AGANA HEIGHTS ELEMENTARY SCHOOL
"HOME OF THE BUMBLEBEES"

SELF-STUDY REPORT

350 Joseph Cruz Avenue
Agana Heights, Guam 96910

Guam Department of Education
Luchan District

March 17, 2020

ACS WASC/GDOE Focus on Learning,
2016 Pilot Edition

GUAM DEPARTMENT OF EDUCATION
VISION STATEMENT

"Every Student: Responsible, Respectful, and Ready for Life"

GUAM DEPARTMENT OF EDUCATION
MISSION STATEMENT

"Our educational community prepares all students for life,
promotes excellence, and provides support"

GUAM DEPARTMENT OF EDUCATION
STATE STRATEGIC PLAN

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.

GOAL 3
All Guam Department of Education instructional personnel will meet high standards for qualifications and ongoing professional development and will be held accountable for all assigned responsibilities.

GOAL 4
All members of the Guam Department of Education Community will establish and sustain a safe, positive and supportive environment.

GOAL 5
All GDOE operations activities will maximize the critical uses of limited resources and meet high standards of accountability.

AGANA HEIGHTS ELEMENTARY SCHOOL
MISSION STATEMENT

"Agana Heights Elementary School provides quality education to develop respectful and responsible lifelong learners in a safe environment."

AGANA HEIGHTS ELEMENTARY SCHOOL
STUDENT LEARNER OUTCOMES

Academically Successful Learners
Helpful and Respectful Citizens
Effective Communicators
Savvy and Responsible Technology Users

GUAM EDUCATION POLICY BOARD MEMBERS

VOTING MEMBERS
Maria A. Gutierrez, Chairperson (Elected)
Mark B. Mendiola, Vice-Chairperson (Elected)
Lourdes M. Benavente, Member (Elected)
James C. Lujan, Member (Elected)
Karlyn RCG Borja, Member (Appointed)
John T. Burch, Member (Appointed)
Ray P. Chargualaf, Jr., Member (Appointed)
Dr. Ronald L. McNinch, Member, Business Representative (Appointed)

EX-OFFICIO (NON-VOTING) MEMBERS
Nicole A. Nadal, Guam Federation of Teachers Representative
Yigo Mayor Rudy M. Matanane, Mayors Council of Guam Representative
Jon J.P. Fernandez, Superintendent of Education and Executive Secretary to the Board

FOUNDATION FOR PUBLIC EDUCATION BOARD, INC.
MEMBERS
Maria Eugenia Leon Guerrero, Chairperson
Leslie Travis, Secretary
Michelle Bordallo, Member
Carlos Camacho, Member
Joseph Cruz, Member
Noel Enriquez, Member
Justin Marion, Member
Janiece Sablan, Member

GUAM DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT
Jon J.P. Fernandez, Superintendent of Education

DEPUTY / ASSISTANT SUPERINTENDENTS
Dr. Zenaida (Zeny) Asuncion, Deputy Superintendent, Finance and Administrative Services
Stacy Coletta, Deputy Superintendent, Assessments and Accountability
Dr. Kelly Sukola, Deputy Superintendent, Educational Supports and Community Learning
Joseph L.M. Sanchez, Deputy Superintendent, Curriculum and Instructional Improvement
Yolanda Gabriel, Assistant Superintendent, Special Education

DIVISION ADMINISTRATORS
Catherine M. Schroeder, Director, Head Start Program
Rufina F. Mendiola, Administrator, CHamoru Studies
Zenaida N. Natividad, Administrator, Research, Planning, and Evaluation
Christopher M. Anderson, Administrator, Student Support Services
Anthony S. Monforte, Administrator, Food and Nutrition Services
Lourdes R. Perez, Comptroller, Finance and Administration
Jon U. Quidachay, Manager, Facility & Maintenance
Ignacio C. Santos, Administrator, Federal Programs
Antonette Muna Santos, Personnel Services Administrator, Human Resource
Jacqueline San Nicolas Sanchez, Chief Payroll Officer, Payroll Services
Franklin J. Cooper-Nurse, Chief Auditor, Internal Audit Office
Julietta C. Quinene, Community Health Nurse Administrator, School Health Services
Vincent T. Dela Cruz, Data Processing Manager, Financial, Student & Administrative
Information Services
Carmen T. Charfauros, Administrator, Supply Management

AGANA HEIGHTS ELEMENTARY SCHOOL
COMMUNITY LEADERS
Paul M. McDonald, Agana Heights Mayor
Jesse L.G. Alig, Piti Mayor
John A. Cruz, Hagatna Mayor
Robert Hofmann, Sinajana Mayor
Rudy D. Iriarte, Sinajana Vice-Mayor

