



SCHOOL PERFORMANCE REPORT CARD SY 2017-2018

Machananao Elementary School
Superintendent of Education: Jon J.P. Fernandez
Principal: Geraldine D. Quejado



SCHOOL CHARACTERISTICS

ENROLLMENT					
Female: 270	514				
Male: 244					
AVERAGE DAILY ATTENDANCE	463.11				
AVERAGE DAILY MEMBERSHIP	501.74				
AVERAGE DAILY RATES	92.3%				
STUDENT ENROLLMENT BY GRADE					
K	1ST	2ND	3RD	4TH	5 TH
92	86	75	72	101	88

STUDENT DEMOGRAPHICS

STUDENT ETHNIC DISTRIBUTION			
NHPI - Cham Guam, Rota, Tinian, Saipan	44	NHPI - Chuukese	50
Asian - Filipino	109	NHPI - Yapese	19
Asian - Korean	1	NHPI - Marshallese	1
NHPI - Samoan	2	NHPI - Palauan	10
NHPI - Kosraean	14	Other Mixed Ethnicity	19
NHPI - Ponapean	45	Total	514

ADDITIONAL DEMOGRAPHIC INFORMATION	
ENGLISH LEARNERS	50.78%
STUDENTS ELIGIBLE TO RECEIVE SPECIAL EDUCATION SERVICES	2.92%
STUDENT SUSPENSION RATE	Unduplicated 0% Incidents 0%

RESOURCES INFORMATION

School Personnel Resources		
POSITION	NO. OF EMPLOYEES	% OF TOTAL
ADMINISTRATORS	1	2.00%
ADMINISTRATIVE SUPPORT STAFF	2	4.00%
TEACHERS	35	70.00%
HEALTH COUNSELOR	1	2.00%
GUIDANCE COUNSELOR	1	2.00%
INSTRUCTIONAL AIDES	7	14.00%
LIBRARIAN	1	2.00%
CUSTODIAL/MAINTENANCE	1	2.00%
PROFESSIONAL/ANCILLARY	1	2.00%
TOTAL	50	100%

FROM THE PRINCIPAL

EXEMPLARY PROGRAMS	SPECIAL AWARDS
<p>❖ POSITIVE BEHAVIOR INTERVENTION and SUPPORTS (PBIS)-- Implementation of PBIS assisted the school in emphasizing the use of data for informing decisions about the selection, implementation and progress monitoring of evident-based behavioral practices and organizing resources and systems to improve durable implementation and fidelity. The School Climate Cadre (SCC) provides a safe environment for all students by analyzing the school's PBIS data and finding solutions to any discipline incidences using the Team Initiated Problem Solving framework. The data is analyzed to determine when (specific times) incidences occur, which students (grade-levels) are involved, where (classroom, cafeteria, playground, etc.) the incidences occur. SCC develops a plan to address the behavioral issues and prevent them from reoccurring. Office Discipline Referrals decreased from the previous SY 2016-2017 84 referrals to 18 for SY 2017-2018.</p> <p>❖ MARVELOUS MARLINS of the MONTH (MMM) One student from each class is recognized and awarded during the school's monthly assemblies who have met the criteria for Marvelous Marlins of the Month. The criteria are based on the virtue of the month as scheduled in the school's calendar. Students have to demonstrate the virtues in order for them to receive this award; the virtues are aligned with the school's PBIS. For example, for the month of September, the virtue was "RESPONSIBILITY"; the student should be dependable and accountable for their words and actions. This has to be demonstrated using the 3 Bs (Be Respectful – choose to have a good attitude, be dependable and reliable; Be Responsible – do your best, do work correctly and on time, takes ownership of your actions without excuses and tell the truth; Be Safe – shows self-control and uses good judgment) in PBIS. Office Discipline Referrals decreased from the previous SY 2016-2017 84 referrals to 18 for SY 2017-2018.</p> <p>❖ NATIONAL ELEMENTARY HONOR SOCIETY (NEHS) NEHS recognized students for their outstanding academic achievement and demonstrated personal responsibility, to provide meaningful service to the school and community, and to develop essential leadership skills in the students of elementary schools. In order for a 4th or 5th grade student to become a member of this prestigious organization, the student is expected to demonstrate all four pillars as required by the National NEHS, and must be highly recommended by his/her teacher. The four pillars that guide the NEHS selection process include: Scholarship, Responsibility, Service, and Leadership—all of which, our 20 new members have demonstrated extremely well in the previous and current school year, which totals to 31 NEHS members for School Year 2017-2018.</p>	<p>❖ 5th Annual 2K/5K GDOE Fun Run awarded MES \$443.71.</p> <p>❖ Xylah Limtuatco, Kindergarten student, 2017 National Preparedness Month Poster Contest 1st place winner</p> <p>❖ Isabella Jade Taitano, Pre-K GATE student, artwork chosen for display at Isla Art-a-Thon exhibit</p> <p>❖ Vincent Rhys Bukikosa, Pre-K GATE student, artwork chosen for display at Isla Art-a-Thon exhibit</p> <p>❖ Xylah Limtuatco, Kindergarten student, artwork chosen for display at Isla Art-a-Thon</p> <p>❖ Glennisha Espinoza, 4th grade student, 15th World Children Haiku contest winner</p> <p>❖ PBS Guam Read-A-Thon, MES raised \$2,750.99.</p> <p>❖ Island-wide Kids Athletics, MES placed 7th overall</p> <p>❖ The Jones Bunn-Toves Project, donated to MES school supplies, shoes, backpacks, toiletries, socks, undergarments.</p> <p>❖ ISLA Art-A-Thon, MES raised \$586.80.</p>

❖ **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 on 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 at high-risk for academic failure, where instruction is provided in either small groups of 3-5 students, or models of one-to-one instruction is used. The process of RtI begins with universal screening (assessment) of all students' strengths and needs (social, emotional, and academic). Results from multiple formal and informal assessments are synthesized to determine students' baseline status using AIMSweb data. For SY 2017-2018: Literacy for Kindergarten & 1st grades students progressed from 4% to 43%; Oral Reading for 2nd to 5th grades students progressed from 43% to 53%; MAZE 2nd to 5th grades students progressed from 31% to 35%; Numeracy Kindergarten & 1st grades students progressed from 31% to 35% using the RtI framework and research based interventions as part of the teacher's instructional strategies.

