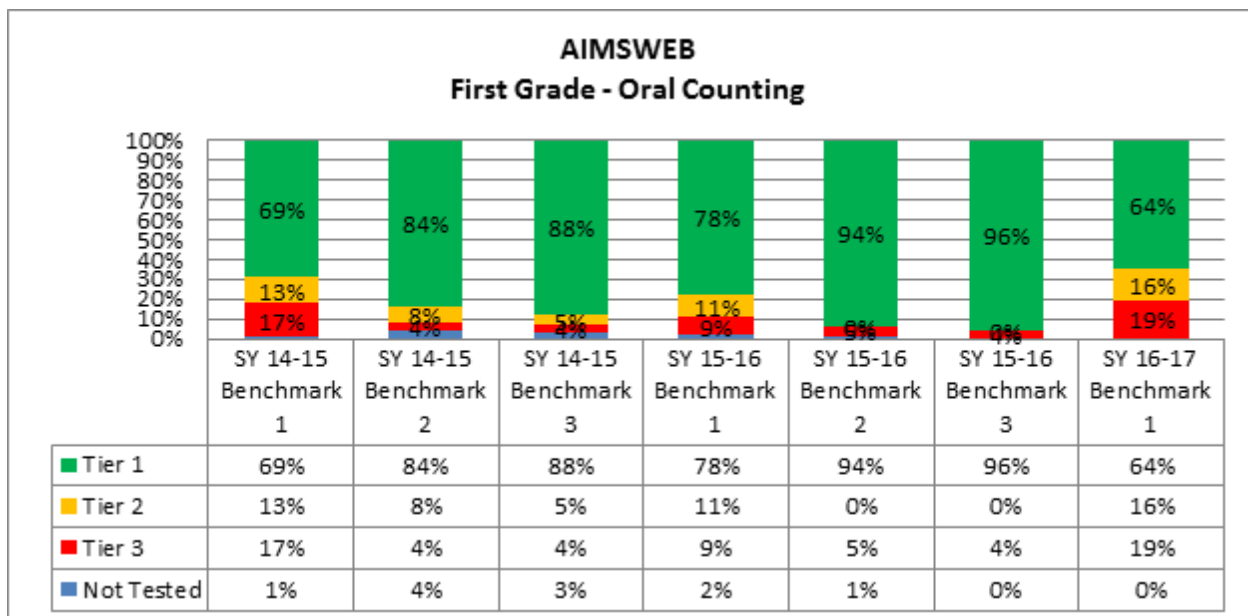
Overall, a slight improvement was made during school year 2014-2015. For school year 2015-2016 students showed improvement from benchmark 1 to 2, but struggled with the cut score increase for benchmark 3 with an increase of students performing at tier 3.

Figure 22: First Grade AIMSWeb Written Expression-Correct Word Sequence - SY 2014-2015 to present.



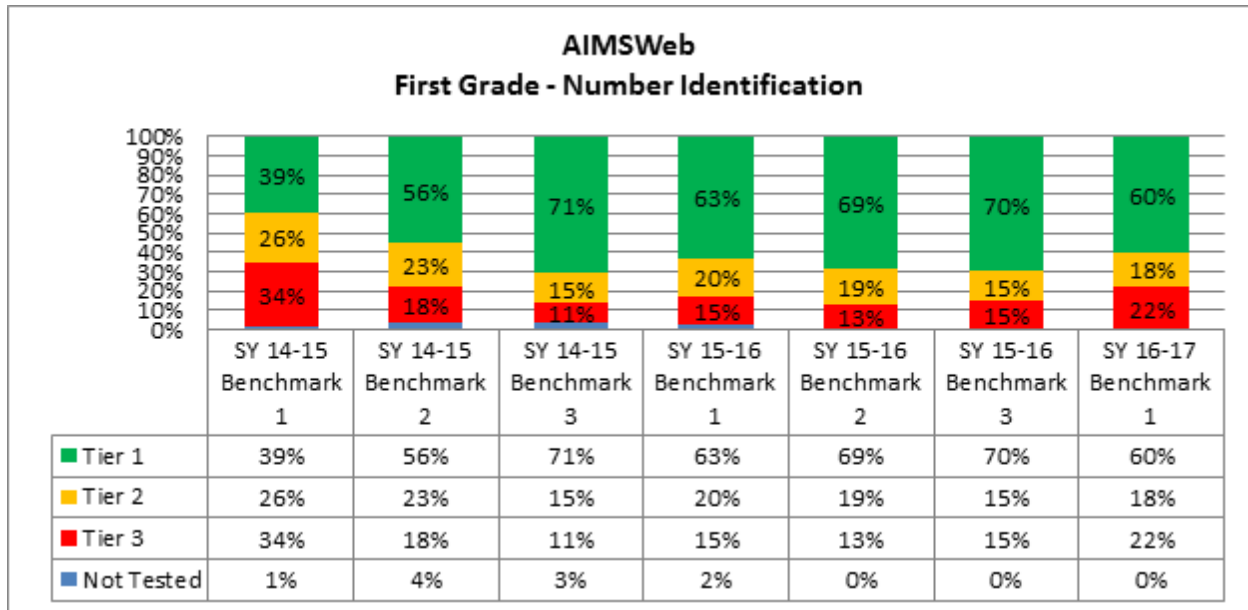
Overall, a slight improvement was made during school year 2014-2015. For school year 2015-2016 students showed improvement from benchmark 1 to 2, but struggled with the cut score increase for benchmark 3 with an increase of students performing at tier 3.

Figure 23: First Grade AIMSWeb Oral Counting - SY 2014-2015 to present.



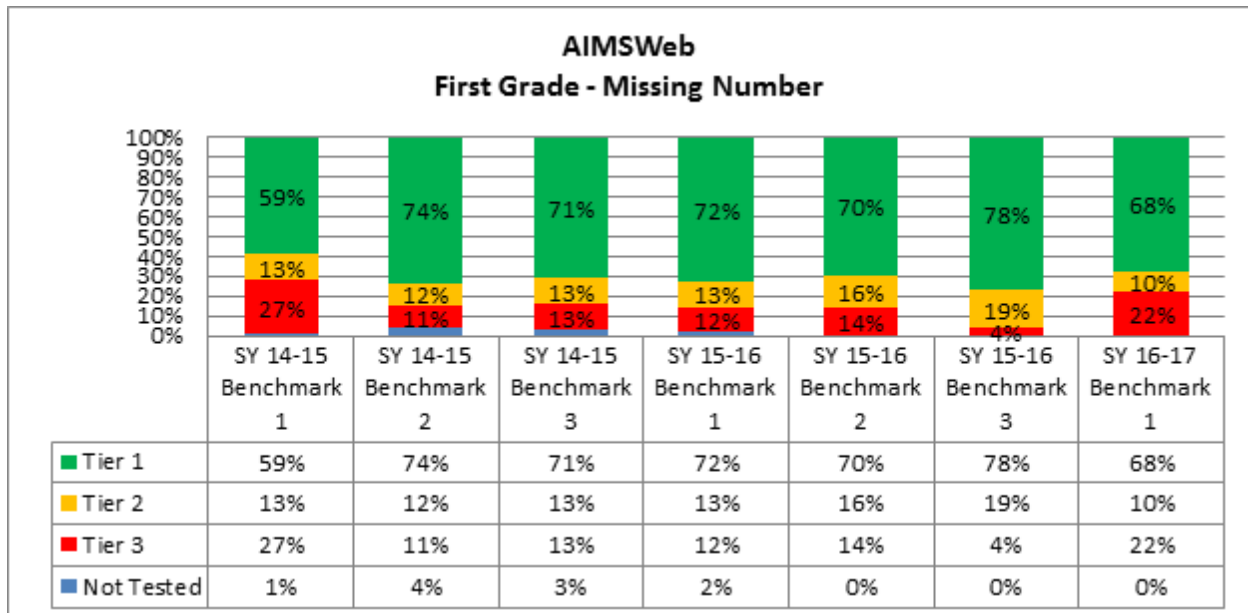
Steady improvement was made from benchmark to benchmark for school years 2014-2015 and 2015-2016.

Figure 24: First Grade AIMSWeb Number Identification - SY 2014-2015 to present.



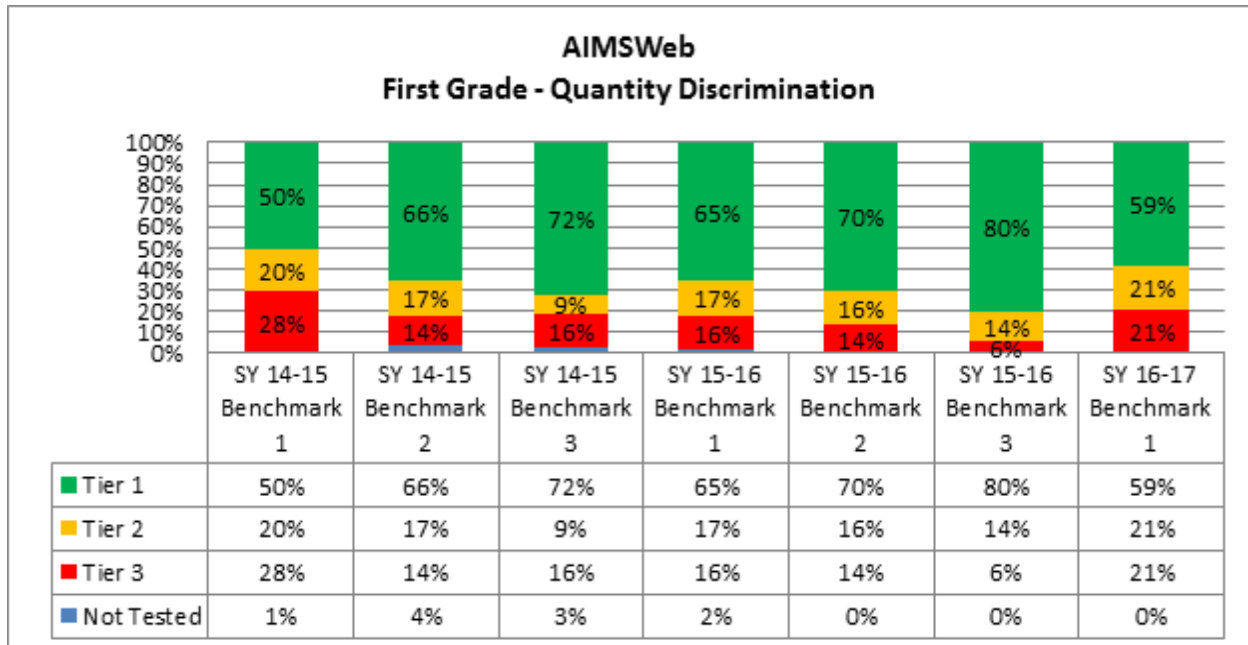
Steady improvement was made from benchmark to benchmark for school years 2014-2015 and 2015-2016.

Figure 25: First Grade AIMSWeb Missing Number - SY 2014-2015 to present.



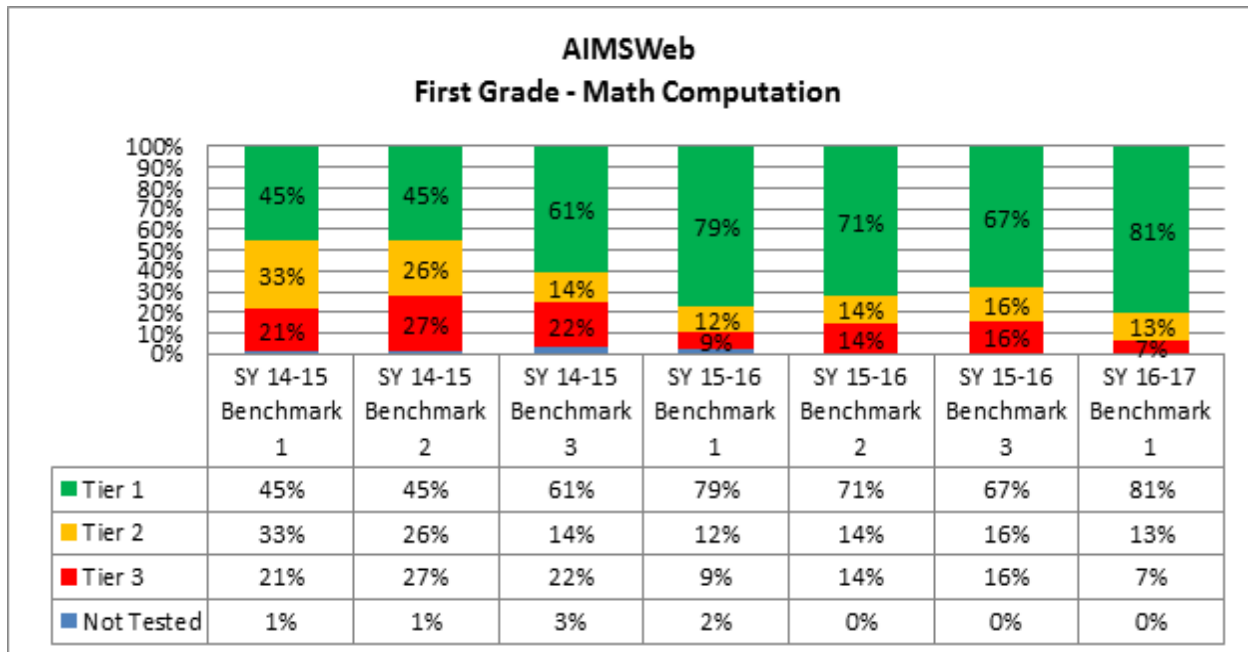
School year 2014-2015, steady increase was made from benchmark 1 to 2, with few students struggling with the cut score increase for benchmark 3. Overall improvement was made from benchmark 1 to 3 during school year 2015-2016.

Figure 26: First Grade AIMSWeb Quantity Discrimination - SY 2014-2015 to present.



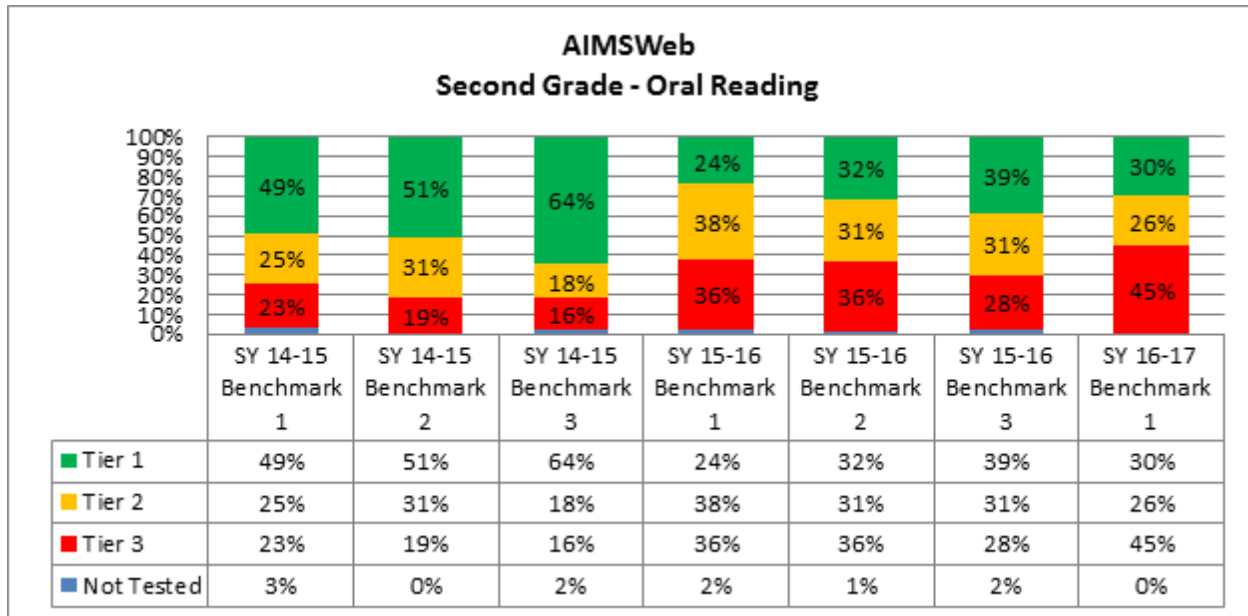
Steady improvement was made from benchmark to benchmark for school year 2014-2015 and 2015-2016.

Figure 27: First Grade AIMSWeb Math Computation -SY 2014-2015 to present.



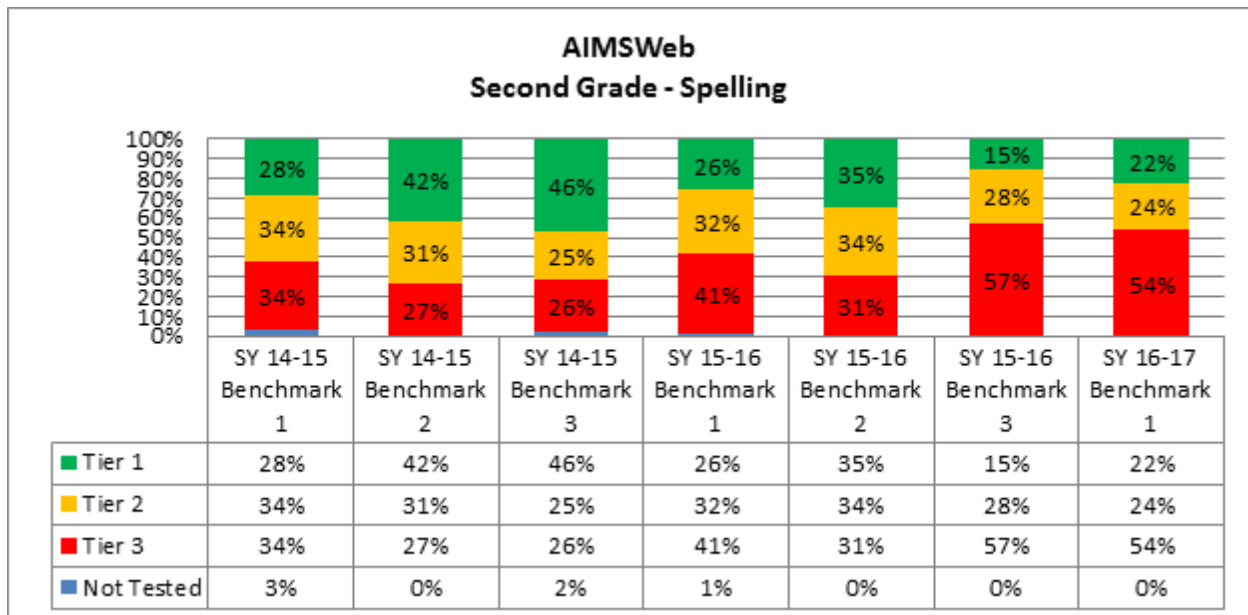
Steady improvement was made for school year 2014-2015, but steady decrease in scores was made for school year 2015-2016.

Figure 28: Second Grade AIMSWeb Oral Reading - SY 2014-2015 to present.



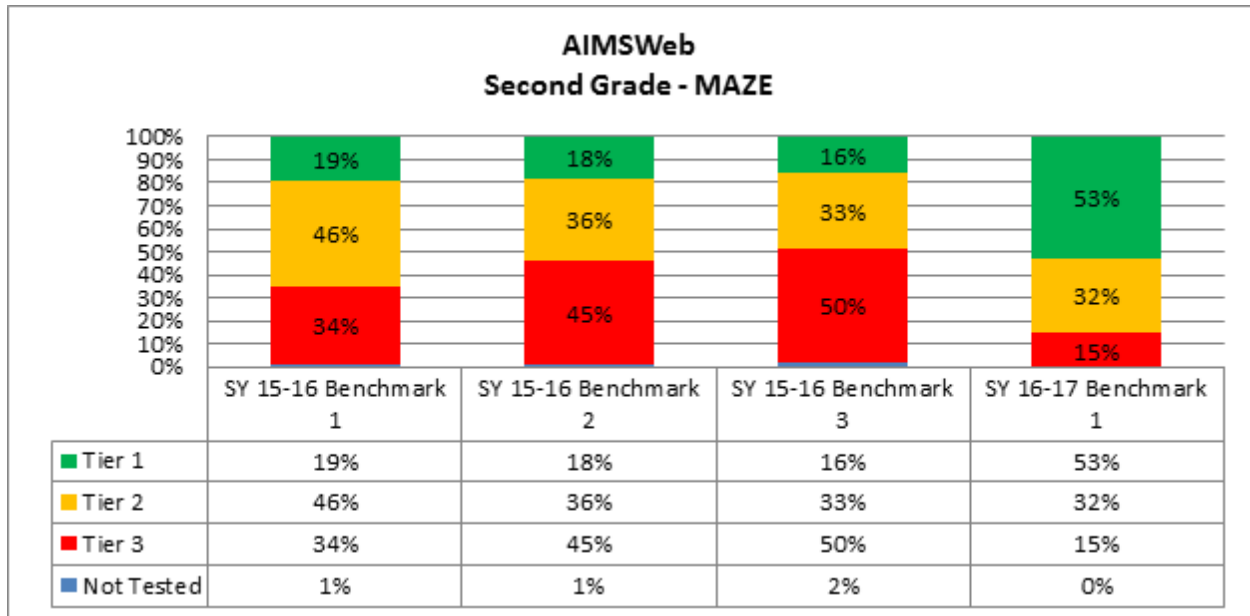
Steady improvement was made for school year 2014-2015 and 2015-2016, but with significant number of students performing at tier 1 during school year 2014-2015.

Figure 29: Second Grade AIMSWeb Spelling - SY 2014-2015 to present.



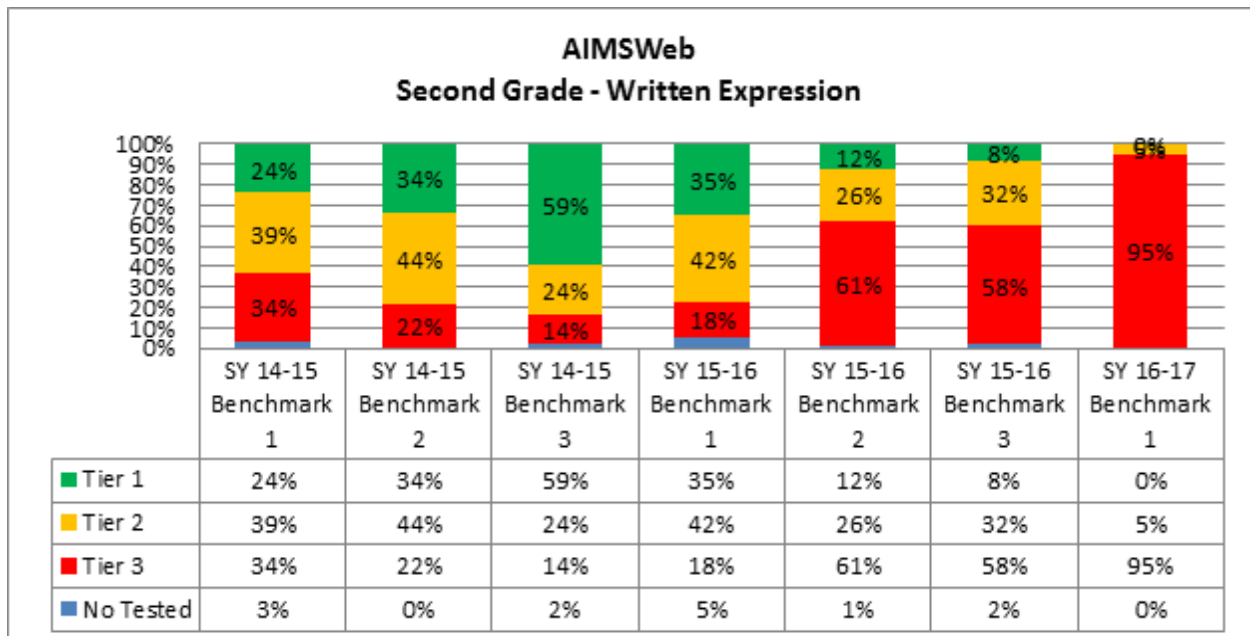
Overall, a slight improvement was made during school year 2014-2015. For school year 2015-2016 students showed improvement from benchmark 1 to 2, but struggled with the cut score increase for benchmark 3 with an increase of students performing at tier 3.

Figure 30: Second Grade AIMSWeb Maze - SY 2014-2015 to present.



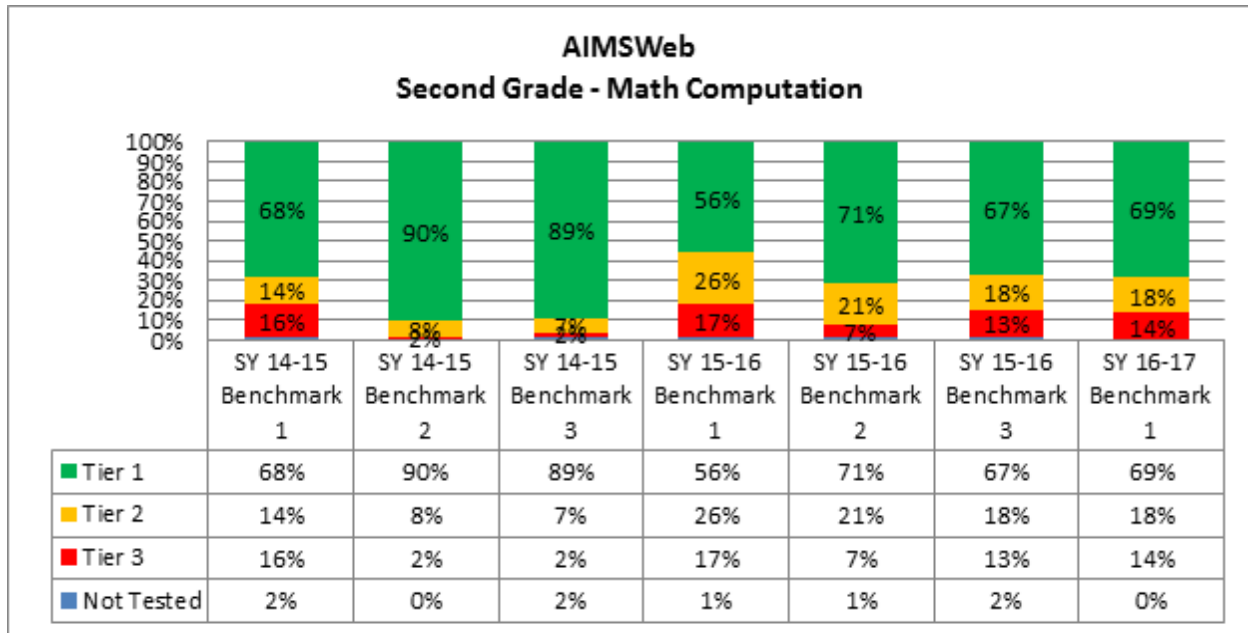
School Year 2015-2016, students struggled with the AIMSweb cut score, however, there is a significant increase of students performing at tier 1 for school year 2016-2017.

Figure 31: Second Grade AIMSWeb Written Expression - SY 2014-2015 to present.



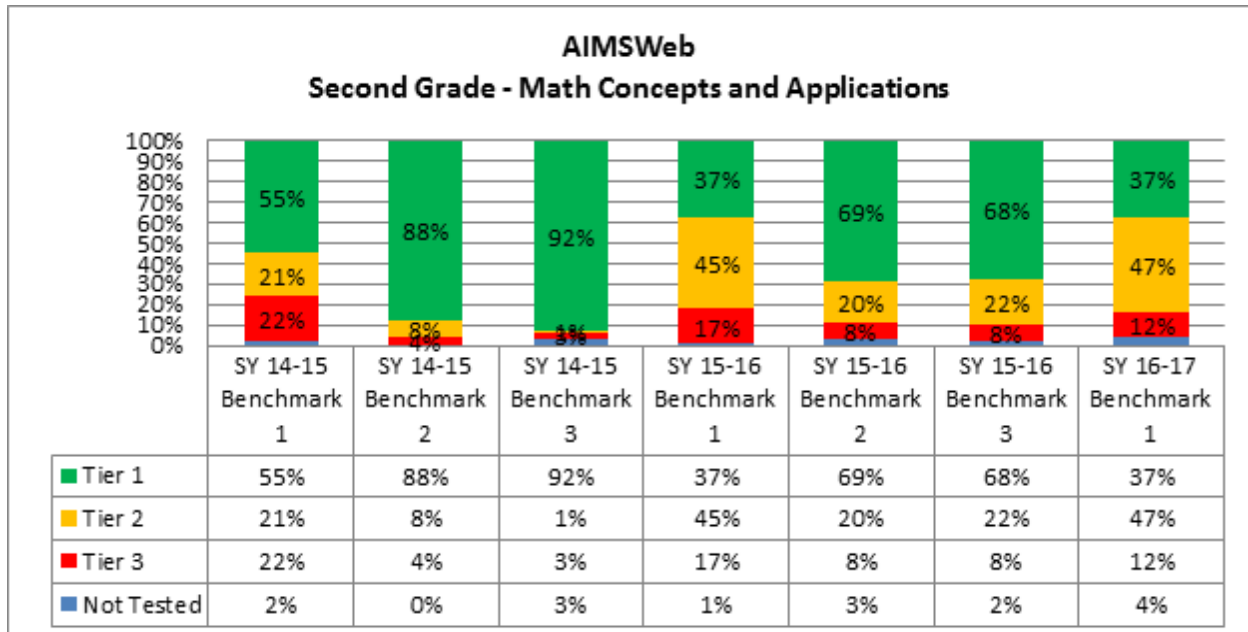
Significant improvement was made for school year 2014-2015. Scores decreased for school year 2015-2016 and 2016-2017.

Figure 32: Second Grade AIMSWeb Math Computation - SY 2014-2015 to present.



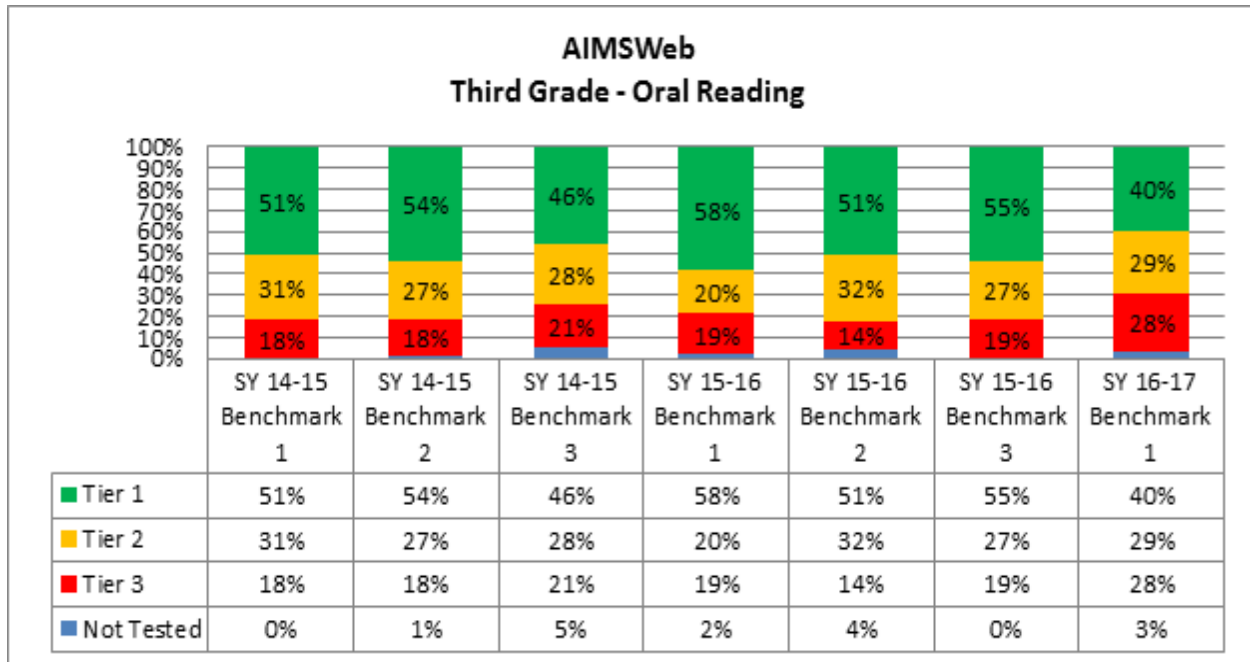
School year 2014-2015 showed significant improvement from benchmark 1 to 2 with a decrease of 1% for benchmark 3 in tier 1. School year 2015-2016 showed steady improvement from benchmark 1 to 2, but with a 4% decrease in benchmark 3.

Figure 33: Second Grade AIMSWeb Math Concepts and Applications - SY 2014-2015 to present.



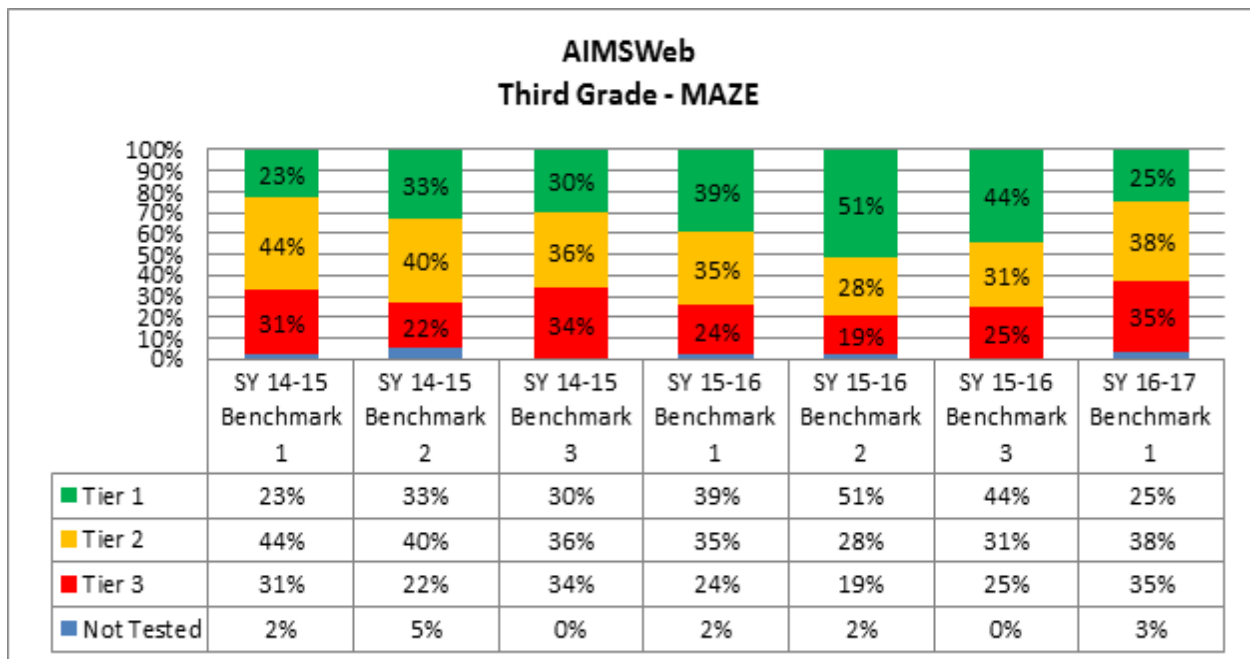
Significant improvement was made for school year 2014-2015 from benchmark 1 to 3 and for school year 2015-2016 from benchmark 1 to 2 but with a slight decrease in benchmark 3.

Figure 34: Third Grade AIMSWeb Oral Reading - SY 2014-2015 to present.



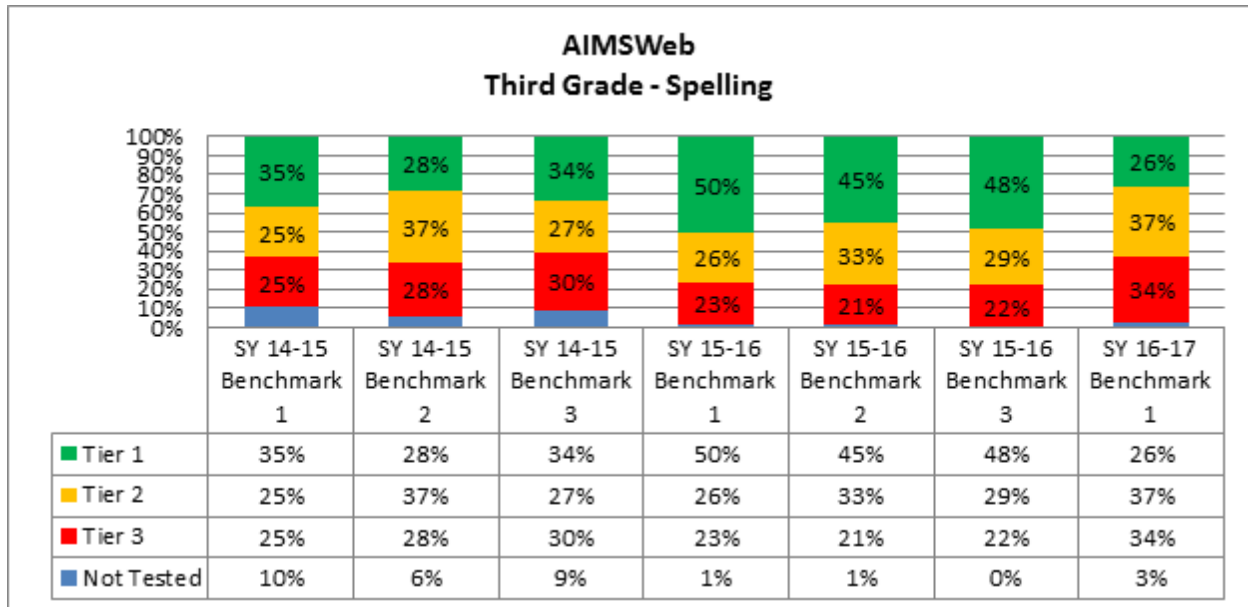
Overall for school year 2014-2015 and 2015-2016 showed slight decrease in tier 1.

Figure 35: Third Grade AIMSWeb Maze - SY 2014-2015 to present.