AGANA HEIGHTS ELEMENARY SCHOOL
PARENT TEACHER ORGANIZATION
Rhonda Rekdahl, President
Elizabeth Calvo, Vice-President
Doris Calvo, Secretary
Michelle Cruz, Treasurer
Vince Duenas, Parent Representative
Marilyn Collins, Parent Representative
Marie Pereda, Parent Representative
Ignacia Gumataotao, Teacher Representative
Mary Tenorio, Teacher Representative
Edwin Lamb, Past President

ACCREDITATION CHAIRPERSON
Neldie Pendon-Limtiaco

FOCUS GROUP LEADERS AND MEMBERS
Organization: Vision, Mission, Schoolwide Learner Outcomes, Governance, Leadership and Staff, and Resources
Co-Chairpersons: Alvina King and Charity Catunao
Members: JoAnn Brown, Ignacia Gumatoatao, Barbara Campbell, Marilyn Collins, Christina Borja, Patricia Bamba, Angela Dejesus, Janice Tengan, Shane Siguenza, Misa Colanda, Darlene Cruz, Doris Calvo, Edwin Lamb, and Genny Reyes

Standards-based Student Learning, Curriculum, Instruction, and Assessment and Accountability
Co-Chairpersons: Enrique Quinata and Shannel Leon Guerrero
Members: Mary Tenorio, Brogan Sanchez, Julie Naputi, Angella Lujan, Welma Quinata, Selina Castro, Mark McCarthy, Dolores Cayanan, Jose Acfalle, Diana Charfauros, Liberty Cruz, Tony Leon Guerrero, Alica Blas, Joylene Mendiola, Mildred Afaisen, Elizabeth Calvo, Sylvia Calvo, Chrissy Taitano, Maricris Nalicat, John Taitano, and Chriscel Sian

School Culture and Support for Student Personal and Academic Growth Culture
Co-Chairpersons: Carol Somerfleck and Stephanie Taitano
Members: Patrice Tenorio, Claire Sablan, Darlene Rivera, M. Meagan Terlaje, Lorie Montague, Eden Laserna, Jeannie Calvo, Alicia Fullo, Claire Arceo, Ken Ursua, Maire Pablo, Ashlee Chargualaf, Lolita Calvo, Sanj Gutierrez, Marie Pereda, and Chris Salas

NATIONAL ELEMENTARY HONOR SOCIETY (NEHS) OFFICERS
Hannah Jimenez, President
Ava Topasna, Vice-President
Aely'isa Santos, Secretary
Lana Quinata, Treasurer
Addison Raguindin, Historian

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AGANA HEIGHTS ELEMENTARY SCHOOL
FACULTY AND STAFF LISTING

ELEMENTARY SCHOOL PRINCIPAL			
Hannah M. Gutierrez			
INSTRUCTIONAL FACULTY			
KINDERGARTEN (3)	**FIRST GRADE (3)**	**SECOND GRADE (3)**	**THIRD GRADE (3)**
Patrice Tenorio	Ignacia Gumataotao	Julie Naputi	Angella Lujan
JoAnn Brown	Brogan Sanchez	Darlene Rivera	Carol Somerfleck
Mary Tenorio	Claire Sablan	Charity Catunao	Welma Quinata
FOURTH GRADE (3)	**FIFTH GRADE (3)**	**CHAMORU LANGUAGE & CULTURE (3)**	**ENGLISH AS A SECOND LANGUAGE (1)**
Mark McCarthy	Marilyn Collins	Jeannie Calvo	Dolores Cayanan
Selina Castro	M. Meagan Terlaje	Diana Charfauros	**SPECIAL EDUCATION (1)**
Barbara Campbell	Shannel Leon Guerrero	Alvina King	Joselito Acfalle
			GIFTED AND TALENTED EDUCATION (1)
			Stephanie Taitano

PROFESSIONAL AUXILIARY STAFF			
INSTRUCTIONAL COACH (1)	**SCHOOL GUIDANCE COUNSELOR (1)**	**SCHOOL HEALTH COUNSELOR (1)**	**SCHOOL LIBRARIAN (1)**
Enrique Quinata	Lorie Montague	Eden Laserna	Neldie Pendon-Limtiaco

SUPPORT STAFF			
ADMINISTRATIVE ASSISTANT (1)	**CLERK TYPISTS (2)**	**COMPUTER OPERATOR (1)**	**SCHOOL AIDES (3)**
Alicia Fullo	Christina Borja	Patricia Bamba	Claire Arceo
1:1 SCHOOL AIDES (3)	Liberty Cruz	**CUSTODIAN (1)**	Tony Leon Guerrero
Misa Calanda	**TEACHER ASSISTANTS (4)**	Kenneth Ursua	Angela DeJesus
Kimberly Campos			
Ashlee Chargualaf	Alica Blas		
Joylene Mendiola	Marie Pablo		
	Janice Tengan		
	Shane Siguenza		