❖ **PROFESSIONAL LEARNING COMMUNITIES (PLC)**

To maximize instructional time and provide common planning time for teachers, PLC was established. PLC was developed and designed to meet the needs of the Grade. The essence of our PLC is data driven, focused, and committed to student learning. Teachers work 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 teams in a PLC engage in collective inquiry into both best practices in teaching and best practices in learning, by analyzing their AIMSweb, Progress Monitoring, and CFA/Quarterly Assessment data, to determine if individual students, grade level, and the school has met its goals and objectives for specific grade level skills. Additionally, 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. The collaborative effort of teachers gathering for PLCs provides Machananao Elementary students with a greater chance of success due to teacher consistency in planning, sharing of ideas, and finding solutions to help all students learn and succeed. This school year made major improvements to PLC's by following up with last school years recommendations to create a Chamorro schedule to support PLC's. Being less reliant on support staff coverage and creating a block for grade level meetings help increase our meeting from 4 out of 15 (27%) meeting for SY 2016-2017 to 10 out of 13 (77%) meetings for SY 2017-2018.

ACCOMPLISHMENTS	COMMUNITY PARTNERSHIPS
<ul style="list-style-type: none"> ❖ School Improvement Plan (SIP) – Action Steps were completed and accomplished. ❖ Marvelous Marlins of the Month (MMM) – Students were awarded for practicing and displaying Monthly Virtues (Character Education) during monthly school assemblies. ❖ Academic Intervention Monitoring System web (AIMSWeb) – student data was used immediately after the testing period (BM 1, 2, & 3); therefore teachers were able to address student needs. ❖ Common Formative Assessments (CFA) - Teachers used CFA's to test students on chosen priority skills and big ideas using the GDOE Curriculum Guide and Map to create their assessments. ❖ Response to Intervention (RtI) - Analyzed AIMSWeb and CFA data, teachers created Tiered Groups using research-based or proven intervention strategies that focus on identified and specific skills that helped students to accelerate, while still receiving the core instruction. ❖ Professional Learning Communities (PLC) – Being less reliant on support staff coverage and creating a block for grade level meetings help increase our meeting from 4 out of 15 (27%) meeting for SY 2016-2017 to 10 out of 13 (77%) meetings for SY 2017-2018. ❖ Professional Development – Teachers island-wide collaborated for district-wide professional development days. Teachers continued to receive ongoing trainings on Accreditation, CITW, Guaranteed Viable & Curriculum, Consensus Maps, Balanced Leadership, STEM, Marzano Formative Assessment, Standard Based Grading/Proficiency Scales, SIOP, etc.. ❖ PBIS – Thorough implementation of PBIS, Office Discipline Referrals decreased from the previous SY 2016-2017 84 referrals to 18 for SY 2017-2018. ❖ National Elementary Honor Society (NEHS) – 20 new members have demonstrated extremely well in the previous and current school year, which totals to 31 NEHS members for School Year 2017-2018. ❖ Emergency Response Plan (ERP) – Conducted Drills on a monthly basis. 	<ul style="list-style-type: none"> ❖ MES Parent-Teacher Organization (PTO) ❖ Echo-3 THAAD Battery Air Defense Artillery (Military Partnership) ❖ Yigo Mayor Rudy Mantanane and Staff ❖ Guam Foundation for Public Education ❖ Pacific Daily News, News Paper in Education ❖ Boxtops for Education ❖ American Heart Association (Jump Rope 4 Heart) ❖ Isla Center for the Arts ❖ Guam Homeland Security/Civil Defense and Guam Police Department ❖ Guam Council International Reading Association

SCHOOL-WIDE EXPENDITURES

OBJECT CATEGORY	Salaries	\$1,632,617.65
	Benefits	\$583,693.74
	Travel	\$0.00
	Contractual	\$233,989.87
	Supplies	\$6,734.71
	Text & Library Books	\$6,745.24
	Equipment	\$8,709.07
	Utilities	\$273,820.41
	Capital Outlay	\$0.00
	Other Expenditures	\$0.00
	TOTAL	\$2,746,310.69

PROGRESS: ARE STUDENTS MAKING SUFFICIENT PROGRESS?