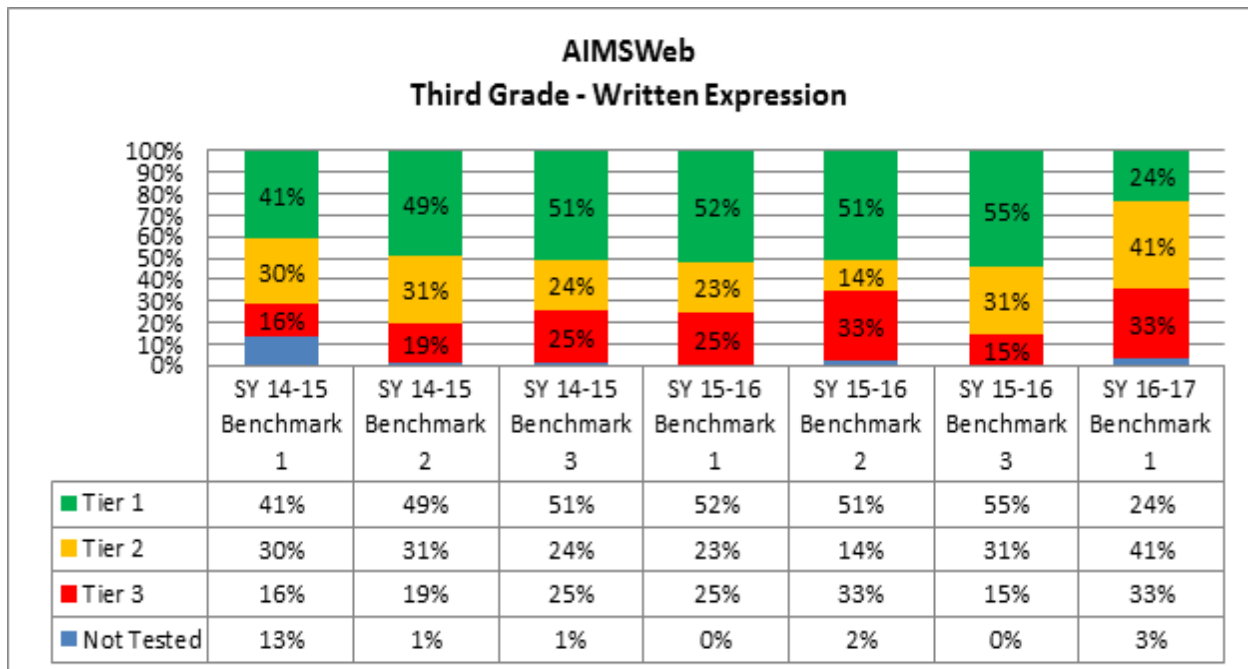
Overall improvement from benchmark 1 to 2, but with a decrease in performance for benchmark 3.

Figure 36: Third Grade AIMSWeb Spelling - SY 2014-2015 to present.



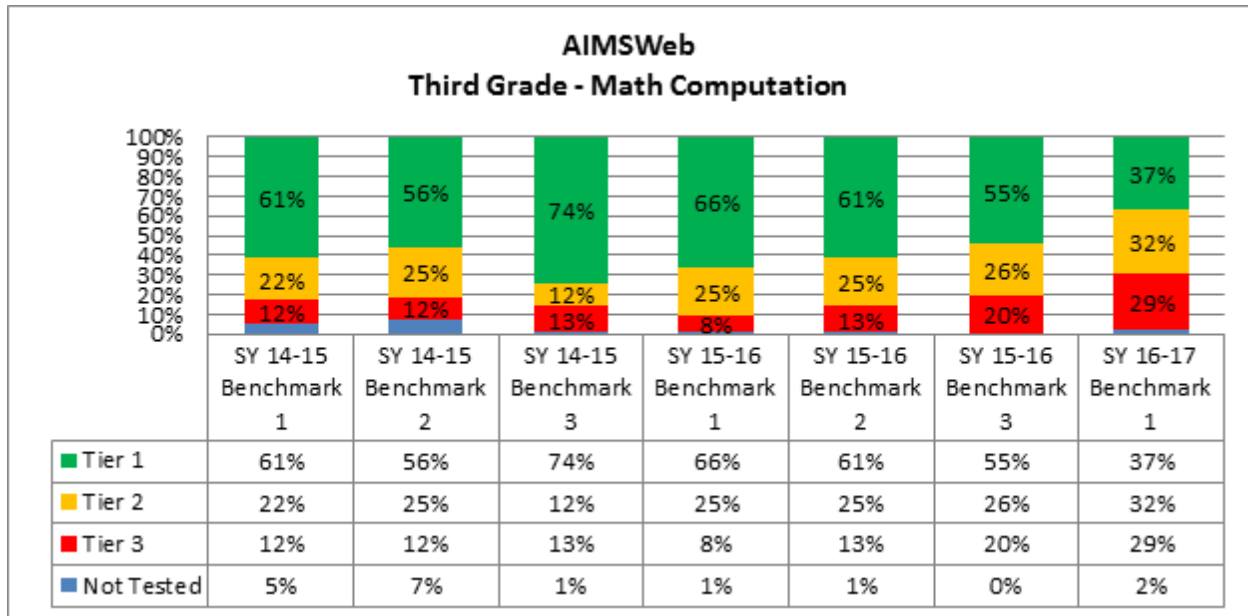
School year 2014-2015 and 2015-2016 showed an overall decrease in student performance from benchmark 1 to 3.

Figure 37: Third Grade AIMSWeb Written Expression - SY 2014-2015 to present.



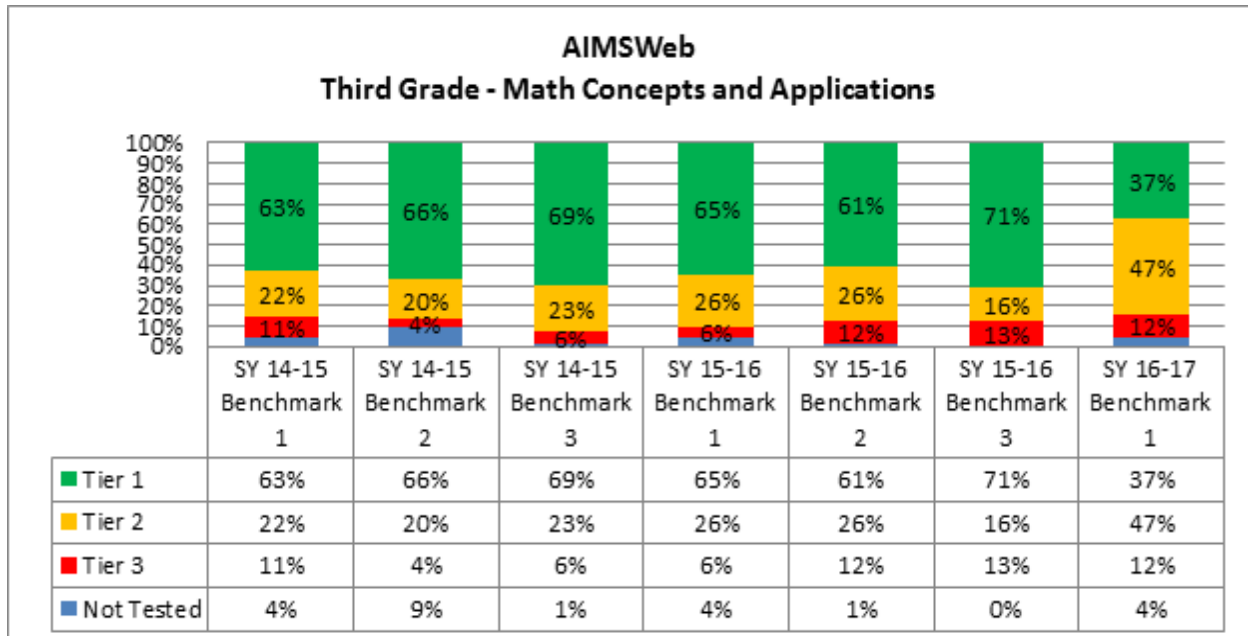
Overall student progress was made for tier 1 for school years 2014-2015 and 2015-2016.

Figure 38: Third Grade AIMSWeb Math Computation - SY 2014-2015 to present.



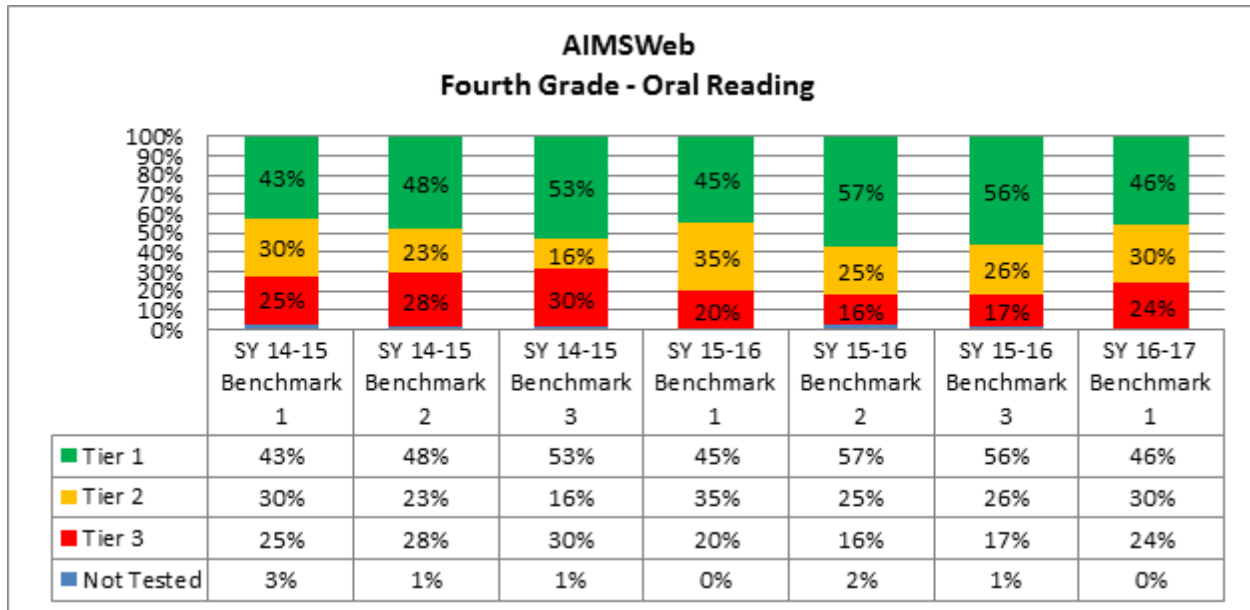
Overall student progress was made during school year 2014-2015, but with steady decrease in performance school year 2015-2016.

Figure 39: Third Grade AIMSWeb Math Concepts and Applications - SY 2014-2015 to present.



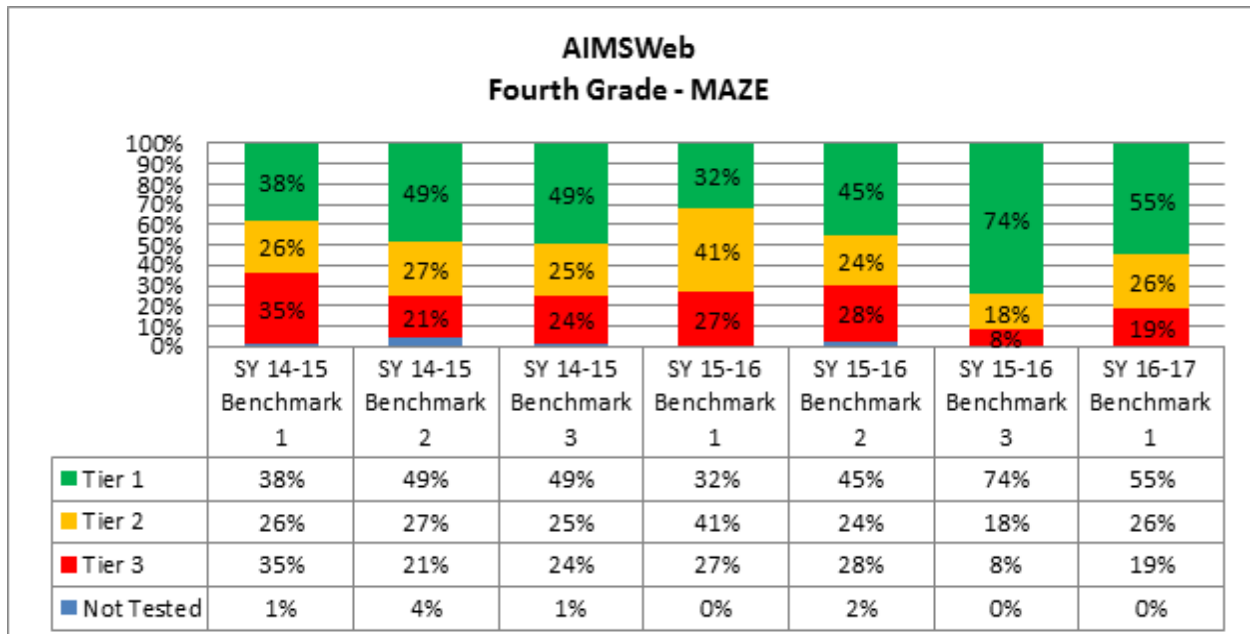
Overall student progress was made for school year 2014-2015 and 2015-2016 for tier 1, but with an increase for students performing at tier 3 for school year 2015-2016 benchmark 3.

Figure 40: Fourth Grade AIMSWeb Oral Reading - SY 2014-2015 to present.



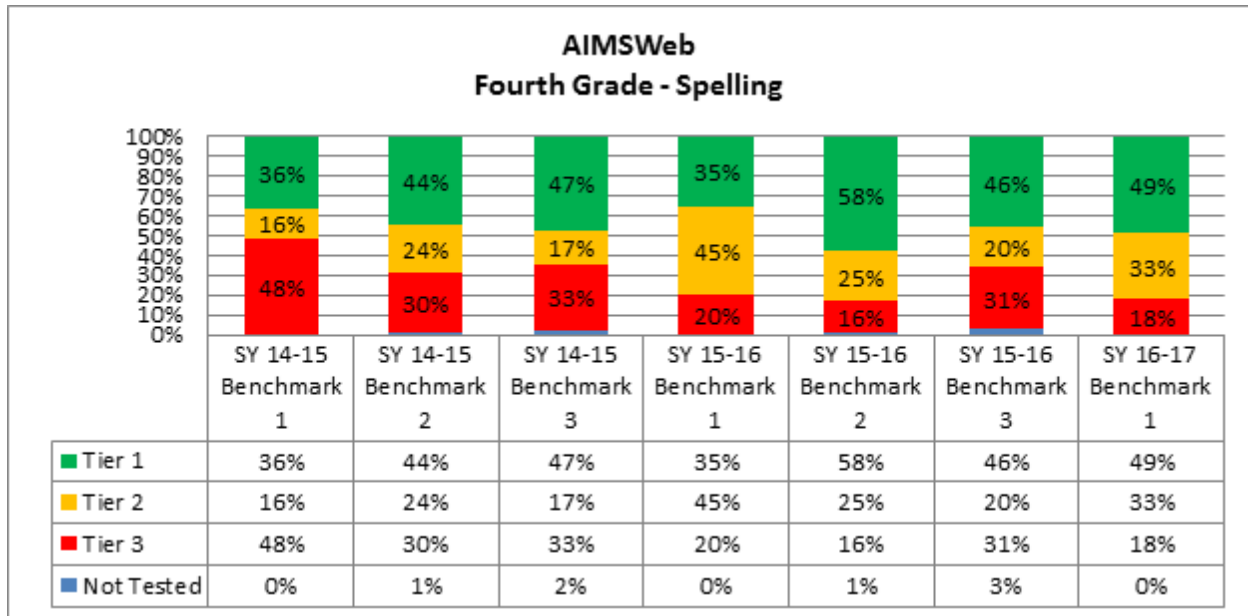
Overall student progress was made for school year 2014-2015 and 2015-2016 from benchmark 1 to 2.

Figure 41: Fourth Grade AIMSWeb Maze - SY 2014-2015 to present.



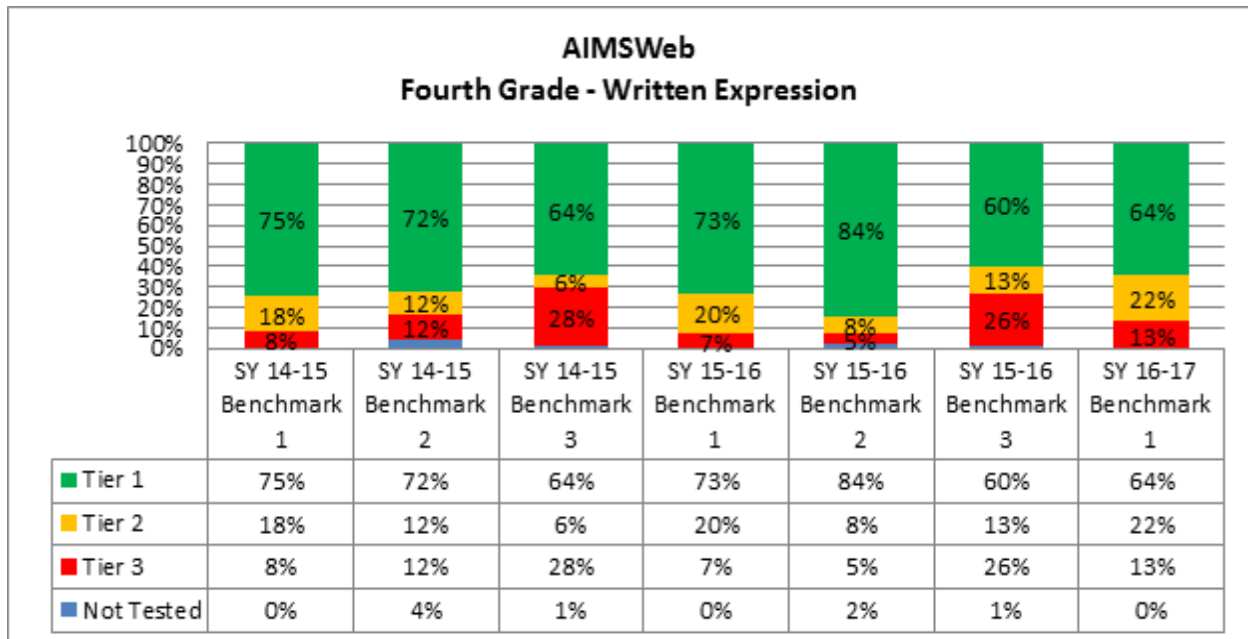
School year 2014-2015 showed steady improvement from benchmark 1 to 3. School year 2015-2016 showed significant growth from benchmark 1 to 3.

Figure 42: Fourth Grade AIMSWeb Spelling -SY 2014-2015 to present.



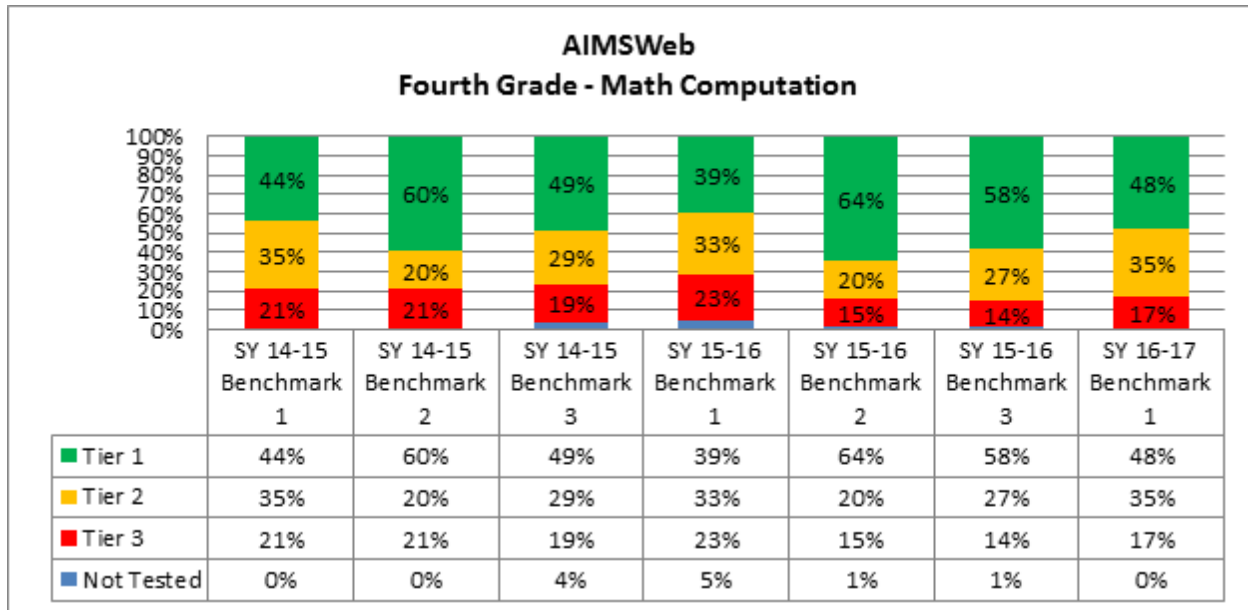
Steady improvement was made during school year 2014-2015 from benchmark 1 to 3. School year 2015-2016 showed significant growth from benchmark 1 to 2 with a decrease in performance for benchmark 3.

Figure 43: Fourth Grade AIMSWeb Written Expression -SY 2014-2015 to present.



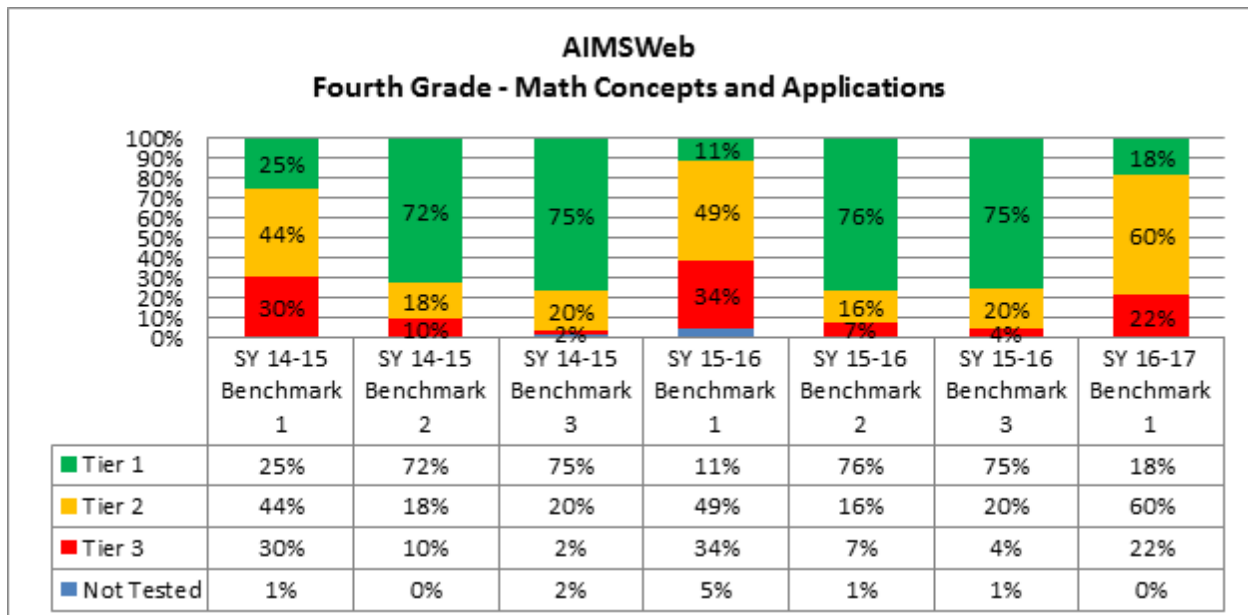
There were slight decreases in performance shown from school years 2014-2015 and 2015-2016 from benchmark 1 to 3.

Figure 44: Fourth Grade AIMSWeb Math Computation -SY 2014-2015 to present.



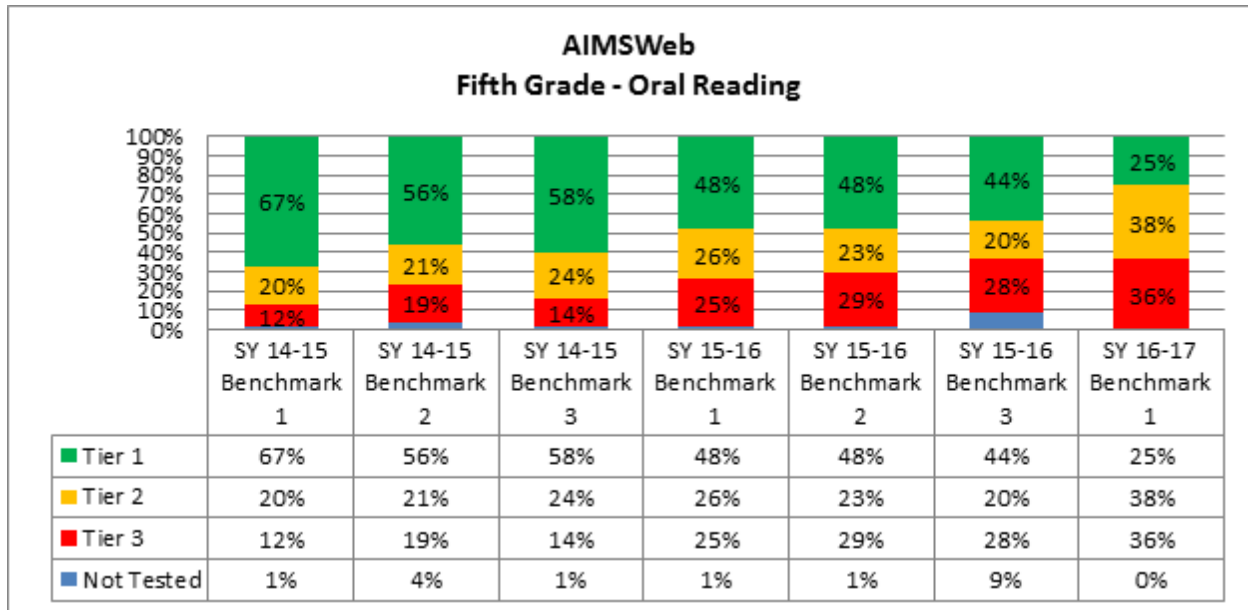
School year 2014-2015 and 2015-2016 showed significant growth from benchmark 1 to 2 with a decrease in performance for benchmark 3.

Figure 45: Fourth Grade AIMSWeb Math Concepts and Applications-SY 2014-2015 to present.



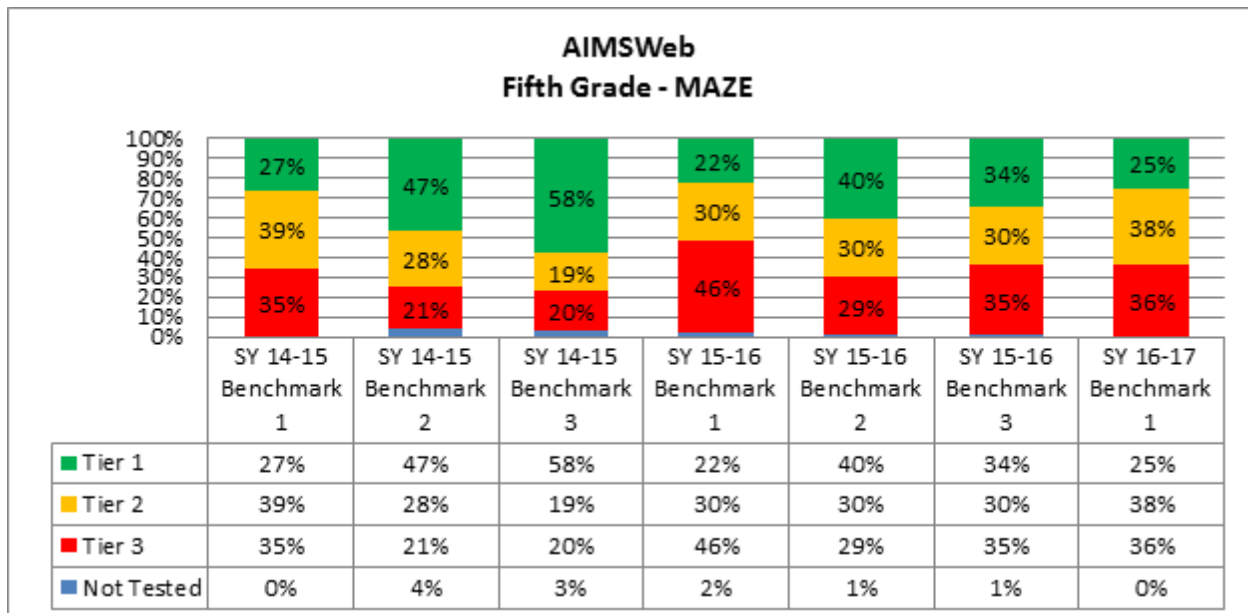
Significant growth was made for school years 2014-2015 and 2015-2016 from benchmark 1 to 2 and performance remained status quo for benchmark 3.

Figure 46: Fifth Grade AIMSWeb Oral Reading - SY 2014-2015 to present.



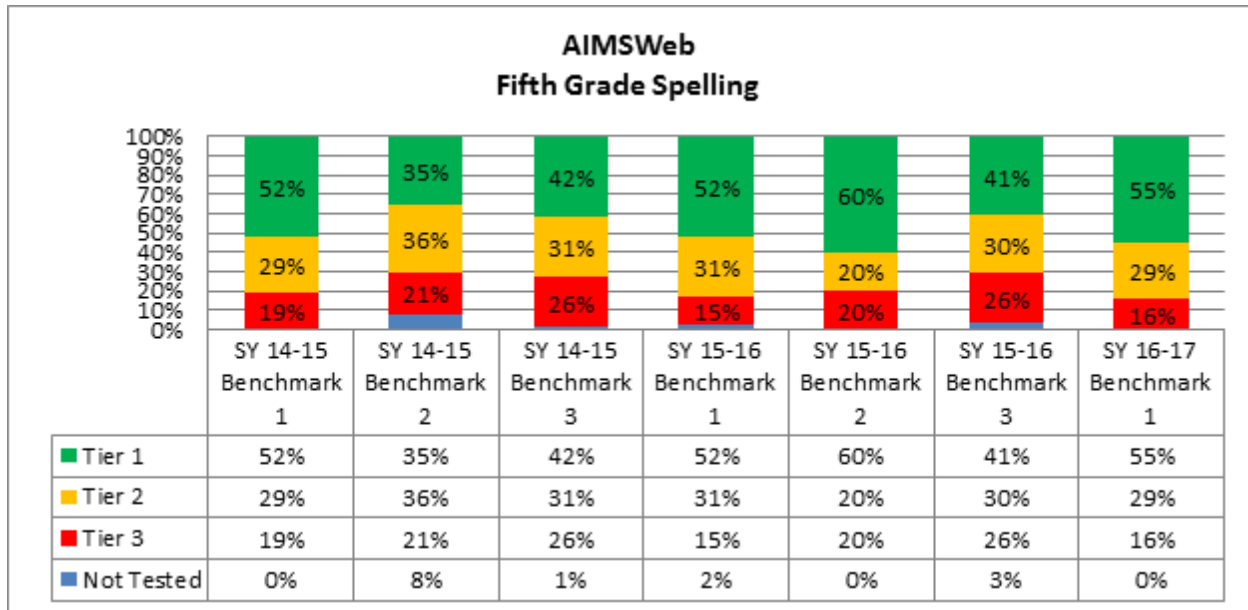
Overall there was a gradual decrease in performance for school year 2014-2015 and 2015-2016 from benchmark 1 to 3.

Figure 47: Fifth Grade AIMSWeb Maze - SY 2014-2015 to present.



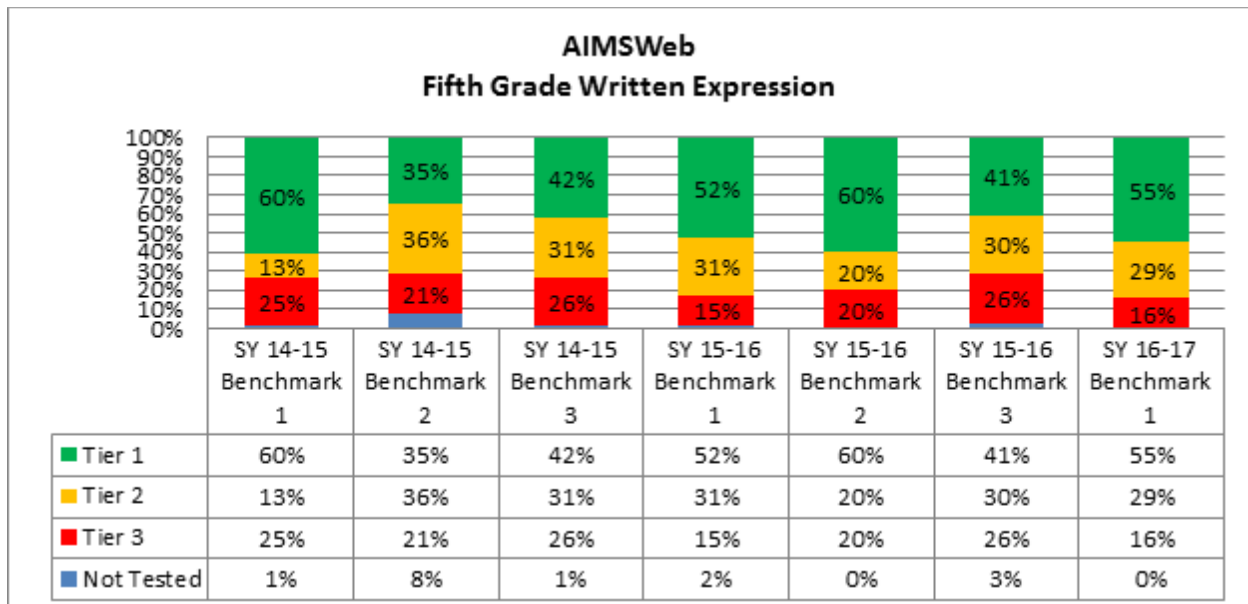
School year 2014-2015 showed steady increase in performance from benchmark 1 to 3. School year 2015-2016 showed growth from benchmark 1 to 2 with a decrease in performance in benchmark 3.

Figure 48: Fifth Grade AIMSWeb Spelling - SY 2014-2015 to present.



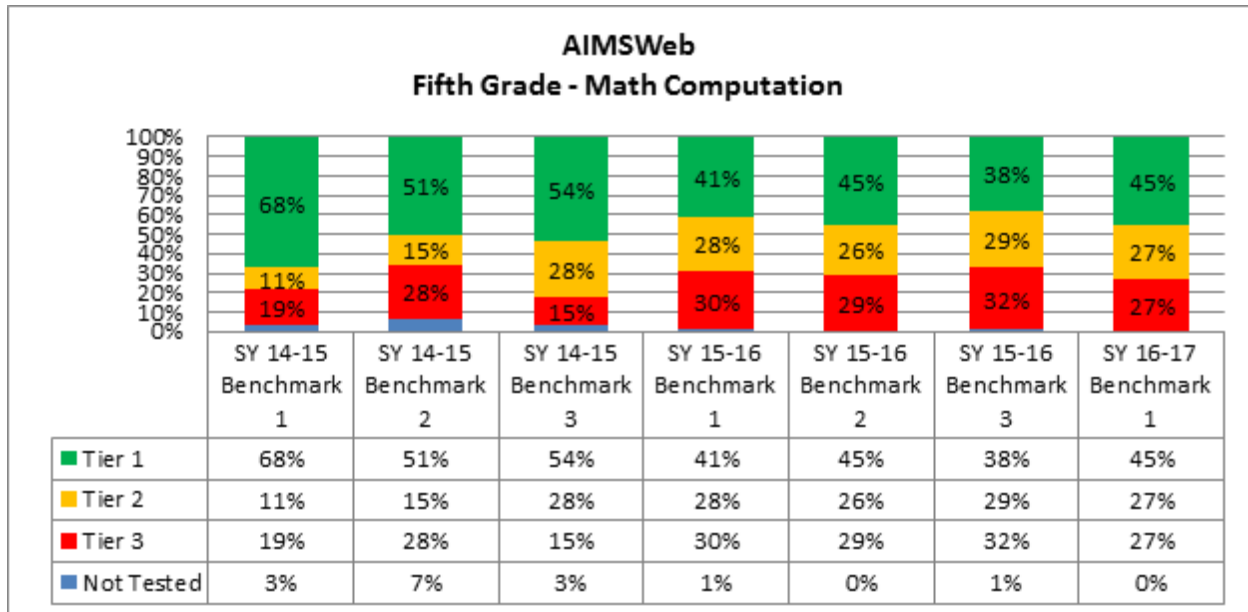
School year 2014-2015 showed a significant decrease from benchmark 1 to 2 with a slight increase to benchmark 3. School year 2015-2016 showed an increase from benchmark 1 to 2 with a significant decrease in benchmark 3.

Figure 49: Fifth Grade AIMSWeb Written Expression - SY 2014-2015 to present.



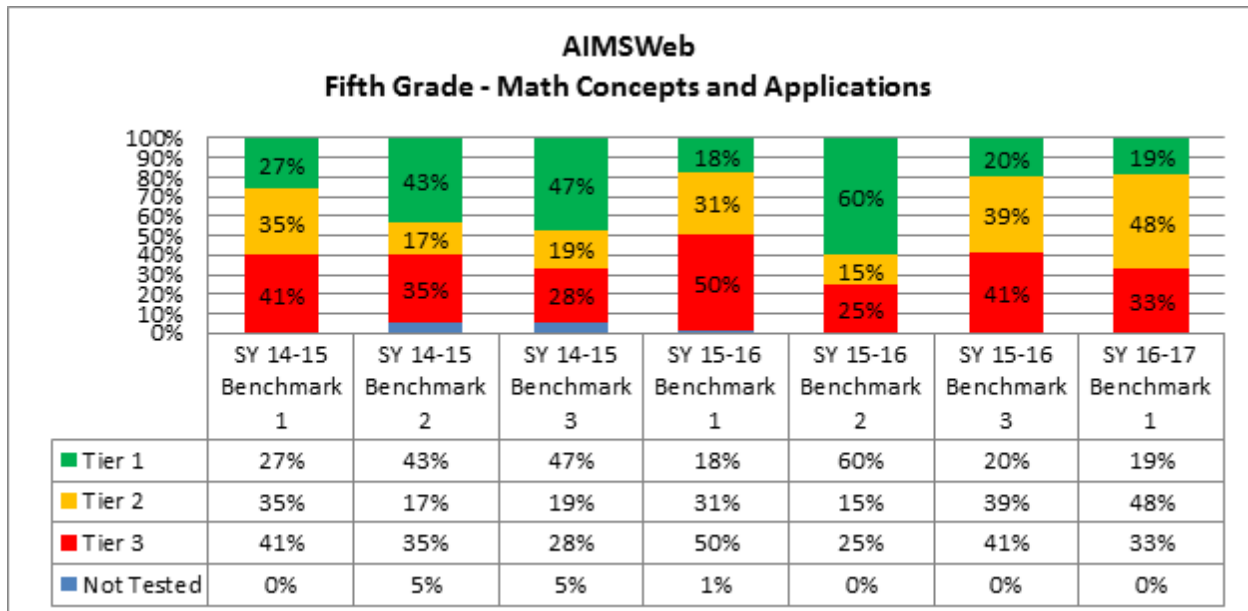
School year 2014-2015 showed a significant decrease from benchmark 1 to 2 with a slight increase to benchmark 3. School year 2015-2016 showed an increase from benchmark 1 to 2 with a significant decrease in benchmark 3.