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Preface

Explain the school self-study process used to accomplish the expectations of the self-study. By addressing the expectations of the self-study, the school will have addressed:
- **The involvement and collaboration of all staff to support student achievement.**
- **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards.**
- **The analysis of data about students and student achievement**
- **The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC criteria.**
- **The alignment of a long-range action plan to the schools' areas of need; the capacity to implement and monitor the accomplishment of the plan.**

- **The involvement and collaboration of all staff to support student achievement.**
  During School Year (SY) 2016-2017, after the submission of Agana Heights Elementary School (AHES) WASC Initial Visit Application, the school's faculty, staff, and principal continued to analyze and monitor the results from the ACT Aspire and the Standards Based Assessment (SBA) Performance Levels to determine the school's student performance levels and for each passing school year.

  However, during SY 2017-2018, there were frequent changes to the school profile from retirements, resignations, and newly hired personnel that changed the dynamics of the leadership teams and focus groups.

  Nonetheless, AHES' Curriculum Leadership Team (CLT) identified areas of academic strengths, weaknesses, and shared those findings among the Professional Learning Communities (PLC), Focus Groups, Home Groups, and the Parent Teacher Organization (PTO). The school community collaborated with each other to determine possible action steps to increase student achievement and maintain academic progress, including the implementation of best practices. Thus, the School Action Plan (SAP) was updated to reflect the identified areas of improvement.

  As of SY 2019-2020 the school community continues to examine the progress of student achievement and evaluate the progress of its SAP.

- **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards.**
  Through the school's self-study process, AHES' accreditation leadership team, focus groups and home groups were able to review and discuss the data from the districtwide assessments, teachers' formative and summative assessments, and data from the Positive Behavior Intervention and Supports (PBIS) Tyler Pulse. AHES also collected data from surveys and identified areas in the school that needed more support. This process allowed the school to determine how to strengthen its environment, the teaching and learning process and achieve the Student Learner Outcomes (SLOs). It also prepared us to have a deeper understanding of what our students know and understand, but most importantly what they are capable of doing.

As the faculty and staff continues to learn new information, the establishment of the rubrics for the SLOs performance indicators was finalized. It was also aligned with our district's level of achievement benchmark system. The SLOs rubrics will be piloted in the second semester of this school year.

- **The analysis of data about students and student achievement**
  AHES continues to examine the progress of student achievement [ACT Aspire, SBA, AIMSweb, Common Formative Assessments (CFA)] as a school and within their grade level PLCs. The SAP supports or can improve the goals of student learning. AHES accreditation leadership team's combined effort developed a perception survey for both parents and students on student achievement and the school's environment. The results were shared among the faculty, staff, and the PTO. These findings were also discussed in the focus groups to assist in analyzing the effectiveness of our school's teaching and learning, and its programs.

- **The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC criteria.**
  AHES continually strives for school improvement by utilizing data and discussion in guiding decisions for its SAP. The students are held at high standards and are expected to become academically successful learners, helpful and respectful citizens, effective communicators, and savvy and responsible technology users. The students' efforts and accomplishments are recognized monthly and quarterly.

- **The alignment of a long-range action plan to the schools' areas of need; the capacity to implement and monitor the accomplishment of the plan.**
  The combination of the State Strategic Plan (SSP) and AHES' SAP identifies the long-range needs of the school to improve student achievement and to provide a safe learning environment. The continued collaboration of the accreditation leadership team and the CLT with its focus groups, home groups, and the PTO will provide the implementation and monitoring of the plans.

Chapter I: Student/Community Profile
Prepare a student/community profile. Include data and findings for the following:
- **Demographic data, including the refined schoolwide learner outcomes**
- **Disaggregated and interpreted student outcome data**
- **Perception data summaries, if any.**

AHES is the Home of the Bumblebees and is located in the village of Agana Heights, Guam. This ethnically diverse school is situated near the Agana Heights Mayor's Office, the village gymnasium, and the community baseball field. The school was built in 1954 and is located near residential homes, private education institutions, churches, and small businesses.

AHES is part of the Guam Department of Education's (GDOE) 26 elementary schools and is in the Luchan Region. Since its construction in 1954, the school has expanded 5 classrooms in the 1970's, and in the 1980's 4 classrooms were built. As of 2019, the school has 23 classrooms, a primary playground, and a stage near the intermediate playground.