Machananao Elementary School's curriculum is built around the guidance of the *Common Core State Standards* (CCSS) for *English Language Arts* (ELA), Math, Science, and Social Studies. Our school continues to follow the GDOE content standards for Health, PE, Art, Music and Educational Technology. *Curriculum, Instruction, Assessment, and Intervention* (CIAI) was created in the pedagogy and beliefs for all schools to meet the *Guam Department of Education* (GDOE) District goals and objectives under the 20/20 Vision. Machananao continues to make further progress in the curriculum aspect, few of which have been listed below:

❖ **Academic Intervention Monitoring System web (AIMSweb) and Response to Intervention (Rtl).**

Machananao Elementary has been one of the *Lagu* District schools that have implemented AIMSweb Math prior to the District's requirement in SY 2014-2015 in having all schools take the diagnostic assessment for both ELA and Math. Since SY 2013-2014, Machananao Elementary has successfully implemented AIMSweb Math and AIMSweb Reading, with the proper implementation of Progress Monitoring to assist with our school's Rtl. All teachers from Kindergarten through 5th Grade continue successfully by utilizing the diagnostic assessment and its data to create their Rtl groups: Tier 1 (at or above grade level), Tier 2 (below grade level), and Tier 3 (way below grade level). Using such data, teachers are able to create their tiered groups using research-based or proven intervention strategies that focus on identified and specific skills that will help students to accelerate, while still receiving the core instruction. AIMSweb assessments were administered at Machananao in September 2017 (Fall), January 2018 (Winter), and April 2018 (Spring). September is referred to as *Benchmark 1* (BM1), January as *Benchmark 2* (BM2), and April as *Benchmark 3* (BM3). The positive outcome of analyzing data and the proper implementation of Rtl, showed the following data for major skills that were assessed in ELA and Math:

➤ **ELA Test in Early Literacy:**

- This *Test in Early Literacy* (TEL) in Kindergarten and First Grade assessed four major skills: *Letter Naming Fluency* (LNF), *Letter Sound Fluency* (LSF), *Phoneme Segmentation Fluency* (PSF), and *Nonsense Word Fluency* (NWF). The following data reflects the percentage of students meeting Tier 1 for the different benchmark assessments in Kindergarten:
 - LNF and LSF were assessed during all three benchmark periods. LNF started with 22% during BM1, 41% during BM2, and 40% during BM3. LSF started with 15% during BM1, 30% during BM2, and 43% during BM3.
 - PSF and NWF were assessed during the Winter and Spring benchmark periods. PSF started with 27% during BM2 and 37% during BM3. NWF started with 41% during BM2 and 42% during BM3.
- The following data reflects the percentage of students meeting Tier 1 for the different benchmark assessments in First Grade:

- LNF and LSF were assessed during the Fall benchmark period. LNF 41% during BM1. LSF 52% during BM1.
 - PSF was assessed during the Fall and Winter benchmark periods. PSF started with 46% during BM1 and 59% during BM2.
 - NWF was assessed during all three benchmark periods. NWF started with 46% during BM1, 52% during BM2, and 62% during BM3.
- **ELA Oral Reading Fluency:** A skill that is consistent from 1st through 5th Grade is *Oral Reading Fluency* (ORF). During SY 2017-2018, 1st Grade students are assessed with ORF during the Winter and Spring benchmark assessment periods and 2nd through 5th Grade students are assessed during all three benchmark periods. The following data reflects the percentage of students meeting Tier 1 for ORF benchmark assessments in 1st through 5th Grade:
- During BM1, 143 or 43% out of the 335 of 2nd through 5th Grade students scored at the Tier 1 level.
 - During BM2, 189 or 44% out of the 409 of 1st through 5th Grade students scored at the Tier 1 level.
 - During BM3, 219 or 53% out of the 404 of 1st through 5th Grade students scored at the Tier 1 level.
- **ELA-MAZE**
Another major ELA skill is MAZE, which test on reading comprehension. 2nd through 5th Grade students are assessed during all three benchmark periods. The following data reflects the percentage of students meeting Tier 1 for ORF benchmark assessments in 2nd through 5th Grade:
- During BM1, 114 or 31% out of the 332 of 2nd through 5th Grade students scored at the Tier 1 level.
 - During BM2, 142 or 33% out of the 326 of 2nd through 5th Grade students scored at the Tier 1 level.
 - During BM3, 146 or 35% out of the 318 of 2nd through 5th Grade students scored at the Tier 1 level.
- **ELA-Spelling**
Spelling Correct Letter Sequence, which test students spelling. 1st through 5th grade students are assessed during all three benchmark periods.
- During BM1, 116 or 26% out of the 419 of 1st through 5th Grade students scored at the Tier 1 level.
 - During BM2, 146 or 34% out of the 408 of 1st through 5th Grade students scored at the Tier 1 level.
 - During BM3, 146 or 35% out of the 401 of 1st through 5th Grade students scored at the Tier 1 level.
- **ELA-Written Expression**
Written expressions assess students writing in three different categories. The categories are *Total Words Written* (TWW), *Words Spelled Correctly* (WSC), and *Correct Writing Sequence* (CWS). 1st through 5th grade students are assessed during all three benchmark periods.
- TWW started with 37% during BM1, 44% during BM2, and 62% during BM3.
 - WSC started with 38% during BM1, 48% during BM2, and 63% during BM3.
 - CWS started with 40% during BM1, 46% during BM2, and 59% during BM3.
- **Math Math-Test in Early Numeracy**
Kindergarten and 1st Grade students are assessed on AIMSweb *Test in Early Numeracy* (TEN) skills, which include the following: *Oral Counting* (OCM), *Number Identification* (NIM), *Quantity Discrimination* (QDM), and *Missing Number* (MNM).
- All TEN skills were administered during all three benchmark periods.
- OCM started with 49% during BM1, 89% during BM2, and 83% during BM3.
 - NIM started with 36% during BM1, 68% during BM2, and 63% during BM3.
 - QDM started with 38% during BM1, 65% during BM2, and 69% during BM3.
 - MNM started with 39% during BM1, 71% during BM2, and 65% during BM3.
- **Math Math-Math Computations**
Another Math skill that is assessed is *Math Computations* (MCOMP). This particular skill is assessed from 1st through 5th Grade.
- During BM1, 214 or 51% out of the 420 of 1st through 5th Grade students scored at the Tier 1 level.
 - During BM2, 272 or 64% out of the 410 of 1st through 5th Grade students scored at the Tier 1 level.
 - During BM3, 278 or 69% out of the 400 of 1st through 5th Grade students scored at the Tier 1 level.