Figure 50: Fifth Grade AIMSWeb Math Computation - SY 2014-2015 to present.



There was an overall decrease in performance from benchmark 1 to 3 for school years 2014-2015 and 2015-2016.

Figure 51: Fifth Grade AIMSWeb Math Concepts and Applications- SY 2014-2015 to present.



School year 2014-2015 showed gradual improvement from benchmark 1 to 3. School year 2015-2016 showed significant growth from benchmark 1 to 2 with significant decrease in performance from benchmark 2 to 3.

Part III: The Criteria

Category A Organization for Student Learning

A1. School Purpose Criterion. The school has established a clear vision and mission (purpose) that reflects the beliefs and philosophies of the institution. The purpose is defined further by adopted school-wide learner outcomes that form the basis of the educational program for every student.

State the school's statement of purpose, which may include the vision, mission, beliefs, and core values.

The development of the *Guam Department of Education (GDOE) State Strategic Plan (SSP)* focused on taking account current work in the system, addressing comprehensive and major areas, focusing more strategies and sustaining practices, supporting research, and directly addressing the Guam Education Board Goals. Therefore, on September 23, 2014 the *Guam Education Board (GEB)* adopted the new [State Strategic Plan "20/20: A Clear Vision for Education On Guam."](#) *Machananao Elementary School (MES)* mission, learner outcomes and improvement plan were aligned and supported with the district State Strategic Plan.

GDOE Vision

Every student: Responsible, Respectful, and Ready for Life

GDOE Mission Statement

Our Educational Community...

Prepares all student for life...

By ensuring that ALL students, regardless of gender, ethnicity, national origin, sexual orientation, socioeconomic status, language proficiency, special need, religion or beliefs receive a high quality education that will prepare them for post-secondary education, the workforce and civic engagement.

Promotes Excellence...

By adopting and implementing high standards and expectations for all students and employees with everyone performing at their best at all time. This philosophy is grounded in the belief that all students can learn at high levels and all employees can provide the highest quality of service.

Provides Support...

By ensuring that our department has a framework to identify and address the academic, social, and emotional needs of our diverse student population through a support system that is comprehensive and timely with an unwavering focus and relentless commitment to the success of each and every student.

MES Mission

Machananao Elementary School will create a safe, trendsetting, community of lifelong learners striving for success.

State the school's learner outcomes. Summarize how they were developed and the degree to which there was involvement of representatives of the school community. Comment on the level of understanding of the stakeholders at this stage of development.

School-wide Learner Outcomes (SLO) and indicators:

M - Motivated Lifelong Learners

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

E - Effective Communicators

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

S - 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.

In 2009, *Expected School-wide Learner Results* (ESLR) was developed. On June 26, 2013, prior to the adoption of the [SSP](#), MES transitioned from ESLR to SLO in anticipation of GDOE schools receiving accreditation status. At the beginning of school year 2014-2015, the school community was informed that MES will be going through the accreditation process. During *Professional Development* (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 SLO that are clear and concise. On the April 27, 2016 PD, faculty and staff began planning the SLO indicators and identified possible ones for each learner outcome. In August 17, 2016, the faculty and staff collectively discussed the updated SLO and possible indicators for which the top three for each learner outcome were identified. As these indicators are still in its infancy stage, parent input will be gathered to finalize SLO indicators.

Refer to: [State Strategic Plan](#)

Explain how the school's purpose is communicated to the members of the school community.

The school purpose is to create a safe, trendsetting, community of lifelong learners striving for success. It is defined further in our SLO. MES effectively communicates the school purpose to the members of the school community through student/parent orientations, open house, school assemblies, *parent teacher conferences* (PTC), *Parent Teacher Organization* (PTO) meetings, *Families And Schools Together* (FAST) workshops, monthly newsletters, school planners, parent student handbook, school website, and *Positive Behavior Interventions and Supports* (PBIS) system, teacher orientations, PD, leadership, focus group, grade level, *Professional Learning Communities* (PLC), faculty and staff meetings.

During parent orientations, teachers present information from the student/parent handbooks in regards to the expectations of the school. Open house provides opportunities for parents to visit and get acquainted with the school. PTC affords parents and teachers to clearly communicate

student progress towards academic and behavior goals. PTO facilitates ways parents can support the school. FAST workshops provide opportunities for families and schools to work together to help and support their children's academic and behavior success. Additional communication tools to inform parents of school purpose are through monthly newsletters, school planners and school website. PBIS supports in creating a safe learning environment throughout the school. Behavior expectations are clearly communicated as PBIS matrix is visible in all areas of the campus, to include behavior charts in classrooms.

Teacher orientation happens prior to commencing at the school; teachers are introduced to the members of the school community and its expectations. Through leadership, focus group, grade level, faculty and staff meetings, these times are used to collaborate, interact and discuss the progress and needs of our school. District and school PD are planned and implemented to ensure continued competency in the profession and throughout the professional career. PLC is established at the school to provide a group of educators to meet regularly, shares expertise, and works collaboratively to improve teaching skills, the academic and behavior performance of students.

Explain the degree to which there is consistency between the school vision, mission, school-wide learner outcomes, the student learning needs, the school program and ongoing school improvement process.

As indicated in the SSP, the GDOE vision of every student: responsible, respectful and ready for life is utilized as the school's vision. GDOE vision and MES mission both promote that every student will be successful in life by creating a culture of learning that fosters motivated learners. The school's mission and SLO are aligned with the SSP, which both motivates lifelong learners, effective communicators, and produce successful individuals. Academic and behavior data are used to address student needs in every class through progress monitoring and interventions. The *School Improvement Plan (SIP)* is developed 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. Part of the implementation of the SIP, SMART Goals are addressed by each grade level based on students' academic data. The PBIS program addresses the behavior needs of the students, which is a proactive, team-based framework for creating and sustaining safe and effective schools. 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 monitor and update the SIP and will reassess based on the impact of student learning.

Refer to: [Student Conduct Procedural Manual. Chapter 1: Framework for a Positive School Climate](#)

Comment on the current process or proposed plan for regular review or revision of the school purpose and school-wide learner outcomes.

MES SLO has been established, however, the indicators are not finalized pending the results of parent survey. During school year 2015-2016, faculty and staff proposed several indicators. Therefore, MES will conduct a parent survey to finalize indicators and then a rubric will be created to measure student achievement of the SLO indicators. The results will be compiled and shared with the school community. SLO along with the indicators will represent the focus of the

entire school community. In order to ensure our SLO are being addressed and met, a rubric will be designed to measure student progress at the end of each quarter. The rubric will be made available in student friendly language in order to allow students to track their progress.

Supporting Evidence and Documentation:

- GDOE vision
- GDOE mission
- MES mission statement
- SLO
- [SSP](#)
- [SIP](#)
- [PBIS](#)

Achievements:

- Updated SLO
- Revised SIP

Areas for Improvement:

- Parent input
- SLO rubric
- Regular review of SLO

A2. Governance Criterion. The governing authority (a) adopts policies which are consistent with the school's mission and vision (purpose) and support the achievement of the schoolwide learner outcomes, (b) delegates implementation of these policies to the professional staff; and (c) monitors results.

Describe the operational procedures of the governing authority (or board), including such areas as:

- *Procedures for selecting the governing authority (or board) members*
- *A list of current members and their occupations*
- *Responsibilities of the governing authority (or board)*
- *Processes for regular monitoring, communication, and oversight of the school*

The *Guam Education Board* (GEB) is the authority for all policies that govern the Guam Department of Education. According to 17 GCA Chapter 3 §3102 Guam Education Board, the governance of the Department of Education is vested in an education board to be known as “the Guam Education Board”.

The GEB consists of twelve members, which include six elected members who serve a term of two years; three appointed members who serve a term of three years; a non-voting student member elected by the Island-wide Board of Governing Students (IBOGS); a non-voting member appointed by the exclusive bargaining unit which represents teachers and other employees within the Guam Department of Education also known as the Guam Federation of Teachers along with a non-voting member representing the Mayors Council of Guam.

The GEB appoints the Superintendent of Education by an affirmative vote of at least six members. Notwithstanding, any other provisions of law, the employment of the Superintendent shall be by contract term of four years, which contract shall contain a provision that the Superintendent's employment may only be terminated for cause, as defined in the Guam Code Annotated Title 17 Chapter § 3103.

Guam Education Board Members

Voting Members

Elected Members

Chairwoman

Lourdes B. San Nicolas

Vice-Chairwoman

Rosie T. Tainatongo

Peter Alecxis D. Ada

Lourdes M. Benavente

Jose Q. Cruz, Ed.D.

Maria A. Gutierrez

Appointed Members

Kenneth P. Chargualaf – *Retired Administrator Representative*

Vacant – *Parent Representative*

Vacant – *Business Community Representative*

Ex-Officio (Non-Voting) Members

Ermin Samelo

High School Student Representative

President of the Island-wide Board of Governing Students

Audrey J. Perez

Guam Federation of Teachers Representative

Rudy M. Matanane

Mayors Council of Guam Representative

Executive Secretary

Joseph L.M. Sanchez

Acting, Superintendent of Education and Executive Secretary of the Board

Responsibilities of the Governing Authority (or board)

The responsibilities of the governing authority is stated in its entirety under Guam Code Annotated Title 17 Chapter 3 § 3102.1

Guam Code Annotated Title 17 Chapter 3 §3102.01

The Guam Education Board shall be responsible for all policies that govern the Department of Education (hereinafter “Department”). The board shall have the authority to delegate such of its powers as it may deem appropriate, but shall retain the ultimate responsibility for the exercise of its powers. The Board, among other duties, shall perform the following in accordance with applicable law:

- A. Select and appoint a Superintendent and support him/her in the discharge of his/her duties;
- B. Receive, evaluate and act upon the recommendations and reports of the Superintendent;
- C. Adopt an annual budget and control expenditures accordingly; review periodic financial reports and modify the budget if and when necessary;
- D. Adopt student performance standards and assessment models;
- E. Ensure that the Superintendent addresses the proper administration of all mandated responsibilities;
- F. Adopt attendance areas and school boundaries;
- G. Sue and/or defend itself in suits at law;
- H. Report routine complaints and concerns related to the Department’s operations directly to the Superintendent for appropriate investigation and response;
- I. Have no business or pecuniary interest which will conflict with the activities of the Board;
- J. Establish student discipline policy;
- K. Establish a school calendar;
- L. Establish graduation standards;
- M. Periodically review established policies for refinement and improvement;
- N. Serve as Guam’s State Education Policy/Governing Board for Federal Programs where such a board is required by Federal Law, to include, but not limited to, the Head Start Program;
- O. Act as the approving authority on behalf of the Department for collective bargaining agreements;
- P. Make recommendations to I Maga’lahen Guåhan for changes, additions or deletions to Guam education laws;
- Q. Each newly elected or appointed Board member shall complete, during the first year of that member’s first term, a training program to be prepared and offered by the University of Guam and the Department, regarding the skills and knowledge necessary to serve as a local school board member. The train program shall include:
 - a. Review of the Guam Code Annotated and other laws pertaining to DOE;
 - b. Roberts Rules of Order;
 - c. the budgeting procedures and guidelines of the Government of Guam and the Department; and
 - d. Difference(s) between policy making and micromanagement of the affairs of the Department; and

- R. The role of the Board, as with any legislative body, is to act collectively, not individually. Any Board member shall report to I Liheslaturan Guåhan any potential or alleged violation of this subsection. The Board shall not:
- S. Interfere in or micro-manage the affairs of the Department, or schools within the Department; or
- T. Involve itself with student discipline cases, unless expressly authorized by public law, and only to the extent authorized by public law.
- U. Adopt a policy concerning the use of electronic security systems on school campuses, to include, but not limited to, emergency contact protocols.

The responsibilities of the Superintendent of Education is stated in its entirety under Guam Code Annotated Title 17 Chapter 3 §3103.

Guam Code Annotated Title 17 Chapter 3 §3103

The Superintendent of Education shall be the Chief Executive Officer of the internal operating organization of the Department of Education and shall be responsible for the administration of the academic and services activities thereof. The Superintendent shall be responsible for implementing the policies adopted by the Board. The Board shall appoint the Superintendent of Education by an affirmative vote of at least six (6) members. Notwithstanding any other provision of law, the employment of the Superintendent shall be by contract term of four (4) years, which contract shall contain a provision that the Superintendent's employment may only be terminated for cause, as defined in this Chapter. In the case of temporary absence of the Superintendent, the Superintendent may, after consultation with the Chairperson of the Board, appoint any of the Associate Superintendents, or their equivalents, an Acting Superintendent.

The Superintendent shall:

- A. Administer the day-to-day activities of the Department of Education;
- B. Enforce and implement the education policies of the Board and rules and regulations of the Department.
- C. Administer federal funds/programs on behalf of the Department;
- D. Serve as the Department's approving authority for the expenditure of funds;
- E. Serve as the appointing authority for all personnel employed by the Department;
- F. Be the Executive Secretary of the Board in an ex-officio, nonvoting capacity;
- G. Shall submit to the Board, I Maga'lahaen Guåhan, and I Liheslaturan Guåhan, no later than thirty (30) days following the end of the fiscal year, a detailed "Annual State of Public Education Report," which shall discuss the public educational issues on Guam, and other subjects the Superintendent may deem appropriate, and shall also submit such fiscal, instructional, academic progress, and other information as may be required by the Board to reflect the quality of public education;
- H. Develop and present to the people of Guam, the Board, I Maga'lahaen Guåhan, and I Liheslaturan Guåhan a "School Performance Report Card" of each school, which shall be given in conjunction with the Annual Report;
- I. To perform other duties as may be required by public law to provide an adequate public educational system;
- J. To advise the Board on the current operations and status of the public schools and on other educational matters;

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- K. To supply the Board with such information as it may require and prepare the Board to make recommendations to I Maga'lāhen Guåhan, and I Liheslaturan Guåhan for changes, additions, or deletions to public law;
 - L. Prepare a feasibility/impact/cost savings analysis for the Guam Education Board recommending the potential privatization of existing services for the Department.
 - M. With the concurrence of the Board and subject to the availability of funds, have the authority to hire maintenance, custodial/janitorial, and cafeteria personnel.
 - N. Notwithstanding any other provision of law or personnel rules and regulations, the Superintendent shall have the authority to assign, detail, or transfer employees to various physical locations within the Department. The Superintendent shall exercise such authority only in accordance with a policy adopted by the Board and shall not:
 - a. Cause a change in position title or job duties, or
 - b. Contradict the provisions of any collective bargaining agreement in effect at the time of the transfer nor violate any employee's rights thereunder;
 - O. Adequate Public Education Reporting Requirements: The Superintendent of Education shall submit a monthly budget status report of all local and federal funds available to the Department, whether or not their resources require appropriations by I Liheslaturan Guåhan. The monthly budget status report shall be designed by the Educational Financial Supervisory Commission and at a minimum contain all appropriations, transfers and adjustments, revised appropriations, expenditures to date, outstanding encumbrances and unencumbered balances. The data for the monthly budget status report shall be provided no later than fifteen (15) calendar days after the end of each month, and be used by the Educational Financial Supervisory Commission for its monthly Financial Status Designation Reports. The Educational Financial Supervisory Commission shall design an Adequate Public Education Report to reorganize the expenditures in the monthly budget status report to the criteria established in Title 1, GCA § 715, and the status of compliance with the Adequate Education Act. The Monthly Budget Status report and Adequate Public Education reports are to be completed no later than twenty five (25) calendar days after the end of each month and shall be certified by the Superintendent, acknowledging compliance or non-compliance with Title 1, GCA § 715 and in meeting the objectives of § 3125 of this Chapter. The reports shall be submitted to the Board, the Speaker of I Liheslaturan Guåhan, and, I Maga'lāhen Guåhan.
 - P. Conduct periodic management and curriculum assessments of the Department of Education for the following purposes:
 - a. To ascertain whether the Department is providing an adequate public education as defined by Title 1, GCA § 715;
 - b. To evaluate the effectiveness of DOE administrators in implementing board policy and in fulfilling assigned objectives;
 - c. To evaluate the effectiveness of DOE instructional personnel and their ability to meet curriculum goals;
 - d. To recommend alternatives to correct systemic deficiencies and to improve the ability of DOE personnel to fulfill assigned objectives;
 - e. To evaluate board policies, practices and directives, and recommend, if necessary, corrections and revisions necessary to improve the quality of public education; and

- f. To assess a broad range of management functions, such as the following: decision-making and evaluation processes, policy-making, resource allocation, communication procedures, and goal setting and verification. The assessment can also examine the school system's work environment, improvement process, and relationship with the community.

Said assessments shall also identify and assess deficiencies in the DOE organizational structure; compliance with federal and local laws, and with board policies; physical and operational security; workflow designs and management; internal controls; staffing levels and competencies; management levels and competencies; management practices; training standards and practices; adequacy of facilities; physical plant management; technical and administrative infrastructure; redundancy of systems and procedures; productivity and quality standards; recruitment, certification and training of teachers; and recruitment, training and staff development. Said assessments shall be conducted at intervals determined by the Guam Education Board of not more than five (5) years. Each assessment shall also include a report and evaluation on the degree of success that Department of Education has achieved in implementing the recommendations and correcting the deficiencies identified in the immediate prior assessment.

The GDOE Superintendent shall transmit, within forty-five (45) days upon receipt, any assessment conducted pursuant to the Act to the Guam Education Board members. Within ninety (90) days of receipt of such assessment findings, the Guam Education Board members shall, in a regularly scheduled board meeting held in compliance with the Open Government Law, vote to accept or reject the assessment findings, and shall take any necessary actions for the disposition thereof.

- Q. Promulgate rules and regulations for the implementation and operation of §3127 through §3131 of this Title as necessary.

Processes for Regular Monitoring, Communication, and Oversight of the School

The Guam Education Board conducts monthly meetings and work sessions. During the work sessions, the Guam Education Board members labor 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 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.

The Guam Education Board sets the standards and its philosophy for all GDOE employees. These expectations and guidelines are shared and discussed during teacher orientation, faculty meetings, and professional learning communities. The faculty and staff are consistently informed of the expectations, policies, and updates via the Guam Department of Education employee handbook, emails, newsletters, text alerts and website information from the school principal, Deputy Superintendents, and Superintendent.

The Superintendent is involved in the regular review and improvement of the school's purpose, mission, and learning outcomes through its administration. The school principal submits monthly reports that provides updates on the school's compliance of Every Child is Entitled to an Adequate Public Education Act, Public Law 28-45. A principal's monthly report is also submitted to the Deputy Superintendent, Educational Support and Community Learning

regarding the status of the school's progress towards the Guam Education Board goals, which encompasses the school's mission and learner outcomes. These documents are compiled for submission by the Superintendent of Education to the Guam Education Board during its monthly meetings.

Annually, the Superintendent of Education, in collaboration with the school principal, collects data and produces the annual school performance report card containing information on student performance, student behavior, and school characteristics. The overall performance grade includes classifications for exceptional performance, satisfactory performance, and unacceptable performance.

Refer to: [*School Year 2015-2016 School Performance Report Card*](#)

Explain how the governing authority's policies are directly connected to the school's vision, mission and schoolwide learner outcomes.

The governing authority of GDOE is the 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 policy; 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.

A few examples of BPs pertaining to instruction (BP 300-381) and student conduct (400-473) are listed below that directly connects to MES purpose and SLO:

[*BP 303 "Equal Treatment of Students"*](#)

No student will, on the basis of race, color, creed, national origin, marital status, age, religion, disability or any other basis prohibited by law, be excluded from participating or be denied the benefits of, or be subjected to discrimination and harassment under any educational programs, activities, or in any policies, or practices conducted by the Guam Department of Education.

[*BP 327 "Curriculum Development and Revision"*](#)

Curriculum revision and improvement is a continuous goal of the Guam Department of Education. To ensure an orderly process for the presentation and consideration of proposals for curriculum in revision, the Joint Board Union Curriculum and Textbook Committee shall establish such procedures as are necessary. The said procedures shall ensure participation at all levels of the Department.

[*BP 411 "Attendance and Grade"*](#)

There is a plethora of educational research that shows the strong relationship between student attendance and academic success. The Board acknowledges that students need to be in school and engaged in learning with their teachers and peers for 180 days of instruction per year. Excessive absences or tardiness erode this understanding and lead to incomplete and unsatisfactory work, a reduced capacity to meet curricular standards, and lower course grades. Parents/guardians are partners with the school and faculty ensuring that students attend and arrive in class on time every day of the 180 day school year. Therefore, parents should contact the school immediately when a child does not attend school. School personnel and teachers (to

include substitutes or other personnel covering classroom instruction) shall contact parents, as soon as possible, but no later than the end of the school day when a child does not attend class.

BP 455 “Student Activities”

School citizenship, as reflected in student activities, is a measure of achievement of important school goals. Student activities shall be regarded as a vital part of the total educational program and shall be used as a means of developing wholesome attitudes, good human relations, as well as knowledge and skills for all interested and eligible students. Therefore, the staff is encouraged to capitalize upon all the educational possibilities of student activities.

Evaluate the level of understanding of the role of the governing authority and the responsibilities of the professional staff. (The governing authority constrains its actions to policy making, financial direction and strategic planning while authorizing the administration to implement its decisions.)

Most teachers are aware of the roles and the 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.

Explain the status of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance data, school programs and operations, and the fiscal health of the school.

17 GCA Ch. 3 §3105. Collection of Data and Production of School Performance Reports by Superintendent; Criteria for Grading Schools.

The Superintendent collects data and produces annual school performance reports containing information on student performance, student behavior and school characteristics. In consultation with representatives of parents, teacher and school administrators, The Board adopts, by rule, the criteria for grading schools. Such criteria takes into account both overall performance and improvement in performance. A five (5) member evaluation team is appointed by the Board to assess every school. The Board appoints one (1) member from each of the four (4) school board election districts, and the fifth member is appointed for the Island-wide Parent Teacher Organization. The grades include classifications for exceptional performance, strong performance, satisfactory performance, low performance, and unacceptable performance. The grades received by a school are included in the Annual State of Public Education Report. If a school is within the low or unacceptable performance classification in any category, the school shall file a school improvement plan with the Supt and the Board.

The Superintendent notifies the public and the media, and post on the Guam Department Of Education’s website, no later than thirty (30) days following the end of the fiscal year. The School Progress Report Card (SPRC) shall be available at schools and the Guam Department Of Education offices. The Superintendent also includes notice that copies of the School Improvement Plan (SIP) can be obtained for the school and the Guam Department Of Education.

The purpose of the SPRC is to monitor trends among school and progress toward achieving the goals stated in the mission statement. The report on the state of the public school is designed to allow educators and the community to determine and share successful and unsuccessful school programs, allow educators to sustain support for reforms demonstrated to be successful and recognize school for their progress and achievements, as well as facilitate the use of educational resources and innovations in the most effective manner. The report contains demographic information on public school children in the community, student achievement, including District-wide assessment data, graduation and dropout rates, progress toward achieving the education benchmarks established by the Board, special programs offerings, characteristics of the school and school staff, certification and assignment of teachers to include the experience of the staff, budget information (source and disposition of school operating funds and salary data), examples of exemplary programs, proven practices, programs designed to reduce costs of other innovation in education being developed by the schools that show improved student learning, and such other information as the Superintendent and Board deem as necessary. The SPRC shows comparison between current and previous year data and an analysis of trends in public education in subsequent years.

17 GCA Ch. 3 §3106. School Performance Report Card

No later than thirty (30) days following at the end of each fiscal year, the Superintendent shall issue a School Performance Report Card on the state of the public schools and progress toward achieving their goals and mission.

The purpose of the School Performance Report Card is to monitor trends among schools and progress toward achieving the goals stated in the mission statement. The report on the state of the public schools shall be designed to:

1. (1) allow educators and the community to determine and share successful and unsuccessful school programs;
2. (2) allow educators to sustain support for reforms demonstrated to be successful;
3. (3) recognize schools for their progress and achievements; and
4. (4) facilitate the use of educational resources and innovations in the most effective manner.
5. (5) The report shall contain, but need not be limited to:
 - a. (A) demographic information on public school children in the community;
 - b. information pertaining to student achievement, including Guam-wide assessment data, graduation rates and dropout rates, including progress toward achieving the education benchmarks established by the Board;
 - c. information pertaining to special program offerings;
 - d. information pertaining to the characteristics of the school and school staff, including certification and assignment of teachers and the experience of the staff;
 - e. budget information, including source and disposition of school operating funds and salary data;
 - f. examples of exemplary programs, proven practices, programs designed to reduce costs or other innovations in education being developed by the schools that show improved student learning; and
 - g. such other information as the Superintendent and the Board deems necessary.

In the second and subsequent years that the report is issued, the report shall include a comparison between the current and previous data, and an analysis of trends in public education

Supporting Evidence and Documentation:

- [Public Law 31-19](#)
- [17 GCA Ch. 3 - 3105 and 3106](#)
- <https://sites.google.com/a/gdoe.net/guam-education-board/GEB-Policies>
- [MES School Performance Report Card](#)

Achievements:

- PDs on BPs

Areas for Improvement:

- Knowledgeable of the GEB Policies
- Attend GEB meetings
- Trainings on BPs

A3. School Leadership Criterion. The school leadership (a) makes decisions to facilitate actions that focus the energies of the school on students' achievement of the schoolwide learner outcomes; (b) empowers the staff; and (c) encourages commitment, participation, and shared accountability for student learning.

Give the qualifications (including degrees, credentials, experience) of the principal (head of school), and any other administrative personnel, for the position(s) they hold.

Geraldine D. Quejado, Principal

Education

- Master Degree in Educational Leadership: University of Portland 1998
- Bachelor of Arts Early Childhood/Elementary Education: University of Guam 1994

Experience

- Machananao Elementary School Principal: July 2013 to Present
- Tamuning and Lyndon Baines Johnson Elementary School Assistant Principal: July 2009 - June 2013
- Lyndon Baines Johnson Elementary School Assistant Principal: August 2008 - June 2009
- University of Guam Adjunct Professor School of Education: August 2007 - July 2012
- Finegayan Elementary School 5th grade Teacher: July 2007 - July 2008
- Lyndon Baines Johnson Elementary School Assistant Principal: May 2005 - June 2007
- Tamuning Elementary School Assistant Principal: March 2005 - April 2005
- Finegayan Elementary School Assistant Principal: June 2004 - February 2005
- Finegayan Elementary School 1st grade Teacher: August 1995 - May 2004
- Montessori House of Children Teacher - August 1990 - June 1994

Provide the school's administrative organizational chart, job descriptions, policies, handbooks, and other pertinent materials that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff

Figure 52: Administrative Organization Chart

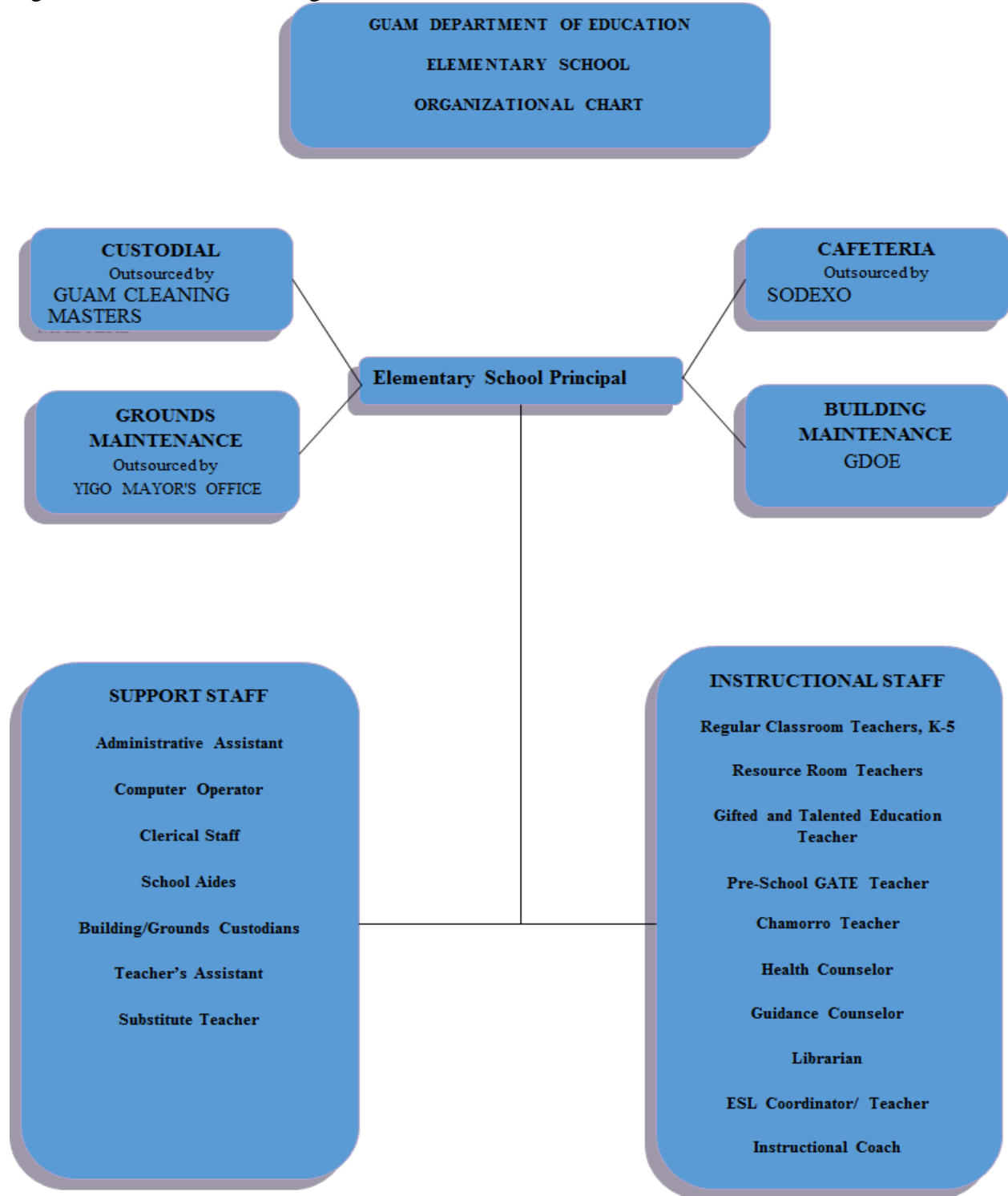


Figure 53: Principal Job Description

PRINCIPAL

- Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning, faculty and staff professional growth.
- Ensures management of the organization, operation, and resources for a safe, efficient and effective learning environment.
- Collaborates with families and community members, responding to diverse community interests and needs, and the mobilization of community resources.
- Acts with integrity and fairness, while maintaining an ethical code of conduct.
- Understands, responds to, and encourages larger political, social, economic, legal, and cultural issues that affect schooling.
- Improves instructional practices at the school site through fair and purposeful observation and evaluation of teachers and staff.

Figure 54: Support Staff Job Description

SUPPORT STAFF

- Administrative Assistant
 - Coordinates the maintenance needs of the facility, assists regulatory agencies, i.e., the Health and Safety Task Force, during building inspections, oversees the updating of the property inventory, including materials and equipment needed for maintenance use, keeps track of school inspections, work orders, and other duties as assigned by the School Principal.
- Computer Operator Clerk
 - Generates, inputs, and manages school statistical reports and student data, provides assistance to the School Administrator in the framework of a master schedule build up, and other duties as assigned by the School Principal.
- Clerical Staff
 - Performs clerical duties in carrying out daily office routines, maintains student and personnel records, prepares all documents relating to school operations, and other duties as assigned by the School Principal.
- School Aides
 - Provides student supervision and instructional support in the classroom and other duties as assigned by the School Principal.
- Building/Grounds Custodian
 - Maintains a healthy, safe, and sanitary learning environment. Performs minor repairs in plumbing and carpentry and other related duties.
- Teacher's Assistant
 - Provides instructional support to the classroom teachers.

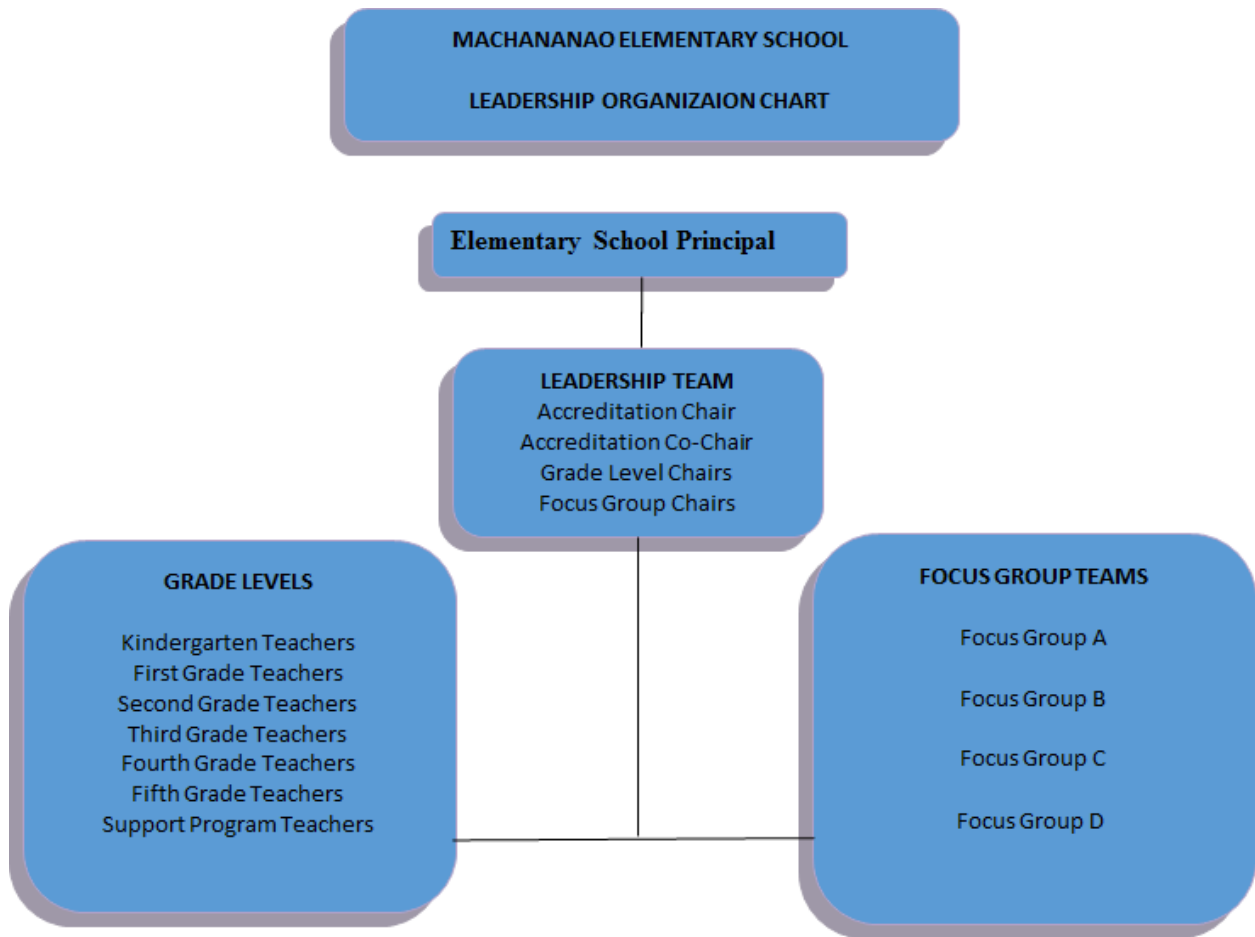
Figure 55: Instructional Staff Job Description

INSTRUCTIONAL STAFF

- Regular Classroom Teacher
 - Implement the teacher standards as required by the Professional Teacher Evaluation Program. Adheres to all duties and responsibilities specified by the Guam Department of Education.
- Resource Room Teacher
 - Administers the Special Education program to ensure students receive a Free Appropriate Public Education (FAPE), and other related services in compliance with all federal and local mandates, while serving as a consultant to faculty and staff working with students eligible under the Special Education program.
- Gifted and Talented Education Teacher
 - Provides academic enrichment opportunities for eligible students through a pull-out program in compliance with Guam Public Law.
- Pre-School GATE Teacher
 - Provided academic enrichment opportunities for eligible 4 year old students in Pre-School GATE class in compliance with Guam Public Law.
- Chamorro Teacher
 - Implement the Chamorro Language courses designed to instill cultural pride and identity, while providing awareness in an effort to sustain the Chamorro language and culture.
- Health Counselor
 - Provides emergency care of illness or injuries for students and staff. Adheres to established rules and policies governing student health care.
- Guidance Counselor
 - Provides educational, career, and personal/social guidance services as prescribed by the American School Counselor Association (ASCA).
- Librarian
 - Administers and operates the school library plans and procedures for effectively utilizing library services as prescribed by the *American Council of School Librarians* (ACSL).
- ESL Coordinator/ Teacher
 - Coordinator - Administers the LAS reading and writing assessments, placing students at appropriate instructional levels. The ESL Coordinator also provides services to students in compliance with all federal and local mandates, and provides assistance to faculty and staff regarding English as a Second Language Learners (ELLs).
 - Teacher - Provides instruction in the areas of Reading and Language Arts to eligible students as determined by the ESL Coordinator.
- Instructional Coach
 - Works collaboratively with school administrators to develop the curriculum, coordinate observations of teaching strategies and interventions, and provide professional development to build capacity and support the implementation of

the district's content standards/performance indicators and the Common Core State Standards (CCSS).

Figure 56: Leadership Organization Chart



Provide examples of how the leadership has processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on student learning and teaching.

MES Principal believes in shared leadership, therefore utilizes McRel research based “The Balanced Leadership” framework that help leaders connect vision (*knowing what to do and why to do it*) with action (*knowing how to do it*) in the schools. This model revealed that actions and behaviors have a positive effect on student achievement and professional staff success.

The school's Leadership Team comprised of the Principal, Accreditation and Focus Group Leaders, and Grade Level Chairpersons who provides direction, instructions and guidance to their respective team for the purpose of achieving the school goals as stipulated in the SIP. A clear system of networking is designed to ensure a smooth flow of communication, evaluating and monitoring the school progress of the SIP.

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 disseminate information and shares data if any at monthly scheduled Leadership Meetings.

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 achievement and improvement initiatives and pertinent issues regarding district and school operations.

The Principal ensures professional development occurs with current educational practices to build on the current skills and analysis of data as well as to provide opportunities for teacher and staff growth to improve the quality of teaching and learning.

Grade Levels collaboratively meet regularly during PLC and/or as needed to identify strengths and areas requiring improvement based on student data and determine the necessary corrective action or interventions. It is also focused on classroom management and instructional strategies.

