SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

GUAM STATE DEPARTMENT OF EDUCATION

FOR

Machananao Elementary School

Route 9

Hagatna, Guam 96269

Guam Department of Education

February 9 - 12, 2021

<u>Visiting Committee Members</u>

Douglas Paulson, Chairperson
Teacher, Escondido Union High School District

Dr. Lisa Baza-Cruz
Principal, Saint Francis Catholic School

Linda S. Carter
Christian Educator

CONTENTS

Chapter I: Student/Community Profile

Machananao Elementary School (MES) serves 480 culturally and ethnically diverse students enrolled from Headstart, Pre Kindergarten GATE, and Kindergarten through Fifth grade. MES is one of six schools located in the northernmost village of Yigo on the island of Guam. Yigo is a large and rapidly expanding community that is located in the rural, northern part of the island. Many of the families coming to Yigo are immigrants to Guam from other Pacific islands. The school's population has an extremely high rate of poverty. All students receive breakfast and lunch through the USDA's Community Eligibility Provision (CEP).

Enrollment at MES has decreased each year since SY 2016-2017. The school attributes these declines to the transient nature of much of the community, the redistribution of elementary school attendance area in SY 2018-2019 and transfers to iLearn Academy, a K-5 Charter School located approximately 7.2 miles away. The school's gender data has fluctuated over the past several years and is currently 49% male and 51% female. A significant gender disparity exists in the upper grade levels.

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

Machananao serves a large number of students from the Federated States of Micronesia, comprised of the states of Pohnpei, Chuuk, Yap, and Kosrae (43%), followed by CHamorus from Guam, Rota, Tinian and Saipan (26%) and Filipinos (23%). All other ethnic subgroups comprise less than 3% of the remaining student population. The Chuukese community is the largest at 31%.
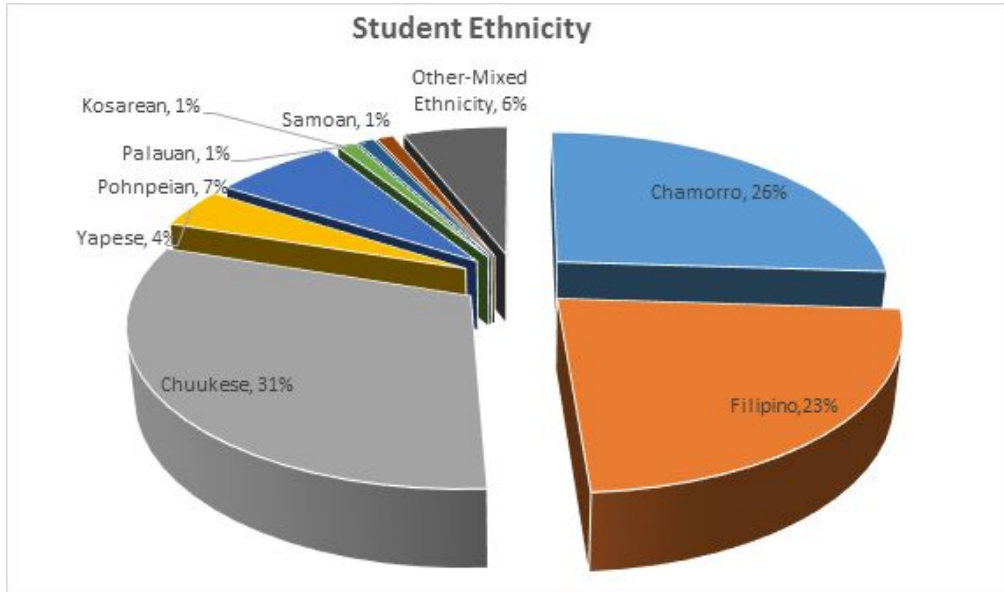
The school has a large population of English Language Learners. About half of the student population speaks languages from the Federated States of Micronesia within their homes. The Chuukese language is the dominant language in Machananao (32%) with other FSM languages making up 12% of languages spoken. English makes up 37% of home language while Tagalog is at 14%. There has been a decline in native CHamoru (5%) as a home language. 64% of all students receive English as a Second Language services. The school identifies that the Chuukese population has many needs due to high levels of poverty, low parent education levels and the transient nature of this immigrant group.
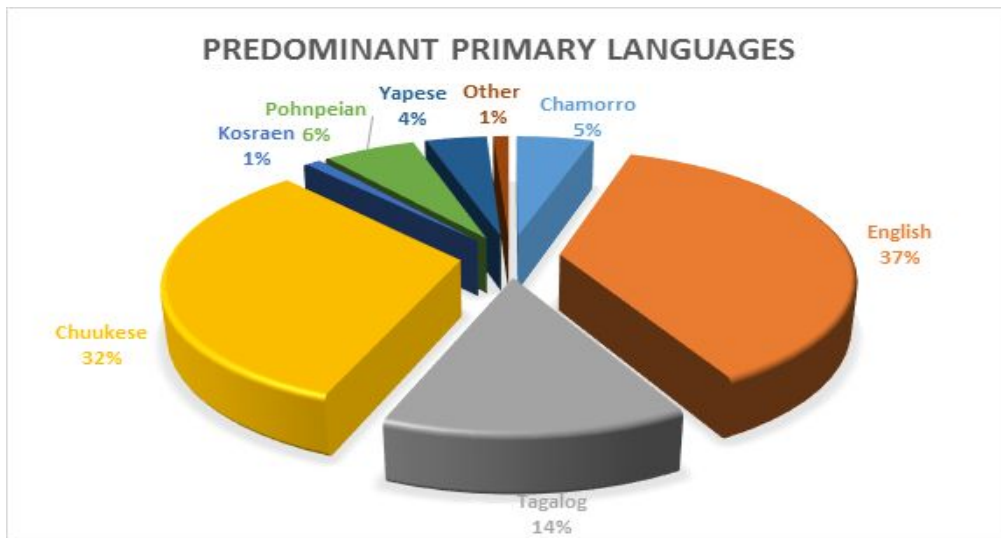
Attendance has been fairly high, reaching a high of 95% in SY 2016-2017 and a low of 86% in SY 2018-2019. The school places high priority on regular school attendance and has several outreach programs to encourage attendance, especially targeting new immigrant families. There was a significant increase in students leaving the school after SY 17-18 when parents were notified of redistricting. Contributing factors to the increase of student transfers include the constant change of residency, the redistribution of school attendance areas in SY 2018-2019 and transfers to charter schools.

A very low percentage (3%) of the student population receives special education services. The predominant disability type is Autism and Specific Learning Disability. The data shows an increase of students in the SPED program being pulled out for services from SY 16-17 to SY 19-20 while there was a decrease in consultation only (inclusions).

The school has placed a great emphasis on improving student behavior and ensuring a safe and orderly campus. There is an active and effective Positive Behavior Interventions and Supports (PBIS) program with expectations clearly displayed and an implementation that is regularly monitored and refined. The school recognizes and rewards students for good behavior. The program has resulted in a dramatic decline in misbehaviors and office referrals between SY 2016-2017 (82 referrals) and SY 2019-2020 (7 referrals). Parents report that the school is a safe place for their children to be.

The school has 35 teachers and one administrator. Teaching staff is predominantly female (80%) and is ethnically diverse. 45% of the staff have 10 or more years of teaching experience. Many teachers and staff members are part of the local community. 23% of staff have been at Machananao 10 years or more. Faculty and staff stress that they work extremely well together, support each other and enjoy strong site leadership.

The self-study visit occurred while the school was still operating under COVID conditions. It was clear that the entire school community came together to serve families during the COVID crisis. This includes handing out food, maintaining contact with students and families to offer social-emotional support and continuing to provide educational opportunities to the greatest extent possible. The Visiting Committee was able to observe all three of the school's instructional methods: in-person hybrid learning, virtual learning and hard-copy packets. Because one VC member was on island, the team was able to have an in-person presence during one day of the visit.