➤ **Math-Concepts and Applications**

Another major skill, *Math Concepts and Applications* (MCAP), a skill that is assessed only from 2nd through 5th grade.

- During BM1, 84 or 25% out of the 335 of 2nd through 5th Grade students scored at the Tier 1 level.
- During BM2, 187 or 53% out of the 327 of 2nd through 5th Grade students scored at the Tier 1 level.
- During BM3, 211 or 61% out of the 322 of 2nd through 5th Grade students scored at the Tier 1 level.

❖ **Common Formative Assessments (CFA)** has been an ongoing process at the school. These are teacher-created tests that are aligned to the CCSS and/or GDOE content standards. Teachers use CFA's to test students on chosen priority skills and big ideas using the GDOE Curriculum Guide and Map to create their assessments.

In preparation for *Standards-Based Grading* (SBG), teachers have been training on the 4 modules for SBG. Teachers have been creating proficiency scales and creating CFA assessments that are aligned to the SBA grading system by using the scores 2.0 (below grade level), 3.0 (grade level), and 4.0 (advanced). This form of assessment allows teachers to determine student level of performance for tested skills/standards. Teachers continue to apply gained knowledge in CFA's to improve our current CFA process for school year 2017-2018. Our curriculum team began the process of fine-tuning our CFAs to meet the needs of our students and prepare for the shift to SBA.

CFA test sessions took place approximately 7 times this year. Our focus this school year was Math word problems from Kindergarten to Fifth Grade. Initial CFA is administered at the beginning of the school year, tested for Reading, Math, and Language Arts skills identified by each grade level when students enter their respective grade level for school year 2017-2018. The Initial CFA testing was the week of August 20. The other six (6) CFA's took place starting October 31 and focused on Math word problems. Teachers then followed their grade level-created CFA timeline, which mirrored the SBG format for prerequisites, vocabulary, and target objective. Grade level timelines were created during *Professional Learning Community* (PLC) meetings. The CFA timeline created was adjusted throughout the year pending each grade levels student data.

❖ **Professional Learning Community (PLC)** is an ongoing meeting with teachers and the Instructional Coach that is structured and focus on four major questions:

1. What do students need to know and be able to do?
2. How will we know when they have learned it?
3. What will we do when they have not learned it?
4. What will we do when they already know it?

The main focus of PLC is to focus on student learning, develop a collaborative culture, and results oriented. Additionally, PLC is a time for sharing ideas, conducting mini-trainings or workshops, and providing teacher support with available resources or tools.

Grade level Teacher work sessions were designed to address student data and needs. Student data discussed were Fall and Winter benchmark and progress monitoring results. PLC has also been used to address curriculum teacher needs such as creating Math CFA's for word problems, CFA related documents, SMART Goals, PD updates, and SBG documents.

The various topics from PLC helped with student achievement. The main intended focus for the year was on school wide data and Word Problem CFA's. Other topics included creating Math CFA's for word problems, CFA related documents, SMART Goals, PD updates, and SBG documents

SMART Goals helped teachers plan a course of action to improve student academics and reflect on previous year's goals and action steps. PD updates were related to SBG. SBG will be our new focus for the upcoming school years.

Teachers focused on Math CFA's particularly with word problems from Kindergarten to Fifth Grade this year. Teachers focused on the required prerequisite, vocabulary and target goals by chunking their standard for the year. This concept is similar to SBG and will help with Teacher and student transition.

Data review allowed grade levels to monitor the progress of student achievement in relation to teacher instruction practices and/or interventions. Teachers were able to compare and discuss best practices related to

student data and individual teacher practice. Teachers then used best practices to create intervention plans for their respective classrooms.

This school year made major improvements to PLC's by following up with last school years recommendations to create a Chamorro schedule to support PLC's. Being less reliant on support staff coverage and creating a block for grade level meetings help increase our meeting from 4 out of 15 (27%) meeting last school year to 10 out of 13 (77%) meetings this school year.

❖ **Professional Development** continued to follow up with school year 2016-2017. Teachers island-wide collaborated for district wide professional development days. Instructional Coaches, Teacher Leaders, and Principal PD leaders planned, presented and organized these professional developments. The focus last school year was to collaborate across the island to work on ELA, Math, Science, and Social Science priority standards for the school year.

The PD's for school year 2017-2018 addressed the districts goal of moving forward with Standards-Based Grading and creating proficiency scales for the identified priority stands for each grade level. Teachers participated in the district and school PD's. Machananao's *Curriculum Leadership Team* (CLT) members assisted with Standards-Based Grading. PD days for the district was time used to finalize the grade level priority standards to create horizontal alignment in all grade levels Kindergarten to Fifth Grade. District PD days also went over Standards-Based Grading, which is the major shift that GDOE is implementing. District PDs work to improving the alignment of standards for each grade level. Teachers across the district identified and mapped priority standards based on the Marzano prioritizing standard recommendations. This alignment serves to improve the time frames teachers teach each of the priority standards. District PDs also help cohort 3 schools, which MES is part of, begin the transition process of educating our faculty and staff on SBG.

School site PD days continued with the district PD days at the school level to also provide some experience with creating proficiency scales and provide SBG theory at a smaller group setting. Machananao faculty will continue to work on SBG practices.