The Principal is engaged in the school improvement process utilizing both collaborative discussions and shared decision making that focused the school's efforts on student achievement and student attainment of the SIP. The [*Professional Teacher Evaluation Program*](#) (PTEP) is an example of an accountability system that will improve the level of instruction and positively impact student learning. During this evaluation cycle, the Principal and teachers are provided with valid and reliable information that would help and benefit teachers to improve and/or extend their instructional practices.

It is evident MES Professional Staff are leaders through the delegation of roles and key functions within the school that allow for greater leadership capacity and shared responsibility of educating students.

The Principal will continue to provide guidance, leadership, and a broad vision to ensure a sustained focus on effective instruction and student achievement.

Supporting Evidence and Documentation:

- Leadership Team organizational chart
- [SIP](#)
- [PTEP](#)
- Handbooks: [Faculty](#), [Student](#)
- [BPs](#)
- Leadership Team binders
- PLC binders
- PD Binders

Achievements:

- Leadership Team organizational chart
- PLC

Areas for Improvement:

- *Faculty meeting minutes*

A4. Staff Criterion. The school leadership and staff are qualified for their assigned responsibilities and are committed to the school's purpose and engage in ongoing professional development that promotes student learning.

List the number of teaching personnel in full-time equivalents

Figure 57: Teaching personnel in full-time equivalents

Assignment	Men	Women	Total
Administration	0	1	1
Regular Instruction:			
Kindergarten	0	4	4
First Grade	0	3	3
Second Grade	1	3	4
Third Grade	0	4	4
Fourth Grade	0	4	4
Fifth Grade	1	3	4
Gifted and Talented Education	0	1	1
Special Education	0	1	1
English as a Second Language	1	1	2
Chamorro Language and Culture	0	2	2
Other:			
School Guidance Counselor	1	0	1
School Health Counselor	1	0	1
School Librarian	0	1	1
Instructional Coach	1	0	1
Head Start	0	1	1
Pre-K Gate	0	1	1
TOTALS	6	30	36

List staff (including administrators, teachers, and support staff) by name, giving such information as:

- **Highest degree held**
- **Type of teaching credentials held by each (in case no teaching credential is held, so indicate)**
- **Ethnicity**
- **Attrition rates**

Figure 58: Staff

Employee & Position	Highest Degree & Institution	Certification	Ethnicity
Quejado, Geraldine D. Principal	Master Degree of Educational Leadership, University of Portland	Master School Administrator Professional Educator Early Childhood PreK-2 Elementary K-6	Filipino
Advani, Asha P., Fourth Grade Teacher	Master in Science Walden University	Master Educator Education K-6	Asian
Almeria, Mary Rose C., Kindergarten Teacher	Bachelor of Arts in Education, University of Guam	Temporary Certification, K-5	Filipino
Agsalud, Aaron S., School Health Counselor	Bachelor of Science in Nursing, University of Guam	Registered Nurse	Filipino
Almonte, Philip Xander T., Fifth Grade Teacher	Bachelor of Arts in Education, University of Guam	Initial Educator Special Education K-12	Filipino
Ampurias, Haydee A., Second Grade Teacher	Bachelor of Arts in Education, University of Guam	Professional Educator Early Childhood PreK-2 Elementary K-5	Filipino
Amram, Ormiyne, Head Start Teacher	Bachelor of Arts in Elementary Education, University of Guam	Professional Educator Elementary K-5	FSM Chuukese
Arriola, Erlinda S.N., School Librarian	Bachelor of Arts in Education, University of Guam	Professional Educator Elementary K-5 / Library Science	Chamorro
Balajadia, Regina Marie, Fifth Grade Teacher	Bachelor of Arts in Elementary Education, University Of Guam	Professional Educator Elementary K-5	Chamorro
Bermudez, Angel C., GATE PreSchool Teacher	Bachelor of Science in Criminal Justice,	N/A	Chamorro/ Filipino

	University of Guam		
Bukikosa, Vincent L.G. Jr., Instructional Coach	Bachelor of Arts in Education, University of Guam	Professional Educator Elementary K-5	Chamorro/ Filipino
Chang, Evangeline A. English as a Second Language Teacher	Master of Education, University of Guam	Master Educator K-6	Filipino
Dayday, Jessica S., Third Grade Teacher	Bachelor of Science in Criminal Justice Law Enforcement, University of Guam	N/A	Chamorro
Duque, Maria T., Fourth Grade Teacher	Master Degree of Educational Leadership, University of Portland	Master Educator K-6	Filipino
Eustaquio, Julie C., Chamorro Language Teacher	Bachelor of Arts in Early Childhood / Elementary, University of Guam	Professional Educator Chamorro Language and Culture K-12	Chamorro
Flores, Vivian L.,	High School Diploma, John F. Kennedy High School	Basic Educator Chamorro Language and Culture K-12	Chamorro
Flores, Vivian M., Kindergarten Teacher	Bachelor of Arts in Education, University of Guam	Professional Educator Early Childhood Elementary Education	Chamorro
Kanu, N'mmah H., First Grade Teacher	Master of Education, Grand Canyon University	Initial Educator Elementary K-5	African
Lanada, Lalyn C., Kindergarten Teacher	Bachelor of Arts in Liberal Science, CAL Poly Pomona	Temporary Certification K-5	Filipino
Letewasiyal, Beauty, Second Grade Teacher	Bachelor of Arts in Education, University of Guam	Temporary Certification Early Childhood Education	Wolwaian / Samoan
Limtuatco, Catalina A., Fourth Grade Teacher	Master of Education, University of Portland	Master Educator Elementary K-5	Filipino
Maluwelmeng, Jenny R., Third Grade Teacher	Master of Education, University of Guam	Master Educator Elementary Education K-5 and Special Education K-12	Filipino
Monaghan, Matthew J.,	Bachelor of Arts in Education,	Professional Educator	Caucasian

Second Grade Teacher	University of Maryland	Elementary K-5	
Oftana, Maristela O.	Bachelor of Arts in Elementary Education, Cebu Normal University	Professional Educator Elementary K-5	Filipino
Pablo, Dana Lynn, Third Grade Teacher	Bachelor of Arts in Education, University of Guam	Initial Educator Elementary K-5	Chamorro
Pacheco, Lisa Ann, Kindergarten Teacher	Bachelor of Arts in Education, University of Guam	Professional Educator Elementary K-5	Filipino
Perez, Sonya B. Gifted and Talented Education Teacher	Master of Education, Ashford University	Professional Educator Early Childhood and Elementary Education	Chamorro
Poblete, Irene Elizabeth , Fifth Grade Teacher	Associates of Science in Elementary, Guam Community College	N/A	Chamorro / Filipino
Quilit, Vilma C., Fourth Grade Teacher	Bachelor of Science in Elementary Education, Mariano Marcos State University	Professional Educator Elementary K-5	Filipino
Quiogue, Maria Elena C., First Grade Teacher	Bachelor of Arts in Education, University of Guam	Initial Educator Special Education with Endorsement in Early Childhood Education	Chamorro/ Filipino
Quitano, Elwin C. PhD, English as a Second Language Coordinator	Doctor of Philosophy (PhD), Northcentral University	Master Educator Elementary K-5 ESL K-12	Chamorro
Quitugua, Richard	High School Diploma, John F. Kennedy High	Temporary Educator Chamorro Language & Culture K-12	Chamorro
Rivera, Cielito Q., Fifth Grade Teacher	Master of Education, University of Portland	Master Educator Early Childhood PreK-2 Elementary K-5	Filipino
San Luis, Melynda S., Third Grade Teacher	Master of Education, University of Portland	Master Educator Elementary K-5	Filipino
Santos, Charles S., School Guidance Counselor	Master of Arts in Counseling, University of Guam	Initial School Guidance Counselor	Filipino
Sapida, Dianne Marie Q., Second Grade Teacher	Bachelor of Arts in Education: Elementary Education	Professional Educator Elementary K-5	Filipino

	University of Guam		
Tenorio, Shariakiha J., Special Education Teacher	Master of Education, University of Portland	Professional Educator, Special Education PreK- 12	Chamorro
Alvarez, Carlos J.T., School Aide I	High School Diploma, Father Duenas Memorial School	N/A	Chamorro
Bukikosa, Resa B., Computer Operator I	High School Diploma, Southern High School	N/A	Chamorro
Dayday, Mark A., School Aide I	High School Diploma, Guam Community College	N/A	Filipino
Diego, Casandra P., Administrative Assistant	Associates in Early Childhood Education, Guam Community College	N/A	Chamorro
Gonzalez, Elba , School Aide III	High School Diploma, New York	N/A	Puerto Rican American
Palacios, Bonnie R. School Aide I	High School Diploma, Guam Community College	N/A	Chamorro
Santos, Lillian P., School Aide I	High School Diploma, George Washington High School	N/A	Chamorro
Shiroma, Loraine, HeadStart Aide	Associates Degree in Early Childhood, Guam Community College	N/A	Chamorro / American
Tenorio, Philip, Building Maintenance Custodian	High School Diploma, Guam Vocational Technical High School	N/A	Chamorro
Toves, Alvina Lynn S., Clerk Typist I	High School Diploma, George Washington High School	N/A	Chamorro
Dee, Daniel	Associates in Culinary, Guam Community College	N/A	Filipino
Mendiola, Pearl Lynn S.	High School Diploma, John F. Kennedy High School	N/A	Chamorro
Rebelkuul, Shelly	High School Diploma,	N/A	Palauan

	Simon Sanchez High School		
Salas, Angelica	High School Diploma, Southern High School	N/A	Chamorro

Attrition Rates

School Year 2013-2014

At the end of school year 2013-2014, the attrition rate is as follows: one teacher retired, two teachers relocated off-island, School Health Counselor transferred to another school, two one-to-one school aides followed their students to their new schools, one *teacher assistant* (TA) resigned, and two TAs transferred to other schools closer to home. For on-call substitutes, one was not recommended to return for the following school year. Overall, 10 out of 51, or 20% of Machananao Elementary employees did not return after school year 2013-2014.

School Year 2014-2015

At the end of school year 2014-2015, the attrition rate is as follows: two teachers transferred to other schools closer to home, one teacher resigned from the department, School Guidance Counselor transferred to a high school position, Curriculum Coordinator accepted a district position, one school aide was reassigned to another school as part of the ESL program cross leveling, three TAs were assigned to secondary schools to provide support, one TA transferred to another school to be closer to home, another TA was not recommended, an on-call substitute accepted a promotion to another school as a school aide. Overall, 12 out of 53, or 23% of Machananao employees did not return after school year 2014-2015.

School Year 2015-2016

At the end of school year 2015-2016, the attrition rate is as follows: a teacher retired, three teachers requested to transfer to other schools for various reasons, one teacher accepted a promotion at the district level, and two of the *limited term part time* (LTPT) teachers did not return, one transferred to another school to be closer to home and the other was not recommended to return. One school aide transferred to another school to be closer to home, while one TA was moved to a *limited term full time* (LTFT) school aide until the position is filled. Additionally, two other TAs moved to LTPT teaching positions, one TA was transferred to another school, and one other TA resigned. Overall, 13 out of 53, or 25% of Machananao employees did not return after school year 2015-2016.

List by courses those instances where teachers are not teaching in their areas of major or minor preparation and specify the related preparation, interest, experience, or ability qualifying them to teach in the areas assigned.

Teachers who are not teaching in their areas of major or minor preparation must obtain a Temporary Educator Certificate. The minimum educational requirements include a bachelor's degree. They must also pass PRAXIS I / CORE tests. Currently there is one teacher that has certification in special education K-12 teaching fifth grade, three teachers (two in kindergarten and one in second grade) with bachelor degrees in education with temporary certification, one Chamorro teacher with temporary certification, one teacher in fifth grade with an associates degree in education hired as a *limited term part time (LTPT) on-call substitute (OCS)* teacher, and two teachers (one in GATE PreSchool and the other in third grade) with bachelor degrees in different fields, hired LTPT OCS teachers.

Teacher Certification and Qualifications

To qualify as an educator for GDOE, all teachers must acquire an educator certification from the Guam Commission for Educator Certification (GCEC). For the regular classroom teachers, certification types include: Temporary Educator, Initial Educator, Professional Educator, and Master Educator. For the Chamorro Language & Culture teachers, certification type includes: Temporary Chamorro, Basic Chamorro, Initial Chamorro, Professional Educator, and Master Educator.

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

The table below defines the GCEC's qualification requirements for the types of educator certificates.

Figure 59: Guam Commission for Educator Certification

Guam Commission for Educator Certification (GCEC) PL 31.50 and PL 32-220				
CERTIFICATES FOR TEACHERS				
TYPE OF CERTIFICATE	MINIMUM EDUCATION QUALIFICATIONS	MINIMUM EXPERIENCE QUALIFICATION	TERM	RENEWABILITY
Temporary Educator	<ul style="list-style-type: none"> • Bachelor's degree • Pass PRAXIS I / CORE 	None	2 years	One (1) time with: <ul style="list-style-type: none"> • 12 semester hours applicable to Initial Educator Certificate • Satisfactory Performance Evaluation
Initial Educator	<ul style="list-style-type: none"> • Either: <ol style="list-style-type: none"> a. Degree from an approved Educator Prep Program from an accredited college/university; or from a recognized foreign institution of higher learning recognized CHEA, or its successors b. Non-education preparation program graduated: Degree from accredited institution, or completes an approved program aligned w/ Guam Professional Teachers Standards • Grade point average of 2.70 or higher • Pass PRAXIS I / CORE, PRAXIS II (PLT) Principles of Learning & Teaching (K-6 or 7-12) and PRAXIS II Content tests 	None	3 years	NON-RENEWABLE
Professional Educator	<ul style="list-style-type: none"> • Fulfilled requirements for Initial Educator or Initial Educator Chamorro Language & Culture Teaching Certificate • Guam History or Guam Culture • 60 clock hours of professional activities • 1 year mentorship in a Guam school 	2 years as an Initial Educator Certificate holder	5 years	Any number of times with: <ul style="list-style-type: none"> • 90 clock hours of professional activities to include semester hours, Continuing Education Units, or Professional Growth Plan requirements as acknowledged by site administrator • Satisfactory Performance Evaluation

	<ul style="list-style-type: none"> Satisfactory Performance Evaluation &/or completion of Professional Growth Plan approved by site administrator 			
Master Educator	<ul style="list-style-type: none"> Completed requirements for Initial Educator & Professional Educator Certificate Master's degree &/or is a National Board Certified Teacher Satisfactory Performance Evaluation 	5 years	10 years	Any number of times with: <ul style="list-style-type: none"> 120 clock hours of professional activities to include semester hours, Continuing Education Units, or Professional Growth Plan requirements as acknowledged by site administrator Satisfactory Performance Evaluation
CHAMORRO LANGUAGE & CULTURE TEACHERS CERTIFICATES				
Public Law 31-50				
TYPE OF CERTIFICATE	MINIMUM EDUCATION QUALIFICATIONS	MINIMUM EXPERIENCE QUALIFICATION	TERM	RENEWABILITY
Temporary Chamorro	<ul style="list-style-type: none"> 30 semester hours of college credit, including at least 6 semester hours of Chamorro Language Proficiency in Chamorro as established by GDOE Chamorro Studies Division 	None	2 years	One (1) time with: <ul style="list-style-type: none"> 12 semester hours applicable to Initial Educator Certificate &/or Chamorro Language & Culture Teaching Certificate Satisfactory Performance Evaluation
Basic Chamorro	<ul style="list-style-type: none"> 60 semester hours of college credit, including at least 12 semester hours of Chamorro Language Proficiency in Chamorro as established by GDOE Chamorro Studies Division 	None	2 years	Any number of times with: <ul style="list-style-type: none"> 16 or more semester hours applicable to Initial Educator Certificate &/or Chamorro Language & Culture Teaching Certificate w/in validity of certificate Satisfactory Performance Evaluation
Initial Chamorro	<ul style="list-style-type: none"> Bachelor's Degree Fulfilled requirements for educational credits & Chamorro Language Culture Teaching Certificate 	None	3 years	NON-RENEWABLE <ul style="list-style-type: none"> On or before the expiration date, holder must apply for Professional Educator Certificate
Professional Educator	<ul style="list-style-type: none"> Fulfilled requirements for Initial Educator or Initial Educator Chamorro Language & Culture 	2 years as an Initial Educator Certificate holder	5 years	Any number of times with: <ul style="list-style-type: none"> 90 clock hours of professional activities to include semester hours, Continuing Education

	<ul style="list-style-type: none"> Teaching Certificate Guam History or Guam Culture 60 clock hours of professional activities 1 year mentorship in a Guam school Satisfactory Performance Evaluation &/or completion of Professional Growth Plan approved by site administrator 			<ul style="list-style-type: none"> Units, or Professional Growth Plan requirements as acknowledged by site administrator Satisfactory Performance Evaluation
Master Educator	<ul style="list-style-type: none"> Fulfilled requirements for Initial Educator & Professional Educator Certificate Master's degree &/or is a National Board Certified Teacher 	5 years satisfactory teaching experience	10 years	<ul style="list-style-type: none"> Any number of times with: 120 clock hours of professional activities to include semester hours, Continuing Education Units, or Professional Growth Plan requirements as acknowledged by site administrator Satisfactory Performance Evaluation

Attach a copy of the administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationship of leadership and staff.

- [Faculty Handbook](#)
- Organizational Chart (Refer to Figure: 52 and 56)
- [Child Study Team](#)
- [Personnel Rules and Regulations](#)
- [Student Procedural Assistance Manual](#)
- [Student Conduct Procedural Manual \(Attendance and Discipline\)](#)

Summarize the current process for supervision and evaluation and show the relationship to teacher professional learning. Provide a copy of the process and procedures.

GDOE piloted a revised teacher evaluation process during school year 2013-2014. During school year 2014-2015, GDOE required the use of the revised PTEP. The primary purpose of the PTEP is to continuously improve the instruction provided to each student. This process allows for a more collaborative effort between the principal and teacher. Within 20 days from the beginning of the school year, the Principal schedules a pre-conference to discuss, agree and complete the teacher's Professional Growth Plan. The agreed upon focus or goals for improvement is based on the PTEP standards. The standards will be used to evaluate professional and student growth, as well as evidences that will validate how the teacher effectively met their standards. The Principal will then conduct six unannounced mini-observations (informal observations) lasting a minimum of ten minutes throughout the school year. The principal provides teachers with immediate feedback within 1-2 days of the

observation. The essentiality of the principal's immediate feedback for teachers is so that they can address any concerns before their next observation. Perception surveys for students and parents are also given before the end of the school year to evaluate teacher effectiveness. The end of the year conference is a reflection of the evaluator's overall assessment of the teacher based on the observations, feedback discussions, and the teacher's proficiency in the PTEP standards and student growth. If the teacher's level of performance is found to be consistently deficient with the evaluation cycle, the Principal and teacher will create a Professional Improvement Plan.

There is a unified evaluation process for GDOE School Principals that occurs during their incremental period. The *Professional Administrators Leadership Standards* (PALS) is the evaluation instrument for all School Principals. PALS have seven leadership standards:

1. Visionary
2. Instructional
3. Organizational
4. Stakeholder
5. Ethical
6. Contextual
7. Evaluation

The School Guidance Counselor is evaluated annually with the use of the Guam Comprehensive Counseling Program. There are 13 counselor performance standards:

1. Program Organization
2. Guidance Curriculum
3. Individual Student Planning
4. Responsive Services
5. Systems Support
6. Management Agreement
7. Use of Data
8. Student Monitoring
9. Master Calendar/Time
10. Results Evaluation
11. Program Audit
12. Advisory Counsel
13. Infusing Themes

All support staff are evaluated with the use of GDOE Employee Performance Evaluation tool based on the following components:

1. Work performance
2. Assignment completion
3. Punctuality
4. Employee relation
5. Cooperation
6. Service awareness

This evaluation system aims to:

1. Improve individual performance
2. Strengthen employee/employer relationships
3. Recognize employee accomplishments and good work
4. Identify job standards
5. Identify training needs
6. Grant or deny pay increments
7. Determine order of layoffs
8. Determine whether a probationary employee be given a permanent employment
9. Determine eligibility for promotion
10. Determine whether disciplinary action is required

Teacher Assistants (TA) are evaluated quarterly by the teachers they are assigned to. This evaluation allows the *Instructional Coach* (IC) to examine how effective a TA is in and out of the classroom. The evaluation consists of criteria such as, work performance, assignment completion, attendance, employee relations, cooperation, interpersonal skills, and general overall performance of the TA. These evaluations can help the IC determine the overall performance in their roles and responsibilities, as outlined in their TA guidelines from Federal Programs. Furthermore, the IC is able to identify if a TA is better suited for a different grade-level or is doing an excellent job in their current assignment. The partnership between the TA and teacher is crucial to the overall needs of the classroom and student learning.

Principal, IC, and teacher leaders conduct Classroom Walk-throughs that are non-evaluative; rather, it is used to support teachers with their professional growth. It is also a tool to monitor the continuous cycle of improvement as a school. These walk-throughs help create a dialogue with teachers to discuss effective ways to enhance their instruction, student motivation and achievement.

Comment on the impact to date of any professional development, e.g., sessions related to improved instructional approaches.

MES professional staff has attended various professional developments that focused on the SSP. 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 by providing model lessons, recommending activities, sharing training materials, providing resources, guidance and support for all to implement in the classroom. During teacher observations, the Principal examine the use of strategies as a tool to improve student learning in the classroom.

PDs for the last two years have been heavily based on grade-level collaboration. To date, PDs have been conducted by the department as a whole, subdivided into regions (MES is part of the Lagu - Northern region) and school site based. August 15 & 16, 2016 was our first island-wide PD. Grade levels across the island gathered together to focus on identifying and agreeing on the priority standards for *English Language Arts* (ELA), Math, Science, and Social Studies from the *Common Core State Standards* (CCSS) and *Guam Content Standards and Performance Indicators* (GCSPI), that must be emphasized from one grade level to the next. This allowed

teachers to begin the horizontal process of realigning the curriculum, making adjustments to their instruction and assessment practices. This type of PD is scheduled to continue this school year 2016-2017.

Lagu District PDs started school year 2015-2016. Eight schools from the Lagu district worked together to cover topics related to *Curriculum, Instruction, and Assessment* (CIA). Each grade level participated in two separate sessions. The first session for Kindergarten to Fifth Grade focused on CIA best practices from each school. Teachers shared instructional practices related to ELA or Math, which allowed teachers to select instructional approaches to improve their personal practices. The second session of the Lagu PD used the evaluations from the first session to tailor the topics for each grade level. Kindergarten and First Grade had a “make and take” session where teachers shared and created instructional materials related to third and fourth quarter district curriculum maps. Second Grade to Fifth Grade received *Sheltered Instruction Observation Protocol* (SIOP), *Science Technology Engineering Math* (STEM), and *Science Technology Engineering Art and Mathematics* (STEAM) presentations to improve the understanding and practical use of these curriculum, and instructional practices and strategies. In general, the evaluations completed for these sessions stated that participants valued and want more opportunities for the grade levels from the Lagu District to collaborate with one another sharing CIA practices.

Half-Day and Full-Day school based PDs covered many different topics over the years. For school year 2013-2014, District trainings main ideas and important topics were shared with all teachers. Topics related to curriculum focused on the three components and nine strategies of *Classroom Instruction That Works* (CITW), and Grades K-5 Literacy and Learning, also referred to as the “Literacy Big 8”. For school year 2014-2015, the main topics for instructional approaches were detailed during Half-Day PDs on the three components and nine strategies of CITW. School year 2015-2016, refresher trainings of CITW component one: setting objectives, providing feedback, reinforcing effort and providing recognition, and cooperative learning; because informal observations showed inconsistency throughout the school.

Overall, PDs have been extremely productive; it has allowed grade-level colleagues to discuss effective, research-based instructional strategies that are aligned with the district’s curriculum. In addition, grade-level colleagues discuss and interpret priority standards for the core subjects of ELA, Math, Science, and Social Studies, that lead to consistency across the district. School site PDs have also been the platform used for teachers to share the knowledge they have gained from all workshops and trainings.

Professional Learning Communities (PLC) occurs twice a month in collaboration with grade-level teachers, special programs, and the IC. These meetings are collaborative, productive, and are data driven. Using the data collected from AIMSweb, *Common Formative Assessments* (CFA) and DWA, teachers 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.

Summarize the current process to determine the measurable effect of professional development on student achievement or those planned for future use.

There are numerous topics that are discussed and presented throughout the years during PDs. PD topics were created based upon the needs of the school or GDOE as a district. After district trainings such as CITW, K-5 Literacy: Big 8, and Marzano Standard Based Grading, teacher attendees share and present information to the all faculty and staff during designated PD dates. After every PD, faculty and staff have an opportunity to complete an evaluation.

These are the questions utilized for evaluating our PD's:

- How well did the presentation meet your needs? Please explain.
- What did I learn? What was the “take home” idea for me? What did I learn that was new or interesting? What would I share with others?
- What immediate changes will I make to my teaching practice? How will I most likely use the information presented immediately?
- What long term changes will I make to my teaching practice overtime? How will I most likely use the information presented over time?

During faculty meeting, a designated person from the PD team shares the results of the PD evaluations with all in attendance. Any questions or concerns are addressed. All suggestions and recommendations are made for future PDs.

Observation notes from the principal, IC, and teacher leaders are tied into the various instructional strategies. *Professional Teacher Evaluation Program* (PTEP) observation and feedback are used to evaluate teachers. Teachers can be evaluated based on the individual teacher's plan and monitor the measurable effect of teaching strategies on student achievement. The principal, IC, and teacher leaders also provide non-evaluative observations using the McRel Power Walkthrough template, which is aligned to “Classroom Instruction That Works” nine strategies. The McRel Power Walkthrough provides school wide data on the observed strategies. This data can be used to identify the school's needs for future PD instructional strategy topics.

Another venue for teachers to discuss CIA practices regarding student data is during PLC meetings. Grade levels discuss student growth for each class. Teachers use this opportunity to share instructional best practices from PDs used to promote student academic and behavior growth.

Describe any use made of regularly employed instructional assistants.

Teacher Assistants (TA) provide instructional support for all students, but with a focus on academically at-risk students and/or behaviorally challenged students. 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 teacher they work with. They also help prepare materials and allow the teacher to work with smaller groups while they monitor the rest of the class or vice versa. TAs also tutor students in specific skills recommended by the homeroom teacher in the After School Program for Instructional Remediation and Enrichment (ASPIRE). Progress is being monitored and reported to the homeroom teacher.

Substitute teachers and school aides are assigned in the classrooms during the absence of a teacher. Since they are functioning as the teacher they are expected to implement the lessons the regular classroom teacher planned for.

One-to-One aides are specifically assigned to a child with a special need. They are required to follow the child's *Individualized Education Plan* (IEP).

Describe any regular use made of community volunteers.

Community support is always welcomed and appreciated at MES. PTO and Focus Groups solicit volunteers to help judge the school Science Fair, read to students as a celebrity reader, Cancer Relay for Life, Jump Rope for Heart, and other activities throughout the school year.

Military volunteers assist with various activities, such as tutoring and reading to the students, participating in physical education lessons, assisting with Christmas and Chamorro month festivities, FAST workshop and Special Olympics. They have also assisted with decorating the stage for promotional ceremonies and school-related programs, building of school benches and painting of the school fence and classrooms.

PTO and parent volunteers assist school aides with supervision students during recess and lunchtime on the playground and in the cafeteria; help teachers in the classroom by preparing visual aids; decorating the stage during programs; planning special school activities, and help during field trips.

The mayor is an active community member of MES. He often visits the school regularly and assists in patrolling the school campus after school hours for safety purposes. He has helped our school in terms of supplies and materials needed to carry out certain school events and projects. His office has provided chairs, a golf cart, and grounds keeping services as requested.

Other schools have visited to provide support, entertainment, or services every school year. The FBLG Middle School honor band entertains our students during the holiday season. Simon Sanchez High School Guardians of the Reef provide lessons to our students on how to protect our reefs.

We have had various organizations and government agencies provide lessons, supplies, materials, and donations to our school. The Department of AHRD and Americorps have adopted our school to assist in the preparation of opening the school year. The Rotary Club of Guam has assisted the school through donations of dictionaries and Bank of Hawaii provides money saving lessons.

Give the student-teacher ratio: total student enrollment as of October 1 divided by the total number of teaching personnel = 22:1.

MES enrollment as of October 1, 2016 is 506, with 23 regular classroom teachers. The ratio for student to teacher is 22:1.

Append or include in separate form the school's master schedule indicating staff assignment and length of period or module.

Figure 60: Staff Assignment

<i>Kindergarten</i>		<i>Room</i>	<i>Special Programs (Instructional)</i>	<i>Room</i>
<i>Almeria, Mary Rose C.</i>		<i>F101</i>	<i>Eustaquio, Julie C. (Chamorro)</i>	<i>Main Office</i>
<i>Lanada, Lalyn C.</i>		<i>F102</i>	<i>Flores, Vivian L. (Chamorro)</i>	<i>Main Office</i>
<i>Flores, Vivian M.</i>		<i>F103</i>	<i>Quitano, Elwin C., Ph.D, ESL</i>	<i>A107</i>
<i>Pacheco, Lisa Ann</i>		<i>F104</i>	<i>Chang, Evangeline A., ESL</i>	<i>A110</i>
<i>First Grade</i>		<i>Room</i>	<i>Tenorio, Shariakiha (Special Education)</i>	<i>A111</i>
<i>Letewasiyal, Beauty</i>		<i>E102</i>	<i>Perez, Sonya B. (GATE)</i>	<i>BBB-1</i>
<i>Oftana, Maristela O.</i>		<i>E103</i>	<i>Bermudez, Angel C. (GATE PreSchool)</i>	<i>E101</i>
<i>Kanu, N'mmah</i>		<i>E104</i>	<i>Amram, Ormiyne (HeadStart)</i>	<i>B105</i>
<i>Second Grade</i>		<i>Room</i>	<i>Arriola, Erlinda S.N., Librarian</i>	<i>A112</i>
<i>Ampurias, Haydee A.</i>		<i>D101</i>	<i>Special Areas (Non- Instructional)</i>	<i>Room</i>
<i>Sapida, Dianne Marie Q.</i>		<i>D103</i>	<i>Bukikosa, Vincent L.G., Jr., Instructional Coach</i>	<i>Main Office</i>
<i>Monaghan, Matthew J.</i>		<i>D104</i>	<i>Santos, Charles S. Guidance Counselor</i>	<i>BBB-2</i>
<i>Third Grade</i>		<i>Room</i>	<i>Agsalud, Aaron S. Health Counselor</i>	<i>Main Office</i>

<i>Pablo, Dana Lynn</i>	<i>H101</i>			
<i>San Luis, Melynda</i>	<i>H102</i>			
<i>Maluwelmeng, Jenny R.</i>	<i>H103</i>			
<i>Dayday, Jessica A.</i>	<i>H104</i>			
<i>Fourth Grade</i>	<i>Room</i>			
<i>Advani, Asha P.</i>	<i>C101</i>			
<i>Limtuatco, Catalina A.</i>	<i>C102</i>			
<i>Quilit, Vilma</i>	<i>C103</i>			
<i>Duque, Maria T.</i>	<i>C104</i>			
<i>Fifth Grade</i>	<i>Room</i>			
<i>Rivera, Cielito</i>	<i>B101</i>			
<i>Balajadia, Regina Marie U</i>	<i>B102</i>			
<i>Almonte, Philip Xander T.</i>	<i>B103</i>			
<i>Poblete, Irene Elizabeth B.</i>	<i>B104</i>			

Append or include in separate form a copy of the salary schedule for teaching personnel.

Figure 61: Salary schedule for teaching personnel

Name	Hourly	Annual
Advani, Asha P.	\$35.40	\$59,473
Agsalud, Aaron S.	\$25.42	\$41,153
Almeria, Mary Rose C.	\$20.46	\$34,383
Almonte, Philip Xander T.	\$16.30	\$33,911.07
Ampurias, Haydee A.	\$24.55	\$51,069
Amram, Ormiyne	\$26.96	\$56,086
Arriola, Erlinda S.N.	\$27.23	\$56,642
Balajadia, Regina Marie U.	\$20.11	\$37,038
Bermudez, Angel C.	\$11.89	\$24,728.91
Bukikosa, Vincent L.G. Jr.	\$18.48	\$38,442
Chang, Evangeline A.	\$23.07	\$38,762
Dayday, Jessica S.	\$11.89	\$24,728.91
Duque, Maria T.	\$34.79	\$58,439
Eustaquio, Julie C.	\$18.48	\$38,442
Flores, Vivian L.	\$24.99	\$51,983
Flores, Vivian M.	\$22.69	\$47,201
Kanu, N'mmah H.	\$18.64	\$38,762
Lanada, Lalyn C.	\$18.69	\$31,395
Letewasiyal, Beauty	\$16.30	\$33,911.07
Limtuatco, Catalina A.	\$29.50	\$61,360
Maluwelmeng, Jenny R.	\$24.03	\$49,989
Monaghan, Matthew J.	\$22.36	\$46,501

Oftana, Maristela O.	\$24.55	\$51,069
Pablo, Dana Lynn	\$16.53	\$34,383
Pacheco, Lisa Ann	\$18.48	\$37,038
Perez, Sonya B.	\$18.64	\$38,762
Poblete, Irene Elizabeth B.	\$11.89	\$24,728.91
Quilit, Vilma C.	\$24.56	\$51,069
Quitano, Elwin C. Ph.D.	\$27.13	\$52,488
Quitugua, Richard	\$17.06	\$28,667
Rivera, Cielito Q.	\$24.80	\$51,575
San Luis, Melynda S.	\$24.03	\$49,989
Santos, Charles S.	\$19.34	\$38,762
Sapida, Dianne Marie Q.	\$18.48	\$38,442
Tenorio, Shariakiha J.	\$22.44	\$41,840

List the classified staff (secretaries, custodians, etc.) together with the normal number of hours worked and the rate of pay.

Figure 62: Salary schedule of classified staff

Employee	Title	Hours per Week	Hourly Rate	Annual Salary
Quejado, Geraldine D.	School Principal	40	\$35.89	\$74,645
Alvarez, Carlos J.T.	School Aide I	40	\$10.14	\$21,095
Bukikosa, Resa B.	Computer Operator I	40	\$14.80	\$30,774
Dayday, Mark A	School Aide I	40	\$10.14	\$21,095
Diego, Casandra P.	Administrative Assistant	40	\$19.88	\$41,349
Gonzalez, Elba Iris	School Aide III	40	\$17.50	\$36,407
Palacios, Bonnie R.	School Aide I	40	\$10.53	\$21,895
Santos, Lillian P.	School Aide I	40	\$13.92	\$28,959
Tenorio, Philip A.	Building Maintenance Custodian	40	\$12.10	\$25,167
Toves, Alvina Lynn S.	Clerk Typist	40	\$9.15	\$19,040

Additional Supporting Evidence and Documentation:

- [PTEP](#)
- Professional Development Planner: See Appendix A
- Bell Schedule (matrix): See Appendix B
- Staff Schedule: See Appendix C
- PLC schedule : See Appendix D

Achievements:

- District PD collaboration

Areas for Improvement:

- To specify PD strategies if it had an impact on student achievement and provide student data to support it
- Follow up on PD trainings
- Increase staff/TAs positions
- Increase community partnerships

A5. School Environment Criterion. The school has a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student.

Explain the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning.

The school has implemented various policies to ensure a safe, clean, and orderly environment. The school has an *Emergency Response Plan* (ERP) in place should the need arise for any emergency situations. 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. The *Student Conduct Procedural Manual* (SCPM) and *Student Procedure Assistance Manual* (SPAM) provided by GDOE as the *Standard Operating Procedures* (SOP) is used to respond to any events that have been identified in the manual before consultation with the department central office.

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. PULSE is a database system that compiles information from PowerSchool and other GDOE databases.

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).

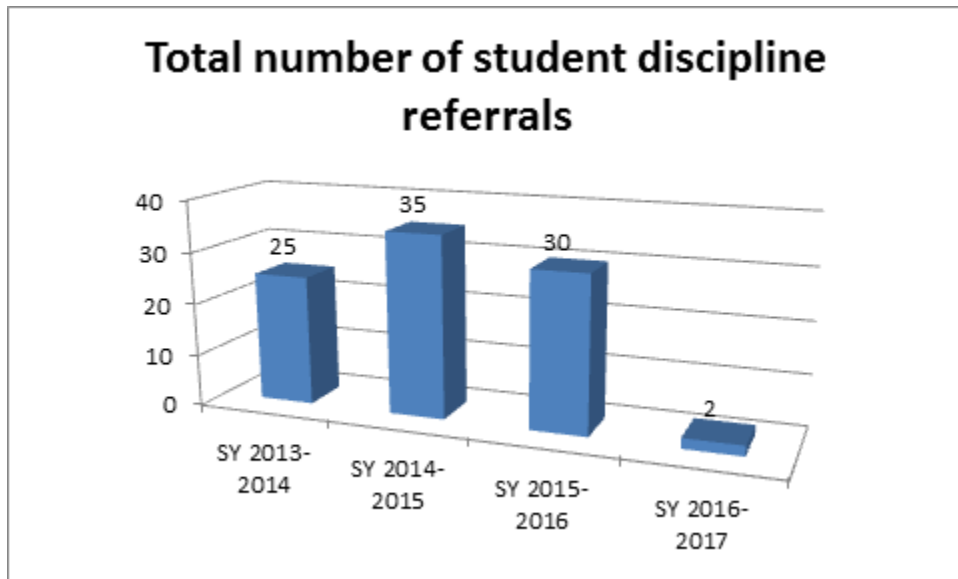
Comment on the effectiveness of the school's practices and procedures for all aspects of student safety.

Monthly emergency drills (Fire, Earthquake, and Lockdown) are scheduled throughout the school year. Student Accountability Forms are collected after every evacuation drill and are discussed during Focus Group A meetings. Teachers are informed and provided with the ERP and procedures during Teacher Orientation to prepare and practice with their students. The school also takes part in the annual Guam Great Shakeout that takes place every October 20th of the year. Evacuation maps are made visible in cafeteria, offices, and every classroom on campus. Faculty and staff are trained in the implementation of the ERP.