School's analysis of student achievement data

In the 2014-2015 school year, the District implemented the State Strategic Plan and Comprehensive Student Assessment System. The school administers several national, state and interim assessments. Summative assessments include the ACT Aspire (third through fifth grade), the Guam Standards Based Assessment (first through fifth grade) and AIMSweb (kindergarten through fifth grade). Common Assessments administered to kindergarten through fifth grade students provide formative information about student progress. The school provided extensive disaggregated data for many student cohorts, including grade level, ELL, and Special Education student groups. The following ACT Aspire and Guam Standards Based Assessments for the last three school years provide a good picture of current student achievement.

ACT Aspire Performance

<u>Fifth Graders</u>

English

	Exemplary	Ready	Close	In Need
SY18-19		29%	53%	18%
SY17-18		37%	51%	12%
SY16-17		32%	51%	17%

Reading

	Exemplary	Ready	Close	In Need
SY18-19		4%	24%	65%
SY17-18		8%	25%	66%
SY16-17		8%	14%	78%

Math

	Exemplary	Ready	Close	In Need
SY18-19		2%	47%	51%
SY17-18		5%	50%	45%
SY16-17		6%	45%	49%

<u>Fourth Graders</u>

English

	Exemplary	Ready	Close	In Need
SY18-19		35%	50%	12%
SY17-18		21%	50%	24%
SY16-17		45%	45%	11%

Reading

	Exemplary	Ready	Close	In Need
SY18-19		7%	19%	74%
SY17-18		7%	16%	77%
SY16-17		5%	37%	58%

Math

	Exemplary	Ready	Close	In Need
SY18-19		12%	47%	41%
SY17-18		8%	56%	36%
SY16-17		15%	55%	30%

Third Graders

English

	Exemplary	Ready	Close	In Need
SY18-19		43%	41%	16%
SY17-18		38%	38%	24%
SY16-17		32%	49%	19%

Reading

	Exemplary	Ready	Close	In Need
SY18-19		8%	7%	85%
SY17-18		6%	9%	85%
SY16-17		2%	8%	90%

Math

	Exemplary	Ready	Close	In Need
SY18-19		19%	24%	57%
SY17-18		18%	31%	51%
SY16-17		8%	38%	54%

Guam Standards Based Assessment

Second Graders
EL

	Advanced	Proficient	Basic	Below Basic
SY18-19	3%	29%	40%	28%
SY17-18	3%	32%	42%	23%
SY16-17	3%	27%	50%	20%

Math

	Advanced	Proficient	Basic	Below Basic
SY18-19	2%	15%	51%	32%
SY17-18	2%	16%	52%	30%
SY16-17	1%	20%	62%	17%

First Graders
ELA

	Advanced	Proficient	Basic	Below Basic
SY18-19	1%	10%	46%	43%
SY17-18	0%	7%	42%	51%
SY16-17	1%	11%	48%	40%

Math

	Advanced	Proficient	Basic	Below Basic
SY18-19	1	34	38	27
SY17-18	0	17	58	25
SY16-17	8	20	45	28

The school's achievement data shows a general trend of low achievement in the areas of mathematics and English Language Arts. The school feels that they need to focus on those areas, especially reading comprehension, as a way to improve outcomes in all other subject areas. The school identifies reading comprehension as a key area for focus, especially for upper elementary (grades 3-5) students. The school believes that they need to focus on phonics in grades K - 2 as a way of ensuring that all students are prepared to be more effective in ELA and reading comprehension in the upper grades. Math scores show low performance in the areas of number sense, computation skills and ability to decode word problems. The school has identified mathematical skills as a priority area for focus and one that will help students in many academic areas as well as their lives.

Based on the assessment data and the school's self-study, the Visiting Committee feels that the school has correctly identified reading comprehension and mathematics as key areas for improvement. These learner needs need to be addressed in detail in the action plan, with a clearly stated plan for what specific actions will be taken, who will be doing the work and the timeline for implementation. The school was encouraged to work closely with literacy experts from Guam Department of Education to ensure that they implement a comprehensive literacy program that will serve students in all of their academic pursuits.

Chapter II: Progress Report

The school has experienced many positive changes since the initial visit. The implementation of the District's State Strategic Plan involved the full adoption of the Common Core Standards, usage of the Comprehensive Student Assessment System, transition to Professional Learning Communities instead of Grade Level Teams and the implementation of Standards Based Grading.

The school has made very significant progress in implementing the three recommendations of the initial visiting committee. This was largely accomplished through the work of the vertical professional learning communities. The school has developed a regular system for monitoring and updating its schoolwide action plan and ongoing school improvement activities.

At the school level, Machananao teachers, staff and community have worked hard to develop their Schoolwide Learner Outcomes (SLOs) and to develop a reliable tool to measure the effectiveness of those SLOs. The school feels that the development and monitoring of the SLO's has led to several positive changes, including improvements in behavior and academic achievement.

The school has made significant progress on implementing the recommendations from the initial visiting committee.

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

The school has developed Vertical Professional Learning Communities based on the Initial Visit recommendations. These vertical teams have been instrumental in implementing the State Strategic Plan and the Comprehensive Assessment System. Specifically, the vertical PLC's were utilized for development of the SLO's and the monitoring tools. Following this success, they have turned their attention to developing meaningful common assessments, which are being used at all grade levels.

2. **As a school staff, working with parent leadership, investigate ways to increase parental involvement in the school, including Parent education on curricular programs, so there can be greater support for all students.**

The school has worked diligently to incorporate parents into all aspects of school operation. This includes providing parent education, surveys for parent feedback, parent perception surveys, opportunities for involvement on campus and access to grades and student achievement data. The school was also able to involve parents in the self-study progress to some extent. An active PTO now supports school operations. Parents feel that the school is very supportive and does its best to communicate with them using several different methods, including newsletters, phone calls and emails. Parents indicated that they feel supported by all school staff, particularly during the COVID pandemic and distance learning.

The school feels strongly that one of their needs is to better involve parents in the process of educating their own children. This has been problematic because such a high percentage of the school's parents have little or no experience with formal education. The school plans to narrow the focus of their parent involvement program to helping families understand what actions they can take in support of their childrens' education, regardless of their own education level or living situation.

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

Machananao teachers and the principal have analyzed data for many years. This work is regularly accomplished during PLCs, Collaborative Learning Time (grade-level team meetings) and professional development sessions. Teachers analyze assessment data during monthly PLC meetings, discussing AIMSweb, Standards Based Assessments, ACT Aspire, Common Assessment data and examine student work. When analyzing achievement, teachers consider student demographics, enrollment, behavior, ethnicity, mobility rate, ELL, GATE, and SPED population. From the analysis, skills needing to be emphasized are prioritized and SMART goals with intervention plans are developed and implementation planned.

Staff analyzes other types of data, including behavioral data and student demographic trends. This information is utilized to inform PBIS strategies to address student social, emotional and behavioral needs. Machananao already has a strong system of data gathering and analysis and regularly uses the data to drive curricular and instructional modifications. The school sees the opportunity to further refine its system as it pursues its plans for improvements in student achievement in the areas of math and literacy. The Visiting Committee believes the school has a culture and systems that will enable them to reach their current goals. This collaborative, data driven culture will be particularly important as the school works towards improving instruction and learning and reaching student performance targets in reading comprehension and mathematics.

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

The school has improved its technology capacity. Machananao has developed a greater understanding of technology use as a critical learning tool in order to enhance student learning and their technological literacy. Machananao teachers have increased the use of technology as a tool for instruction, learning and support at home. Technology is integrated to a degree in all subject areas. GDOE installed wireless routers throughout the campus, giving easier access to the internet for all classrooms and throughout the campus. MES has received additional Mobile Lab Carts, Promethean Boards, IPads and desktop computers for both the classrooms and the library to enhance lessons. Teachers also received technology training funded by Enhancing Education Through Technology (EETT) in Digital Citizenship, WEdo 2.0 LEGO, LEGO Robotics, Coding, STEM, FOSS Kit, STEAM, and aimswebPlus. Family access to the internet and technology remains a challenge island wide.
The school understands that it needs to continue to build a schoolwide system to utilize technology in ways that truly impact student learning. They continue to seek out and be receptive to professional learning opportunities on how to implement technology based instruction and how to assess its impact on student learning.