❖ **WASC Suggested Areas of Improvement:**

School Leadership and Teacher investigate ways to implement vertical articulation to further assist students as they move from one grade level to the next - Vertical articulation for SY 2017-2018 consisted of using Math word problem standards from Kindergarten to Fifth grade. Each grade level worked on addressing these standards throughout the school year. On April 11, 2018, Kindergarten through Fifth grade Teacher representatives shared about Math CFA word problems. Areas discussed were current progress, instructional strategies, materials, and graphic organizers used.

Data analysis was addressed heavily during the PLC meeting this school year. Data review allowed grade levels to monitor the progress of student achievement in relation to teacher instruction practices and/or interventions. Teachers were able to compare and discuss best practices related to student data and individual teacher practice. Teachers then used best practices to create intervention plans for their respective classrooms.

Investigate ways to increase parental involvement in the school, including Parent education on curricular programs, so there can be greater support for all students – For SY 2017-2018, the school had a total of 3 FAST workshops. The school had various activities to get parents involved, MES Back to School Day, Chamorro culminating activities, Christmas and Chamorro Program, Carnivals, Science Fair, Field Trips, MMM, Rummage Sale, Special Olympics, and many more, some of our parents managed to stay active. The district provided training to teachers to expose them to the different uses of technology that will allow parents to be further connected to their child's education. These tools of technology will provide a paperless way to share reminders with parents as well as inform them of class and school events. These online tools will also provide ways for teachers to share their child's progress with parents. Examples of technology tools, but not limited to ClassDojo, Edmodo, Wix to create a classroom website, Blogger and ParentSquare. Exposing educators to a technology tool box will bridge Home-School connection gap. Consistent Parent-Teacher Communication: Teachers made personal contacts with families through newsletters, websites, emails, phone calls and/or home visits.; Increased our social media presence allowed parents and additional medium to receive information, rather than just the

standard newsletters and notes home; Parents were involved in class projects; 2nd grade conducted Parent Intervention meetings; Kindergarten held parent workshops geared to AIMSweb; ESL conducted Parent workshop about the program.

Investigate ways to expand data analysis, thus giving students greater opportunity for academic advancement

- The school leadership and educators examine the data of students' scores providing immediate and specific feedback allowed students to meet their academic goals. Teachers created bar graphs and had students track their progress on graphs for Reading. This is a way to hold students accountable for their learning.

Investigate ways to expand and enhance technology throughout to further assist students in their curricular objectives

– 5th grade implemented ISafe Curriculum. DOE installed wireless routers throughout the campus, giving easier access to the internet for all classrooms. Library and H101 received New Promethean Board. Digital Projectors and Document Cameras are available to all teachers; Used videos for mini lessons, teacher tunes covering core school subjects, coordinate live videos, provide apps to explore places for field trips, base assignments on technology focused subjects or introducing a game bases learning platform . Students used the Web for research and connect with other students for collaborative work. Provided trainings for teachers to expose them to different programs and curriculum to implement and meet each student's technology standard. Availability of resources; Collaborative Exercises: Utilizing mobile devices in the classroom letting students use them in group work/activity. Encouraged teachers to take advantage of conferences and workshops that focus on integrating technology in the curriculum; Curriculum integration with the use of technology in the classroom.

- ❖ **PBIS** implementation decreased major and minor discipline incidents and Office Discipline Referrals (ODRs). SY 2016-2017 SWIS data showed a total of 82 referral and SY 2017-2018 showed a significant decrease to 18 total referrals.
- ❖ MES continues to promote extra and co-curricular activities with the entire school community. MES communicates with all stakeholders by updating school website, Instagram, FaceBook, and distributing monthly newsletters and calendars consistently 1st week of each month. Although, the number of parents that attended MES **FAST workshops** decreased from 28 attendees to 17, MES will continue to find ways to increase parental involvement throughout the school year in the different activities/events that the school sponsors.
- ❖ The school compiled data of technology usage, especially to monitor the progress of the utilization of **Structured Learning**. Using last school year's data to monitor progress, there was an increase (from 13 to 22 users) of the use of Structured Learning in the classroom. Teachers have also been actively signing out the mobile lab carts, multi-media projectors, and document cameras on a daily basis.

ENVIRONMENT: IS THE SCHOOL ENVIRONMENT SUPPORTING STUDENTS, TEACHERS, & FAMILIES?

MES Emergency Response Plan (ERP) is used as a guide to help the school develop and strengthen the *ERP* in cooperation with local emergency response agencies. The ERP is used as a means of conducting review with the entire school team and determine any adjustments that must be made to fit the needs of our school.

School-Wide Discipline Plan, **PBIS** is 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 intent of the School-Wide Discipline is to set forth behavioral guidelines that students will be expected to follow throughout the school. The PBIS framework is to create a safe, effective and positive learning environment for every child by teaching school-wide behavioral expectations. MES completed the **PBIS Assessment Surveys**; namely the **School Safety Survey (SSS)** at 100% and the **Self-Assessment Survey** at 98%, which will assist the school in developing a plan that is conducive to the needs of the school environment.

Assessment Data is used to revise instructions and to create interventions to meet student academic needs. Teachers used **AIMSweb** progress monitoring data to track student progress. **ACT Aspire** data was used to create **SMART Goals**, which is an action plan that also tracks and monitors student progress in relation to ACT Aspire.

The school environment supports students, teachers, and families by being culturally sensitive. MES encourages students to participate in extra/co-curricular activities through different ways of contact: letters and notices, homework logs, email, newsletters, phone calls, and through our school's website/social media.