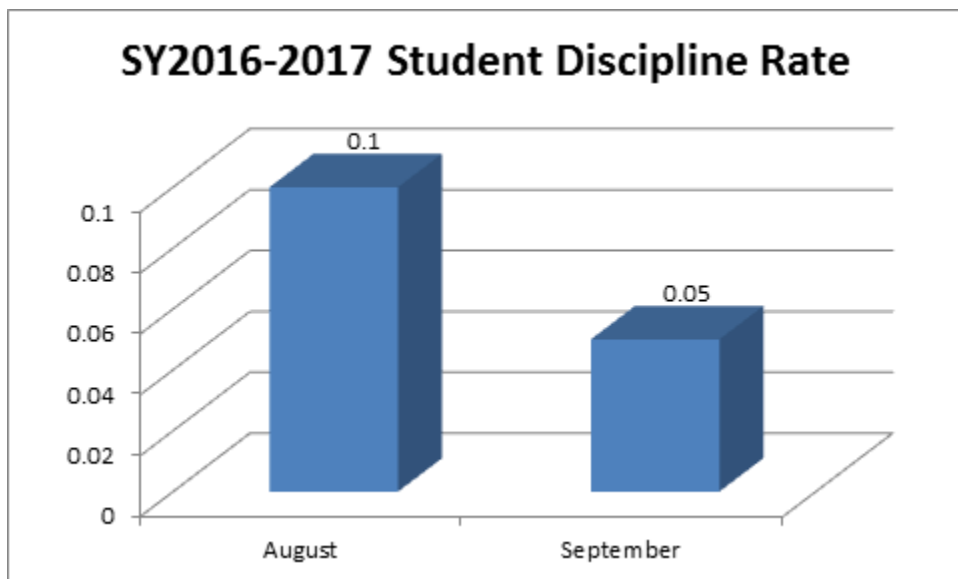
PBIS framework are also visibly posted around school hallways, bathrooms, classrooms, etc.. PBIS data is analyzed by the SCC to formulate an action plan to address any school safety issues. This data and action plan is then presented to all stakeholders at the monthly school assemblies. For example, 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 (ODR) 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.

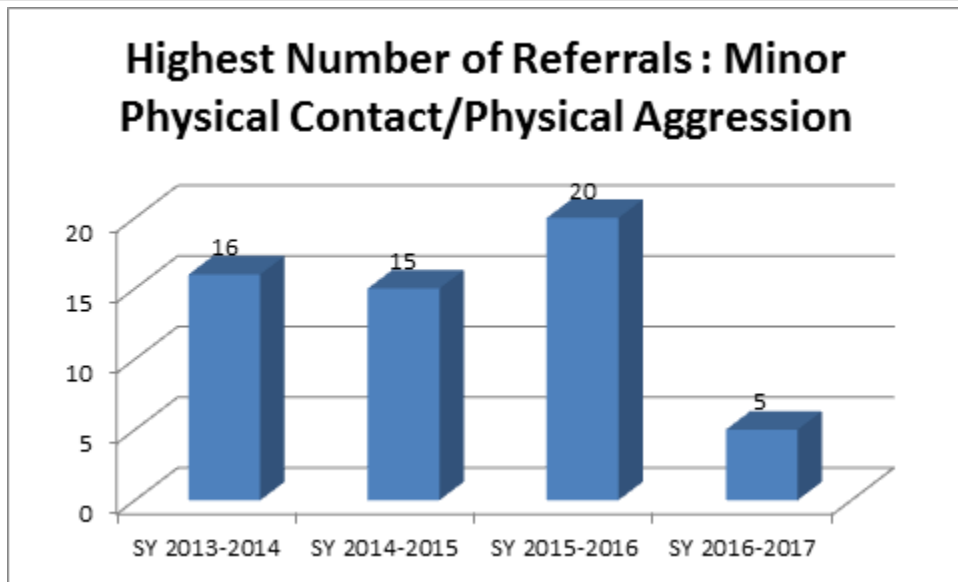
Figure 63: Office Disciplinary Referrals (ODR's) and rate for the past three years to present.



Over the years student discipline referrals have fluctuated with the highest ODR in school year 2014-2015 at 35.



From August to September our student discipline rate decreased by half.



Although our ODR have decreased from school year 2014-2015 to 2015-2016 physical contact and physical aggression increased. Most referrals are for minor physical contact/physical aggression and from school year 2013-2014 to school year 2015-2016 the number increased.

Other support programs such as 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 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 school year 2016-17 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 CrimeStoppers Initiative (SOP 1200-008), the division provides annual training to all schools to ensure schools are safe and conducive places to learn. Officer Paul Tapau from the Guam Police Department is the Crime Stoppers 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.

Describe the school's facilities and their overall condition (buildings, labs, technology, library, athletic facilities, playground, etc.).

The faculty and staff of MES ensure that our school facility is suitable for our students. We continue to encourage a welcoming, safe, clean, healthy, and nurturing environment that reflects the school 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 Agency requirements, and all fire codes as well, to provide the students with maximum opportunity to grow and feel safe within their learning environment.

The school has two buildings. The main building "A" consists of the Main Office, Principal, Nurse, IC, Chamorro office, ESL and SPED classrooms, book and conference rooms, men/women restrooms and faculty/staff lounge.

The library is housed in building "A". It was repainted in 2013; new air conditioners were installed and have remained in good condition. The library is fully automated and equipped with a collection of the different genres, references, teacher resources, media equipment, wireless internet and computers for student use and has new tables and chairs.

In the main office, the technology room equipped with 2 mobile lab carts that house 30 laptops, eight multi-media projectors, and seven document cameras.

The main building has three wings "B", "C", and "H" that houses four individual classrooms for 3rd, 4th, and 5th grades, Head Start, counselor and GATE rooms.

An electrical room is located outside the library that houses breakers for the upper half of the campus.

The second building "G" consists of the school cafeteria, it includes a kitchen, an office, three storage rooms, and a restroom for cafeteria employees. The cafeteria has 14 tables and a stage for school performances, promotional, and assemblies. The condition of the school's cafeteria is fully operational. Daily upkeep and yearly maintenance is handled by Sodexo Company. The company is fully responsible for the cleanliness of the cafeteria and also with its food service.

Building "G" has three wings "D", "E", and "F" that houses individual classrooms for Pre-K GATE, four Kindergarten, three 1st and 2nd grades and ESL classrooms.

Each wing has an electrical room where the classroom breakers are located, two mechanical rooms for the central air conditioning units, and a storage room.

Outside restrooms are located in the "C", "D", "E", and "H", wings while the "B", "F", and "E" wings have restrooms in each classroom.

Each classroom has a working sink, A/C, and working light fixtures. Classrooms have ports for internet and telephone access. Water fountains are also installed in each wing and are in working condition. Storage and a generator room are located on the side entrance of the school. The generator is in working condition.

Custodial services are outsourced to a private contractor, Guam Cleaning Masters. The company is responsible for cleaning classrooms, hallways, restrooms, and office spaces daily even during school breaks. Floors in every room on campus are waxed before the beginning of the school year and are inspected by their supervisors. Campus grounds are handled by the school's

Building Maintenance Custodian and the Yigo Mayor's office. The military assists in the preparation of the opening of the school year.

There are two designated playground areas: one for Head start and Pre-K students, located across the end of the "B" wing; the other for grades Kindergarten to 5th grade located behind building "A" and "G" (big playground). The playground for Head Start and Pre-K has age-appropriate equipment that is securely placed on thick rubber mats to ensure safety. All grades have access to the big playground during recess and lunch recess as well as any form of P.E. activities. The space is adequate for the school population but the equipment is limited. Playground equipment are safe, it is inspected on a daily basis before the children are able to use them. Swings are examined thoroughly for any loose screws or deteriorating chains, and monkey bars are examined for any rusting or broken metal bars. Other playground equipment are securely cemented or anchored to the ground. The playground has an outdoor stage that can also be utilized.

The school community continues to assist in the upkeep of the facilities ensuring basic housekeeping and maintenance is done on a daily basis to keep MES a safe and learning environment. If repairs are needed, the faculty or staff emails the *Administrative Assistant* (AA) who then inputs into GDOE Munis Maintenance Service Request.

Comment on the quality and consistency of communication and collaboration between and among the school's leadership, staff, parents, students and other stakeholders.

The school uses several measures to ensure the quality and consistency of communication and collaboration between and among the school's leadership, staff, parents, students and other stakeholders.

MES communicates with its faculty and staff on a regular basis to disseminate information through the school's whatsapp, email, formal and informal letters to consult with each other, Leadership, Focus Groups, Grade Levels, Faculty and Staff meetings, School calendar, DOE and School Websites, PLCs, PDs and the school staff communicates via 2-way radios. Teacher Orientation is conducted prior to the opening of the school year.

Principal and teachers utilize the PTEP Cycle to keep communication continuously to improve the level of instruction and positively impact student learning.

The school on a daily basis communicates with parents through via phone calls, emails, visit to the classroom or office, the student planner or a communication log book, homework notebook/journal, handwritten letters, Power School/Parent Portal, Pacific Daily News Update, MES Website/FaceBook and GDOE Website. On a monthly basis, MES communicate with Parents through school assemblies, PTO meetings, flyers, and the School's monthly Newsletter. Quarterly basis report cards are available for parents during 1st and 3rd quarter at PTC; 2nd and 4th quarter report cards are sent home. Also, teachers disseminate Mid-Quarter Progress Reports and schedules conference if necessary.

Parent/Student Orientation is conducted prior to the opening of the school year to inform parents of MES mission, SLO, role of parents and to meet their child's teachers and the staff. Open House occurs within a month after the opening of the school year. This is another opportunity for parents to meet their child's teacher and staff, and visit the classroom.

In addition, the Head Start Program utilizes a *Center Level Parent Group (CLPG)* meeting that is held monthly with teacher and parents to discuss and plan head start activities, events, lessons, home projects, and attend any additional training offered by the Head Start program. Home Visit is one of the major tool to communicate effectively with parents in which two home visits are required for the school year, but more can be conducted as needed.

A *School Attendance Officer (SAO)* 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 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 activate the Student Parent Community Engagement Support Services & Outreach Team via Referral to request for a home visit.

Monthly school assemblies are used to share and disseminate information on upcoming school events, activities, and PBIS data to all stakeholders.

A *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 will determine that the student needs supports and services from an agency outside of the school. If the child is eligible for Special Education services, a child will have an Individual Education Plan (IEP).

In circumstance that students are not eligible for Special Education services, but may still require an education plan. Then Section 504 accommodations may be utilized as per SOP 1200-012. The District Psychologist also serves as the district 504 coordinator; however, his/her primary focus is in providing cognitive and behavioral assessments for all schools. Over the last four years, the Psychologist has also helped in developing Standard Operating Procedures governing behavioral observations, assessments, development of functional behavioral assessments, and protocols impacting social and emotional health outlined in the Student Procedural Assistance Manual.

Inadahi, the Chamorro 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 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.

Comment on the degree to which these modes of communication support student self-esteem and high expectations and support and encourage teachers.

The school's whatsapp, email, formal and informal letters to consult with each other, Leadership, Focus Groups, Grade Levels, Faculty and Staff meetings, School Calendar, DOE and School Websites, PLCs, PDs and the school staff communicates via 2-way radios; are tools of communication that the teachers develop continuous collaboration, discussion inquiry, provide input and feedback, monitor and assess progress, data driven decision making, and documentation. The teachers are given the resources and the ability to confidently carry out their

daily responsibilities, which leads the school in the right direction to ongoing quality education for all students.

Teacher Orientation and the PTEP Cycle keep communication continuously to improve the level of instruction and positively impact student learning. These guide the preparation of new teachers and the continuing development of experienced teachers. Using teacher orientation and PTEP standards clarifies expectations and enhances professional conversations.

On a daily basis, the school communicates with parents via phone calls, emails, visit to the classroom or office, the student planner or a communication log book, homework notebook or journal, Student and parent orientation, Open House, Parent Outreach, handwritten letters, Power School and Parent Portal, Pacific Daily News Education Update, MES Website/FaceBook and GDOE Website. On a monthly basis, MES communicate with Parents through school assemblies, PTO meetings, flyers, and the School's monthly Newsletter. Quarterly basis report cards are available for parents during 1st and 3rd quarter at PTC; 2nd and 4th quarter report cards are sent home. Also, teachers disseminate Mid-Quarter Progress Reports and schedules conference if necessary. Having these in place promotes an effective communication between the home and school. The school has the ability to communicate information accurately, clearly and respectfully to support the whole child at the home and school. Home-school connection has increased parental involvement and District-wide Assessment results.

Monthly school assemblies are used to share and disseminate information on upcoming school events, activities, and PBIS data to all stakeholders. At the beginning of each month, the school holds an assembly to award students from each class that has exemplified the monthly virtue (respect, responsibility, citizenship, etc.). 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.

A 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. This process is implemented so that the school is able to meet the child's needs and teacher's needs to be able to provide the resources to modify lessons to and accommodations for the child to succeed at his/her own pace.

Append the written safety and emergency policies and procedures that are in place.

- See Emergency Response Plan: Appendix E
- [See SPAM](#)
- [See SCPM](#)

Additional Supporting Evidence and Documentation:

- [School Map](#)
- *Calendars:* [GDOE SY 13-14](#); [GDOE SY 14-15](#); [GDOE SY 15-16](#)
- *School Calendars:* [SY 13-14](#); [SY 14-15](#); [SY 15-16](#)

Achievements:

- Consistency with Marvelous Marlin of the Month
- DWA results

Areas for Improvement:

- Employee Recognition Awards
- More classrooms
- Quarterly Awards

A6. Reporting Student Progress Criterion. The school leadership and staff regularly assess student progress toward accomplishing the school-wide learner outcomes and reports students' progress to the rest of the school community.

List the types of statistical information accumulated by the school to monitor student progress. Indicate what the school's plans are to analyze and use this data and comment on its effectiveness.

The following are statistical information accumulated by the school to monitor student progress.

- AIMSweb (Reading, Math, Language Arts, Written Expressions) is a universal screening, progress monitoring, and data management system that supports Response to Intervention (RtI) and tiered instruction. AIMSweb efficiently screens all students, identifying those at risk for academic failure and enabling early intervention. Teachers determine which skills to focus on based on their AIMSweb scores. Intervention plans are created to help students that are struggling in certain areas. Progress monitoring is administered based on students' needs. Teachers monitor the data collected to check student progress. Data will indicate whether students have progressed from benchmark 1 to benchmark 3.
- Mid-Quarter Progress Reports & Quarterly Report Cards. These are records of student academic and behavior performance over time. Parents sign a copy of the progress report/report card to show that it was read, discussed with their child and they have the option to meet or contact teachers if needed. Parent-Teacher Conferences are held during 1st and 3rd Quarter. During this conference, parents and teachers discuss the child's progress and find solutions to academic or behavioral problems.
- GATE progress report is a quarterly report to parents whose children are in the program. This report includes an evaluation on creativity, critical thinking, affective learning, communications, creative problem solving, and independent learning.
- Special Education Progress is a quarterly report by service providers to parents regarding their child's progress on goals and objectives outlined in the child's Individualized Education Plan.
- Common Formative Assessments is a method that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments guides teachers either to move forward with the lesson or reteach the concepts within the lesson that students are struggling to understand, skills they are having difficulty acquiring, learning standards they have not yet achieved, so that adjustments can be made to lessons, instructional strategies, and academic support. Data collected is used to monitor student progression in regards to standards taught. These results are then discussed during grade-level meetings and PLC and teachers either move forward or reteach by modifying lessons and using other instructional strategies for students to comprehend.
- District wide assessments, ACT Aspire and Standard Based Assessments, refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating understanding or mastery of the knowledge and skills they are

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- expected to learn as they progress through their education. This is an end-of-year summative assessment aligned to district-wide standards. Data is used to create SMART Goals and help identify quarterly prioritized skills.
- Brigance is a norm-referenced test utilized for our Kindergarten students. This test is used to identify skills of students entering and exiting Kindergarten.
 - Office Discipline Referral (ODR) and SWIS report - SCC meets monthly to discuss Discipline Data and find solutions to reduce incidences reported on the Office Discipline Referral (ODR). The SCC identifies students with behavioral issues and establishes Behavior Management Plans if needed.
 - Attendance is taken daily by homeroom classroom teachers. It is a way for teachers to keep track of students with attendance issues. Teachers contact parents regarding unexcused absences. Absences are reported to parents daily via Power Announcement as well as teachers. Absences are reflected in students' Mid Quarter Progress Reports and Quarterly Report Cards. Interventions are done by teachers to prevent excessive (excused and unexcused) absences.
 - PowerTeacher is a tool that helps teachers easily manage daily classroom activities such as taking attendance, inputting grades, and communicating with students and parents. Parents can access student grades through Parent Portal access. Grades, attendance, comments, and citizenship are reported to parents daily and weekly through parent communication online, mid-quarterly and quarterly through progress reports and report cards.
 - ESL - Home Language Survey completed by parents upon initial registration to the school. Data is utilized by the ESL program to assess students in need of ESL services.
 - ASPIRE is an after school program that is aligned with the curriculum to support the goal to increase student academic achievement in K-5 through supplemental educational services. Students in the ASPIRE receive supplemental instruction in English, Language Arts, and Math. They are also given enrichment activities to address Common core State Standards. The ASPIRE program can consist of two components: (1) the after school classroom component; and (2) the tutoring component. The after school classroom component allows for up to 3 hours of instructional and enrichment activities, to include individualized one-to-one learning support. The tutoring component of the ASPIRE provides up to 6 hours a week of after school individualized one-to-one learning support, small group instruction, and lessons that support specific needs based on the recommendation of the teacher.

Indicate the data that is available to the school's stakeholders regarding student progress and the frequency of reporting this information.

The following list is data available to the school's stakeholders regarding student progress.

- AIMSweb efficiently screens all students, identifying those at risk for academic failure and enabling early intervention. AIMSweb profile sheets are sent home with students after every Benchmark tests, which are conducted in the Fall, Winter, and Spring.
- Mid-Quarter Progress Reports are sent home with students in the middle of each reporting quarter
- Quarterly Report Cards are distributed to parents at the end of each reporting quarter. Parent-Teacher Conferences are held during 1st and 3rd Quarter.
- GATE progress report is a quarterly report to parents whose children attend the program. This report includes an evaluation on creativity, critical thinking, affective learning, communications, creative solving, and independent learning.
- Special Education Progress is a quarterly report by service providers to parents regarding their child's progress on goals and objectives outlined in the child's Individualized Education Plan.
- Common Formative Assessment are administered to the students after the ending of each reporting quarter. These assessment results are sent home to parents.
- District wide assessments, ACT Aspire and Standards Based Assessments, are administered in April and results are released to stakeholders as per availability.
- Brigrance is administered in the beginning of the school year.
- Office Discipline Referral (ODR) and SWIS report are shared with parents the day of the incident during a mandatory parent conference. For minor offenses, parents are contacted, but still are inputted for future reference.
- Absences are reported to parents daily via Power Announcement as well as teachers. Absence is reflected in students' Mid Quarter Progress and Quarterly Report Cards. Interventions done by teachers to prevent excessive (excused and unexcused) absences.
- Parents can access student grades through Parent Portal access. Grades with Attendance, comments, and citizenship are reported to parents daily, mid-quarterly and quarterly through progress reports and report cards.
- ESL - Home Language Survey completed by parents upon initial registration to the school. Data is utilized by the ESL program to assess students in need of ESL services. Parents are informed of the results after their child is assessed. LAS Link assessment is administered every 18 months and serves a progress monitoring tool to determine if a student receiving ESL services stays in the ESL program
- Students in the ASPIRE receive supplemental instruction in English, Language Arts, and Math. They are also given enrichment activities to address Common core State Standards. Parents and teachers are informed on a quarterly basis on their child's/student's progress.
- School Performance Report Card gives stakeholders information about student progress, passing, attendance, and discipline rates. This is reported at the end of each school year.
- Students are recognized on their academic and citizenship achievements at the end of the school year during Promotional Ceremonies.

Comment on the effectiveness of the procedures used to report student progress to parents, board, and other stakeholders toward achieving the academic standards and the school-wide learner outcomes.

MES collects, disaggregates, analyzes, and reports student performance data to the school community through various communication tools.

Mid-Quarter Progress Reports are sent home with students in the middle of each reporting quarter. Quarterly Report Cards are distributed to parents at the end of each reporting quarter.

Student progress is reported to parents through PTC and other scheduled parent meetings as needed. PTCs are held at the end of first and third quarter for teachers to discuss with parents about their child's progress and/or to provide suggestions on how to assist their child in areas of concern. GATE and SPED as well provides quarterly progress reports. The table below shows that MES has made a slight increase on parents' attendance in reporting student progress.

Figure 64: Parent-Teacher Conference Attendance

SY	1st Quarter	3rd Quarter
2014-2015	49%	48%
2015-2016	44%	48%
2016-2017	49%	N/A

AIMSweb student profile forms are given to parents after each benchmark testing period. On the form, it indicates the student's benchmark scores in the areas of Reading, Math, Spelling, and Writing. The form also indicates and describes a student's Tier level. Teachers contact parents via phone call or letter to schedule a meeting or by phone conversation to provide recommendations or ways how parents can help their child progress.

The school's monthly newsletter also displays grade level progress as reported by the Instructional Coach.

Parent Portal is available online to provide parents data of their child's academic progress, attendance and also informs parents of student's completed and/or incomplete assignments.

MES has an open door policy for our parents. We value the input parents make to our school, encourage open communication, feedback, and discussion regarding the best interest of the children to work together.

Each school has a School Performance Report Card. The report includes school characteristics, student demographics, school personnel resources, exemplary programs, special awards, community partnerships, accomplishments, school-wide expenditures, school progress, environment and outcomes, district-wide summative assessment results, school composite score. This report is to help stakeholders understand how MES is performing on the progress of the

students, how the school environment supports students, teachers, and families, and what are the students accomplishing.

The Foundation for Public Education reports quarterly newsletter that spotlights 10 randomly selected schools. However, each school also provides highlights of accomplishments, awards, accolades, and events.

Provide examples of how the school currently uses assessment results to make changes in the school program, professional development activities, and resource allocations along with future plans as part of ongoing improvement.

The professional staff gathers several sources of student achievement data to evaluate the progress of all students. The school utilizes assessment results to revisit and update the components of the SIP such as the goals (GEB), objectives(SMART Goals), action steps, person responsible, time-line, resources and evaluation.

Supporting Evidence and Documentation:

- [SIP](#)
- [SPRC](#)
- AIMSweb Data
- DWA data

Achievements:

- DWA Data
- AIMSweb Data

Areas for Improvement:

- *None at this time*

A7. School Improvement Process Criterion. The school leadership facilitates school improvement which (a) is driven by plans of action that will enhance quality learning for all students, (b) has school community support and involvement, (c) effectively guides the work of the school, and (d) provides for accountability through monitoring of the school-wide action plan.

Explain how stakeholder involvement in the development and implementation of the school's action plans for improvement demonstrates a broad-based, collaborative process.

GDOE SSP provides the leadership with guidance in the development of MES SIP. During school year 2013-2014, the members of the Focus Groups collaboratively developed the SIP. However, in September 2014, the professional staff revised and updated the SIP to align with SSP and following full implementation. The members will continue to be collectively responsible and accountable for following up on the SIP.

Explain how the school's action plan is correlated to the analysis of student achievement data about the schoolwide learner outcomes and the academic standards.

The school-based objectives of the SIP uses the data collected from assessment results, such as, the District-wide assessments, Initial Common Formative Assessments, AIMSweb Benchmarks, AIMSweb Progress Monitoring, and the Common Formative Assessments. The SMART Goals are created based on the data analysis, prioritizing and addressing the standards to show student progress. The components of the SIP will be revisited, edited and updated for teachers to implement the plan.

Indicate how action plans are monitored to determine if satisfactory progress is being made in meeting the plan's goals.

The Leadership Team monitors the implementation of the SIP and communicates the status in their respective Focus Groups, Grade Levels, and PLC. The status of the SIP is collaboratively gathered by the professional teams and makes any revisions/updates to ensure goals and objectives are achieved. The SIP consists of action steps that determine how our school goals and objectives will be met. Goals and objectives are reviewed at the end of each school year after receiving the results of the district-wide assessment results. SIP is revisited, revised and updated based on the end of year status/progress report.

Supporting Evidence and Documentation:

- [SIP](#)

Achievements:

- Implementation of SIP

Areas for Improvement:

- Update our SIP quarterly.
- Presentation of the SIP to all stakeholders.

Category B

Curriculum, Instruction, and Assessment

B1. What Students Learn Criterion. The school provides a challenging, coherent, and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the school wide learner outcomes through successful completion of any course of study offered.

Append a list of each of the classes offered under such major headings as English, technology, mathematics, science, social science, music, art, physical education, special career-oriented classes, etc. If there are other areas, create appropriate headings or list them under "other classes."

MES offers *English Language Arts* (ELA), Math, Science, Social Science, Music, Art, Health, Physical Education, Computer Education, and Chamorro Culture and Language classes to Kindergarten through 5th grade students.

List the graduation requirements of the school, if applicable.

Not applicable. MES adheres to GEB policies and procedures.

[Board Policy 346](#) stipulates the amount of instructional minutes per content area that students must receive every school day at the primary and intermediate grade levels. While there are no credits or grading requirements for promotion, MES prepares students for the next grade level by implementing the adopted CCSS and the *Guam Content Standards and Performance Indicators* (GCSPI). These standards are targeted throughout the 300 instructional minutes per school day for the required 180 school days per year.

Briefly describe the post-graduation plans of the school's graduating class, if applicable.

MES does not have post-graduation plans for 5th grade students, however MES provides a challenging, coherent and relevant curriculum so all students fulfill the school's mission and SLO so that by the time the students exit MES, they are prepared for the next grade level. The cumulative records are transferred to their respective middle school.

List the courses for which there is a written comprehensive and sequential documented curriculum.

MES currently utilizes the revised 2010 GCSPI which includes the content areas Science, Social Studies, Health, Physical Education, World Languages (Chamorro Language), Fine Arts, and Education Technology and the adopted 2012 CCSS English, Language Arts, and Math.

GDOE provided the *District Level Curriculum Map* (DLCM) which identified the priority standards for each grade level in ELA, Math, Science, and Social Studies. The DLCM determines the specific standards to be implemented into the curriculum for each quarter of the school year. However, during school year 2015-2016, MES adapted the DLCM and created consensus maps for all subject areas, indicating the standards and to include materials and specify a timeline of standards taught each quarter. The consensus maps ensure consistent curriculum alignment within each respective grade level.

The Chamorro Teachers utilizes the revised 2011 Chamorro Language and Culture Content Standards and Performance Indicators provided by the district. The Chamorro curriculum identifies the standards quarterly and is aligned vertically.

Comment on the status of a well-developed, coherent written curriculum and the degree to which this is reflected in the taught curriculum and how it is articulated within and across grade levels.

MES currently utilizes the district level curriculum map and MES consensus maps aligned with the CCSS and GCSPI simultaneously. District level curriculum maps were created by a cadre of teachers during school year 2013-2014 on ELA, Math, Science, and Social Science. An Island-wide PD was held this school year on August 16 and 17, 2016 to revisit the district level curriculum maps to evaluate and make any revisions after three years of implementation. All teachers from kindergarten to 5th grade met to discuss priority standards for ELA, Math, Science, and Social Studies. This is an ongoing process and a follow up will take place on January 17, 2017 with a tentative agenda to complete grade level horizontal alignment.

School year 2015-2016 consensus maps were created during PD, PLC and grade level meeting work sessions. The purpose was to provide a guaranteed and viable curriculum to align with the five district expectations of GDOE. This also allows teachers to align instructional material and/or adjust the pacing of standards taught quarterly to meet the student needs. Consensus maps were implemented this school year and teachers will provide status updates periodically.

Using the consensus maps as a guide, teachers create lesson plans on a weekly, monthly or quarterly basis. The Principal and the IC conducts classroom observations and teachers are held accountable that lesson plans are visible and readily available. Based on student progress and teacher's grade level input, curriculum maps and lessons are modified accordingly. Various assessments such as *Common Formative Assessments* (CFA) and AIMSweb are used as tools to check student progression.

Initial CFAs 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.

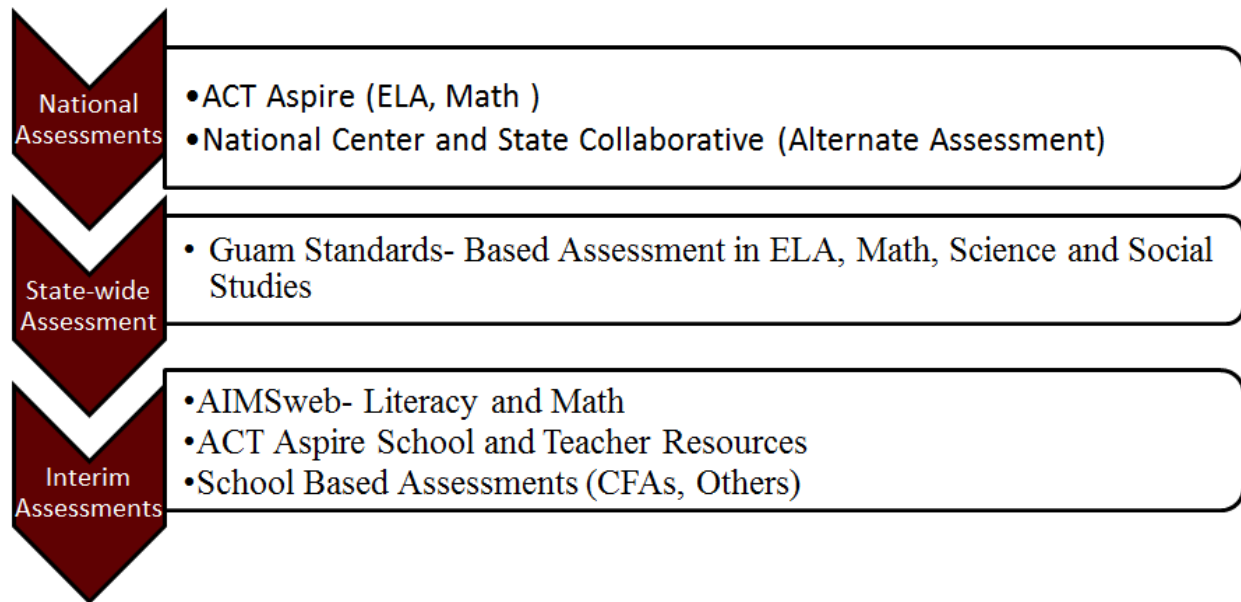
CFAs are used at the beginning of the year and at the end of each quarter. During PLC or grade level meetings, teachers create CFAs that are aligned to taught standards for each quarter. CFA data is used to make adjustments to grade level lesson plans and/or consensus maps.

The *Academic Intervention monitoring System Web* (AIMSWeb) tests are also used to assess and monitor various Literacy and Math skills. Benchmark tests are administered three times within a school year. The benchmark data is used to identify students who are performing below the AIMSweb cut scores. Students performing below the cut scores, teachers identify areas of improvement and create an intervention plan addressing these skills. Progress monitoring AIMSWeb assessments are given between Benchmark tests. The data from the AIMSWeb testing are then analyzed during PLC or grade level meetings. During these meetings, teachers and/or Instructional Coach discuss various strategies to make instructional and curriculum adjustments.

Comment on the degree to which the written and taught curriculum results in student achievement on the academic standards and the school-wide learner outcomes.

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 our 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](#). The district now uses the following End-of-Year summative assessments: (1) ACT Aspire (English, Reading, and Math) and (2) Guam Standards Based Assessments (Criterion-Referenced Test in Language Arts, Math, Science, and Social Studies). These assessments are the official statewide assessments for the CCSS and GCSPI. ACT Aspire is administered to grades 3rd through 5th for English, Reading, and Math. SBA Reading and Math is administered to 1st and 2nd grade. SBA Science and Social Studies is administered to grades 1st through 5th.

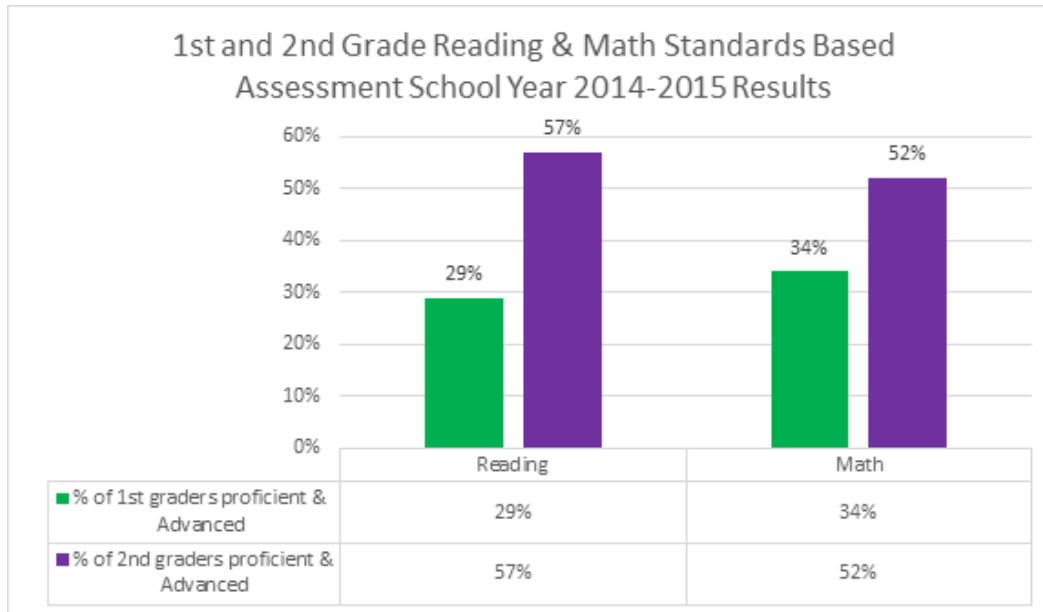
Figure 65: Summative and Interim Assessments



Teachers review and analyze the assessment results, prioritize skills and use the results as the baseline data to create SMART goals to improve quality teaching and student learning.

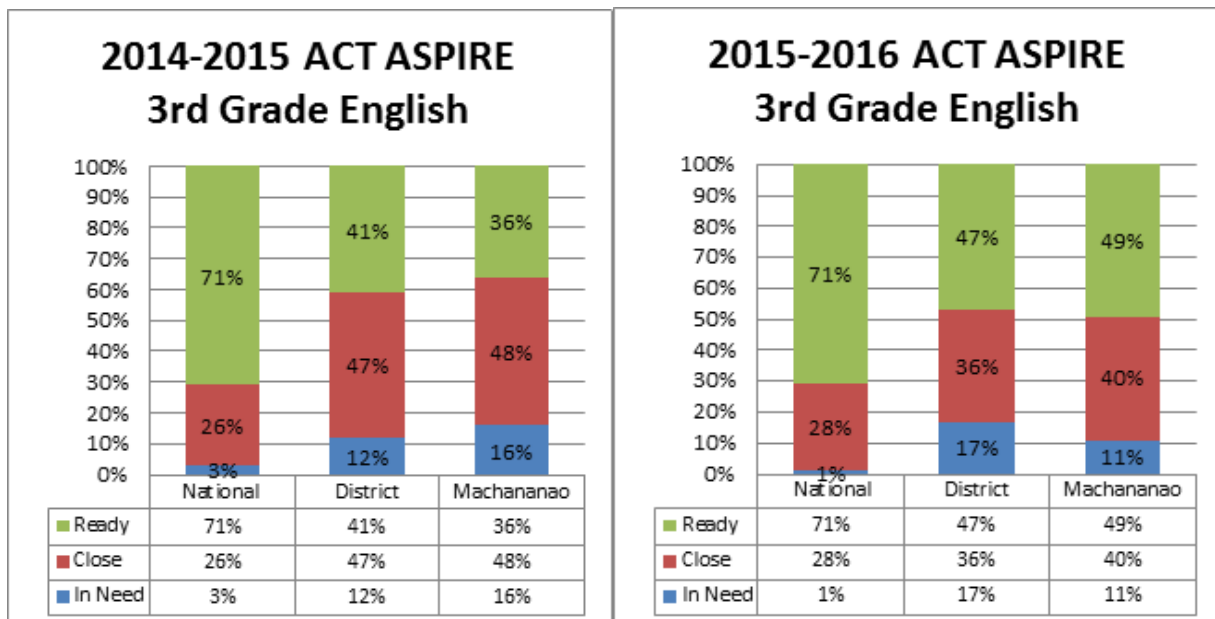
In addition to the above assessments, interim assessments are given throughout the course of the school year in order to track student progress with the purpose of providing interventions. This assessment is referred to as the District and School Level Interim assessment also known as AIMSWeb, which is a Criterion Based Measure. AIMSweb is administered in the Fall, Winter and Spring of the school year.

Figure 66: SBA First and Second Grade Reading & Math results for SY 2014-2015.

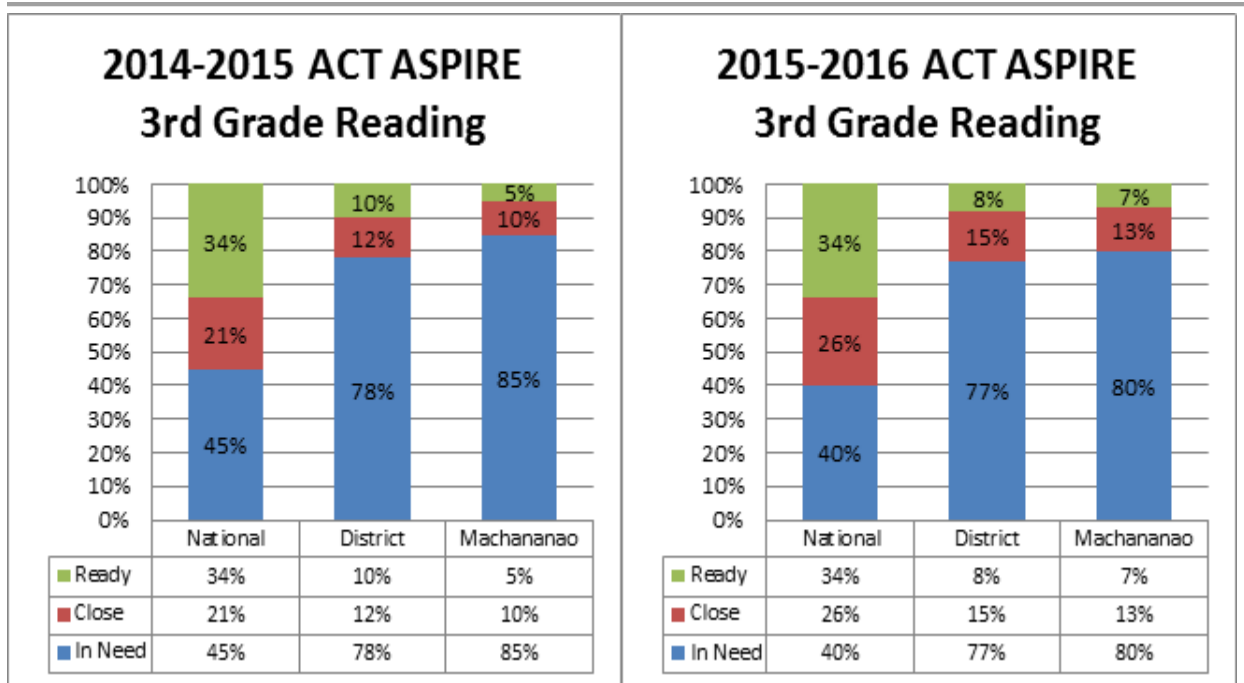


The 2015-2016 SBA scores procurement process has taken longer than anticipated, however a vendor has been identified and has begun the process of inputting and analyzing data.