Chapter III: Self-Study Process

The school has developed three Schoolwide Learner Outcomes with associated "I Can" statements:

M - Motivated Life-Long Learners

  I can recognize, set, and reach goals.

  I can solve problems in positive ways.

  I can actively engage in my community.

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.

Machananao's Mission Statement:

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

The entire school community, including staff, teachers, parents and the principal participated in conducting this first self-study. Parents, teachers, staff, community members and principal all reported that this was a highly collaborative process in which everyone was involved during all phases.

After the initial visit, existing Focus Groups began work on the full self-study. Each Focus Group had teachers, support teachers, staff members and at least one parent. All Focus Groups reported that they felt that all groups, including parents, had a voice in the meetings and self-study.

Focus Groups looked closely at their enrollment and community data, studied their current and recent student achievement data and developed a school and community profile. They received professional development on analyzing student achievement data and how to relate it to their student demographics. The leadership team developed chapters 1, 2 and 3 of the report, receiving frequent feedback from the Focus Groups. The Focus Groups studied the school from the perspective of the different criterion areas and developed their report based on their analysis of data gathered. The school decided to combine Focus Groups for instruction, curriculum and assessment because they are so closely aligned. This appears to have worked very well for them.

Vertical PLC's and grade level teams, which were already high functioning, provided further analysis of data and gave a great deal of input to each Focus Group. The final report was written by the Focus Group leaders, with extensive collaboration and feedback from members of their own Focus Group and people from other groups. Each group described the process as highly collaborative, eye opening and valuable. Focus Group members stated repeatedly that they had learned a great deal about other grade levels and the

many programs in the school. Several members said that what they learned most about their school was that although there was a great deal they are doing well, there are still many areas to improve. Members of all groups indicated that the process was very valuable and had focused their attention on several areas of ongoing need. They stated consistently that they feel well prepared to continue with the FOL process

The community was informed about the process during several meetings that were well attended. The school developed videos, presentations and games to inform them of the major findings of the self-study. These were presented to parents and the community during Parent-Teacher Organization meetings and FAST (Families And Schools Together) meetings.

It appears to the Visiting Committee that the school has conducted an honest and critical self-study which involved most stakeholders. The school has identified a number of strengths as well as several important areas for growth. The school expresses the desire to involve more parents in the self-study process, which the VC applauds.

Through the self-study process, the school identified three very general critical schoolwide learner needs. They include:

- Improvement in academics
- Increase parental involvement
- Expanding use of vertical alignments

During the visit, the school worked diligently to focus their critical areas on the most impactful critical areas of need. The school was able to articulate that, based on their review of data and the self-study, the specific areas that they most needed to focus on were the following:

1. Develop and implement a comprehensive literacy program, focused on reading comprehension, that will enable students to be successful in all academic areas;
2. Develop and implement a mathematics program, emphasizing concepts, computation and application, that will enable greater student success in many academic subjects;
3. Increase family involvement which supports greater academic engagement and success.

Chapter IV: Quality of the School's Program

Part A: What Currently Exists

CATEGORY A. ORGANIZATION: VISION, MISSION, SCHOOLWIDE LEARNER OUTCOMES, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A1. Vision, Mission, and Schoolwide Learner Outcomes Criterion

To what extent has the school established a clearly stated vision and mission (purpose) based on student needs, current education research, and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose defined further by academic standards, schoolwide learner outcomes, and the schoolwide plan?

Machananao Elementary School's (MES) vision, mission, SLOs and SIP are aligned with the Guam Department of Education's (GDOE) SSP "20/20: A Clear Vision for Education on Guam." The SIP is currently designed to achieve the long term goals in the SSP.

This is the school's first full self-study. The school used the goals in the SSP provided by the Guam Department of Education to develop their action plan.

MES utilizes various methods to ensure the school's community understands and are committed to the vision, mission, SLOs and action plan. These methods include an SLO evaluation tool, parent surveys, co-curricular and extra-curricular activities, hosted events, PTO meetings, monthly newsletters, parent-student handbook and the school website.

After the completion of the WASC Initial Visit, the school transitioned from using ESLRs (Expected Schoolwide Learner Results) to using SLOs (Schoolwide Learner Outcomes).

The school's SLOs are aligned with the vision and mission and are reflected in the academic standards. Teacher lesson plans intentionally include the SLOs and have an evaluation tool to assist in measurement.

A2. Governance Criterion

To what extent are the school's program and operations in alignment with the a) the Guam Board of Education's policies and b) the Guam Department of Education rules, regulations, and procedures?

To what extent does the Guam Education Board delegate the implementation and monitoring of these policies to the Guam Department of Education and approve the GDOE State Strategic Plan?

Teachers are aware of the roles and responsibilities of the Guam Education Board (GEB) as it pertains to their specialized areas. The faculty and student handbooks outline most of the policies. Parents are made aware of the GEB through the Department of Education. According to a 2019 survey, 45% of the faculty and 100% of the staff shared they understand the relationship between the governing board and the responsibilities of the faculty and staff. School leadership is making a concerted effort to include information on the governing board at faculty and parent meetings.

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

To what extent does the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan based on action plan alignment with the Guam State Strategic Plan and the analysis of data to ensure alignment with student needs?

MES has a system of networking to ensure that planning, monitoring and evaluating is in place. The leadership team provides direction, instructions and guidance to their respective teams for the purpose of achieving the school goals as noted in the SIP. Focus groups assist in monitoring progress of the SIP and student achievement. PLCs collaborate with grade level teachers and special programs. Students in National Elementary Honor Society (NEHS) and MES student council develop special projects to improve various aspects of the school as it relates to student achievement and participation.

The SIP consists of action steps called 'School-based activities' that determine how the school will meet student learning needs. The SIP is revisited, reviewed, and monitored bi-weekly in Focus Groups and updated quarterly. At the end of the year, the SIP is revised based on end of the year data.

The MES budget planning process follows GEB policy. MES fiscal policy assures the ongoing fiscal health and stability of the school. Using an internal process, a budget committee makes budget recommendations to the DOE. Parents, faculty and staff are given an opportunity to provide input regarding the school's annual budget through an online survey. The budget is presented to all stakeholders and they are able to give input and feedback.

The school Leadership Team includes the principal, accreditation and focus group leaders, and grade level chairs. After regularly scheduled monthly meetings, this team provides direction, instructions and guidance to their respective teams. Vertical Alignment PLCs are held monthly and teachers are able to dialogue, collaborate, and discuss student learning progress and interventions.

A4.   Leadership and Staff Criterion – Schoolwide Organization for Student Achievement

To what extent does a qualified staff facilitate the achievement of the schoolwide learner outcomes, academic standards, and the successful implementation of the schoolwide action plan through a system of preparation, induction, and ongoing professional development?

To qualify as an educator for Guam DOE, all teachers must acquire Educator Certification. The minimum requirement is a Bachelor's Degree and passing the PRAXIS/CORE tests.

For regular classroom teachers, certification types are: Temporary Educator, Initial Educator, Professional Educator and Master Educator. The school and district monitor each teacher's certification in preparation for renewal and to ensure that all classes have a qualified and/or certified teacher.

To assign staff members to teaching positions, the principal interviews and makes the recommendation. The superintendent along with GDOE human resources hires based on certification and qualification. Once hired, the principal makes the teaching assignment. The principal monitors the performance of the new employee.

Policies and procedures are provided within the faculty handbook and reiterated through Teacher Orientation and other meetings throughout the year.

MES has a system of networking through the leadership team, focus groups and grade level chair to ensure that monitoring and evaluation is in place. Internal communications include emails, newsletters, bulletin boards, meetings, chat groups, phone calls and the school's SMS PowerSchool.