AHES provides education to village residents in Agana Heights, Piti, and Sinajana. The school enrolls students in kindergarten to 5th grade. The school schedule provides flexibility to the home groups in managing subjects being taught at a particular time of the day. The school provides one recess in the morning and three lunch periods due to the capacity of the cafeteria. The school alters the schedule for student awards, school safety drills, and special programs.

STUDENT PROFILE

Figure 1: Student Enrollment by Grade

The student enrollment has increased 1.2% in SY 2016-2017 (420 students), but decreased by 2.5% in SY 2017-2018 (400 students), and in SY 2018-2019 it decreased, again, by 4.76% (390 students). The enrollment for the current school year has decreased to 9.6% (356 students), but will fluctuate throughout the school year. Kindergarten, first and fourth grades increased their enrollment and second, third, and fifth grades enrollment decreased.
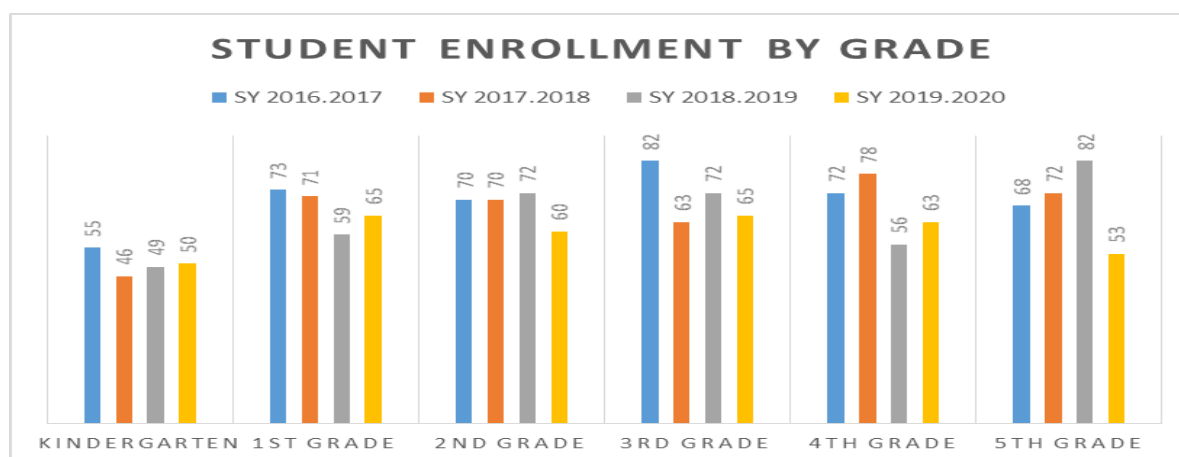

STUDENT ENROLLMENT BY GRADE

Figure 2: Student Enrollment by Gender

The total population of AHES is 356 for SY 2019-2020, there were twenty-five less male and six less female students from the previous school year. The enrollment will fluctuate by the end of the school year; thus, the district uses the end of the fiscal year (September) as a cutoff date.

STUDENT GENDER

Female   Male

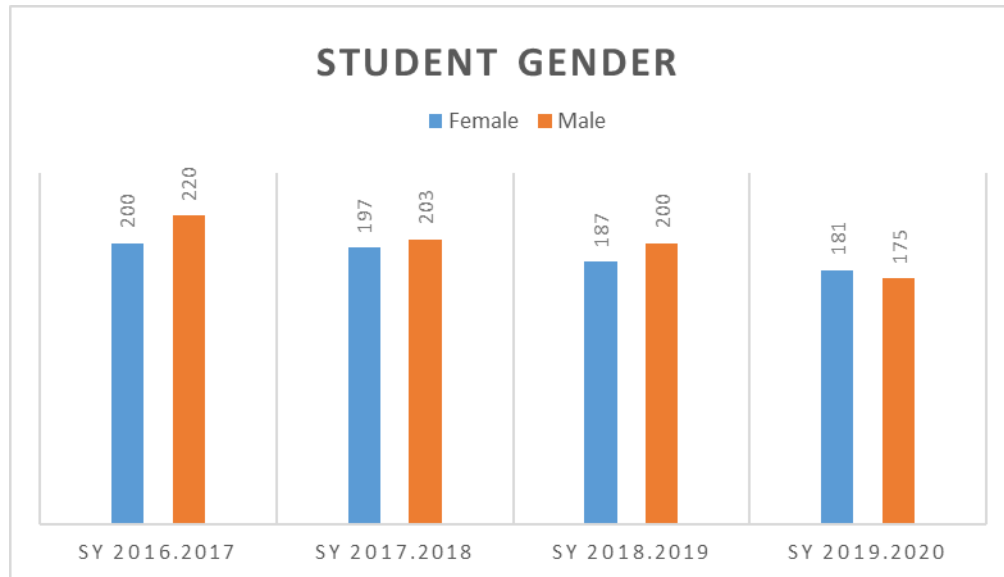|	Female	Male
SY 2016.2017	200	220
SY 2017.2018	197	203
SY 2018.2019	187	200
SY 2019.2020	181	175