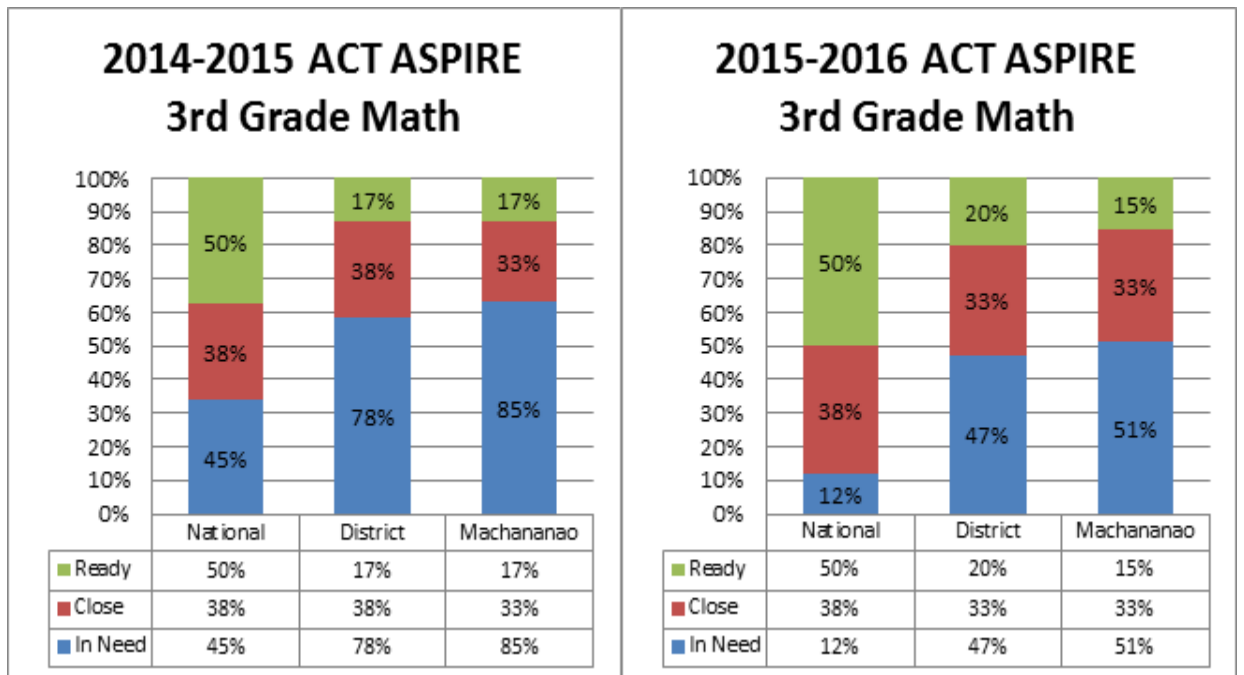
Figure 67: ACT Aspire 3rd Grade English, Reading & Math results for SY 2014-2015 and SY 2015-2016.



3rd Grade: There was an increase of 13% students that performed in the Ready Level which exceeded the district level by 2%. It is evident that the written and taught curriculum had an impact on student achievement in English.

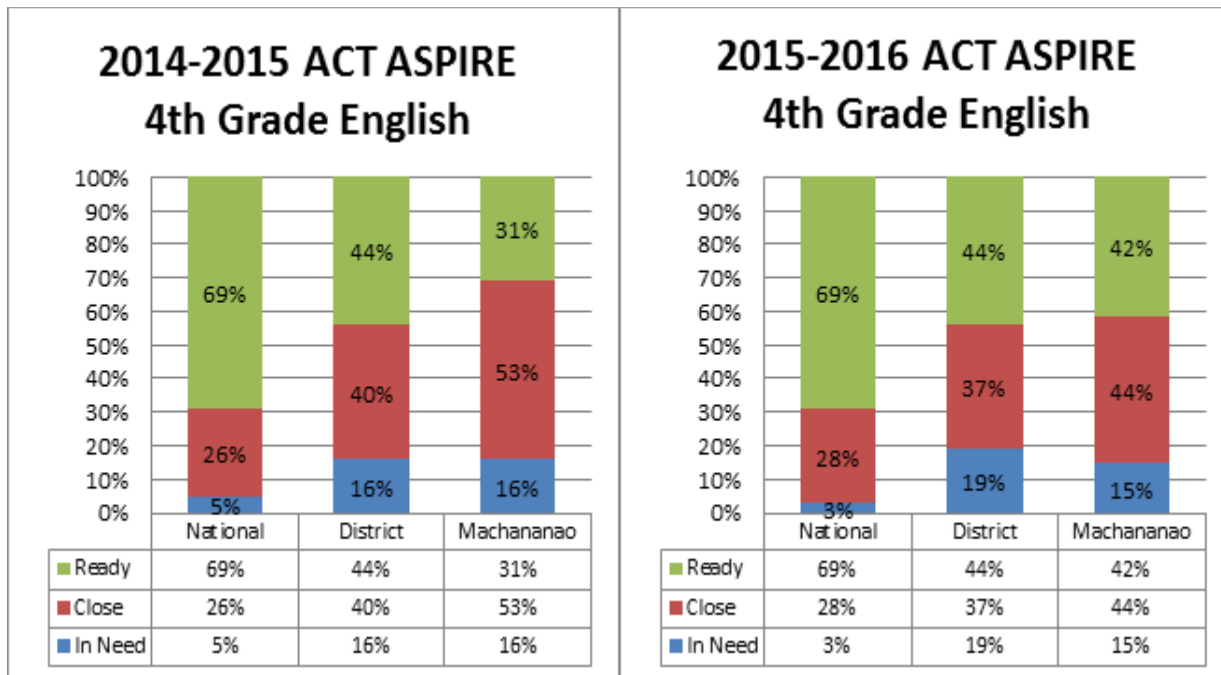


3rd Grade: Reading performance improved slightly from 2% in Ready Level and 3% in Close Level.

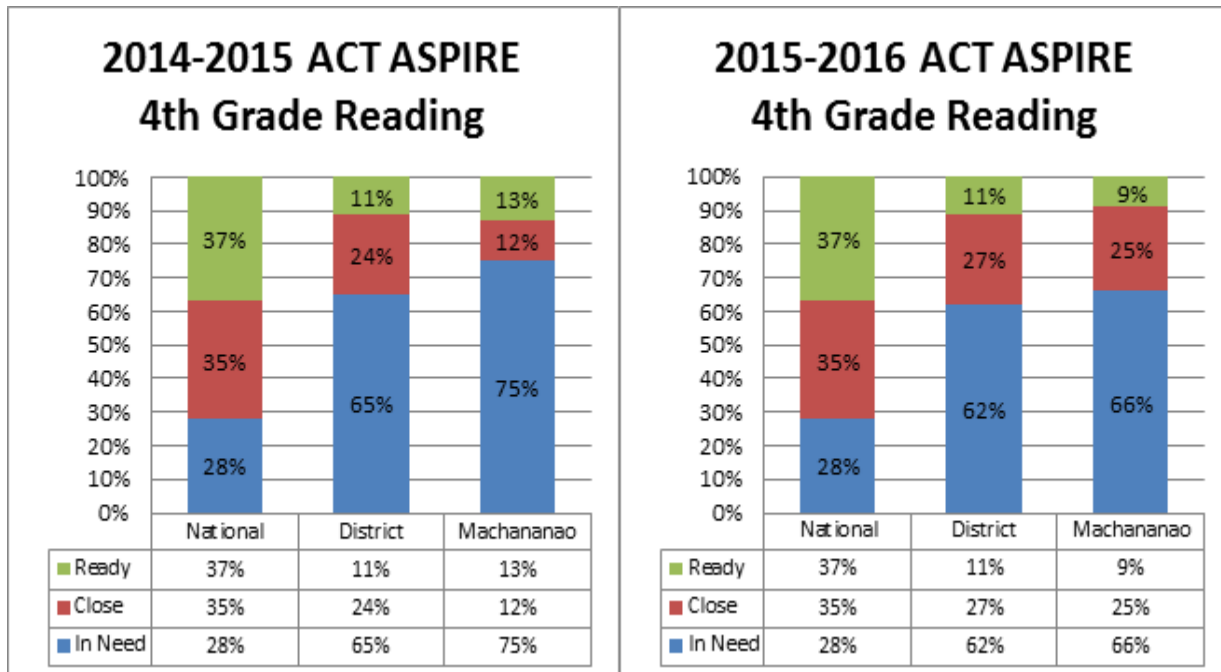


3rd Grade: Although there was 2% decrease in the Ready Level, the percentage of students in the Close Level remained unchanged.

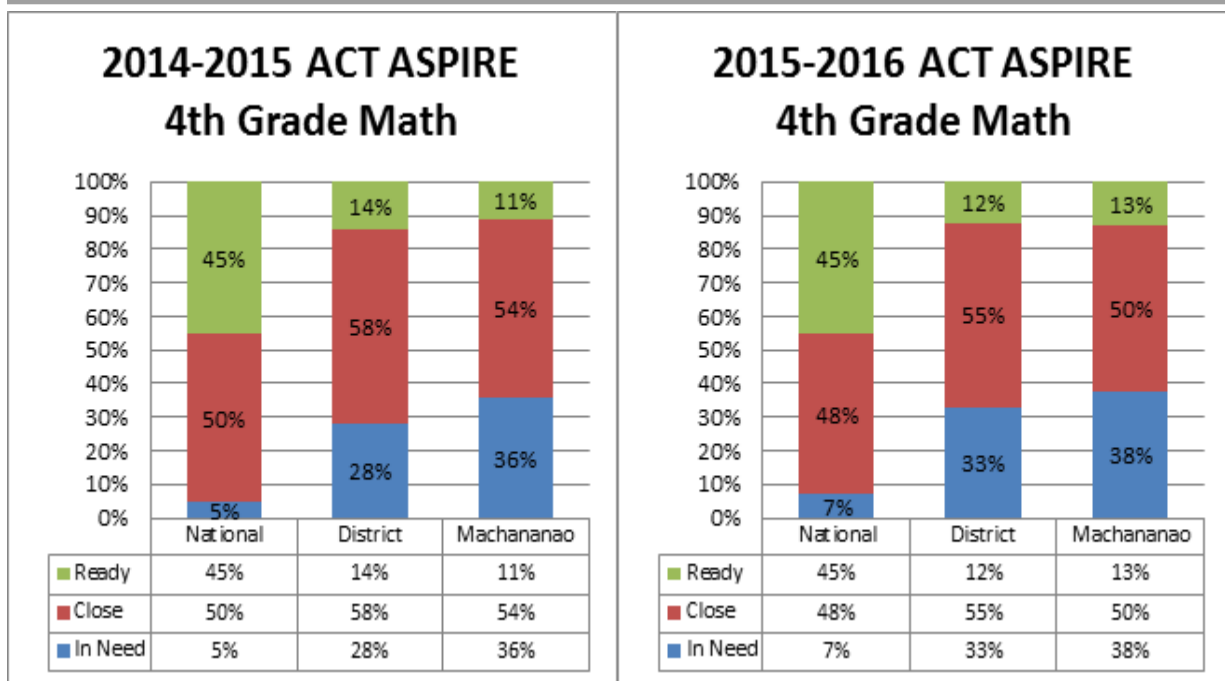
Figure 68: ACT Aspire 4th Grade English, Reading & Math results for SY 2014-2015 and SY 2015-2016.



4th Grade: There was an increase of 11% students that performed in the Ready level.

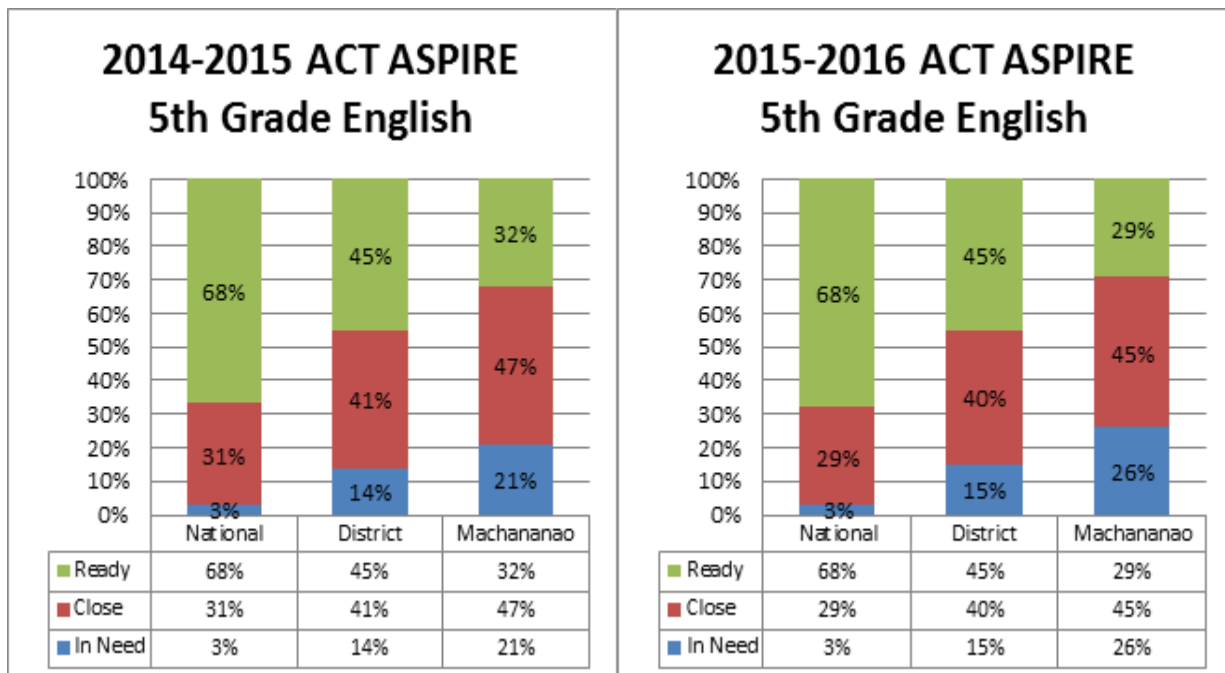


4th Grade: Although there was a decrease of 4% in the Ready Level, there was an increase of 13% students that performed in the Close Level and a decrease of 9% students in the In Need of Support Level.

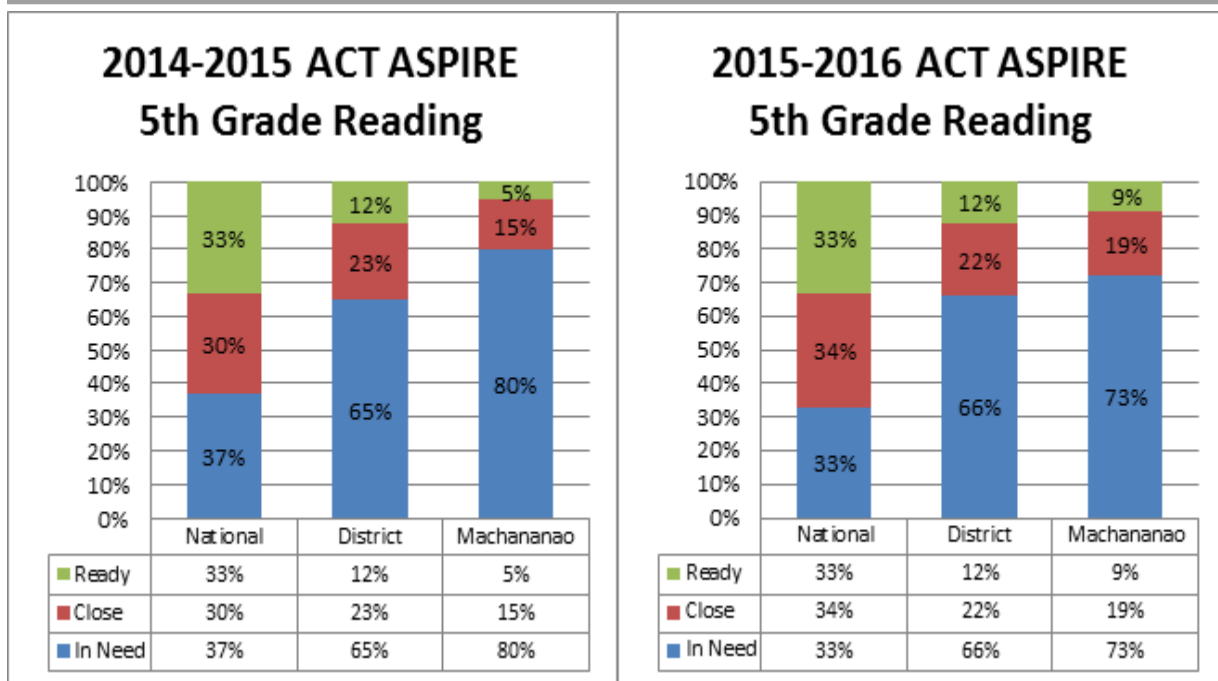


4th Grade: There was a slight increase of 2% students that performed in the Ready Level and exceeded the district level by 1%.

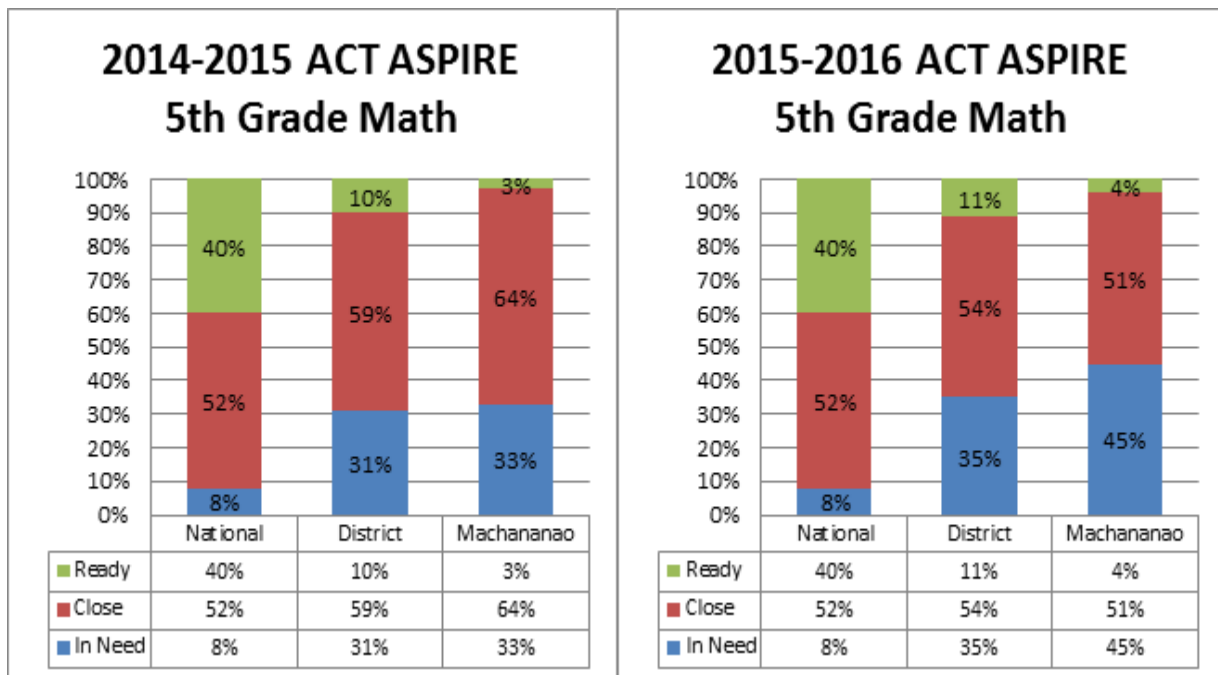
Figure 69: ACT Aspire 5th Grade English, Reading & Math results for SY 2014-2015 and SY 2015-2016.



5th Grade: Although the data shows a decrease in the Ready and Close Level, the school at least exceeded 5% of students in the Close Level in comparison to the district.



5th Grade: There was an increase of 4% students that performed in the Ready and Close Level and a decrease of 7% students in the In Need of Support Level.



5th Grade: There was a slight increase of 1% students that performed in the Ready Level.

Figure 70: ACT Aspire Cohort 3rd to 4th grade-English, Reading & Math results for SY 2014-2015 and SY 2015-2016

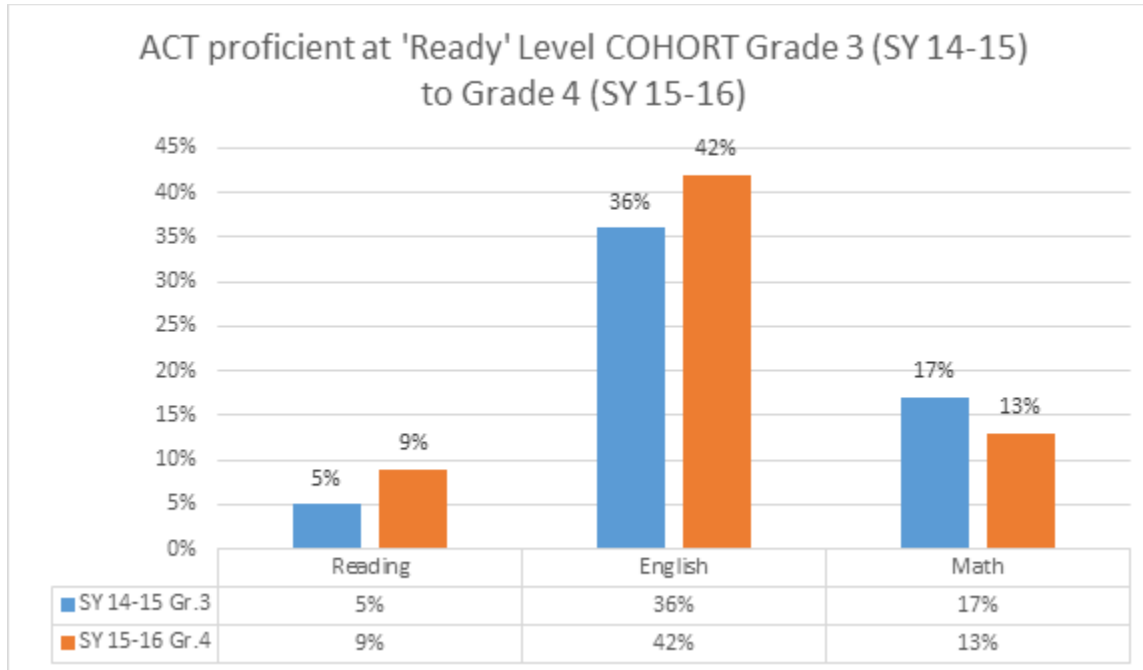


Figure 71: ACT Aspire Cohort 4th to 5th grade-English, Reading & Math results for SY 2014-2015 and SY 2015-2016

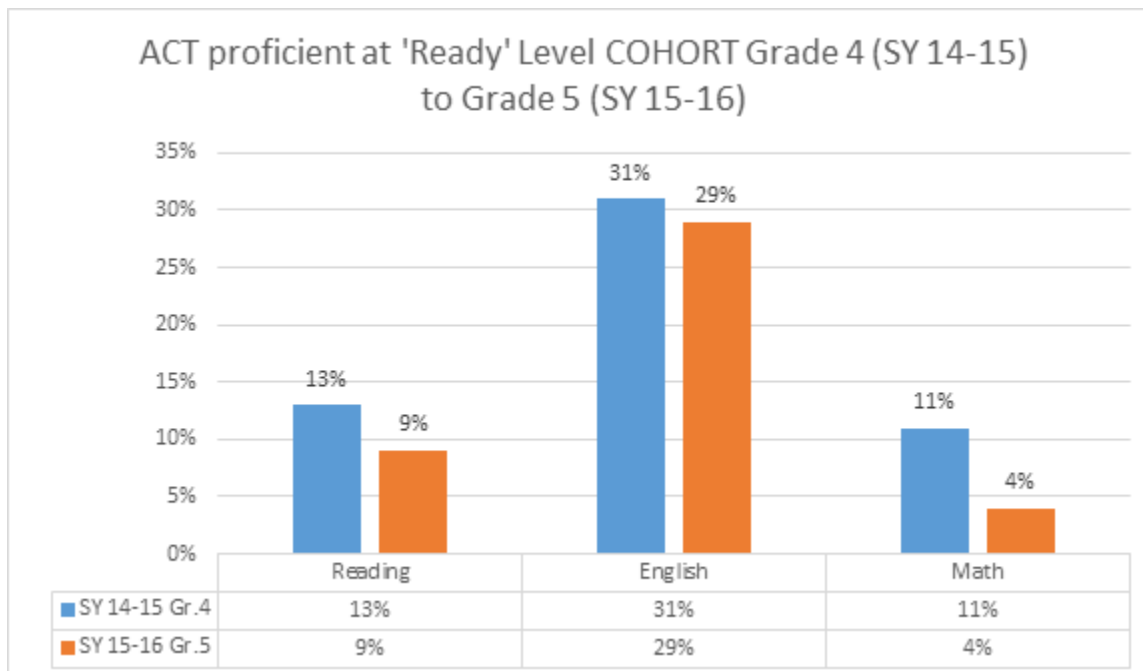
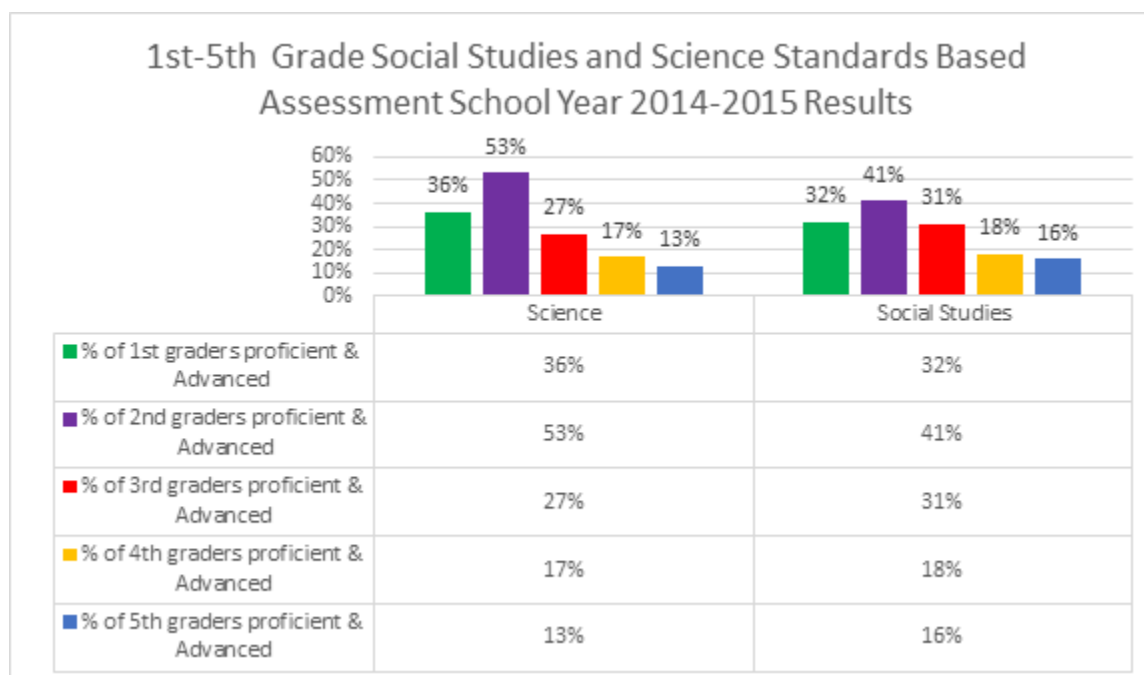


Figure 72: Standards Based Assessment results for Social Studies & Science SY 2014-2015



The 2015-2016 SBA scores procurement process has taken longer than anticipated, however a vendor has been identified and has begun the process of inputting and analyzing data.

Comment on the collaborative strategies used by administrators and teachers to examine curriculum design and student work in order to refine lessons, units, and/or programs.

MES uses a variety of collaborative strategies used by the Principal and teachers to examine curriculum design and student work in order to refine lessons, units, and/or programs.

The collaborative strategies used by Principal and teachers are as follows:

- **Leadership Team** - The school leadership team is comprised of the Principal, Accreditation and Focus Group Leaders, and Grade Level Chairpersons who provides direction, instructions and guidance to their respective team for the purpose of achieving the school goals as stipulated in the SIP. A clear system of networking is designed to ensure a smooth flow of communication, evaluating and monitoring the school progress of the SIP.
- **Focus Groups** - 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 disseminate information and shares data if any at monthly scheduled Leadership Meetings.
- **Monthly Faculty and Staff Meetings** - 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 achievement and improvement initiatives and pertinent issues regarding district and school operations.

- *Grade Levels* collaboratively meet regularly during PLC and/or as needed to identify strengths and areas requiring improvement based on student data and determine the necessary corrective action or interventions. It is also focused on classroom management and instructional strategies.
- *Professional Teacher Evaluation Program (PTEP)* - Principal and teachers utilize the PTEP Cycle to keep continuous communication to improve the level of instruction and positively impact student learning. PTEP is an example of an accountability system that will improve the level of instruction and positively impact student learning. The Principal and teachers are provided with valid and reliable information that would help and benefit teachers to improve and/or extend their instructional practices.
- *Walkthroughs* - The Principal, IC, and teacher leaders use the McRel Power Walkthrough to gather data on what happens in the classroom with the intention of providing formative feedback to teachers. Walkthroughs help teachers to identify the areas where they are doing well, the areas where they may need support, and how instruction is being demonstrated in their classrooms with alignment to “Classroom Instruction That Works” nine strategies. The McRel Power Walkthrough provides school wide data on the observed strategies. This data can be used to identify the school’s needs for future PDs.
- *Professional Learning Communities (PLC)* - occur twice a month in collaboration with grade-level teachers, special programs, and the IC. These meetings are collaborative, productive, and are data driven. Using the data collected from AIMSweb, CFA and DWA, teachers 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.
- *Response to Intervention (RtI)* - RtI is used to support success for all students through prevention, intervention, and identification. This allows teachers to share and adjust their instructional strategies accordingly.
- *Child Study Team (CST)* - CST consist 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. This process is implemented so that the school is able to meet the child’s needs and teacher’s needs to be able to provide the resources to modify lessons to and accommodations for the child to succeed at his/her own pace.
- *Professional Development (PD)* - PDs allowed grade-level colleagues to discuss effective, research-based instructional strategies that are aligned with the district’s curriculum. Grade-level colleagues discuss and interpret power standards for the core subjects of ELA, Math, Science, and Social Studies, that lead to consistency across the district. School site PDs have also been the platform used for teachers to share the knowledge they have gained from all workshops and trainings. The Principal ensures professional development occurs with current educational practices to build on the current skills and analysis of data as well as to provide growth opportunities for teacher and staff to improve the quality of teaching and learning.
- *Consensus maps* - Consensus maps were created during PD, PLC and grade level meeting worksessions. The purpose was to provide a guaranteed and viable curriculum to align with the five district expectations of GDOE. This also allows teachers to align

instructional material and/or adjust the pacing of standards taught quarterly to meet the student needs. The maps were implemented this school year and teachers will provide status updates periodically. The maps guide teachers in creating lesson plans as a grade level.

- The *Academic Intervention monitoring System Web* (AIMSweb) - AIMSweb is used to assess and monitor various literacy and math skills. For students performing below AIMSweb cut scores, teachers identify areas of improvement and create an intervention plan to address the skills needing improvement.. Progress monitoring AIMSweb assessments are given between Benchmark tests. The data from the AIMSweb testing are then analyzed during PLC or grade level meetings. During these meetings, teachers and/or Instructional Coach discuss various strategies to make instructional and curriculum adjustments.

Comment on the current and/or planned processes for curricular review and evaluation processes, including graduation requirement, credits, grading policies, and homework policy.

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 provides direction, instructions and guidance to their respective team for the purpose of achieving the school goals as stipulated in the SIP.

Professional Learning Communities (PLC) - occur twice a month in collaboration with grade-level teachers, special programs, and the IC. These meetings are collaborative, productive, and are data driven.

Grade Level meetings collaborate on the review and evaluation of the curriculum. These meetings provide teachers the opportunity to discuss which standards need to be revisited, and to discuss instructional strategies for better understanding of the standard (skill).

Professional Developments topics vary based on the needs of the school. Topics may be on the SIP, Assessment results SMART Goals, and others, all connected to the curriculum to plan, implement, monitor and evaluate. Professional staff that attended District PDs reciprocates the knowledge they have gained by providing model lessons, recommending activities, sharing training materials, providing resources, guidance and support for all to implement in the classroom.

MES teachers use Board Policy 350 as a guide for the grade level's grading system. Kindergarten grades were as follows, E (Excellent Progress), S (Satisfactory Progress), and I (Improvement Needed). The grading system for First through Fifth grade uses the numerical grading with the alphabetic equivalent (A, B, C, D, and F). Although the board policy states that primary grades are to use E, S, or I grading system, currently Kindergarten uses the M(Mastery), S (Satisfactory), I (Improvement needed) and - (not assessed at this time) grading scale, while numerical grading for First through Fifth grades.

The homework policy is generally set by the individual classroom teacher or the grade level.

Supporting Evidence and Documentation

- Student achievement data for AIMSWeb, CFA and DWA

Achievements

- Implementation of Consensus Maps for ELA, Math, Science, Social Studies

Areas for Improvement

- Increase on DWA

B2. How Students Learn Criterion. The professional staff uses research based on knowledge about teaching and learning, and designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the school purpose and school-wide learner outcomes.

Indicate the various types of instructional strategies that are used by teachers to effectively engage students in challenging learning experiences, including critical and creative thinking, problem solving, knowledge attainment and application skills.

The district has implemented *Classroom Instruction That Works* (CITW). Researchers at McREL have identified nine instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels. The CITW framework breaks down the nine strategies into three components. The three components and nine CITW strategies are:

- Component 1 - Creating the Environment for Learning
 - Setting Objectives and Providing Feedback
 - Reinforcing Effort and Providing Recognition
 - Cooperative Learning
- Component 2 - Helping students Develop Understanding
 - Cues, Questions, and Advance Organizers
 - Nonlinguistic Representations
 - Summarizing and Note Taking
 - Assigning Homework and Providing Practice
- Component 3 - Helping students Extend and Apply Knowledge
 - Identifying Similarities and Differences
 - Generating and Testing Hypotheses

In school year 2013-2014, CITW Cadre Teachers were trained during PD on the different aspects of CITW and trained the faculty on the different components. A refresher course of the three components of CITW was conducted during SY 2014-2015 by the school's Curriculum Coordinator, presently IC, during half day PDs. Focus and retraining on components of CITW component one was given on April 27, 2015.

The district also provided training opportunities on literacy "Big 8" during school year 2013-2014. 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

Figure 73: Instructional Strategies & Percentage of Teacher Used:

Classroom Instruction That Works (CITW)	
Strategy	Percentage of Teachers
Setting Objectives and Providing Feedback	93%
Reinforcing Effort and Providing Recognition	78%
Cooperative Learning	74%
Cues and Questions	74%
Advanced Organizers	26%
Nonlinguistic Representation	26%
Summarizing	52%
Note Taking	37%
Homework	74%
Providing Practice	93%
Identifying Similarities and Differences	70%
Generating and Testing Hypothesis	7%
Literacy Big 8 Strategies	
Vocabulary	89%
Student Dialogue and Grouping	48%
Write to Learn	59%
Graphic Organizers / Note Taking	67%
Teacher-Student Questions	85%
Document, Technological and Qualitative Literacy Strategies	19%
Leveled Materials and Digital, Multimedia Resources	44%
Test and Media Complexity Access	22%

Other strategies used by teachers but not limited to are: Think-Pair-Share, show-tell-demonstrate-practice-feedback, number heads, Team-Based learning and tiered activities, paired timed reading, paired partner reading, choral reading, repeated reading, learning centers, small group instruction, teacher directed lessons, clear examples of expectations, chunking, additional time, breaks between/during tasks, check for understanding, and repeat and simplify directions.

MES is currently focusing on CITW Component one - Creating the Environment (Setting Objectives, Providing Feedback and Effort and Recognition) for school year 2016-2017. Principal, IC and teacher leaders will continue using the McRel Power Walkthrough as a tool to monitor the school's use of CITW strategies.

Science Technology Engineering and Mathematics (STEM) was introduced to MES in school year 2013-2014. It is based on the idea of education in four specific disciplines - Science, Technology, Engineering and Mathematics - 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 was trained by stateside STEM experts.

The *Sheltered Instruction Observation Protocol* (SIOP) was introduced to MES in school year 2014-2015. 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 in 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.

Provide examples of resources for learning beyond the limits of the textbook such as effective use of collaborative activity, technology, library/media resources, and the community.

Besides textbook, MES goes beyond the classroom teaching to expand students' knowledge and learning in the classroom through:

- Group/Class projects, play/skits, games, Christmas and Chamorro Program, book buddies, United Nation parade, Science Fair, Coin and Food Drives, Cancer Relay for life, Red Ribbon, poster and essay contests, Spelling and Geography Bee, Math Olympiad, Special Olympics
- Field trips, inviting guest speakers to present and/or demonstrate, partnership with other schools (FBLG Middle School Band, Simon Sanchez High School Guardians of the Reef), Christmas Tree festival
- Manipulatives, literature books, visual and audio aids, writing programs
- Mobile Lab (laptops), Online resources, document cameras, SMART boards, audio visuals, television, films/movies, school library that provides a multitude of fictional and nonfictional genres, TV/VHS/DVD for students to strengthen their reading comprehension and/or gather information on topics they are researching on.

Describe and evaluate the types of professional development and coaching currently in place that help to enhance the instructional repertoires of teachers. Particularly comment on the impact on student learning at this stage of development.

MES has participated in three types of *Professional Development* (PD) sessions: Half-day PD, Lagu Region PD, and District-wide PD and PLC.