There is a clear visual of internal structure and accountability in the school's administrative organization chart. All faculty and staff are involved in focus groups using a 'balanced leadership framework' to provide general guidance for what school leaders and teachers can do to increase student achievement. In the 2019-2020 school year, the Teacher and Administration Effectiveness Project was implemented by the district to provide all initial teachers mentorship to further develop their understanding of effective pedagogy to significantly affect student achievement.

A5.Leadership and Staff Criterion – Research and Professional Development

To what extent are leadership and staff involved in ongoing research and professional development that focuses on identified student and teacher learning needs?

The goal of district professional development is to improve classroom instruction and academic strategies, along with assessment, intervention and lesson design. The school also offers professional development based on school needs that address the SLOs, SMART goals, school-based activities, resources and timeline.

For teacher evaluation, the school uses Professional Teacher Eevaluation Program (PTEP) which provides teachers and their principal with valid and reliable information to help teachers improve and/or support their instructional practices. The GDOE Employee Performance Evaluation establishes the procedures for both the employee and the supervisor in the areas of work performance, assignment completion, punctuality, employee relations, cooperation, service awareness, assessment/evaluation and overall performance.

Teachers evaluate the positive impact of professional development on student learning by analyzing data during PLCs twice a month. When skills are determined and agreed upon as a grade level, SMART goals are developed, and in-depth strategies determined. Collaborative Learning Time (CLT) professional development brings teachers together to learn from one another through coaching and mentoring.

A6.   Resources Criterion

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

Each fiscal year, MES is required to prepare a comprehensive budget involving all stakeholders. Administrators are required to follow a specific budget process set by the GDOE. Every grade level, support program and focus group complete fundraising forms of possible fundraising events and its purpose. The budget is presented to stakeholders who then are able to give feedback regarding adherence to the school's mission, vision, SLOs, academic standards and the SIP.

The budget process is collaborative and seeks to include all stakeholders. The school community gives input through an online survey or a hardcopy given out at PTO meetings or sent home. The process has made an impact on student learning with increased technology equipment, increased library collection and the maintenance of school facilities.

The Management Internal Control program was created for three purposes, including the following:

- providing internal controls;
- put in place procedures for the safeguarding of assets;
- ensuring compliance with policies, laws and procedures;
- accomplishing stated goals and objectives;
- maintaining reliable information and records; and,
- running efficient and effective organizations.

The Management Internal Control program provides effective accountability for the school.

The faculty and staff work hard to ensure the school grounds remain compliant with The Adequate Education Act and The American Disabilities Act and all fire codes to provide the students with the best opportunity to grow within their learning environment. A contracted cleaning service cleans regularly. Faculty and staff ensure basic housekeeping is done on a daily basis.

MES has policies in place for obtaining and maintaining adequate instructional materials and equipment including technology tools, software, textbooks and manipulatives. Teachers have access to multimedia projectors, printers, document cameras, and mobile lab carts.

The district is responsible for filling vacant positions for all programs. MES has been able to retain qualified and certified personnel for all programs.

GDOE/ACS WASC Category A. Organization: Vision, Mission, Schoolwide Learner Outcomes, Governance, Leadership and Staff, and Resources
Summary, Strengths, and Growth Areas

Summary:

MES follows district policies and procedures. As a school, they seek to provide a safe and caring atmosphere on campus that allows students to learn and grow. They provide adequate equipment and learning supplies and support teachers in acquiring teaching strategies and skills and in personal improvement. The school provides time for professional development and collaboration. They seek to include all stakeholders in plans and decisions.

Category A: Organization: Vision, Mission, Schoolwide Learner Outcomes, Governance, Leadership and Staff, and Resources: Areas of Strength

1. The administration, faculty and staff at MES have great dedication to the task of education and are warm and welcoming to parents and students.

2. The school principal ensures compliance with board policies and SOPs.

3. The school community is involved in decision making and planning.

4. Stakeholders are well informed of school events through newsletters, school website, local and social media.

5. Faculty and staff work in PLCs, grade level and focus groups and are committed to collaboration.

6. The school has a system in place to regularly review and revise the School Improvement Plan.

Category A: Organization: Vision, Mission, Schoolwide Learner Outcomes, Governance, Leadership and Staff, and Resources: Areas of Growth

1. Seek to increase parent knowledge, understanding, involvement and support in the education of their children, especially in academic focus areas.

2. Continue to assist students in achieving the SLOs through the planning, organization and implementation of a comprehensive literacy program

CATEGORY B.   STANDARDS-BASED STUDENT LEARNING: CURRICULUM

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

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and priorities identified in the schoolwide action plan and Guam State Strategic Plan?

MES uses current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students by utilizing the District Level Curriculum Map, which consists of the Guam Content Standards and Performance Indicators, Common Core State Standards (CCSS), and priority standards. In addition, teachers attend PDs and collaborate during PLCs and Common Learning Times (Grade-level team time) to fully understand and implement the curriculum.

The Guam Content Standards and Performance Indicators reflect current educational practices, national standards, and what the local community believes are valuable and necessary for students to be competent, productive, and responsible citizens in society and in the world.

Curriculum is aligned with the CCSS, NGSS and Guam Academic Standards. The school and individual teachers then adapt the adopted curriculum based on the needs of the students in each class and grade level. The school evaluates its curriculum by looking at student assessment data to see what may need to be modified to improve student achievement. Teachers discuss data collected from Common Assessments and Aimsweb. Teachers collaborate on strategies that may assist students to progress a tier above between assessment periods. Teachers feel that their curricular evaluation process is effective and takes into account the needs of students. They are making every effort to ensure that their curricular implementation meets the students where their skills are currently at. The Visiting Committee felt that the school has a clear process for modifying curriculum to meet the academic needs of students. This is particularly important given the many educational and social-emotional needs of the students and the local community.

The VC observed consistency in the curriculum being offered between classrooms. The school has largely aligned curriculum between one grade level and the next by PLCs looking at the scope and sequence of curriculum and instruction. The school feels that curricular alignment is a strength of the school, both between grade level classes and in maintaining fidelity with the district curricular maps. Focus Group members stated that the only variation may be modifications to lesson plans, depending on the needs of the individual students. They have also worked hard to do vertical teaming between grade levels.

GDOE has mapped its curriculum to align academic standards and the school states that there is fidelity between written standards and what is currently taught in the classroom. They state that PLCs are vital to identifying the priority standards and how to teach them. Teacher leaders expressed comfort with the standards that have been adopted by the district. Teachers felt that the decision made about which standards to adopt was decided by teacher representatives from all district schools. They were pleased with the process that GDOE implemented in reviewing and prioritizing standards based on teacher feedback and assessment results.

Grade level teams and PLCs examine student work, including portfolios, projects, assessments, reading logs and rubric results during PLC meetings to determine achievement of the standards. SMART goals are developed to address any identified deficiencies in student attainment of the standards. Standards-based student work samples are often displayed on bulletin boards in the classroom.

Based on their language assessment, English Language Learners are either mainstreamed into the regular classroom with pull-out services or they are in an ESL classroom. Lessons in mainstream classes are modified to support their learning. Teachers in the ESL program receive training in assisting students in learning the English language. Many students live in families with limited experience in formal education. Identified challenges for ESL students high levels of family poverty, low family education levels, and a lack of parental involvement. Machananao has identified the need to further increase family involvement in the educational process, especially with respect to getting family help in motivating students and working within the family to develop literacy skills.

Some teachers integrate curricular areas in a variety of ways. There is no specific program for this cross-curricular integration and it currently varies between classrooms. Developing formal cross-curricular integration protocols will be important as the school pursues its goal of dramatically increasing achievement in literacy and mathematics..

Machananao Elementary School receives professional development that is aligned with current educational research. Most professional development is provided by the Guam Department of Education and is aligned with the Guam State Strategic Plan and Machananao's action plan. MES articulates regularly with other schools within the district during PDs and various training sessions. Some examples include, NGSS, FOSS Kit, CITW, PBIS, STEM, STEAM, Robotics, EETT, Balanced Leadership, SBG Policy Committees, and more.