Figure 3: Student Gender - Female and Male

There is only a 2% difference between the two genders with male gender at 49% (175 students) and female gender at 51% (181 students). This is also the first school year in which the female enrollment is greater than the male.
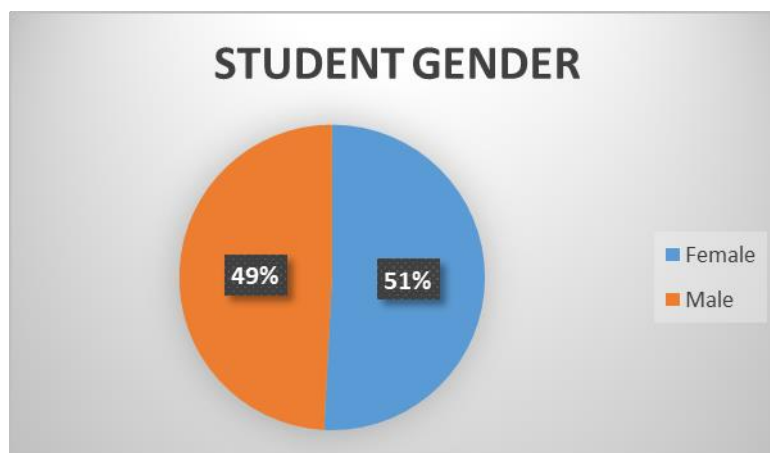

STUDENT GENDER

Female 51%   Male 49%

Figure 4: Student Gender - Female and Male by Grade

The female student gender increased in kindergarten, first grade, second grade, and fourth grade. It decreased in third and fifth grades. The male student gender also increased in kindergarten, first grade, and fourth grade. It also increased in third grade, but decreased in second and fifth grades.
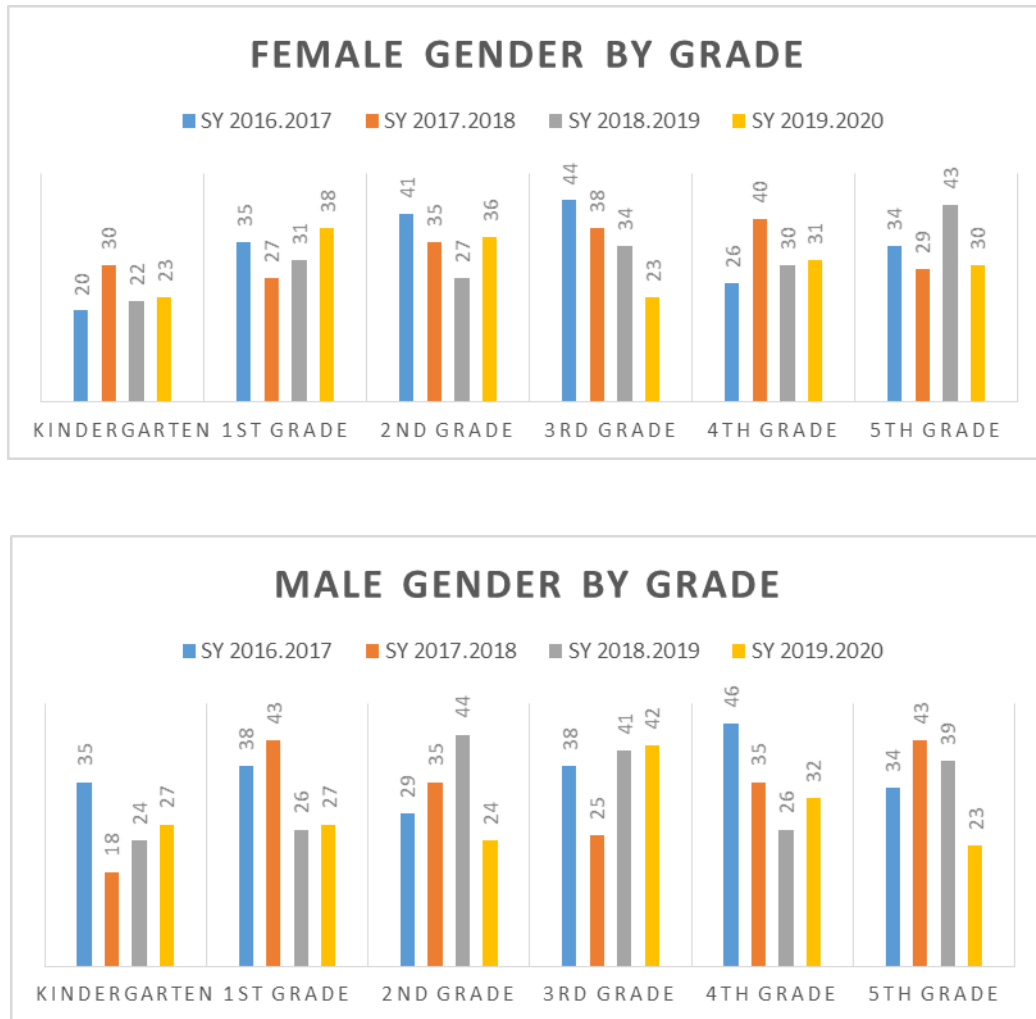
Figure 5: Student Ethnicity