The school environment supports the Students, teachers and families by providing the following: **Guam Cleaning Masters, ground keeping services, Yigo Mayor's office assistance, and MES custodial and school aides.** The school has outsourced cleaners' available every day and all day until 6:00pm to ensure that our school bathrooms, hallways, classrooms are clean and maintained on a daily basis. Guam Cleaning Masters is contracted with GDOE to provide cleaning services. A daily and weekly log is utilized to monitor work and ensure that services are adequately provided. MES continues to assist in the upkeep of the facilities ensuring basic housekeeping is done on a daily basis. The faculty and staff ensure that our school facility is safe and healthy for our students. MES continues to encourage a welcoming, safe, clean, healthy, and nurturing environment that reflect the school's vision and mission. Yigo Mayor's office provides ground keeping services.

School Readiness Team - MES was inspected during a visit on August 8, 2017. The school was cited with 14 demerit points. The demerits were on replacing ceiling tiles, burnt out light bulbs, piles of debris by the dumpster, no lock in the C wing storage, an out of order restroom stall and a leaky pipe. The school was inspected again on January 6, 2018. MES made all the repairs and was able to open the school as scheduled. The facilities were prepared and ready to support MES School's mission, SLO, and the other educational programs. The inspections are done to ensure that the schools are in compliance with guidelines placed by Department of Public Health standards and Occupational Safety and Health Administration (OSHA).

OUTCOMES: WHAT ARE STUDENTS ACCOMPLISHING?

The data shows Machananao Elementary School students' performance on the District Summative Assessments and validate their progress in meeting the SSP Goals. **Goal 1:** *All Guam Department of Education students will graduate from high school prepared to pursue post-secondary education on or off island or to assume gainful employment within the public or private sector;* **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.*

SBA - SY 2017-2018 Standard-Based Assessments results by percentage of students performing at 'Advanced', 'Proficient' and 'Basic' levels:

- 1st grade - 49% in ELA, 75% in Math, 74% in Science and 59% in Social Studies
- 2nd grade - 77% in ELA, 70% in Math, 67% in Science and 44% in Social Studies
- 3rd grade - 56% in Science and 48% in Social Studies
- 4th grade - 49% in Science and 34% in Social Studies
- 5th grade - 46% in Science and 60% in Social Studies

1st grade showed a 20% increase in the Math Basic level indicating partial mastery/knowledge and skills fundamental for satisfactory work and a decrease in the Below Basic level.

2nd grade showed a 5% increase in ELA Proficient Level from SY 16-17 30% to SY 17-18 35%, indicating students with solid academic performance and prepared for the next grade. It is evident that scores are consistent with the AIMSweb data Benchmark 3 scoring at 76.6% and SBA with 77%.

3rd grade showed a 1% increase and 4th grade 2% increase in Social Studies proficient level, indicating the students with a solid academic. In addition, 3rd grade showed a 4% increase in the Science Basic level indicating partial mastery/knowledge and skills fundamental for satisfactory work and a decrease in the Below Basic level.

5th grade made a significant progress of 12% increase in Science and 11% increase in Social Studies. In addition, 5th grade showed a 14% increase in the Science and 6% in Social Studies Basic level indicating partial mastery/knowledge and skills fundamental for satisfactory work and a decrease the Below Basic level.

ACT ASPIRE – SY 2017-2018 ACT Aspire assessment results by percentage of students performing at the 'Exceeding', 'Ready' and 'Close' proficiency level:

- 3rd grade - 76% in English, 16% in Reading and 48% in Math
- 4th grade - 76% in English, 23% in Reading and 64% in Math
- 5th grade - 88% in English, 33% in Reading and 55% in Math

3rd grade showed a 6% increase in ELA Proficient level, indicating the students met the ACT Readiness Benchmark and are on target for 50% or higher likelihood of college course success by Grade 11. In addition, an increase of 1% in Reading Proficient Level and increase of 5% in the Close level, meaning, and students are progressing near the ACT Readiness Benchmark.