In SY 18-19, Machananao had the opportunity to collaborate with the Lagu region schools during Balanced Leadership Meetings. The goal of the meetings was to create CAs and proficiency scales in Math based on priority standards. MES teacher representatives from each grade level met with same grade level teachers from across the Lagu region during monthly meetings to achieve the goal of creating the CAs and proficiency scales in preparation for the district to move towards SBG. The series of meetings were effective as teachers are now able to utilize the Common Assessments and proficiency scales in SY 19-20.

During the pandemic, the school has been doing a lot of professional developments surrounding remote learning and technology, as well as social-emotional wellness and learning. These school-based, best practices Professional Development sessions have been effective in helping teachers grow professionally and building community within the school.

The school is aware of how students are succeeding in middle and high school based on word of mouth accounts. Articulation with middle schools includes parent and student orientation and interactions between counselors at each level. Some articulation also happens during Principals' meetings, Program Coordinators, and Professional Development meetings, where curriculum goals are revisited, evaluated, and resources shared. The school may wish to consider developing a system to track the success of students when they reach the middle schools, including their academic outcomes and perception data of how well prepared they felt. The school may also wish to consider implementing some curricular vertical alignment between 5th and 6th grade teachers.

B2. Curriculum Criterion – Planning and Monitoring Student Learning

To what extent do all students have equal access to the school's entire program and assistance with a personal learning plan to prepare for the pursuit of their academic, personal, and school-to-career goals?

All students have access to the school's entire program. Students are encouraged to become involved in as many programs as possible. At Machananao, parents, students, and staff collaborate to develop and monitor a student's personal learning plan, college/career and/or other educational options based on student's needs. Parent-Student-Staff collaboration includes Intervention Plan, Parent Teacher Conferences, Child Study Teams, IEP meetings and Behavior Management Plans.

Many teachers discuss their students' future goals as they deliver the curriculum. Teachers use a variety of strategies and tools to prepare their students for success in college and careers in the future. Machananao provides career awareness and exploration of possible college, career, and other educational options through various activities such as guest speakers, presentations, various extracurricular activities, and community-sponsored projects which align with MES SLO indicator, "I can engage in my community." Recently, the school has hosted speakers from the military, dental profession and police officers. Several teachers expressed a desire to host a career fair so students can get ideas for many different careers.

B3. Curriculum Criterion – Meeting All Curricular Requirements

To what extent have students met the standards with proficiency for that grade span or all the requirements of graduation upon completion of the elementary, middle, or high school program?

Students are provided with opportunities, exposure, and access to real-word applications that peak their educational interests in relation to standards-based curriculum through various activities, field trips, guest presenters, and community-sponsored projects. Other activities such as Science Fair, Math Olympiad, Spelling Bee, Student Council, and NEHS provide group and individual experiences that allow for greater self-confidence and competitiveness that is desired throughout most subject areas and are applied in the real world.

ESL teachers work to ensure that ELL students are making progress. A variety of data sources are used to decide how to better assist these students. Using the PEP form and LAS scores, students who have language deficiency are given support through pull-out and push-in programs. GDOE has implemented programs to engage the families of immigrant students from the Federated States of Micronesia, which make up 43% of the school population. FSM students experience disproportionately high levels of poverty, low parent education levels and school failure.

The GATE program offers support to identified students through enrichment activities. Speech therapy and counselling services are also made available to students who need them. IEPs are tailored to students with learning and physical disabilities and are monitored according to GDOE and federal guidelines.

The school identifies that it needs to increase achievement in reading and mathematics to help students be more successful in school, and later in college and career. The school identifies the need to strengthen the action plan with specific, concrete and measurable steps and clear delineation of who will work on those steps in order to achieve consistently higher achievement in the areas of literacy and mathematics.

GDOE/ACS WASC Category B. Standards-based Student Learning: Curriculum
Summary, Strengths, and Growth Needs

Summary:

The school follows comprehensive curriculum maps adopted by the Guam Department of Education. These maps incorporate the Guam Content Standards and Performance Indicators, Common Core State Standards (CCSS), and priority standards. Teachers have significant input on selecting the most important standards to emphasize as well as the number of standards to be taught each quarter. The school and district provide extensive professional development on the standards and how to teach them effectively. Feedback is provided to families regularly on the degree to which their children are achieving the standards.

Category B: Curriculum: Areas of Strength

- Clear schoolwide expectations for academics and behavior that fosters achievement of the standards.

- District Professional Developments and trainings are aligned with the curriculum and student learning needs.

- Ongoing collaboration within the school and with other schools through Professional Development sessions, Professional Learning Communities, Vertical PLCs, Collaborative Learning Times (grade-level teams) and in-service trainings.

- A variety of co-curricular and extra-curricular activities available to students that are aligned to academic standards.

- A variety of formative and summative assessments provide information on the attainment of academic standards and curricular goals.

Category B: Curriculum: Areas of Growth

- Develop a schoolwide focus on one or two targeted academic areas that will have the greatest impact on student learning in all curricular areas (i.e. reading comprehension and/or mathematics).

- Increase parent and family involvement in conducting home activities that support attainment of targeted academic skills.

- Expand and increase vertical alignment between grade levels, including alignment with middle school curricula.

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Instruction Criterion – Student Access to Learning

To what extent does differentiated, high-quality instruction provide access, challenge, and support to all students to achieve the academic standards and the schoolwide learner outcomes?

MES instructional staff align lessons with the CCSS and the Guam Content Standards and Performance Indicators. Grade levels collaborate to develop lesson plans that are uniform and are aligned with the priority standards for each subject area. However each individual teacher differentiates instruction and delivery of lessons through various strategies, materials, resources, and activities which then allow students access to the same content in different ways based on their particular learning styles and needs.

MES instructional staff differentiate instruction to accommodate its diverse student population, students in ESL, GATE, and Special Education. Examples include the implementation of hands-on learning, utilizing various manipulatives and visual aids, incorporating cooperative learning, small group instruction, think-pair-share, role playing, journals, etc. *Classroom Instruction that Works (CITW)* strategies are implemented in lessons to help various types of learners access the curriculum.

MES organizes instruction to support clearly articulated and communicated learning targets so that all students know beforehand the standards/expected performance levels for each area of study. Lessons are planned, implemented, and evaluated. Learning targets are posted in a visible area for students to read and understand. Before the beginning of the lesson, teachers inform students of the learning targets Throughout the lessons teachers refer to the learning targets to ensure students receive immediate feedback on their progress and performance of the lesson. Expectations for students are posted in each classroom such as school mission school rules, I Can statements, and SLOs. They are also indicated in each lesson plan.

MES has started to move forward with SBG in creating CAs for Math and ELA. SY 18-19 the LAGU district collaborated together in creating Math CA for all priority standards for each quarter. In SY 19-20, MES teachers are creating CAs for ELA. Students are slowly moving into SBG in which students will be able to keep track of their progress. Students will be aware of their areas of improvement in order to meet the target goal.

A proficiency scale is a table used by teachers and students to determine the student's current level of progress toward meeting the standard. Proficiency scales indicate student achievement as it relates to a given standard and use a four-point system where a score of 3.0 indicates proficiency within a standard.

Students utilize reflection journals and the Proficiency Scale of Levels of Understanding (based on a four point scale) as opportunities to self-assess and rate themselves on their progress and performance of the lesson.

Common Assessments and AIMSweb data are used as tools to check students' progression. Initial CAs assess priority skills and/or standards from the previous grade level(s). These tests are administered to first through fifth grade students. Data is used for setting the starting point for students as a whole, small group, and/or individual. CAs are used at the beginning of the year and at the end of each quarter. During PLC or CLT, teachers create CAs that are aligned to taught standards for each quarter. CA data is used to make adjustments to lesson plans.