AHES is a culturally diverse school with 15 different types of ethnicities. Chamorro, the native ethinc group of Guam, makes up 69% of the student population and Chuukese is the second largest group at 14.6%. The past three years these two ethnic groups remain to be the highest at the school.

Figure 6: Special Programs - English Language Learners

AHES is a culturally diverse school that assist students in developing basic communication skills in English. The average percentage (28.07%) of English language learners (ELL) at our school has been consistent for the past several years. This current school year AHES has 102 students

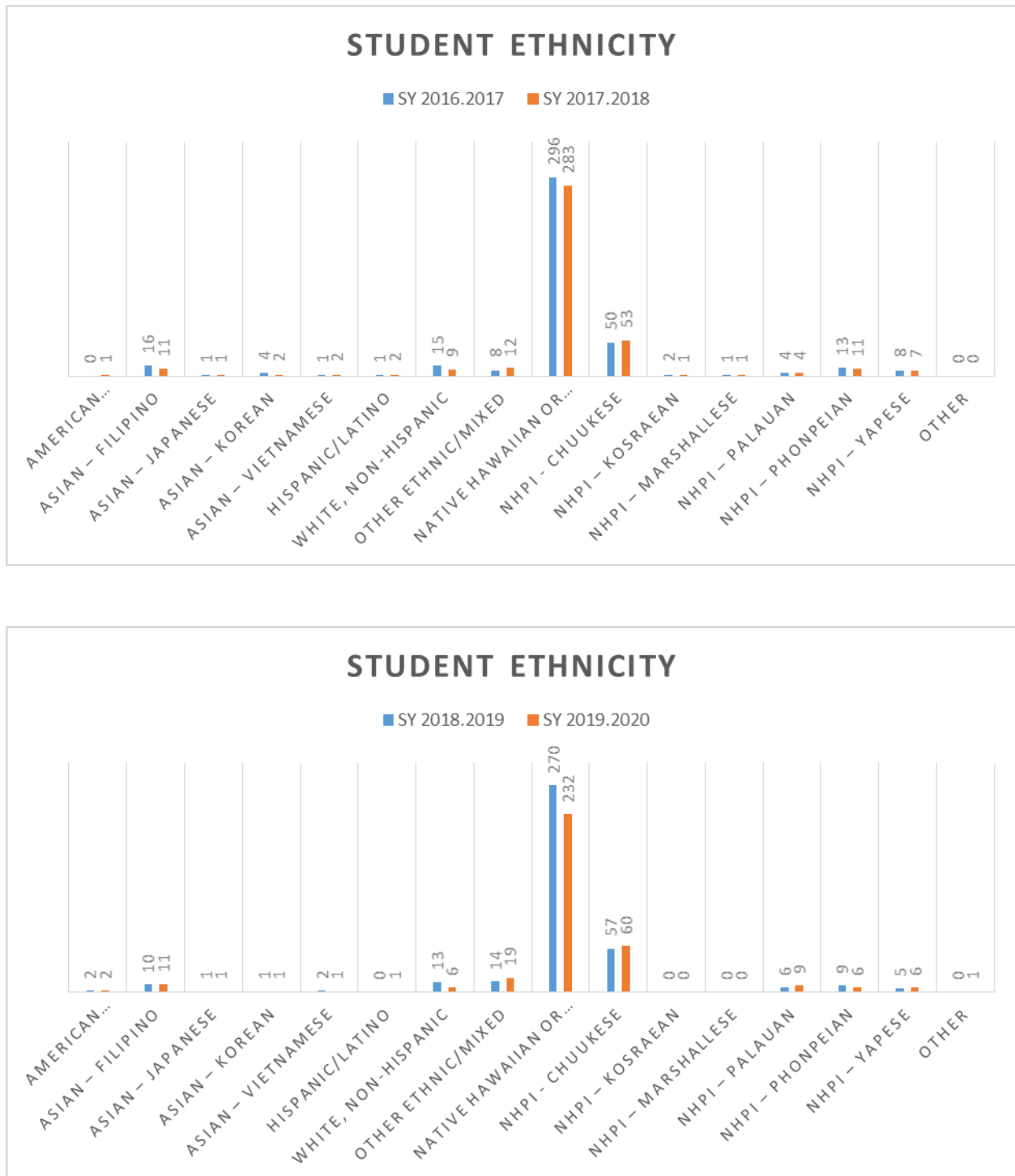participating in the program. The teachers and staff understand these students come from non-English speaking homes or backgrounds: therefore, provide the best possible learning opportunities such as specialized or modified instruction.