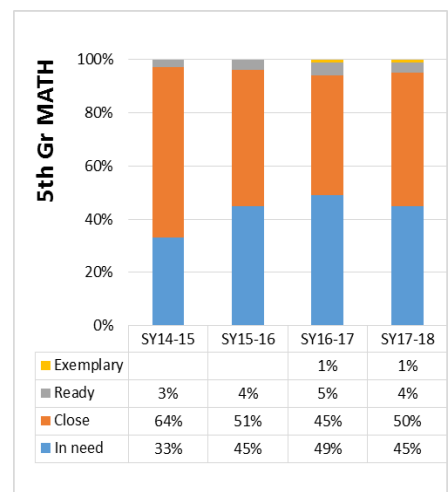
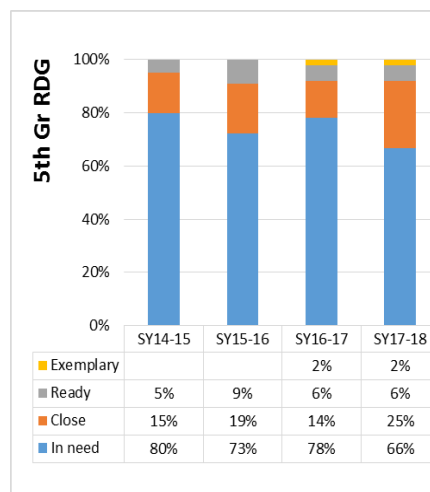
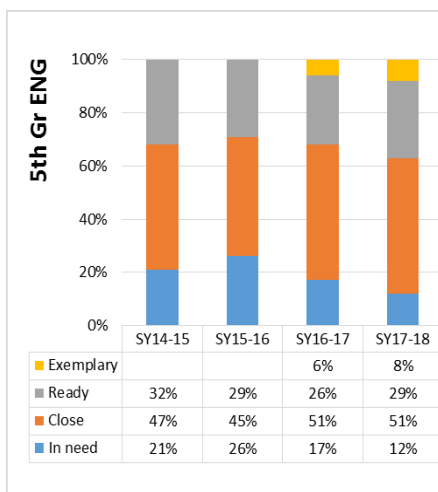
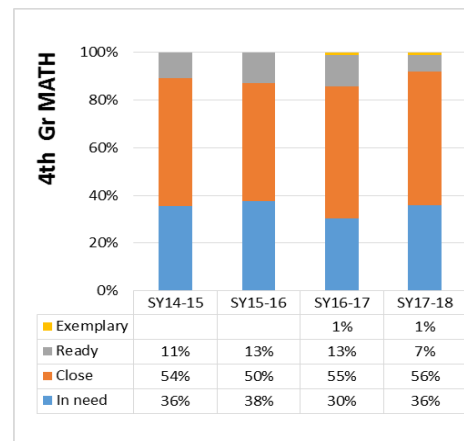
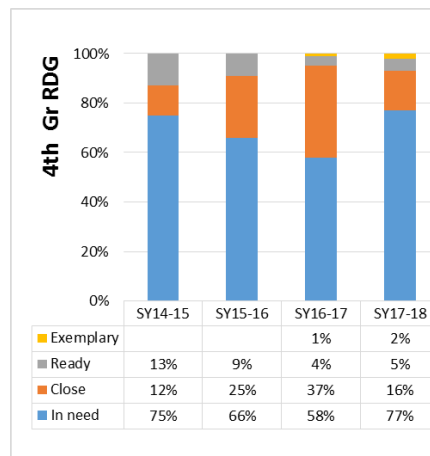
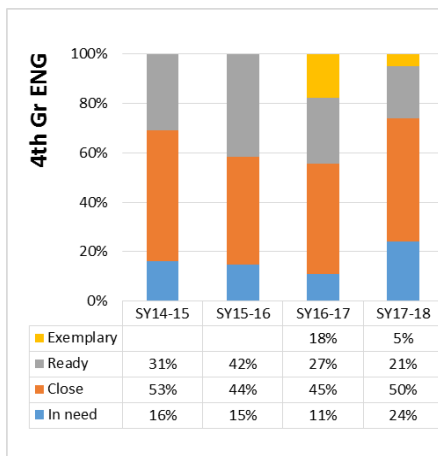
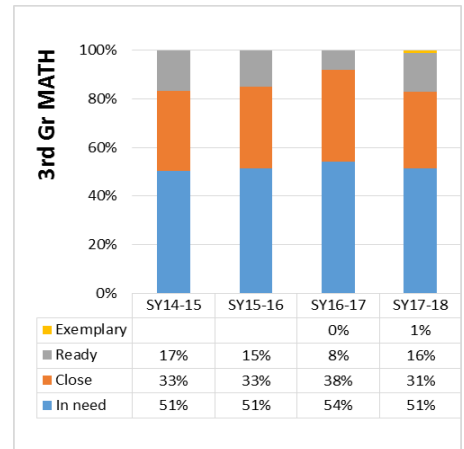
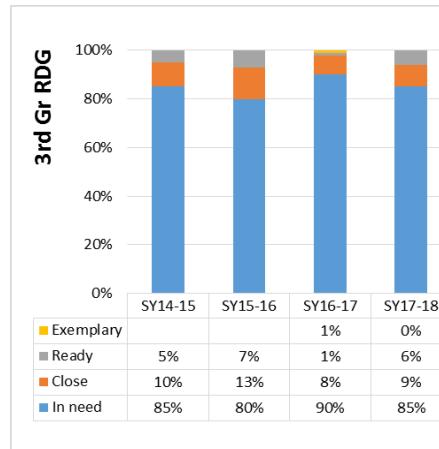
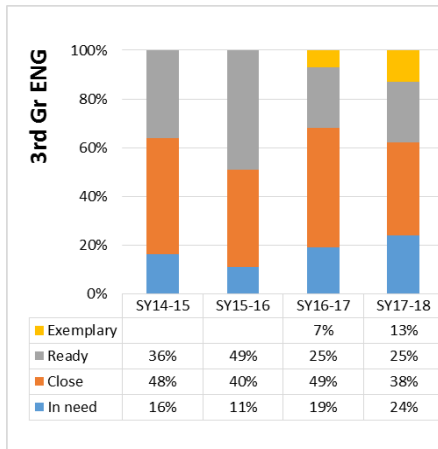
4th grade showed a slight increase of 2% in Reading Proficient Level, indicating the students met the ACT Readiness Benchmark and are on target for 50% or higher likelihood of college course success by Grade 11. Students increased 5% in English and 1% in Math in the Close level, meaning, students are progressing near the ACT Readiness Benchmark.

Although 5th grade scores decreased in the proficient level, there was a 16% increase in the Close level in English, meaning, students are progressing near the ACT Readiness Benchmark.