MES takes into account students' feedback in order to adjust instruction and learning experiences with the utilization of proficiency scales; formative and summative assessments. MES utilizes formative

assessments such as checking for student understanding, exit tickets, observations, CAs, games, graphic organizers, and journaling in order to gauge if re-teaching or additional support is needed.

MES also utilizes summative assessments such as AIMSweb, Standards Based Assessments and the ACT Aspire to adjust instruction. Data is analyzed and reviewed during PLCs to determine if re-teaching or intervention is needed.

MES is implementing SBG proficiency scales in which students are able to indicate where exactly they are in their current lessons, skills, and objectives. This information allows teachers to adjust instruction, by either re-teaching skills or moving onto more complex tasks. Teachers also use informal observation of students' engagement, behavior, and test results to adjust instruction.

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

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

The Visiting Committee observed varied instructional and differentiated instruction being used. The use of technology was integrated into classroom instruction. Faculty are committed to providing strong and varied classroom instruction to students to elicit engagement and further promote learning.

C2.   Instruction Criterion – Rigorous and Relevant Instruction

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

Teachers attend training on various teaching strategies, technology training, and curriculum changes/updated throughout the school year, as we as in-school PD. A variety of strategies to support students' access and application of knowledge acquired to communicate understanding are used. Teachers are utilizing multimedia and other technology when delivering the curriculum in order to enhance student learning. Teachers utilize multiple online resources to enhance teaching, such as Brainpop for multiple subject areas, Freechildstories, Learningchamorro, and ABCYA Learning games.

 Wireless internet throughout the campus was provided in 2018. This access to the internet allowed teachers to incorporate videos, online games, and research assignments on classroom topics. Teachers integrate technology in all subject areas. Opportunities are provided for technology use in the library and classrooms through desktop computers, mobile labs, multi-media projectors, and Elmo document cameras. MES has four promethean boards and seven mobile labs.

SY 19-20 MES began implementing FOSS kits in each grade level and will complete at least one investigation. These kits provide Kinder to 5th grade with a science curriculum that is aligned to NGSS, which the district adopted to replace current GDOE Content Science Standards. FOSS kits will enable MES students to explore and investigate topics like sound and light, pebbles, sand, and silt, and motion and matter.

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

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

GATE students completed projects that required critical and creative thinking. Projects included the Business/Merchant and Wonder Program. Aside from projects, students in GATE also engage in complex thinking activities such as STEM Challenges that involve thinking, planning, creating, and improving process. GATE Pre-K students through 5th grade engaged in activities that align with the GATE standards and promote intellectual thinking. Students utilize a variety of STEM bins that promote critical thinking, problem solving, and communication through individual and group challenges/tasks. STEM bins include Gears, Code-a-pillar, Build-a-House, LEGOs, magnet blocks, and more. Pre-K students have also engaged in coding activities and Makerspace projects which require brainstorming, planning, building, and improving. GATE Pre-K provides a classroom environment with the necessary tools, materials,and guidance where children are able to explore new activities and interests at their developmental level during "Choice Time". An engaging classroom environment is maintained by frequently incorporating new activities and materials into learning centers to further foster student interests. Student work is displayed on the walls in an effort to encourage participation in projects and to give students a sense of ownership of the classroom environment.

Teachers are facilitators who offer support and necessary scaffolding to the student-centered classroom. They teach, guide, and assist students in learning for themselves - picking apart ideas, forming their own thoughts about them, and owning materials through self-exploration and dialogue. They allow students to share in the decision-making process and students are held accountable for their own learning. A student-centered classroom, teachers encourage active involvement in learning, freedom, and self-discipline to make choices and to bear the responsibility for the consequences of those choices.

Student-center classroom strategies are being utilized in the classrooms. Think, Pair, Share, CITW cooperative learning activities, group work, projects, and tasks, presentations, class discussions, role-playing, graphic organizers, makerspace and more.

Reflective journals are personal records of students' learning experiences. Students typically are asked by their teachers to record learning-related incidents, sometimes during the learning process but more often just after the occur. eEntries in journals and learning logs can be prompted by questions about course content, assignments, exams, students' own ideas or student' thoughts processes about what happened in a particular subject. Journals and learning logs are then submitted to the teacher for feedback.

ESL teachers SIOP which provides many opportunities for student-centered classrooms. SIOP stresses that teachers provide students with more opportunities to speak, read, and write.

The Visiting Committee observed that teachers facilitate a student-centered classroom and promote student engagement in asking students what they already know and relating the lesson to what students want to know regarding the concept being taught.

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

Summary:

Machananao Elementary School has a strong instructional program which provides students the opportunity to master the standards and increase their academic skills. The Visiting Committee was able to observe the use of differentiated instruction, various instructional strategies and engaging lessons both in-person and in virtual settings. Teachers have received significant professional development and appear to be putting their learning into practice with students.

Category C: Instruction: Areas of Strength

1. Differentiated instruction is evident through the use of varied instructional practices designed to improve student learning and achievement.

2. Use of data and student feedback which allow for adjustments to lesson plans and instruction to encourage student learning and achievement.

3. Consistency of professional development opportunities at the district level as well as within the school community.

4. Strong camaraderie among and between faculty, staff, and administration which supports and promotes positive interactions and ability to work together toward meeting school-related goals.

Category C: Instruction: Areas of Growth

1. In all grade levels, increase student computer and technology access and availability in classrooms.

2. Continue development of vertical articulation between grade levels to examine student data and provide support and consistent instruction and learning.

3. Research and implement additional instructional practices that support literacy in all subject areas.

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

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

To what extent does the school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan?

Machananao school leadership and instructional staff collect, disaggregate, analyze and report performance data to stakeholders. The school utilizes a broad spectrum of formative and summative assessments to inform teachers of initial academic levels, student progress during the year and the amount of progress each student has made. The school has developed collaborative processes to regularly review achievement data from a variety of sources. This information is analyzed and shared with parents through Parent-Teacher conferences and through the FOL process.

Machananao leadership follows the GDOE mandates for both summative and formative assessments. Assessments utilized include Initial Screeners, CAs, AIMSweb interim assessments, ACT Aspire, SBA, *GATE* testing, ESL Language Assessment Scales (LAS) testing, Development Indicators for the Assessment of Learning- 4 (DIAL-4) for Headstart and Special Education Alternative Assessments.

Initial Screeners assess priority skills and/or standards from the previous grade level. 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.

Students in grades 1-5 take the Guam Standards Based Assessment (SBA) each year. This exam evaluates literacy and numeracy in grades 1 and 2, and Science and Social Studies from Grades 1-5. These results are provided to the school and the community. School leadership and the instructional staff disaggregate and analyze the results to determine student needs. When learning deficits are identified, teachers and grade level teams set up specific action plans through SMART goals to address the learning needs.

Common Formative Assessments are teacher created assessments and are now called Common Assessments, or CA's. CA's are based on GDOE priority standards. These tests are administered twice a quarter and results are discussed in PLCs and VPLCs amongst the teaching staff. An instructional coach previously assisted in data analysis discussions and provided guidance on how to interpret the data. Teachers now do all of their own data analysis, re-teach, or otherwise address identified learning needs.

GDOE provides the AIMSweb formative assessment which is administered to grades K-5 three times a year in October, January and April. This assessment tests students' proficiency in decoding, reading fluency and other literacy skills. Students results are disaggregated into tiers: Tier 1 being those above level, Tier 2 students on grade level and finally Tier 3 for those students below grade level. Results are provided to the PLCs as another measure to review student progress and identify student needs.

Students in grades 3 through 5 take the ACT Aspire test. ACT Aspire is a summative test that assesses student knowledge of standards in math and ELA. Results are used to determine student levels of achievement and how well students have learned compared with other students. Results of the ACT Aspire are also used to evaluate instructional program effectiveness and to inform instructional modifications.

At Machananao, academic grades are based on the attainment of grade levels skills. Teachers issue quarterly report cards to inform parents of student progress. Parents also review assessment data during parent conferences, PowerSchool, open house, Families And School Together (FAST) presentations and other parent meetings. The School Report Card is posted on the website. Community stakeholders are informed of student achievement data in an annual *Citizens Centric Report* given by the superintendent.