Figure 74: Professional Developments SY 2013-2014 to present

Date	PD Topic	Impact on Student Learning
9/20/13 School site Full Day PD	Common Core: Beyond the Basics Classroom Instruction That Works (CITW) Literacy Presentation PBIS	A cadre of teachers presented PD sessions they attended before the start of the year. PD session focused on an overview of classroom strategies they can use to increase student achievement, which included the 9 CITW and 8 Literacy big 8 strategies. Participants were involved in guided practice on the various strategies.
2/4/14 School site Full Day PD	Common Core Curriculum Documents STEM Using Technology in the Classroom: Using the Smart Board in the Classroom Using Technology in the -	Teachers understood, examined and applied the Fundamentals of Learning developed by CCSS in their classroom practices. Teachers developed lesson plans and aligned with curriculum maps and guides. As students progressed from grade to grade, they began to independently integrate the STEM standards through application. Teachers used technology in the classroom to demonstrate lessons and activities such

	Classroom: ELMO, Document Camera, Mobile Computer Lab PBIS	as the use SMART boards, document cameras, and mobile laptop carts. Teachers and Staff were provided the understanding and purpose of PBIS. PBIS training provided the importance of teamwork at the work site. Teachers and Staff are able to fill-out appropriate documents to report incidences, and refer to laws and board policies for guidance.
11/4/14 School Site Full Day PD	Professional Learning Communities Guaranteed and Viable Curriculum (GVC) SMART GOALS Common Formative Assessments	Teachers understood the importance of aggregating student, grade level, and school wide data and the emphasis on Guaranteed and Viable Curriculum (GVC). Teachers created SMART Goals focusing on data and areas that need the most improvement for students. Teachers understood the use of CFA and its alignment to GVC and PLC.
2/25/15 School Site Half Day PD	2nd Grade Technology Curriculum Free Technology for your classroom	Teachers used technology to support other content areas, such as websites that are available online to enhance classroom lessons.
9/18/15 LAGU District Full Day PD	Curriculum, Instruction, and Assessment (3-5) Lani Kate Sexual Assault (K-2)	Provided an opportunity to collaborate and share best practices and strategies to improve grade level CIA. Teachers were trained on Curriculum Program to teach children about Sexual Assault and promoting healthy relationships.
9/30/15 School Site Half Day PD	Accreditation Initial Visit Process (WASC Focus on Learning On Target 21st Century Schools)	Teachers and Staff were informed on WASC background, focus on learning accreditation's cycle of quality, and accreditation process on initial visit.
10/6/15 to 10/8/15 LAGU District Full Day PD	Curriculum, Instruction, and Assessment (K-2) 10/6/15 - Kinder 10/7/15 - 1st Grade 10/8/14 - 2nd Grade	Provided an opportunity to collaborate and share best practices and strategies to improve grade level CIA.
10/28/15 School Site Half Day PD	Accreditation Initial Visit Process (WASC Focus on Learning On Target 21st Century Schools)	Teachers and Staff were informed on WASC background; focus on learning accreditation's cycle of quality, and accreditation process on initial visit. Teachers reviewed and updated current SLO.
12/2/15	Balanced Leadership /	Teachers and Staff reviewed and created Balanced

School Site Half Day PD	SMART Goals	Leadership framework for our school. Teachers analyzed SBA and ACT Aspire assessment data and created SMART Goals.
1/11/16, 1/13/16, and 1/21/16 LAGU District Full Day PD	Curriculum, Instruction, and Assessment (3-5) 1/11/15 - 4th Grade 1/13/15 - 5th Grade 1/21/14 - 3rd Grade	Agenda topics were created based upon September and October LAGU PD evaluations. Moby Max was introduced to teachers as an online tool for CIA. Clarification or specific terms: CFA, SBA, Depth of Knowledge, and proficiency scales. Proficiency scales were introduced and an application activity was conducted on proficiency scales and CFA. STEM, STEAM, and SIOP strategies were presented.
1/27/16 School Site Half Day PD	DWA Update/Consensus Maps	Teachers and staff were informed of updated DWA. Test dates and protocols were discussed. Follow up topic from PLCs; teachers were informed of consensus maps. A guided practice work session with feedback was provided with a focus on ELA and math.
2/8/16 LAGU District Full Day PD	Curriculum, Instruction, and Assessment (K-2) Lani Kate Sexual Assault (3-5)	Agenda topics were created based upon September and October LAGU PD evaluations. Moby Max was introduced to teachers as an online tool for CIA. Clarification or specific terms: CFA, SBA, Depth of Knowledge, and proficiency scales. Proficiency scales were introduced and an application activity was conducted on proficiency scales and CFA. Kindergarten and 1st grade participated in a “make and take” session. Teachers shared activities with other teacher from the district and were afforded time to create instructional materials to bring back to their classes that were related to 3rd and 4th quarter standards. 2nd Grade STEM, STEAM, and SIOP strategies were presented. Teachers were trained on Curriculum Program to teach children about Sexual Assault and promoting healthy relationships.
2/24/16 School Site Half Day PD	ISTE presentation, PBIS, and consensus map	Teacher leader shared International Society for Technology in Education training from off-island. Focus was on fixed and growth mindset and Class Dojo. For PBIS, teachers shared behavior management best practices. Consensus map work session was provided with a focus on physical education and health.

3/30/16 School Site Half Day PD	DWA review, District Literacy Plan Draft Review, McRel Power Walkthrough, CITW Component 1 Review, Mini Work Session - 4th Qtr. CFA and Consensus Maps	DWA forms and routines were reviewed and discussed. District literacy plan was reviewed and teacher and staff provide input for the district. Teachers were introduced to McRel Power Walkthrough. Review for CITW Component 1 with a focus on Setting Objectives and Providing Feedback Teachers were provided work session time to finalize consensus maps for all subjects.
4/27/16 School Site Half Day PD	Accreditation SLO Work Session	Teachers work together to provide input for Mahananao's SLO. Focus was placed on SLO indicators.
8/15/16 District Full Day	Collaborative Sessions Specialized Workshops (CITW, Literacy Strategies, SIOP, STEM)	Collaborative opportunities for elementary and secondary teachers and specialized workshops made available to certain areas or to strengthen current school cadres.
8/16/16/ District Full Day	District Maps	Reviewed and revised district maps for core content areas and the creation of maps for other content areas, determination of "measurement topics" for all content areas.
8/17/16 School Full Day	Accreditation Initial Visit Process	Teachers and Staff were informed on WASC background; focus on learning accreditation's cycle of quality, and accreditation process on initial visit. Revisited SLO and include possible indicators
10/24/16 District Full Day	Best Practices	Teachers refined measurement topics, shared instructional resources and specialized training as needed.

PLC provides opportunities for teachers to explore ways to enhance student achievement and teacher effectiveness. PLC allow teachers to work together to analyze student data and share expertise. Teachers work collaboratively engaging in an ongoing cycle of questions and answers that eventually leads to student achievement. PDs improved the instructional repertoires of teachers and made an impact on student learning. *See ACT Aspire Results.*

Comment on strategies used to determine student understanding of the standards/expected performance levels for each area of study.

MES determines student understanding of the standards through the usage of the various strategies listed above and through the administration of the DWA and AIMSweb assessments. During PLCs, Grade level meetings and PDs, teachers dialogue, collaborate, analyze, determine interventions and create SMART Goals. The teachers monitor the SIP objectives and report the status of the objectives if it was met or not. If objectives were not met, teachers revised the action steps in the SIP.

Describe the remedial, special education, enrichment, and gifted programs that are available to students.

The programs available to MES students are as follows:

Special Education

The Special Education Program at MES provides services for students with special needs, who each have *Individualized Education Plans* (IEPs) specific to their individual needs. The Special Education Teacher is responsible for providing consultation services and direct services for students with IEPs. Some students in the SpEd Program also participate in the annual Special Olympics: Track and Field Event, if they meet the eligibility requirements to join the Special Olympics.

Special Education Services

Consultation Services: To provide consultation services, the *Special Education* (SpEd) teacher meets with the Regular Classroom Teacher (RCT) monthly to discuss progress, concerns, or questions about a student with special needs in the program. Students who receive consultation services are usually in the General Education Classroom for most of, or the entire school day. Consult minutes are determined by the IEP team in the annual IEP Review meeting. The minutes are determined based on student progress and needs.

Direct Services: Students who receive direct services are pulled from the General Education Classroom into the Resource Room for educational services in Reading, Language Arts, and/or Math. Direct service minutes are determined by the IEP team in the annual IEP Review meeting. The minutes are based on student progress and needs.

Related Services: Some students in the SpEd Program also receive supports and related services from other divisions of SpEd, as stipulated in their IEPs. Related Services include, but are not limited to: (a) Vision Services; (b) Deaf/Hard of Hearing Services; (c) Occupational Therapy (OT) Services; (d) Physical Therapy (PT) Services; (e) Leisure Education; (f) Transportation; (g) Para-Educator Services; and (h) Speech Services.

English as a Second Language Program

The *English as a Second Language* (ESL) Program at MES operates under a federally-funded mandate that requires potential *English Language Learners* (ELLs) to be tested and identified, and eventually labeled under a specific English proficiency level. After identification, each ELL is placed in an appropriate services program (Pull-out, Push-in, Consultation, or Tutoring) that effectively supplements regular classroom instruction. Progressively, the ESL Program develops ELL's basic English skills in listening, speaking, reading, and writing. With consistent

collaboration and support between the regular classroom teacher and the ESL teacher, ELLs are able to effectively compete with their proficient counterparts in the regular classroom and are eventually exited from the ESL program after a few years.

ESL Program Services

Pull-out: A small group of ELLs are pulled out from the regular classroom and are serviced in the ESL Classroom. This service is provided only when ELL's English proficiency or academic status is documented as low (levels 1 or 2, or RtI Tier 3). This service is supported through the administration of the LAS-Placement or LAS Links assessment, other formal assessments adopted by the school or district, or by MES CST.

Push-in: Under this program services, 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.

Consultation: Under this program service, ELLs considered moderately proficient or approaching proficiency are mainstreamed in the regular classroom with coordinated consultation between the RCT and the ESL teacher. This collaboration requires consistent progress monitoring and regular communication about appropriate modifications or accommodations with regard to teaching styles and approaches.

Tutoring: Under this program service, ELLs are pulled out individually and are provided one-to-one tutoring by the ESL teacher or other school personnel. This service is necessary when the ELL is new to Guam and is unfamiliar with behaviors related to American traditions, functions at the lowest levels of English communication, and cannot socialize or adapt accordingly to school-wide rules or routines.

Gifted and Talented Education Program (GATE)

The GATE Program is mandated by Guam Public Law 13-76. The law states that "The Board of Education shall develop a program of studies that will provide for the development of the unusual and special abilities of the gifted student enrolled in the schools of Guam. For the purpose of the Act, 'gifted students' shall mean, students who exhibit leadership ability, artistic talent, creativity, outstanding academic ability and high intelligence."

GATE Program Objectives

The GATE Program meets the unique needs of identified students through an enrichment program based on a quantitatively differentiated curriculum in identified process skill areas so that the students may become independent learners. The curriculum emphasis for the K-5 program includes activities designed to promote risk-takers and independent learners. Students are provided with a variety of learning opportunities that incorporate the seven identified process skill goals for the GATE program which include *Divergent Thinking/Creativity*, *Creative Problem Solving/Decision Making Skills*, *Critical Thinking*, *Independent Learning*, *Affective Learning*, *Task Commitment*, and *Communication Techniques*.

GATE Identification Process

The GATE identification process begins with a nomination of the student to the GATE resource teacher by the regular classroom teacher, a fellow peer, or by parent request. The student will then move on to the prescreening process, which involves reviewing ACT ASPIRE test scores for grades four and five, or administering the WRAT 4 test for grades kindergarten through third. If the student meets the pre-screening achievement test score requirement of an 80th percentile average, they will need a parent permission form to move forward with the identification process. The regular classroom teacher will then be required to complete a teacher rating scale which would be submitted to the GATE resource teacher. Once the prescreening test scores, parent permission form, and teacher rating scale are compiled and submitted, the child will be assessed by the designated 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 parent permission for allowing students to be pulled out of their regular classroom to receive services in the GATE resource room for a minimum of 180 minutes per week.

GATE Program Services

Identified MES GATE Academic students receive enrichment services through a pull out program which requires students to be pulled out from their regular classroom during the school day. Small groups, not more than twelve students meet 180 minutes per week in the GATE Resource Room. The GATE Teacher also works closely with classroom teacher to discuss the progress of each student.

After School Program for Instructional Remediation & Enrichment (ASPIRE)

ASPIRE is an after school program that is aligned with the curriculum to support the goal to increase student academic achievement in K-5 through supplemental educational services for 3 hours of instructional and enrichment activities, to include individualized one-to-one learning support. Students in the ASPIRE receive supplemental instruction in ELA, and Math. They are also given enrichment activities to address Common Core State Standards. This program supplements the regular school day with additional time for instruction and interventions. Parents and teachers are informed on a quarterly basis on their child's/student's progress. The ASPIRE program consist of two components: (1) the after school classroom component; and (2) the tutoring component. MES does not offer the tutoring component.

Supporting Evidence and Documentation:

- PD Planner : See Appendix A
- PLC
- McREL Power Walkthrough Template

Achievements:

- PDs
- Extra and Co-curricular activities

Areas for Improvement:

- *None at this time*

B3. How Assessment is Used Criterion. Teacher and student use of assessment is frequent and integrated into the teaching/learning process. The assessment results are the basis for measurement of each student's progress toward the school-wide learner outcomes; regular evaluation and improvement.

List the various means by which student learning is assessed, based on content standards and the school-wide learner outcomes.

Formative Assessments:

- Quick check
- Exit ticket
- Question and answer
- Thumbs up and thumbs down
- Short answer quiz

Interim Assessment:

- AIMSweb
- Initial CFA, CFA

Summative Assessments:

- District-Wide Assessments- ACT Aspire and SBA
- Special Programs- Alternate and LasLink Placement
- Child Study Team Assessment
- Brigance (Pre & Post)
- Kinder Report Card

Summarize how teachers select the appropriate assessment strategies based on the desired student learning and the determined growth and performance levels.

Given the diversity of the student population, MES works together to provide culturally responsive learning support to meet the needs of all students by providing appropriate assessment strategies in the Regular and Support program classrooms as well.

Teachers consider the following factors below when selecting the appropriate assessment strategies:

- Student's observed academic deficiencies or needs
- Student's creativity, talents, and extra potential
- Student's observed learning style
- Student's physical, emotional, and cognitive capabilities as determined by a Behavior Management Plan (BMP), 504 Plan, or Individualized Education Plan (IEP)
- Specific to student's English language proficiency level
- Specific to the student's adaptability to traditional schooling environments

Indicate how assessment results are used to modify instructional approaches, make changes to curriculum, determine professional development activities, and allocate resources.

During PLCs and Grade level meetings teachers dialogue, collaborate, analyze the assessment results, then modifies instructional approaches, determine interventions, 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 modify 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. The teachers monitor the SIP objectives and report the status of the objectives if it was met or not. If objectives were not met, teachers revised the action steps in the SIP. Due to limited time during PLCs and Grade level meetings, PDs were conducted to allow teachers to do quality reflection on the assessment results and time to interpreted the reports, collaboratively discussed the skill focused recommendations provided in the ACT Aspire Report and made revisions to their lessons. Based on the District Wide Assessment results, GDOE allocates the PDs and instructional resources.

Supporting Evidence and Documentation:

- [SIP](#)
- DWA Data
- AIMSweb Data

Achievements:

- 3rd Grade ACT Aspire in English resulted beyond the District Level

Areas for Improvement:

- Increase scores on DWA
- CFA Process

Category C

Support for Student Personal and Academic Growth

C1. Student Connectedness Criterion. Students are connected to a system of support services, activities, and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular programs in order to achieve the school wide learner outcomes.

Comment on the adequacy of the school's coordinated academic and personal counseling, health, career, and referral services that are available to students.

MES provides quality academic, personal counseling, health and referral services with committed certified staff to meet the needs of the student population.

Academic Counseling

- **The English as a Second Language Program (ESL)** - MES is staffed with 2 certified ESL Teachers, which one is the ESL School site Coordinator. Students are eligible based on the Home Language Survey completed upon registration and the LAS Links Placement Test is the appropriate assessment to use for placement purposes. MES ESL Program provides direct *pull out* services to students who tested in levels 1 and 2 on a weekly basis for 40 minutes to provide additional English language development support with appropriate accommodations or modifications. *Push-in services are 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 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 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.
- **Gifted and Talented Education Program (GATE)** - MES is staffed with one fully certified GATE Teacher. GATE is a pull-out program that requires a full time certified teacher who ensures that the students are currently challenged and that their gifts and talents are optimized through enrichment of lessons and activities. The GATE Teacher focus on two subject areas, Mathematics and Science. Reading, Language, Social Studies, Health, Art, Music, and Physical Education are also integrated into their lessons. Students meet a minimum of one hundred eighty (180) minutes per week in the GATE resource room. Public Law 13-26, passed in 1975, mandates the gifted education program for Guam students.

- **The After School Program for Instruction Remediation and Enrichment (ASPIRE) -** MES is staffed with one certified coordinator and teacher. ASPIRE is an after school program that is aligned with the curriculum to support the goal to increase student academic achievement in K-5 through supplemental educational services. Students in the ASPIRE receive supplemental instruction in English, Language Arts, and Math. They are also given enrichment activities to address Common core State Standards. The after school classroom component allows for up to 3 hours of instructional and enrichment activities, to include individualized one-to-one learning support.
- **Special Education -** MES is staffed with one certified SPED teacher. 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 Principal, special education teacher (resource room teacher), regular classroom teachers, parent(s) or guardian(s), Nurse(as needed) and related service providers. They collaborate to meet the goals written in the Individualized Education Plan (IEP) for student 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.
- **The School Guidance Counselor (SGC) -** provides counseling services to students who are experiencing difficulties in the home and/or at school. In addition, the professional school counselor also collaborates with parents, to help students establish goals and develop and use planning skills. The SGC coordinates the Child Study Team which provides guidance on how to help the student on behavior and/ or academically. The SGC also coordinates guest speakers to speak to the students about behavior and how it's important to do your class and homework. He also speaks to the kids about taking the District Wide Assessment on how to do your best and how to prepare for the Assessment.
- **Child Study Team-** Child Study Team assistance is called for only when the classroom teacher has attempted all reasonable efforts to help a student and finds that appropriate adjustment has not occurred. The Child Study Team will start accepting referral after the first quarter and not earlier. A team then is formed comprised of the homeroom teacher, Principal, the counselor and the parent(s). If the referral is agreed upon at the Child Study and parent permission is authorized, testing will commence with specialists from the main SPED office.
- **Teacher Assistants (TA) -** MES is staffed with six TAs that met the requirements for the position. The TAs are scheduled and assigned to a teacher to provide instructional support for all students, but with a focus on academically at-risk students and/or behaviorally challenged students. TAs attended trainings on the expectations of their roles and on instructional strategies. 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 teacher they work with. They also help prepare materials and allow the teacher to work with smaller groups while they monitor the rest of the class or vice versa. Progress is being monitored and reported to the homeroom teacher.

Personal & Health Counseling

School Guidance Counselor (SGC) - MES is staffed with a fully certified school guidance counselor. 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 is available to assist our students throughout the school day. The counselor is very visible throughout the campus assisting with supervision to ensure the kids are playing safe. The SGC conducts classes, facilitate 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.

School Health Counselor (SHC) - is a full-time registered SHC and a licensed Registered Nurse (RN) who provides medical assistance and emergency first aid services. The SHC maintains a Health Cumulative file for each student and ensures that all students have met the health requirements as mandated by the Department of Public Health and Social Services. The SHC screens our students' height, weight, Body Mass Index (BMI), coordinates vision and hearing screening, Bright Smiles Bright Futures Program, Kids for Cure Program, Jump Rope for Heart, Zumba Classes, for students and guest presenters from the community to teach our students dental, cancer, Say No to drugs). The nurse develops a Health Care Plan for students who are temporarily injured or disabled and also assists students who are eligible to receive services from the Marianas Lion's Club in obtaining glasses. The SHC dispenses prescription medication only after parents has completed the Medication Consent Form., monitors health and hygiene of students and take appropriate action, reports abuse and/or neglect to administration and CPS and checks for lice annually. The nurse provides viable information as needed in Child Study Team (CST) and Individualized Education Plan (IEP) processes.

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 families, school 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 personally to collaborate with the school to assist any concerns regarding students.

Referral Services

- Summer School - The program services at-risk students.
- Child Protective Services is a division under the Department of Public Health and Social Services. Child Protective Services is contacted if and when a faculty or staff suspects a child has been abused and/or neglected. This office receives and investigates reports of child abuse and neglect. CPS Provides crisis intervention, removal and placement, initiation of court intervention, and case management services.
- I Famagu'on-ta is a division under the Guam Behavioral Health and Wellness Center. The program's objective is to develop a collaborative partnership with agencies and community stakeholders to sustain a system of care for children, adolescents and their families.
- ALEE Shelter - This center provides emergency shelter and needs to adult females and children (birth to seventeen years), with or without minor children, who are victims/survivors of spousal or domestic violence or sexual assault in a safe and comfortable environment.
- Child Study Team (CST) - This team is a group of individuals consisting of the parents/guardians, administrator, teacher, school health counselor, school counselor and/or Special Education Teacher, who take a comprehensive look at the child's educational needs to assist him/her in becoming successful in school, and provide intervention for the teacher that supports the child's needs.
- SPED - Speech/Language therapist, Physical and Occupational therapist, Psychologist, Emotional Disability Counselor, Vision and Hearing
- Gifted and Talented Education (GATE) - The Gifted and Talented Education Program provides opportunities for enrichment in academics as well as creative learning for the academically identified gifted students.
- English as a Second Language (ESL) - A program for students who are identified under the ESL criteria and are provided additional English language development support from the ESL teacher.
- Truancy - A school-wide implementation plan on how to address truancy which includes parental contact, referral to truant officer, home visits, and if necessary, referral to family court. A truancy officer is employed by the public-school system to monitor the continued absences of students. The officer assigned to MES has been very efficient and effective. The officers have made an impact on the students and on parents. There have been no cases brought to court. The homeroom teacher completes a truancy prevention notice for students who have three or more unexcused absences.
- Public Health - The school provides referrals to Public Health for those students who cannot afford health insurance.
- Vision and Hearing - The school provides referrals to Public Health or the Primary Care Provider for those students who need further testing and evaluation.

Explain the strategies and support services to personalize approaches to learning and alternative instructional options which allow access to and progress in meeting defined academic standards.

Given the diversity of the student population, 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 as well. Teachers modify their lessons to the student's personal and academic needs according to the Individualized Education Plan (IEP), BMP, Intervention Plan and ESL Modification Checklist. Areas of focus for modifications and accommodations include the environment, materials used, instruction and assessments in Reading, Math and other content areas. MES provides the following support programs and strategies used:

- **The After School Program for Instructional Remediation & Enrichment (ASPIRE) -** The ASPIRE Program aims to increase student academic achievement in K-5 through supplemental educational services. Students in the ASPIRE receive supplemental instruction in English, Language Arts, and Math. They are also given enrichment activities to address Common core State Standards. The after school classroom component allows for up to 3 hours of instructional and enrichment activities, to include individualized one-to-one learning support. Data Collection from Interim Assessments, specifically with AIMSWEB Reading, Math, and Language target scores was used to guide tutoring. As a school, in Reading, there was an increase of 12% of students performing at grade level or above. In Math, there was an increase of 28 % of students performing at grade level or above. The ASPIRE program showed an improvement in Reading Tiers. When the students were annually tested during the first quarter of SY 2016-2017, the results are as follows: Tier 1: forty-nine percent of the students placed at benchmark or on grade level. Tier 2: twenty-nine percent of students placed slightly below benchmark. Tier 3: twenty-two percent of the students placed below benchmark.
- **SUMMER SCHOOL** – Our annual Summer School Program provided additional instruction in the subject areas of Reading, Language Arts and Math to reinforce/enrich skills taught in the regular school year to improve academic proficiency. Students participated in learning activities designed by the teacher and have their mastery of the learning objectives assessed. Student will attend classes as stipulated in the rules and regulations discussed during the Parent/Student Orientation. Data will be used to encourage appropriate attendance practices to increase student achievement. Students will be provided instructional approaches that address cultural diversity of the students in the class through a balanced literacy instruction, a balanced math instruction, project based learning and the inclusion of students with learning and/or behavior challenges. Provide STEAM integrated enrichment activities which promotes physical fitness and healthy lifestyles, Fine Arts, and Technology. Students participated in integrated learning activities designed by the teacher in the areas of Fine Arts through arts and crafts and dramatic play. Students were given the opportunity to develop their technology awareness by participating in computer-based enrichment activities, conduct research, complete homework assignments, etc. Students were given the opportunity to participate in organized sports to develop their cooperative learning skills and increase social interaction to promote a healthy lifestyle.

- **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 Principal, special education teacher (resource room teacher), regular classroom teachers, parent(s) or guardian(s), Nurse(as needed), School Guidance Counselor (as needed), and related service providers. They collaborate to meet the goals written in the Individualized Education Plan (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. The Special Education Teacher is responsible for providing consultation services and direct services for students with IEPs.

Strategies used:

- Small group instruction - With small group instruction, students work in the Resource Classroom with fewer than 5 other students. This provides an atmosphere that allows them to focus in a quieter setting.
- Teacher directed lessons - In the Resource Classroom, the Special Education teacher directs most of the lesson.
- Paired reading - In some instances in the Resource Classroom, students who are at the same academic level will pair to read short passages, or other tasks with each other. They may also participate in read-aloud sessions with the Special Education Teacher. This gives students an opportunity to listen to their reading rate and the reading rate of their peer(s) and teacher.
- Cues and Questions - During lessons in the Resource Room, the Special Education Teacher will use cues and/or questions for multiple reasons. They may be used to guide thinking or to assist a student in completing an answer. This allows students to improve their thinking processes with assistance, as needed.
- Visual cues/aids - Visual cues and aids are used in the Resource Classroom to guide and enhance instruction. Visual cues are also used for schedules and labels within the classroom. This assists students in finding their materials, submitting work in the proper places, and referencing their instructional schedule.
- Models- The Special Education teacher provides clear examples of expectations in terms of behavior and academic work. This helps students to better understand how to behave in school, in the Resource Classroom, and how to complete the work to the expectations (i.e., neat handwriting).
- Chunking - The special Education teacher uses chunking to break tasks into smaller units. This helps students avoid becoming overwhelmed with their workload. If they are overwhelmed, it can lead to students displaying negative behaviors, such as refusing to cooperate.
- Additional time - Students in the Resource Room are provided additional time to complete tasks and/or assessments. By being allowed extra time (as needed), students are able to focus on the content of the work they are doing.

- Breaks between/during tasks - Breaks are given to students on an as needed basis. At times, students are allotted a short break (2 minutes) during tasks, especially if they become extremely frustrated. Other times, students take breaks between tasks. This allows them a chance to transition from one task to another.
- Check for understanding - The Special Education teacher provides frequent checks for understanding during instruction, throughout tasks, and at the end of tasks/instruction. Checks can include quick questions to the student, a quick write up, or drawing of what the student understands.
- Repeat and simplify directions – In the Resource Room, the Special Education teacher will repeat instruction and simplify directions for students. This provides students a better opportunity to grasp the content and/or directions being given.

In the regular classroom, general education teachers use strategies that are stated in the student's Individualized Education Plan. Some strategies include, but are not limited to:

- Preferential seating – Preferential seating is a strategy that seats a student close to the presenter. This allows for fewer distractions during instruction and/or presentations. Preferential seating is a way to have students focus mainly on the teacher/presenter.
- Peer modeling – Peer modeling is used in the regular classroom as a way for mainstreamed students with special needs to work with a typical peer. This allows for social interactions while still enhancing academics.
- Chunking – Chunking is used to provide mainstreamed students with disabilities the opportunity to work on the same tasks as typical peers, just with the tasks broken into smaller units.
- Additional time – Mainstreamed students with special needs may be allotted additional time to finish their tasks and/or assessments.
- Breaks between/during tasks – Mainstreamed students are allotted breaks as needed. These breaks can occur during a long task, or between shorter tasks.
- Check for understanding – Regular classroom teachers provide checks for understanding in the regular classroom. This can be in the form of a formative assessment throughout or after instruction.
- Repeat and simplify directions – Mainstreamed students with disabilities are provided repeated and simplified directions in the regular classroom. This can mean the teacher simplifies the directions at the beginning of instruction, and repeats directions throughout instruction.
- **HEAD START** - is a national program that provides comprehensive child development services to economically-disadvantaged children, ages 3 to 5 years, with 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. Parents are engaged in their children's learning. Head Start also strives to help them in making progress toward their educational, literacy and employment goals and thus become increasingly self-sufficient.

Strategies used:

- Social and emotional support utilizing the Second Step Curriculum to establish and promote a positive climate in their classrooms through their interactions every day. Teachers are responsive to children, acknowledge children's emotions, and help children resolve problems, redirect challenging behavior, and support positive peer relationships.
- Well-organized classrooms feature consistent schedules, well-designed learning centers, established routines, and sensitive and appropriate guidance strategies. Staff works together as a team. Classrooms with these characteristics give children a sense of stability and predictability that supports exploring, thinking about, and learning new things.
- Instructional interactions and materials in preschool must support and extend children's thinking, problem solving, and conversational skills and vocabulary. Program uses Creative Curriculum and Teaching Strategies Gold. Effective teachers support children's engagement by making concepts and skills salient, ask questions that encourage children to analyze and reason, provide the right amount of help, offer feedback that acknowledges children's attempts and motivates continued efforts, and provide high-quality language modeling
- **PreK-GATE** - PreK-Gate is a program that provides higher learning standards for gifted and talented students at the primary level. This program also provides an opportunity to for these students to address their unique learning abilities and to collaborate with their peers on an intellectual level while maximizing their potential. Gifted and talented students demonstrate high reasoning ability, creativity, curiosity, and an outstanding knowledge base. In addition, GATE students learn best in a proactive instructional environment that encourages and enhances their critical thinking skills, creativity, and positive attitude towards learning. Through this program, GATE students will grow intellectually, academically, socially, and to expand their skills in an ever-changing society.

Strategies used:

- 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- 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 the other group. A reward system is also in place for this type of learning style.
- **ESL** – The ESL Program focuses on the development of English communication skills in an environment that treats language as whole, real, authentic and interesting. The four domains necessary for effective communication in English (listening, speaking, reading and writing) are taught. In addition, higher order thinking skills are developed within the atmosphere of respect for the native language and culture of the students. The goal of the Department is to provide students identified as English Learners with adequate, appropriate and equitable educational opportunities so that they are able to attain high levels of English proficiency, develop high levels of academic attainment in English and

meet the same challenging academic content and student academic achievement standards as all children are expected to meet.

Strategies used:

- Cooperative Learning which involves students working in groups towards common 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.
- Total Physical Response (TPR). It is a technique using a sequence of modeled commands. For example, students are instructed to touch something of a specific color, or play Simon Says, or physically respond to a command. Students usually find this activity relaxing and enjoyable because all of the language introduced is visual and contextual and they are not forced to speak until they are ready. Beginning students who lack the basic English skills usually benefits in this technique.
- The Whole Language Approach is a method of teaching language skills, especially reading in a classroom that treats language as real, meaningful and communicative. Great value is placed on the personal and social aspects of language. Sub-skills are only taught within the context of real and meaningful language such as literature, a film, a menu. Literacy projects such as dialogue journals, learning logs, bulletin boards and student publications all help to develop language that is real, meaningful and communicative. Respect for books, for reading and for libraries is promoted.
- The Language Experience Approach (LEA) allows students to develop reading and writing skills by drawing upon their current knowledge of English using a given theme with which they are familiar. The theme can be initiated in various ways including a photograph, field trip, classroom experiment or personal experience.
- SIOP strategies to increase academic or complex vocabulary for comprehension, and other lesser-known approaches for reading fluency (vowel-bridging and repeated reading). Also, "Word-in-Passage (synonymous word hunt)" and "Passage-in-Passage (synonymous passage hunt)" activities to increase reading focus and interpretation (comprehension).
- **GATE** – The GATE teacher provides the following strategies in her classroom to address the learning styles of students and to meet their intellectual needs:
 - Flexible Learning Environment – This type of environment will give children a choice of learning space that works best for them and help them to work collaboratively, communicate and engage in critical thinking.
 - Project Approach – This is an authentic way of learning in which the curriculum follows the student's interest and builds on their natural curiosity. This approach for learning, enable students to ask, interact, connects, question, reflect, problem solve and more.
 - Cooperative Learning – In the GATE classroom, students are encouraged to work together and practice sound communication and collaboration skills.

- Independent Learning – Students are provided with a variety of learning skills in the areas of problem solving inquiry techniques, creativity, higher levels of thinking and acceleration order to promote independent learning.
- Progress Monitoring – Students are able to keep track of their progress.
- **CHAMORRO PROGRAM** is designed to teach the Chamorro Language and Culture of Guam from Kinder to 5th grade. Instructional strategies used are cooperative learning, family projects, storytelling, assigning homework, usage of visuals(posters, flashcards, charts, magazines) and audio visuals, games, oral reading, chanting, singing, dancing, role playing, guest speakers (presentations/demonstrations), Field Day (sports)and a culminating activity of MES annual Chamorro Program promoting the culture.
- **SCHOOL GUIDANCE COUNSELOR**–The SGC provides direction and guidance in intervention strategies for truancy, emotional crisis, displaying positive behavior, encouraging students to recognize and make good decisions, education neglect, child abuse and other student related problems. The SGC conducts classes, facilitate the Child Study Team and Retention Meeting, PBIS, monitor Behavior Management Plans in and outside the classroom, and coordinates the Section 504 referral process. Teachers can make referrals any time for students that need immediate counseling based on observations. Strategies used by the SGC with a group usually involve role playing. The advantage of role playing allows student to practice skills they have mastered or yet to master and this also allows to check for understanding by asking follow up questions to the individuals involved in the role play. When presenting the virtues, the SGC uses various strategies such as cues/questions, identifying similarities and differences, and cooperative learning. The SGC begins by speaking to the students using cues/questions that way the SGC is able to teach vocabulary to each student and open a dialogue between themselves and each other. Secondly, the SGC has students identify similarities and differences by taking notes and in some cases are given graphic organizers for them to utilize. And lastly, SGC uses cooperative learning before lesson is summarized.

Other strategies used by the SGC are lectures, role playing, or read aloud pertinent information about the given topic such as bullying, self-harming behavior and hygiene.

- **School Librarian-** The school librarian uses strategies to enrich the teaching and learning process and designs instruction to meet the diverse needs of students. She uses technology and social media to extend the learning experience, create opportunities for student thinking, Cooperative learning, Games, Audio-assisted reading, Differentiated Instruction-Differentiation, Graphic Organizers (KWL Chart/graphs, diagrams), Puzzles, Think pair share, Choral reading, and Story maps.

MES supports quality achievement of all its students by continuing to review student data, monitoring our SIP and making amendments to improve student learning and in order for the students to progress in meeting the defined academic standards. MES also continues to develop other strategies to further enhance the quality learning opportunities for our students.

Describe co-curricular activities that are available to students, their relationship to the school wide learner outcomes and the overall level of student participation.

MES co-curricular activities are through an extension of the curriculum through various lessons and/or skills that engages the students to actively participate in the learning process.

Co-curricular activities give the students an opportunity to develop particular skills and exhibit their non-academic abilities. Most co-curricular activities are voluntary. The students' participation in the activities build character, instill moral values, assists in physical growth, and creativity, whilst all activities contributes to student growth and learning.

All co-curricular activities that MES participates in are aligned with our SLO by motivating our students to be life-long learners and effective communicators through competitions such as spelling bees, science fair, poster contests, kids, and Special Olympics. Our students are also being successful self-individuals who will contribute to society through our numerous coins and can drives to help our neighboring islands in need. In addition to our SLO, co-curricular activities will allow students at MES to become lifelong learners striving for success by following our school's mission.

Because of the low economic status of our parents at our school, several activities such as the PBS Read-a-Thon and International Read-a-Thon usually have a lower rate of students' participation. However, the events that help with the relief of our neighboring islands Philippines and Saipan coin relief are high. Students and parents are more motivated to participate in these events.

Guam Council of the International Reading Association (IRA) - IRA's mission is to improve the quality of reading instruction and develop literacy on Guam and in the Pacific Region. IRA strives to make reading a lifelong habit for our young readers. It also aims towards making connections to the island's community through various projects and events. Students were also encouraged to participate in events at school such as "Storybook Character Parade", "Stop Drop, and Read!", "Crash the Class", "It's Puzzling", and "Read Me Day". Seven students participated in this event and \$106.00 was collected from pledge envelopes. In SY 2014-2015, there were a total of 41 participants, however in SY 2015-2016 there was a decrease, only 7 participated. Although, there was a decrease in the level of participants, MES continues to promote literacy in various ways other than in the classroom.

PBS Read-a-Thon: Public Broadcasting System (PBS) Family Read-A-Thon is an annual event that encourages students to read daily. PBS encourages students to read and to be successful individuals while showing academic growth. Elementary school students raise funds for public television by gathering pledges. The pledges are submitted to PBS Guam to be eligible for prizes. In SY 2013-2014, the school raised \$822.88, with an increasingly amount raised in SY 2015-2016 of \$2,126.08.

Isla Art-a-Thon: Art-a thon promotes the involvement of all students in the arts by encouraging them to create a work of art and to raise funds to support art programs in their schools. It is organized by the Isla Center for the Arts at the University of Guam and also helps to fund Isla's programming and exhibitions. The students were asked to create an imagery of Christmas, the Matson logo or a drawing of a cargo ship. Students were allowed to submit artworks for the exhibition and the Matson Christmas Card. Students took the lead in creating their ideas based on the expectations from the Isla-Art-a-Thon and showcased their artwork. Art supplies as

prizes were provided by the Isla-Art-a-Thon played as an incentive in motivating these students to also participate. In school year 2013-2014, 15 students participated, showing a decrease in participation of the following two years, 10 students both years and a decrease from \$390.90 to \$342.40 amount raised.

Math Kangaroo/GCC MathFest: A Math competition program sponsored Guam Community College program open to 1st thru 12th Grade from various island schools competing in Math. MES participated school year 2013-2014.

Math Olympiad: A GATE program designed to teach problem solving skills to stimulate students' interest in Math. All public and private elementary students are invited to participate in an island-wide competition. 23 students participated in school year 2015-2016 and one student ranked 5th place.

Ukelele Club: The GATE teacher started the club to enrich and enhance the student's interests and talents in Music and playing instruments. The club performed during Christmas Program, Chamorro Program and at the malls.

GATE Choir: Students show an appreciation for music through songs and movement, which includes exposure to various genres. Students performed on and off-campus.

DPHSS Guam Food Safety Poster Contest: The Department of Public Health and Social Services Poster Contest brings awareness about the newly adopted Guam Food Code and to promote food safety. The Guam Food Code is the island's new regulations governing the sanitary operation of retail food establishments. In SY 2015-2016, a total of 104 students participated in this event.

Guam Energy Office Poster and Essay Contest "Reduce Our Carbon Footprint. Reduce Fuel Consumption": to educate our youth about the different ways to reduce energy consumption, to save money on utility bills, and how the action of saving energy helps protect the environment. MES student won 3rd place and an awards ceremony took place to recognize the winners. There were 8 students that participated.

Pacific Daily News (PDN) Art Contest: PDN held an art contest promoting Thanksgiving Holiday- "Such a Turkey". MES student ranked 1st place in SY 2014-2015 and in SY 2015-2016 MES student ranked 2nd place.