Special Programs – English Language Learners				
	SY 2016-2017	SY 2017-2018	SY 2018-2019	SY 2019-2020
English Learners	28%	27%	27.9%	29.39%

Figure 7: Special Programs

There are 35 students participating the Gifted and Talented Education (GATE) program this school year; however, the number of students may increase after recommended students are tested throughout the year. There are 14 eligible students in Special Education (SPED) Program this school year, a decrease of 0.6%.

Special Programs				
	SY 2016-2017	SY 2017-2018	SY 2018-2019	SY 2019-2020
Eligible for SPED Services	3.80%	3.50%	4.6%	4.0%
GATE	12.4%	13%	12.8%	10.1%

Figure 8: Attendance – Mobility or Transient Rate

The percentage of new students that have registered at AHES was 36.2% for SY 2016-2017, which decreased to 33% during SY 2017-2018, but increased 34.1% SY 2018-2019. There are 30.8% of new students that have registered this school year, but this will change by the end of the school year. The transient rate was 13.4% during SY 2016-2017 and increased by 15.23% the following school year. It decreased in SY 2018-2019 to 8.17% and this school year the rate is currently at 7.03%, but that may change by the end of the school year.

Withdrawals and Registrations				
	SY 2016-2017	SY 2017-2018	SY 2018-2019	SY 2019-2020
Registration	152	132	132	107
Withdrawal	55	69	30	22

Figure 9: Average Daily Rate of Attendance

AHES attendance rate increased by 1.9% for SY 2016-2017, but decreased 2.6% SY 2017-2018, and again by 1.4% the next school year. AHES utilizes the PowerSchool program that is provided by the district to calculate the daily attendance of students. The faculty or staff inputs attendance no later than 8:45 AM for accountability and safety issues as required by Board Policy 411 and Standard Operating Procedure 200-006. The current school year attendance rate increased to 6.82%.

Average Daily Rate of Attendance			
	SY 2016-2017	SY 2017-2018	SY 2018-2019	SY 2019-2020
Attendance	96.2%	93.6%	92.2%	93.18%

Figure 10: Promotional Rate

AHES has a 100% promotional rate from SY 2016-2017 to SY2018-2019 in alignment with the districts' State Strategic Plan. The current enrollment for 5th grade is 52.

Promotional Rate			
Enrollment	SY 2016-2017	SY 2017-2018	SY 2018-2019	SY 2019-2020
5th Grade	68	70	83	52
Promoted	68	70	83	N/A

Figure 11: Student Participation in Co-Curricular / Extra-Curricular Activities

Activities	SY 2016-2017	SY 2017-2018	SY 2018-2019	SY 2019-2020
American Heart Association's Kids Heart Challenge	420	400	390	Ongoing
1st & 2nd Grades Reading Buddies	N/A	70	72	60
2nd Grade Lowell Elementary School	N/A	N/A	N/A	20
4th & 5th Grades Robotics	N/A	N/A	N/A	3
Community Career Week	420	400	390	356
GDOE High School's Guardians of the Reef	82	63	72	65
Gifted & Talented Education Choir	50	N/A	N/A	Ongoing
Gifted & Talented Education Dance	N/A	N/A	32	N/A
Gifted & Talented Education Visual Arts	N/A	26	N/A	N/A
Guam Banking Associations' Teach Children to Save	222	213	210	181
Guam Council IRA Read-A-Thon	N/A	40	24	Ongoing
Guam Police Department Kickball Team	N/A	N/A	20	20
Guam Superior Court Mock Trial	N/A	24	25	Ongoing
Isla Center of the Arts	N/A	N/A	31	52
Math Ninjas	72	78	56	63
Math Olympiad	4	4	4	Ongoing
Mimasaka University Student Teachers Rhythm Jump & Cultural Exchange	420	400	390	356

National Elementary Honor Society	N/A	N/A	51	Ongoing
Pacific Daily News' Newspaper in Education	420	400	390	356
Rotary Club of Guam	82	63	72	65
Scripps' National Spelling Bee	N/A	N/A	9	10
Special Olympics	8	1	1	Ongoing
University of Guam's 4H Program	50	26	32	N/A
Welcome All Visitors Enthusiastically Club	N/A	N/A	N/A	25