The Visiting Committee observed a serious commitment on the part of the faculty and staff to regularly and systematically use assessment results to drive discussions around identifying student learning needs and planning and implementing activities and programs to address those needs. The highly collaborative nature of Machananao and the culture of data-driven decision making was evident in Focus Group meetings and FOL leadership meetings. This culture puts Machananao in a good position to further expand and refine its use of data to benefit students and families.

D2. Assessment and Accountability Criterion– Classroom Assessment Strategies

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching process and support the educational progress of every student?

Machananao teachers use many assessment strategies to appropriately measure student progress toward acquiring academic standards, grade-level skills and SLOs. Assessments are based on instruction that aligns with the curriculum standards, including CCSS, Guam Content Standards and Performance Indicators and SLOs. Regular assessments include AIMSweb progress monitoring, Common Assessments, pre- and post- tests, students work samples, portfolios, proficiency scales, exit tickets and self-checks.   Teachers use PLC time for presenting and analyzing data from this variety of assessments. Based on reviews of student work and assessment results, teachers select teaching strategies and curricular modifications to remediate any deficiencies and to improve outcomes in future units.

Common Assessments are regularly used as pre- and post-tests for lessons taught in the classrooms. Grade level teachers work together to create the Common Assessments that contain questions that address students' proficiency levels in order to provide a clear picture of where students are performing. Post-Common Assessment data affirms whether those modifications were effective.

In SY 19-20 MES implemented the Early Bird Intervention Program for students from first to fifth grade based on AIMSweb Tier 3, Benchmark 3 in SY 18-19. The Early Bird intervention program is a remedial and modified intervention program that includes skills such as letter naming, oral fluency through phonics, Dolch list, Nonsense Words, and reading comprehension. The school will want to monitor the impact of this program on student learning.

Parents and teachers report that MES Teachers provide timely, specific, and descriptive feedback to students and parents that is designed to support students in achieving learning targets, academic standards, and schoolwide learner outcomes. Machananao places emphasis on CITW's Component 1, which deals with providing feedback in a positive and useful way. Using this model, students focus on targets for both teacher and student. Students are encouraged to actively engage in their own learning by providing opportunities to share and discuss their ideas, develop their collaboration skills and monitor their learning.

The Visiting Committee felt that student and family feedback procedures were well developed. The VC is very supportive of the school's plan to better involve parents in supporting learning using assessment data and other feedback. The school will benefit from further developing its data analysis system to continuously evaluate the effectiveness of feedback systems.

GDOE/ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability Summary, Strengths, and Growth Needs

Summary:

Machananao Elementary School has a well-defined system to regularly assess students' learning, analyze the results of those assessments and adjust instruction based on identified learner needs. Feedback is given to students, who are encouraged to monitor their own learning. Student learning progress is communicated to parents and community members in a variety of ways. The school will need to further strengthen and focus its assessment and data analysis protocols and systems in order to meet its goals of dramatically improving achievement in reading comprehension and math.

Category D: Assessment and Accountability: Areas of Strength

● A wide variety of formative and common assessments which inform teachers and administration of student academic levels, especially in math, reading and English-Language Arts.

● A collaborative culture in which teachers and administration work closely together to disaggregate and analyze the results of assessments.

● A growth mindset among faculty and staff that fosters a work ethic of constantly improving educational outcomes for students, regardless of obstacles.

● Strong and deeply involved site leadership that has fostered a culture of striving for high student achievement.

● Strong leadership from Guam Department of Education which provides firm guidelines of what assessments are administered and how results are utilized.

Category D: Assessment and Accountability: Areas of Growth

● Continue to focus on systematically analyzing data and using results to inform instructional and curricular decisions.

● Develop assessments to evaluate effectiveness of newly adopted, non-curricular initiatives (for example, the impact of parent involvement programs on student learning).

● Continue to develop methods for regularly informing all stakeholders of student progress and how they can assist students in learning key skills and concepts, with a focus on immigrant communities and families.

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does school leadership employ a wide range of strategies to encourage parental and community engagement, especially with the teaching/learning process?

MES makes a valiant effort to include parents in the education of their children. Parents are invited to attend student/parent orientation, Open House, PLCs, parent conferences, parent workshops, focus groups, and various other events throughout the school year. They are invited to lead and participate in fundraisers. They are welcome to volunteer in school maintenance, painting and cleaning, help chaperone field trips and read to students. Many methods of communication are used between parents and school.

MES informs parents about student achievement and the SLOs in many ways. At Parent Orientation and Open House, school and district academic standards are presented and discussed. Teacher conferences are held twice a year to discuss student progress children. Family And School Together (FAST) workshops are conducted to help parents participate in their child's education. Teachers have open and frequent communication with parents through phone calls and emails.The school has identified the need to better involve all families, especially those of newer immigrants from the Federated States of Micronesia, in the education of their children.

On the most recent survey, 96% of 365 parents indicated they are (1) fully informed of their child's progress and (2) are provided opportunities to get involved and (3) understand the academic standards that need to be achieved by their child.

MES has guest speakers from the community speak to the students on various topics. Students present at cultural competitions and participate in community projects. Military volunteers help with projects at school and chaperone field trips.

E2. School Culture Criterion

To what extent is the school a) a safe, clean, and orderly place that nurtures learning; b) has a culture that is characterized by trust, professionalism, high expectations for all students; and c) maintains focus on continuous school improvement?

MES follows the GDOE's policies and guidelines for providing high standards of conduct, appropriate behavior with and among children and maintaining an inviting, safe, clean, healthy and nurturing environment for the well-being of children. In a recent survey, 94% of parents indicated that MES is a safe environment and 92% indicated that MES is clean and well maintained.

MES follows the Positive Behavioral Interventions and Support (PBIS) system to address the behavior of students. It is proactive and team-based. There are three behavioral expectations: Be Respectful, Be Responsible, Be Safe. There is a concerted effort by teachers, staff and administration to teach and consistently adhere to the goals of the program and there has been a marked change in student behavior in the past few years.

MES seeks to honor student achievement in a variety of ways including recognizing student achievement in the monthly assembly, sending recognition letters home to parents and displaying acknowledgement information on bulletin boards and in newsletters.

MES administration, faculty and staff work collectively to create an atmosphere of excitement for learning that includes students and parents. There is a collegial and warm family atmosphere on campus that promotes positivity in all school events and promotes an inclusive atmosphere of high expectations for student achievement.

E3.   Student Support Criterion – Personalization

To what extent do all students receive appropriate support along with a personal learning plan (as appropriate to the needs of the child) to help ensure academic success?

In addition to the teaching and support of the grade level classroom teachers, MES implements a number of programs directed to addressing needs of every student at the school. These support programs include speech and language therapy, physical and occupational therapy, psychological and emotional support, ESL, and the GATE program.

As noted above, the school provides a variety of support services available to all students and their families. Of special note is the Parent Family Community Outreach Program that services the social transition of immigrant families. This service ensures students meet school entry requirements, encourages parents and 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.

MES has a number of strategies in place to monitor and promote student achievement and well-being. The leadership team (principal, accreditation and focus group leaders and grade level chairs) seeks to provide direction, instruction and guidance to their respective individual teams. Collaboration is ongoing in PLCs, monthly meetings and grade level meetings. Data collection and analysis results in vital information and informs decisions on curriculum. The school also works together to provide culturally responsive learning support to meet the needs of all students through alternative learning programs.

E4.   Student Support Criterion – Accessibility

To what extent do students have access to a system of personalized supports, activities, and opportunities at the school and within the community?

The ESL program provides direct pull out services on a weekly basis for 40 minutes to provide additional English language development support with appropriate accommodations or modifications. SPED services are provided to students who have special needs. Students may spend between 30 minutes to 180 minutes a day in the Resource room. Interventions strategies are created for Tier 2 and 3 students who are performing below benchmark.