ACT Aspire Performance Levels

In Need of Support
Close
Ready

Students scored substantially below the ACT Readiness Benchmark
Students scored below but near the ACT Readiness Benchmark
Students met the ACT Readiness Benchmark and are on target for 50% or higher likelihood of college course success by Grade 11



Standards Based Assessment (SBA) Performance Levels

Below Basic

Indicates little or no mastery of fundamental knowledge and skills

Basic

Indicates partial mastery or the knowledge and skills fundamental for satisfactory work

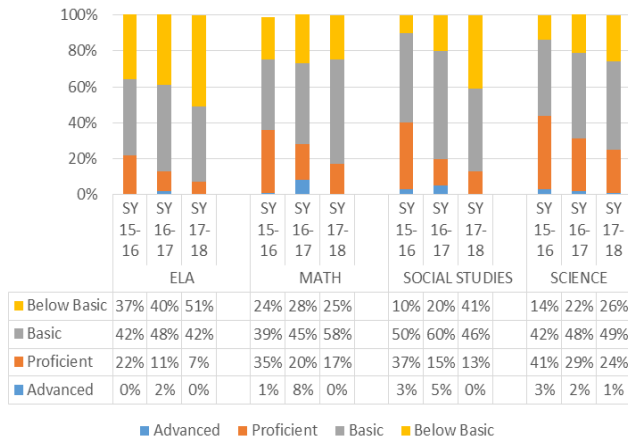
Proficient

Represents solid academic performance indicating students are prepared for the next grade

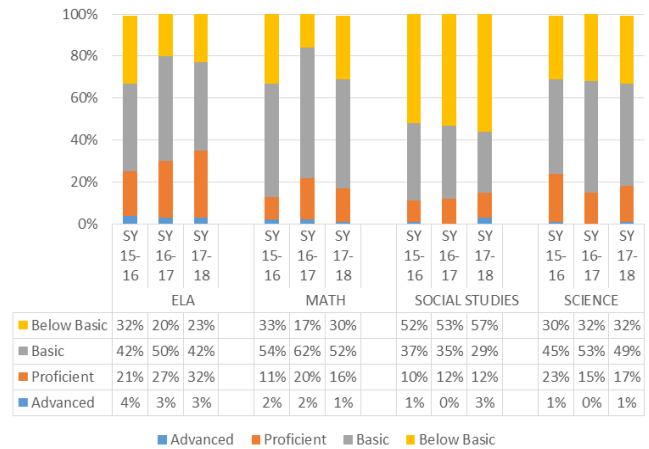
Advanced

Signifies superior performance beyond grade-level mastery

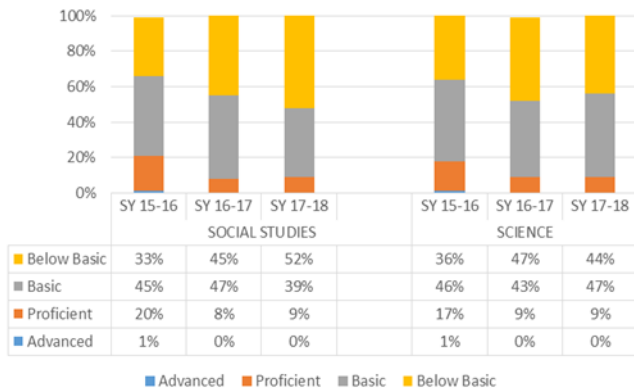
MACHANANAO - GRADE 1



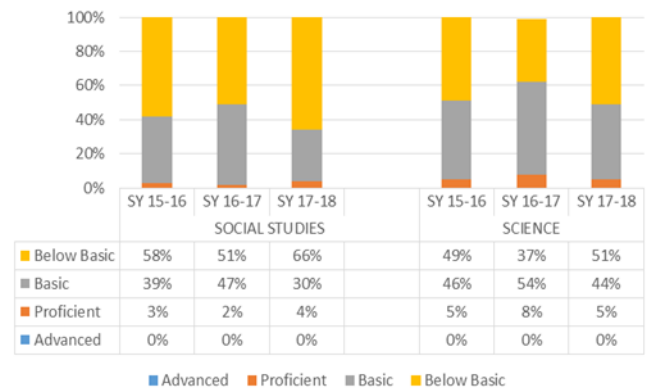
MACHANANAO - GRADE 2



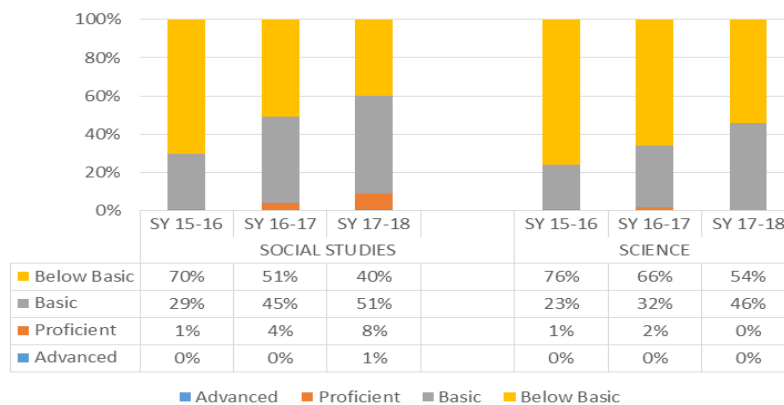
MACHANANAO - GRADE 3



MACHANANAO - GRADE 4



MACHANANAO - GRADE 5



School Administrator	
Principal	Geraldine D. Quejado

PTO Officers	
President	Reachell Pangelinan
Vice President	Jessica Dayday
Secretary	Jennifer Maanao
Treasurer	Chrystal Cepeda
Public Information Officer	Yvonne Guevara

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

Machananao Elementary School
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<p>Accreditation Status Initial accreditation was granted expiring on June 30, 2020.</p>	
<p>School Colors: Navy Blue & Gray</p>	<p>Mascot: Marlins</p>