Philippines Coin Drive: "Operation Guam Cares"- In SY 13/14, through donations, our school community was able to help our neighbors in need. The Philippines declared state of an emergency from Super Typhoon Yolanda. Through partnership with the Governor's Office, MES collected \$1,368.00 which was the largest contribution overall amongst the elementary schools.

Saipan Relief Coin Drive: To help those who have gone through the devastating effects of Typhoon Soudelor on Saipan, Bank of Guam encouraged all Guam schools to assist in providing aid through its "Change for Change" coin drive. GDOE schools were invited to participate by collecting their change and donating it to the Typhoon Soudelor Relief Fund. The coin drive was from September 4, 2015- September 20, 2015. The amount raised from this coin drive was \$260.00.

Yigo Canned Food Drive: On September 26, 2016, a Yigo fire engulfed a single story wood-and-tin structure, claiming the lives of five young children. Yigo Mayor accepted any donations

that will help the family. MES participated in a canned good food drive from October 3-October 7, 2016. Students were asked to bring in and donate at least one canned good item from home. All donations were picked up by the Yigo Mayor on October 7, 2016, \$183.00 monetary donations and 744 canned goods were collected from this drive.

Christmas Program: This activity was to coordinate and deliver a Christmas program for our students, families, and community partners. *It was a culminating activity of lessons taught in the classroom.* The themes of the programs were Christmas in the Islands, Christmas Then & Now, and Christmas at the Movies. All students participated showcasing their talents.

Chamorro Program: This is an annual culminating activity that promotes the Chamorro culture and language and the lessons taught in the classroom. All students participated showcasing their talents. Chamorro Month is also celebrated island-wide that is hosted by various agencies and businesses to showcase performances, displays, and competitions. These events provide opportunities for students to compete and practice the use of Chamorro Language to enhance their knowledge of the Chamorro culture and promote school pride.

FestPac Program: On March 18, 2016 an integration of the Chamorro month festivities and FestPac. This project was to educate all students and make them aware of all 27 islands participating in the FestPac activities. The entire student population participated and each class represented an island. Students learned about culture, language, folklore, clothing, and arts and the importance of respecting other cultures.

Red Ribbon Week: Red Ribbon Week is an alcohol, tobacco, and other drug and violence prevention awareness campaign. Students are educated on the misuse of drugs and alcohol and the effects it has on oneself and/or a user's family. During the week of Red Ribbon, students were asked to participate in daily themes such as "Turn Your Back on Drugs (wear your t-shirts backwards)", "Shade Out Drugs (wear sunglasses)", and "Red Rally (wear red clothing)". An assembly was held to help in which personnel from the Guam National Guard spoke to our students about the importance of being drug-free. In SY 2016-2016, MES placed 4th place in the Red Ribbon community outreach.

National Children's Dental Health Month- "Sugar Wars". The Department of Public Health and Social Services (DPHSS) in conjunction with Guam Dental Society is sponsoring a poster contest for students enrolled in Kindergarten to the Fifth Grade. The purpose of this month-long national observance is to promote the benefits of good oral health to both children and adults. By participating in the poster contest, children will realize the importance of good oral health in the prevention of tooth decay by brushing, flossing, eating healthy snacks, and visiting the dentist twice a year.

Cancer Awareness Week- Purplicious Challenge: Cancer Awareness Week is an annual campaign to increase awareness to our students of the disease. During this week, students were educated on what cancer is, what causes cancer, and how to deal when a family member or a friend has cancer. The Purplicious Challenge was part of the American Cancer Society's outreach for the upcoming Relay for Life. MES did numerous activities like human ribbon picture, spirit days, wall decorating, performed a skit, song and dance, kickboxing, and Zumba. Spirit Week was also held and students were encouraged to wear different colors to represent different types of cancers. Lieutenant Governor, First Lady, and three cancer survivors were

guest speakers at the Purplicious culminating event. A coin drive was conducted and MES collected \$338.20 and donated to the American Red Cross.

Special Olympics Guam-Track and Field event: Special Olympics are a sports organization for children with intellectual disabilities. It is an inclusive sport and play programs with a focus on fun activities that are important to mental and physical growth. Children engage in games and activities that develop motor skills and hand-eye coordination. The activities also help children with intellectual disabilities learn routines and approaches to learning, along with how to follow rules and directions. SY 2013-2014 and SY 2015-2015, 6 students participated and MES students received gold, silver and bronze medals. SY 2015-2016, five students participated and also received gold, silver and bronze medals.

Kids Athletics: The Guam Track & Field Association hosted a Kids Athletics Day at the Leo Palace. The events included fourth and fifth grade students from different parts of the island. It included the javelin, shot put, hurdles, pole vault, triple jump and various obstacle courses. Participants were able to take on skills to become great athletes in the middle and high school levels. In SY 2013-2014, 6 students participated in the event and M.E.S. won second place. In SY 2014-2015, 9 students participated in this event. In SY 2015-2016, there was an increase of 10 students in this event and M.E.S. won sixth place out of 11 teams.

Kids For The Cure: Students in grades 3-5 participate in a special program in partnership with Guam Cancer Care to educate the students on healthy living and cancer awareness and prevention.

Science Fair: The science fair is a competition where contestants present their science project, results in the form of a report, display board, and/or models that they have created. Science fairs allow students in elementary to compete in science and/or technology activities. The winners of the school wide science fair will then represent MES in the Island Wide Science Fair. SY 2015-2016, 35 students participated, three of those students proceeded to the Island-Wide Science Fair. MES student won 1st place in the Chemistry category.

National Elementary Honor Society (NEHS): MES NEHS was founded in SY 2011-2012. The organization 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 the NEHS Advisors. Criteria are as follows: Any fourth or fifth grade student first identified by the regular classroom teacher possessing a cumulative grade point average of 90% and above based on their first semester grades, satisfactory or above on Character Development, no major Office Discipline Referrals(ODR) and AIMSweb Benchmark 1 and 2 placing at Tier 1 or at grade level. MES NEHS consists of an Advisor, Co-Advisor and 2 Faculty Advisors, which may include the School Guidance Counselor, G.A.T.E. teacher, Instructional Coach (Reading Coordinator), Teachers, and School Health Counselor. SY 2013-2014, 16 students were members, showing a decrease to 15 students to 10 students.

School Carnivals: School Carnivals are usually held twice in the school year and families are highly encouraged to attend these events. The school carnivals are usually customized to suit our unique community. The carnivals are fundraiser events to assist the school with student incentives, field trips, awards and promotional items.

Spelling Bee: The spelling bee is a competition in which contestant are asked to spell a broad selection of words, usually with a varying degree of difficulty. Grades 3rd through 5th take part in the Annual School-wide Spelling Bee Competition totaling to 27 students. The winners of the school wide Spelling Bee will then represent Machananao Elementary School in the Island Wide Spelling bee. Additionally, the winner from the island-wide competition has the chance to compete nationally in Washington, D.C. There has

Supporting Evidence and Documentation:

- Focus C Binder for Curricular Activities
- Documents for Referral Services

Achievements:

- CITW
- SIOP
- Big 8

Areas for Improvement:

- Increase student participation
- Increase parental involvement
- Provide class incentives
- Provide Parents Information on Co-Curricular Activities

C2. Parent/Community Involvement Criterion: The school leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students.

Comment on the parent-teacher organization (or other community-based group) and its activities that connect the school with the larger community.

PTO's purpose is to enrich the educational experience of the students. PTO provides an opportunity for parents, teachers and community members to gather together to be informed, discuss, and find solutions about the needs of the school's curriculum, facilities, activities, and events planned, to enhance and support all students.

Our PTO co-sponsors a variety of school-wide functions that are designed to raise funds for student incentives, awards and promotional items. Such as the Rummage Sale, School-Kine Cookies, Movie Night, Tools for Schools, Back to School and Fall and Spring Carnival, and in-school dances. The funds raised at these events helped in purchasing Structured Learning software for K-1st grade and 3rd-5th grade, trophies and medals for students at the end of the year promotional, medals and trophies for the Spelling Bee and Science Fair, pocket books for students, Sports Equipment (basketball and basketball hoops for the school playground in SY 2014-2015, and purchasing treats for Teachers', Staff, and Boss' Appreciation Day.

In addition to raising funds to support of our students, PTO also helped in assisting events such as the Christmas Programs, Chamorro Month Festivities, Purplicious (Cancer Awareness Week), Trick or Treat Night, and the Pumpkin Decorating Contest.

Indicate the school's use of community resources to support students through activities such as career days, business partnerships, speakers, and professional services.

The utilization of community resources is linked to student learning as a result, has greater effects on achievement and promotes partnership between families and community. Students' participation with their parents' permissions on these can promote achievement and expose them to career paths such as the military, police officer, firefighters, bankers and so forth. These activities can increase students' knowledge and build community relationships. The activities are aligned with our School's Mission Statement and SLO such as Motivated Lifelong Learners that students are actively engage in their community, Effective Communicators that students can respect all cultures, and Successful Individuals that students can apply gained knowledge to life situations.

Community resources can make an impact on student learning and achievements through various resources to enhance learning such as Newspaper in Education providing daily newspapers to assigned classrooms for students to use for enrichment, and Bank of Guam hands-on activities that can be applied to real life situation such as budgeting and savings.

Knowledgeable speakers in their fields were invited to enrich students' knowledge on the subjects and enhance student learning in return these partnerships works both ways as part of the organizations or businesses community outreach programs and their opportunities to build community relationships. In addition, from most of the Community Presenters, teachers received additional instructions and materials to enhance their instruction.

Students benefited directly through first-hand information and hands-on activities that are not provided by textbooks and can be used from one grade level to the next as stated on the GDOE SSP Goal #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.

FAST Workshops: Families and School Together (FAST) - MES is currently providing parent workshops utilizing the FAST modules to bring families together to build supportive relationships across domains of family, school and community. The workshop also teaches parents to become effective family leaders equipped to support their child's academic success. FAST Workshop creates positive communication between the families and schools and provides strategies to implement in their homes through the four Modules- Establish learning rituals in the home, Motivating your students, Provide learning assistance in the home and Monitoring student educational progress. With a diverse student population at MES, the FAST Workshops are also designed to be culturally responsive when interacting with both students and their families.

Read-A-Thon: PBS Family Read-A-Thon and the Guam Council of the International Reading Association's Read-A-Thon are the two programs implemented at our school each year. The program encourages reading during specific weeks and rewards students for an outstanding job. The school, coordinator, and teachers are also rewarded for encouraging participation in the programs. They receive gift certificates, books, and similar items to building their reading collection in their classroom and library.

Isla Center for the Arts- Isla Art-A-Thon: The school participated in the annual Isla Center for the Arts Art-A-Thon. Student-created artworks and various pieces are displayed for public

viewing at a designated shopping mall. The funds raised allow the Isla Center to continue numerous exhibits and the classroom teacher to purchase art supplies.

Pizza Hut - Book It: The teachers participate in the national Book It program together with Pizza Hut Restaurants that promote reading with a reward of a free Personal Pan Pizza.

American Heart Association-Jump Rope for Heart -MES participated in this community service project of the American Heart Association. The students were encouraged to jump rope to the highest number count to promote heart health. It also provided a heart health curriculum that included healthy habits such as exercise, good nutrition, and living tobacco free. Students collected donations to fund research and educational materials to help lower heart disease and stroke. The students received Thank You gifts for their efforts.

Parent Teacher Organization (PTO): The Parent Teacher Organization provides an opportunity for parents, teachers and community members to gather together to be informed of what is happening in the school, discuss any concerns, and plan for community events that will support the students' learning.

Guam Waterworks Agency: GWA Communication Manager was invited to speak to the 4th and 5th graders and presented on the statistics about water consumption and other related facts about water. They also presented on the importance of conserving water specifically from Guam and saving the Northern aquifer from contaminants.

Guam Police Department: GPD Spokesperson was invited to speak to all our students about the Halloween safety, importance of 911 service hotline and Guam Crime Stoppers.

Bank of Hawaii: Bank of Hawaii employees gave a presentation about money management, savings and spending. Students were more knowledgeable on the difference and value on needs and wants and on how to spend for the needs vs. wants.

SSHS Guardians of the Reef:-The Simon Sanchez Science Department have been collaborating and presenting to MES for the past 3 years. Their presentations highlight reef protection efforts, human and natural effects on the reef and ocean, and overall awareness of the importance of the reef to our island. The students of SSHS present various activities under the guidance of their Biology Teacher.

Taiwan Buddhist Temple: Taiwanese students showcase and share their cultural arts, plays and dances.. Every year Guam's Fo Guang Shan Buddhist Temple invite a group of students from the Da Ci Children's Home in Taiwan who are in middle and high school students.

Department of Agriculture (Smokey the Bear): Education Presenter from Department of Agriculture and Forestry and Wildlife of Animals presented and educated the students to identify which plants are poisonous.

- The Forest Service educated students about fire safety. The forest service wants the students to understand how to be assured that a fire is completely out. The importance of showing fire safety is to minimize fires.
- Education Presenter from Department of Agriculture of Agriculture Wildlife of Animals presented about Animals, Plants, and Aquatic Life. Discussion about the one of main responsibilities is to manage and protect wild animal and plant populations.

Guam Lions Club: Guam Lions Club is a service membership organization that plan and participate in a wide variety of service projects that meet the international goals of Lions Clubs International as well as the needs of their local communities. Our students who qualify are eligible for prescription glasses.

Rotary E-Club of Pago Bay: Rotary Club in conjunction with University of Guam Outreach Program had donated 50 hardcover dictionaries divided among 18 classrooms to be used by students. Dictionaries were donated to support student learning and increase vocabulary.

Rotary Club: Paperback Dictionaries were donated specifically to 3rd grade students to support student learning and increase vocabulary.

Guam Homeland Security/Office of Civil Defense: Guam Homeland Security presented the Reverse Lockdown for all grades in preparedness for active shooter training. The students at MES went over drills in the event there is an active shooter in the classroom and outside in the playground. The Great Guam Shakeout supports our national annual event of the Great Shakeout held each year on October 20th at 10:20 A.M. throughout the states and territories of the United States of America. This program is designed to remind people the importance of preparing for earthquake emergencies.

Department of Parks and Recreation: The Department of Agriculture was invited to present on the topic of Soil Erosion. The presenter discussed the main causes and factors of soil erosion on Guam and further discussion on the effects of soil erosion to the island and the people of Guam.

Guam Fire Department (GFD): GFD presented on Fire Safety situations and demonstrated the “stop, drop, and roll” procedure. GFD also showcased their equipments on the fire truck and how it works.

Military Partners: It is an ongoing partnership with THAAD Unit deployed to Guam. Throughout the school years, the military are involved in various activities such as Reading to students, helping with decorations during Christmas and Chamorro programs, support students during Special Olympics, Childcare during FAST workshops. The USA Air Force Reserve 944th Logistics Readiness Squadron, Luke AFB, AZ, volunteered to read to our Kindergarten through 3rd grade students and did an awareness presentation for grades 4th and 5th on Military services for our island and country.

Yigo Mayor: The Yigo mayor and staff have lend a helping hand and has been a resource for MES ground maintenance. The office also provides chairs or benches for school functions such as promotional ceremonies, Chamorro Month, and NEHS induction ceremony.

Newspapers in Education (NIE): NIE is an educational partnership between the Pacific Daily News, local business and participating schools. The Pacific Daily News and local business share in the cost to provide schools with newspapers that are used by students to teach a variety of areas in language arts, math, social studies, social science, and health. Newspapers are delivered to MES on a daily basis. Teachers use the newspapers as an educational tool and resource to keep students abreast with local, national, and international issues on learning about issues that affect them locally and globally.

FBLG Christmas Band: The F.B. Leon Guerrero Middle School Band visits our school every December to play Christmas melodies through their learned instrument. Students across grade levels participate by sitting outside their classroom hallway while the middle school band parades in Christmas costumes (Santa Claus, elves, reindeers, etc.) MES students are exposed to the classic Christmas songs, musical instruments, and an opportunity to join the band in middle school.

Guam Telephone Authority and IRecycle- Phone Book Round-Up SY 2013-014: MES participated in the island-wide collection of old phonebooks to minimize the waste in our island's landfill. The efforts by our students to do their part to reduce and recycle were valuable lessons learned.

Box Tops for Education: Box Tops is a program to help support education and benefit America's school. Students at Machananao Elementary School collect Box Tops coupons. For every Box Top, the school receives cash to purchase items to support student learning. SY 2013-2014, MES raised \$440.00, showing a decrease the past 2 school years from \$267.90 to \$102.70.

MES continues to maintain partnerships with the many organizations with which it partners.

Comment on how the school educates and involves parents and community members in understanding the school's purpose, the school wide learner outcomes, and academic standards.

The school educates and involves parents and other stakeholders about the school's purpose, SLO, and contents standards through the many communicating vehicles. At the beginning of the school year, during Student/Parent Orientation for all grade levels, Open house, parents/guardians were given the opportunity to be introduced and to understand the SLO and school mission. In addition, the monthly newsletters and Marlin of the Month Ceremony suggest and present ways that parents can be actively involved achieving the mission. Other communication tools include FAST Workshops, parents workshops who have Special needs, assisting on field trips, intervention meetings, parent volunteer, visual aids/school campus bulletin boards, the school planner, GDOE e-mail and the school's website, scheduled Mid-Quarter Progress conference, Parent Teacher Conferences (ongoing), and PTO meetings.

The faculty and staff are well informed of the SLO and school mission through Teacher Orientation in the beginning of the school year. The lesson plans and field trips include SLO aligned with the CCSS and GDOE Content and Performance Indicators. The faculty and staff are educated with the understanding through Faculty Meetings, Faculty Handbook, School and District Professional Developments, PLCs, Focus group meetings, GLC meetings and School Website.

Provide a description of the ways in which parents are involved with the school and are active partners in the learning process for their students.

Parents are actively involved with the school and in their child's learning process by attending Student/Parent Orientation meetings for all grade levels and Open House held at the beginning of each school year, scheduled Mid-Quarter Progress conference, Parent Teacher Conference(PTC) conducted bi-annually, intervention meetings, School Website, Power School/Parent Portal, Parent Teacher Organization monthly meetings to facilitate and participate in school fundraisers, volunteering time to assist with school improvement, donating classroom supplies and/or time in assisting faculty, staff, and students with setting up Annual Christmas and Chamorro Programs and supervision.

Parents also provide support and guidance in their daily homework, flashcards and video provided by Kinder teachers to reinforce at home, home projects, reviewing their child's planner to ensure that their daily assignments are correct and complete, participating and volunteering in school activities (Christmas/Chamorro Program, End of Year Promotional, carnivals, fieldtrips, science fair, geography bee, spelling bee, etc.), school readiness for the opening of the school year, and parent shadowing, if needed.

MES will continue to research on other ways to increase parental involvement so that they will be active partners in the learning process. There has been some discussions in establishing a parent resource center, conducting ESL workshops and recognizing parents for their involvement by acknowledging and presenting them with a Very Important Parent (VIP) Certificate at our School Assembly.

Student/Parent Orientation: Student/Parent orientation is a formal presentation in which parents and/or guardians attend at the beginning of the school year. This orientation provides parents and/or guardians the opportunity to understand the school's mission.

Open House: Open House offers parents and/or guardians a preview of what each grade level classrooms has done in the first few weeks of school. They are able to meet their child's teacher and visit the classroom.

Newsletters/Calendar: The newsletter and calendar provides a monthly update for parents and/or guardians to keep them informed on standards being taught, updated events, announcements, and important information by the school.

FAST Workshop: FAST brings families together to build supportive relationships across domains of family, school and community. It also teaches parents to become effective family leaders equipped to support their child's academic success. The FAST Workshop creates positive communication between the families and schools and provides strategies to implement in their homes through the four Modules- Establish learning rituals in the home, Motivating your students, Provide learning assistance in the home and Monitoring student educational progress.

School Website, Power School/Parent Portal: The school website, power school/parent portal are used to communicate with parents about their child's absences and grades and information on MES activities and events. The power school/parent portal alerts parents if their child is tardy or absent for the day.

Response to Intervention (RtI): School follows RTI Model: identify students at risk and create intervention plans. In the meetings, teachers discuss with parents their child's current academic performance, discuss what they plan to do, and show parents what they can do at home to support the intervention plan. A second meeting happens sometime after benchmark two and it repeats the same process, at this time they also discuss if student have progress.

Comment on how parents have access to school personnel regarding all concerns.

MES has an open door policy. Parents are able to access school personnel for any concerns they may have regarding their child's welfare and/or academics by visiting the school office, phone call, email, or making an appointment to meet with the teachers and/or Principal.

Parents are highly encouraged to communicate all concerns with their child's teacher first via phone, email, writing notes, communication logs, accessing Parent Portal, MES Facebook Page, and their child's student planner before addressing any concerns to the Principal.

In addition, parents are able to access school personnel by attending, Parent Orientation, Open House, Parent Teacher Conference (PTC), scheduled Mid-Quarter Progress Conference, and Parent Teacher Organization (PTO).

Describe how the school regularly communicates to parents and other stakeholders.

The school on a daily basis communicates with parents through via phone calls, emails, visit to the classroom or office, the student planner or a communication log book, Homework Notebook, handwritten letters Power School/Parent Portal, Pacific Daily News on the section Education Update, MES Website/FaceBook and GDOE Website. On a monthly basis, MES communicate with Parents through PTO meetings, flyers and the School's monthly newsletter. Quarterly basis report cards are available for parents during 1st and 3rd quarter at PTC and 2nd and 4th quarter report cards are sent home. Also, teachers disseminate Mid-Quarter Progress Report and scheduled conference if necessary.

PowerSchool is a website which is an excellent way to keep up with the progress of the students. Parents can use this to see their child's grade and attendance daily.

Parent/Student Orientation and Open House occurs at the beginning of the school year. It is an opportunity for parents to participate and discuss things with the teacher, students and other staffs. They also have a chance to go around the classroom and see any works or activities that are going on in the classroom.

MES communicates with its faculty and staff on a regular basis to disseminate information through the school's whatsapp, email, formal and informal letters to consult each other at the school, Teacher Orientation, Faculty and Staff meetings, Leadership Meetings, School and DOE Websites, Focus Group Meetings, Grade Level Meetings, PLCs, 2-way radios amongst the school aides and the Principal.

PTEP Pre/Post Conference keeps communication open between the Principal and teacher to acknowledge/improve the level of instruction and positively impact student learning.

Head Start Program's Communication: The teaching staff communicates with parents on a daily basis via phone calls or classroom visits for absence, or any concerns or questions they may have. A Center Level Parent Group (CLPG) meeting is held monthly with teacher and parents to discuss and plan head start activities, events, inputting ideas in the lesson plans, doing home projects, and attending any additional training offered by the Head Start program. Other means of communication for Head Start are attending PTC, reminder notes, flyers, newsletters, and calendars. Home Visit is one of the main tools to communicate effectively with parents in which two home visits are required for the school year, but sometimes more home-visits are conducted as needed.

Supporting Evidence and Documentation:

- PTO Sign-In Sheets: Appendix F
- Focus C Binder
- [PTEP](#)

Achievements:

- FAST workshops
- Newsletters/ Calendar
- PowerSchool/ Parent Portal
- School Social Media
- PTO Teacher Representatives
- Box Tops
- 1st Place Island-wide Science Fair
- Implementation of Parent/Student Orientation SY 2013-2014

Areas for Improvement:

- Increase Parental Involvement/attendance
- Establish a Parent Resource Center

Category D

Resource Management and Development

D1. Resources Criterion: The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school's purpose and student achievement of the school wide learner outcomes.

Attach a copy of the school's annual budget.

[FY 2015](#) ; [FY 2016](#) ; [FY 2017](#)

Does the school have sources of income other than tuition?

Explain:

As a public school, MES does not collect tuition. Instead, by law, every student of compulsory age is entitled to a free and appropriate public education and apportionment of funding by the Government of Guam is based on student population at each school site. In addition, GDOE applies for a variety of federal funds to support programs like Head start, Gifted & Talented Education (GATE), PreK-GATE, Special Education, and ASPIRE. Periodically, funding becomes available through what is called Consolidated Grant funds applied for and provided by the US Department of Education. When these funds are available, school management works with the various program managers and project directors to garner support for these programs.

MES has an active Parent Teacher Organization (PTO) with a purpose to enrich the educational experience of the students. PTO provides an opportunity for parents, teachers, and community members to gather together to be informed, discuss, and find solutions about the needs of the school's curriculum, facilities, activities, and events planned, to enhance and support all students. Our Parent-Teacher Organization co-sponsors a variety of school-wide functions that are designed to raise funds for student incentives, awards and promotional items.

Pepsi and Coke product sales gives MES a percentage from the vending machine commission for every purchase and Box Tops for Education (identified food items with "Box Top" coupons printed on them are collected where the school receives monetary reimbursement for the coupons collected). The money collected is used to support students and teachers with needed classroom supplies and materials.

School portraits are contracted out to Je'tadore Studios which the school just renewed in June of 2016. Je'tadore Studios provides the school with school portraits for our students at a reasonable price each academic year. Our current contract is for 3 academic school years and the school receives a 30% of net sales commission. In the past three school years, the school received the following amounts as commission from the photography studio: SY 2013-2014 - \$390.00; SY 2014-2015 - \$158.44 and SY 2015-2016 - \$114.00.

MES raised \$732.09 last school year by participating in the GDOE 2K/5K, funded by the Guam Foundation for Public Education Inc. The Foundation for Public Education, a not-for-profit organization consisting of 9 business community members, was created to provide a link between local/private businesses and GDOE, who want to support and contribute (through donations) to the Guam public school system. The organization 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.

The library receives funding through the government passport fund, P.L. 27-05 Public Library Resources Fund, which directly benefits the purchase of library books, materials and equipment. Each library is given a yearly budget depending on the school's enrollment. A three (3) year Library Media Plan was implemented in 2013 to support our school's mission.

Are scholarships available? Not applicable

If so, describe.

What percent of the school's operating cost comes from student tuition?

Not applicable

Describe the school's policy on tuition refunds. How is this information communicated to students and the school community?

Not applicable

What percent of the school's yearly budget is spent on salaries and benefits and professional development?

Ninety percent of the annual school budget for fiscal year 2016 – 2017 is spent on salaries and benefits.

The Professional Developments are funded by the Curriculum and Instruction Division of the District. PDs are not part of school's budget.

What dollar amount is budgeted (current year) for textbooks and instructional materials per student?

Public Law 32-068 states Textbook Appropriations are given to Guam Department of Education for equitable distribution to 41 public schools, a Charter school and 22 Guam private schools. For Guam Department of Education equitable distribution is for the district and not necessarily a budget for each school.

A total of \$ 27,297.00 has been budgeted for instructional supplies. This equates to a cost of \$51.70 per student.

There are 2 types of funding: local and federal. The local funds are appropriated by the Guam Legislature and administered by GDOE. The federal funds are received and available from the US Department of Education through grant cycle and are used to supplement the school's resources, instructional supplies and to support various programs such as Enhancing Education Through Technology, Special Education, ESL, GATE, I Safe Mobile Lab, Classroom Kits, and the Afterschool Program for Instructional Remediation and Enrichment (ASPIRE) to improve student achievement. The Summer School Program is also funded through the US Department of Education Consolidated Grants, Title V, Part A: Innovative Programs under Program for Extended Teaching and Learning (PETAL) for School Year 2014-2015 and under Improving Student Learning and Achievement *Ayudante* for School Year 2015-2016.

Describe the process to maintain the school's facilities to ensure they are adequate, safe, functional and well-maintained and support the school's mission, school wide learner goals and the educational program.

The faculty and staff of MES ensure that our school facility is suitable for our students. We continue to encourage a welcoming, safe, clean, healthy, and nurturing environment that reflect the school's 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 Agency, and all fire codes as well, to provide the students with maximum opportunity to grow and feel safe within their learning environment. Most classrooms have ports for internet and telephone access.

A monthly DOE School Site Fire Watch Log is completed in the event the fire alarm is inoperable.

MES was inspected on August 8, 2016 by the School Readiness Visit /inspection Team citing 16 demerit points. The demerits were on replacing ceiling tiles, a leaky toilet bowl; replace a rusted lever, and classroom roof leak. The school was given a timeline of 15 days to make all repairs. MES made all the repairs and was able to open the school as scheduled. The facilities are posed ready to support MES School's mission, SLO, and the other educational programs. Safety Liaison that inspects annually another neighboring school to ensure the school is in compliance with Department of Public Health standards and Occupational Safety and Health Administration (OSHA).

Guam Cleaning Masters 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. However, if repairs are needed, the faculty or staff emails the Administrative Assistant (AA) to report any damages or repairs. The AA then inputs into Munis Maintenance Service Request.

What percent of the annual school budget is required to be placed in reserves?

Last school year, 3% of the Guam Department of Education's annual budget had been placed on reserve by the Bureau of Budget Management Resource under Public Law 32-181. At this time, no percentage has been placed on reserve. The school does not hold any portion of its budget in the reserves.

State the school's policy on financial audits that occur annually.

Machananao Elementary School is in compliance with the Guam Department of Education's audit policies and follows Standard Operating Procedures (SOPs) that comply with local law and federal grant requirements.

Continual reviews of non-appropriated funds are conducted by the Department's Internal Audit Office. Results of the reviews are included in the audit of the Department. Deloitte & Touche LLP - Guam is contracted to perform the annual financial and single audit for the Guam Department of Education

Explain the process and procedures for decisions about allocation of resources to support the school's purpose, school wide learner outcomes and student learning. Comment on how administration and staff are involved in development of an annual budget.

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.

Parents, Faculty and Staff are given an opportunity to provide the Principal with input regarding the school's annual budget request through an online survey or a hardcopy 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.

Supporting Evidence and Documentation:

Budget

Achievements:

- Collaborative effort from stakeholders in providing input on the annual budget.
- MES maintained the facilities
- Increased library collection
- Alarm system and camera and installation of lights and solar lights throughout the campus.
- Increased in technology equipment-
- PTO purchased benches

Areas for Improvement:

- More Technology equipment

D2. Resource Planning Criterion: The governing authority and the school execute responsible resource planning for the future.

Describe the long-range plans that are in place for the future development of the school, such as financial development, new or remodeled buildings, additional curricular and co-curricular offerings, etc.

As part of the long-term SIP for the future, MES has in place the following goals:

The library has a School Library Program Three Year Plan (SY 2016-2019) to expand the educational resources for students budgeted through Passport Funds PL 27-05.

MES financial development is done through annual budget process with submission to Guam Department of Education Accounting and Finance Deputy Superintendent.

MES is seeking through Annual Budget Submission funding from GDOE in replacing or repairing of the front metal fence, purchasing additional playground equipment, Intercom and five additional classrooms (Capital Improvement).

MES utilizes the 2020 State Strategic Plan aligned with MES SIP that set student academic goals following the 2020 plan, at least 80% of students at each grade level will be proficient in ELA, Math, Science, Social Studies, Reading and Technology.

Department of Interior funded an assessment of school facilities and has worked with Governor's Office to provide \$1 million a year for 5 years in DOI funding to address health and safety issues district wide, including bell, fire alarm and canopy repairs. GDOE has been authorized 2 years of the 5 year funding.

Additionally, the legislature has authorized a \$100 million bond to be used to fund a district wide facilities master plan as well as funds to address facilities concerns. Unfortunately the IFB to access the funding has been cancelled; the new IFB is expected to be released shortly.

How are stakeholders involved and informed of the present and future resource planning based on needs of the school?

Stakeholders are involved with providing written input sheets passed out during PTO meetings on the needs of the school both present and future. Other ways stakeholders are involved are surveys sent home to Parents, faculty and staff via online survey, and attending Public and School Budget Meetings.

Stakeholders are informed of the present and future resource planning at PTO Meetings, Budget Hearing meetings, by school newsletters, school bulletin boards, MES School's Report Card, Faculty/Staff Meetings and MES/GDOE websites.

Supporting Evidence and Documentation: None at this time

Achievements: MES facilities

Areas for Improvement:

- Increase Parental Involvement in Meetings
- Capital Improvement

Part IV

Admission Procedures and Records

What are the entrance requirements to the school?

Chapter 17 of the Guam Code Annotated defined compulsory age, which is between 5 and 16. Board Policy 330 states the requirements for entrance into school. A child must be five years of age by July 31 in order to be enrolled in kindergarten for that school year. A birth certificate is required for proof of age.

Describe the admissions procedures used by the school.

The district's Student Procedural Assistance Manual (SPAM) provides guidance for admissions procedures. Parents or guardians of children of compulsory age must register their children for the school within their assigned district. Documents establishing the age of the child, evidence of required immunizations, and proof of residency are required for registration. Registration packets are available in the main office but will not be accepted and processed unless all required forms are completed and supporting documents are attached.

How are permanent records/transcripts secured against fire, theft, etc.?

Registration information is inputted in into Power School. Registration forms and supporting documents are inserted in the student's cumulative record and locked inside a file cabinet inside the main office.

If the school ever discontinues operation, where will permanent records/transcripts be transferred and permanently housed? How are parents and students informed of this plan?

Electronic student records are stored in PowerSchool and backed up on GDOE's servers. Cumulative records follow the children to their next school (when applicable) if they transfer, relocate, or promote to middle school. Parents may review their child's educational record.

Part V: Major Achievements/ Accomplishments

Major Achievements/ Accomplishments: Summarize the list of prioritized major achievements/ accomplishments (within the past three years) of students, staff, and school.

Major Achievements/Accomplishments for School Years 2013-2014, 2014-2015, and 2015-2016:

- Response to Intervention (RtI)
- Professional Learning Communities (PLC)
- After School Program for Instructional Remediation & Enrichment (ASPIRE)
- Positive Behavioral Interventions & Supports (PBIS)
- Families And Schools Together (FAST)
- Professional Development (PD)

Response to Intervention (RtI): RtI is a tiered instructional model that supports success for all students through prevention, intervention, and identification. RtI models offer multiple levels (tiers) of interventions based on children's responsiveness to student-centered instruction and assessment. Tier 1 students are considered at grade level or at benchmark and receive the core curriculum instruction; Tier 2 or strategic are students who receive instruction in small groups where interventions are focused on particular skills that may need further development and reinforcement; Tier 3 or intensive are students considered a high-risk for academic failure, where instruction is provided with small groups of 3-5 students, or models of one-to-one instruction is used.

Professional Learning Communities (PLC): The essence of PLC is that it is data-driven, focused, and committed to student learning. The use of data analysis during PLCs allow for teachers to discuss appropriate interventions, research-based instructional strategies that are targeted to specific skills, and to determine underlying factors that affect student achievement.

Teachers met twice a month and worked together to clarify exactly what each student must learn; monitor each student's learning on a timely basis; provide systematic interventions that ensure students receive additional time and support for learning when they struggle, and enrich learning when students have already mastered the intended outcomes. The agendas of all our PLC engaged in collective inquiry into both, best practices in teaching and best practices in learning, by analyzing their AIMSWEB, Progress Monitoring, and Quarterly Assessment data, to determine if individual students, grade level, and the school has met its goals and objectives for specific grade level skills aligned with the School's Improvement Plan.

After School Program for Instructional Remediation & Enrichment (ASPIRE):

The ASPIRE Program aligns with the district goals to improve academic achievement in Reading, Math, and Language Arts. ASPIRE provided enrichment to the school's curriculum through a combination of structured, interactive, and physical activities in Reading, Math, Language Arts and other supplemental instruction such as homework assistance, small group instruction, and lessons target specific needs for each ASPIRE student based on the recommendations of the homeroom teacher.

Positive Behavioral Interventions & Supports (PBIS): The development and implementation of the School-wide Discipline (PBIS) was aligned with our school's mission, School-wide Learner Outcomes (SLOs), Guam Education Board (GEB) policies and procedures on discipline, and GDOE statement of vision, mission, and philosophy. The school team used this approach as a guide in fostering health, wellness, and safety by promoting positive behavior in all areas of the school. The school's ultimate goal was to increase student achievement by teaching and enabling all students to exercise self-control, behave appropriately in their social environment, and participate in community building activities.

Families and Schools Together (FAST): FAST presents strategies that when used by parents and teachers help to improve students' achievement in school. The main objective of FAST is to help families and schools find ways to work together to help children achieve and thrive. MES provided parent workshops presented by teachers on strategies that parents used to get involved in their child's educational journey. The workshops were geared to building and improving relationships between families and schools, and most especially to improve and strengthen the parent-child bond. Teachers presented on Establishing Learning Rituals in the Home, Motivating Your Students, Providing Learning Assistance in the Home, and Monitoring your Student's Educational Progress. The school was able to help parents provide a foundation at home to support student learning at school.

Professional Development (PD): The Lagu District Principals collaborated for district-wide professional development days for school year 2015-2016. The participating Lagu Elementary Schools were AsTumbo, D.L. Perez, Finegayan, Liguana, Maria Ulloa, Machananao, Upi, and Wettengel. Lagu professional development days were used to help increase teacher professional growth for Curriculum, Instruction, Assessment and Intervention. A "Needs Assessment" was used to generate topics to guide Lagu professional development. Based on Lagu professional development evaluations, teachers gained knowledge in Marzano proficiency scales, Depth of Knowledge, STEM/STEAM, SIOP, Common Formative Assessments, and instruction best practices that they will use in their classrooms.

Major School Needs: Summarize the list of major school needs, focusing on student achievement.

Category A
Organization for Student Learning

Schoolwide Learner Outcomes (SLO): A rubric to assess our students for identified SLO indicators to assist all stakeholders to track student progress. The SLO will need to be presented to all stakeholders to include parents.

Professional Development (PD): Create a process that links direct PD topic(s) such as CITW strategies and track and monitor student growth directly related to PD topic(s).

School Improvement Plan (SIP): Share the SIP to all stakeholders to focus on parent input. This will help communicate the school's plan to increase student achievement to all stakeholders.

Category B
Curriculum, Instruction, and Assessment

District-Wide Assessments (DWA): Create a plan to increase student achievement in Reading and Math with a focus on Math. Focus group B will serve as the assessment team to address this need.

Common Formative Assessment (CFA): The current process for CFA testing will need to be reevaluated by the school. This need was discovered during the PLC process when discussions in regards to student achievement. Focus group B will serve as the assessment team to address this need. The Balanced Leadership Managing Change strategies will be used to facilitate this process.

Category C
Support for Student Personal and Academic Growth

Parent Involvement: A plan to increase parent involvement for various school activities and events will need to be created. The various school activities and events included and not limited to: PTO meetings, FAST workshops, extra- or co-curricular activities. Parents will need to be well informed of school activities and events.

Student Extra- and Co-Curricular Participation: Student participation for extra- and co-curricular activities will need to be addressed as they support the growth of student academic achievement. A plan to increase student participation will need to be created.

Category D
Resource Management and Development

More Instructional Materials and Technology: Work on a plan to allocate more instructional and technology materials to support student academic achievement.

Build More Community Partnerships: Network with our community to create more partnerships that can be used to increase student achievement.

Appendix