MES uses the SLO indicators as the basis for student growth, real world application and social development among all students. SLOs are integrated into lesson plans, field trips and co-curricular events. Co-curricular and extra-curricular activities are evaluated using a Focus Group Committee Report including an analysis of the event. This includes who participated, the purpose of the event, how it was implemented, the impact on student achievement and an evaluation of the success of the event. This information is discussed in a focus group meeting.

Support programs design and administer student perception surveys with age-appropriate questions that focus on teaching, learning and the overall classroom experience twice a year. Individual student interviews indicate that many students did not know the term "Support Program" but when prompted, they were able to name some programs, their teachers and what students learn in those programs.

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

Summary:

Machananao Elementary School makes a strong effort to include parents in every aspect of their child's learning experience. They have a multitude of programs available through the Guam Department of Education. They also work in collaborative groups at the school site to identify the needs of all children and work to find solutions to assist the children in learning more effectively.

Prioritize the strengths and areas of growth for Category E.

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

1. A faculty, staff and administration willing to analyze its strengths and shortcomings and to confront issues head-on and work hard for improvement

2. Machananao Elementary School reaches out to many community resources and includes them in the education of children.

3. Administration, faculty and staff members have a great love and concern for the children in their care and make a concerted effort to help them succeed in their academic endeavors and life skills.

4. The school utilizes a multitude of support programs to assist children in learning.

5. The administration, faculty and staff collect data and collaboratively analyze it to inform curricular goals.

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

1. Prioritize parent involvement opportunities and concentrate on involving families in activities that directly strengthen educational support of children in the home.

2. Utilize the strong collaborative, reflective culture of the school to address areas of low academic performance.

Part B: Schoolwide Strengths and Critical Areas for Follow-up

The initial Visiting Committee of three years ago left four critical areas for follow up, including the following:

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

2. As a school staff, working with parent leadership, investigate ways to increase parental involvement in the school, including Parent education on curricular programs, so there can be greater support for all students;

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

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

The school has largely addressed these very pertinent findings, although there is still work to be done to fully achieve them and make them effective in impacting achievement among all student groups. The school has a great many strengths that have resulted in strong processes. School personnel are highly collaborative, dedicated to their community and committed to school improvement. They are hard working and knowledgeable. However, their strong culture and work ethic are not currently producing the student learning results that they desire. The school made clear that student achievement must be improved, regardless of the challenges of their local demographics and the further difficulties brought on by the COVID-19 pandemic. The ability and willingness to confront issues head-on and work hard for improvement is a hallmark of Machananao Elementary School.

The school has developed a prioritized set of goals with associated activities and timelines that will focus their energies on a few key goals. These were refined during the current full visit. Rather than having a broad set of academic goals, the school realizes that they need to place a laser focus on the academic skills that will most impact students and enable them to be successful in all academic areas and in their lives. The school started with the broad goal of improving academic achievement in all areas, and has now worked together to narrow their focus on literacy (focusing on reading comprehension), mathematics (focusing on computation, concepts and applications) and improving family involvement in education as a way of promoting and supporting these two academic foci.

The school enjoys tremendous support from the community, Guam Department of Education and from each other. The collaborative spirit of the school personnel provides an environment in which the school can make tremendous strides towards achieving their goals. The school will need to seek support and guidance from GDOE to research the best method of moving forward with locating and implementing a quality literacy program, as well as the math program. The strength of this school is in its collaboration and shared leadership framework. As a group, the school is well positioned to make very positive impacts on their children, families and community.

Schoolwide Areas of Strength

1. A highly collaborative, dedicated faculty and staff with a growth mindset that fosters a climate of constantly working to improve educational outcomes for students, regardless of obstacles.

2. An exemplary system of regular data gathering and analysis that helps staff pinpoint student learning needs and plan steps to address those needs.

3. A multitude of support programs to assist children in learning.

4. Strong and deeply involved site leadership that has fostered a culture of striving for high student achievement.

5. Cohesive professional development opportunities at the district and school levels that promote constant improvement.

6. Strong support from the local community and GDOE.

Schoolwide Critical Areas for Follow-Up

The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

1. Improve academics, especially in the areas of reading and mathematics.
2. Increase parental involvement.

In addition, the Visiting Committee has identified these areas that need to be further defined and strengthened:

1. The school leadership team and faculty need to research, select and implement a schoolwide, comprehensive literacy program, focused on reading comprehension, in order to enable students to be successful in all academic areas.

2. The school leadership team and faculty need to research, select and implement a mathematics program with a balanced focus on mathematical concepts, computation and applications, that will assist students in being successful in academics and other pursuits.

3. School leadership team, administration and all staff need to design and implement a parent engagement program that focuses on actively involving parents in supporting and encouraging their children's education, especially in the areas of literacy and mathematics.

Chapter V: Ongoing School Improvement

This was Machananao's first self-study. The school has done a good job of evaluating its programs and academic results. The school has identified several key academic issues and the actions that will help it to move forward. The school's action plan is entirely correlated with its School Improvement Plan (SIP). The SIP follows Guam Department of Education goals and priorities closely.

The SIP focuses on all academic areas. The WASC Visiting Committee suggested that the school should focus its energies on implementing a program in the academic areas of greatest need (literacy and math) which can positively impact student success in all academic areas. The school worked with the VC diligently to define and articulate its areas of greatest need based on the self-study and the school's analysis of its achievement data.

The school will have 3 critical Areas for Follow-Up:

1. The school leadership team and faculty need to research, select and implement a schoolwide, comprehensive literacy program, focused on reading comprehension, in order to enable students to be successful in all academic areas.

2. The school leadership team and faculty need to research, select and implement a mathematics program with a balanced focus on mathematical concepts, computation and applications, that will assist students in being successful in academics and other pursuits.

3. School leadership team, administration and all staff need to design and implement a parent engagement program that focuses on actively involving parents in supporting and encouraging their children's education, especially in the areas of literacy and mathematics.

The school will need to use the format of the SIP to flesh out a user-friendly action plan specific to their Critical Areas of Need. The school will need to define desired outcomes, plan out the specific actions to reach those outcomes, the personnel who will be responsible for the actions and timelines for implementation. The school knows that they will need to conduct their own research into the best ways to organize and implement literacy, mathematical and parent education programs.

The leadership team knows how to work together to achieve results and this skill will serve them well in this endeavor. The Visiting Committee was highly impressed with the leadership team's understanding of the challenges of making schoolwide change. The Visiting Committee is confident that, under the leadership of the current principal, the school will be able to design and carry out their action plan.

The goals that the school has decided on are based on current student achievement data. The school has a challenging situation with an extremely high rate of poverty, low parent education levels and a very high percentage of English learners with minimal experience in formal education. The VC feels that placing a laser focus on literacy, especially reading comprehension, will provide the highest degree of impact on student achievement in all academic areas. Working closely with families will provide further support to the school in developing the literacy skills of students and will positively impact students in the home who are not yet school-age. The school's current plan certainly seems feasible, given the strong culture of the school and the support of GDOE.

The Visiting Committee suggested to the school that it might start with designing and implementing its schoolwide literacy program and move on to mathematics after they have experience and success with the process. The VC stressed to the school that moving slowly and deliberately would result in faster gains.

Potential impediments to the carrying out of the plan may include any reductions in resources or movement of staff. A serious impediment to carrying out the plan is the fact that there is only one administrator (the principal) at the site and a part-time instructional coach. There is no Assistant Principal or Academic Coordinator. This means that faculty members will be relied on to conduct most of the planning and implementation, which may not be possible given their instructional responsibilities. This issue could be resolved if GDOE assigned an Academic Coordinator to the school (or to a consortium of schools) during this improvement process, even if the assignment was temporary.

The school has long established processes for collaboration and carrying out projects. The leadership team is already in discussion of how they will design their action plan and address their first priority goal (literacy/reading comprehension). The VC has a high level of confidence that if this program is carried out, it will have a major positive impact on student achievement in all curricular areas.