SCHOOL PERSONNEL PROFILE

Figure 12: Employee History

Since the initial report, AHES has been through school personnel changes; 12 newly hired, 4 promotions, 7 transfers, 18 resignations, 5 retirements, and 4 vacancies. The attrition rate decreased to 10.64% by the end of SY 2016-2017, but increased to 37.78% during SY 2017-2018 and SY 2019-2020 it decreased by 8.89% and 2.23%. AHES had one vacant position removed due to the decrease in student enrollment. Currently, the school is fully staffed at 45 employees that are committed to providing education to students from the village residents of Agana Heights, Piti, and Sinajana.
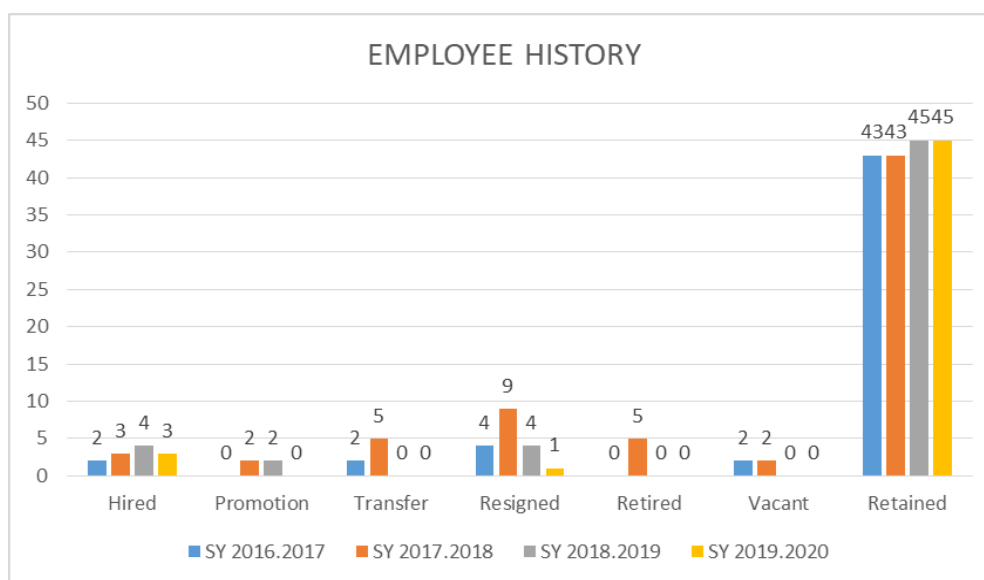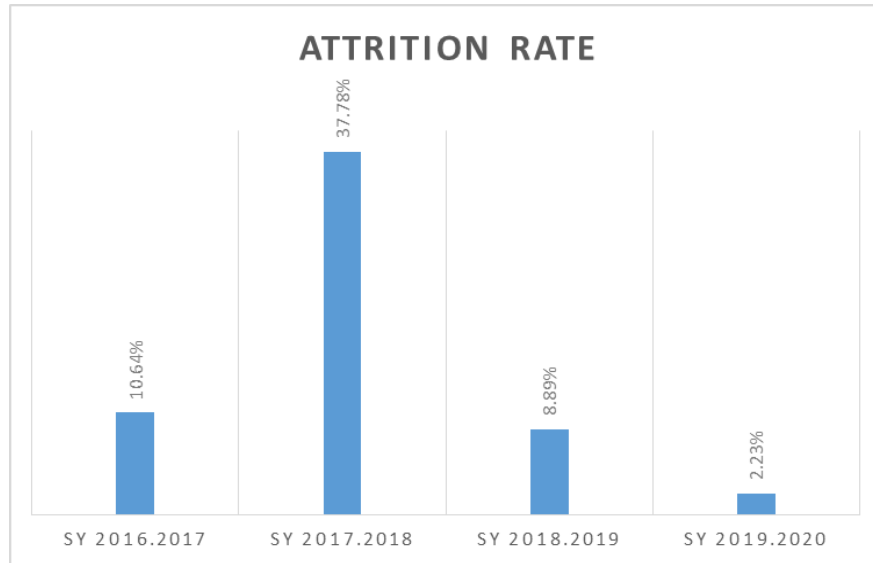
Figure 13: Attrition Rate

Figure 14: School Personnel by Gender

Assignment	Men	Women	Total
Administration	0	1	1
Regular Instruction	1	17	18
Other: Chamorro Language and Culture, ESL, SPED, GATE, Librarian, Guidance Counselor, Instructional Coach, and Nurse	2	8	10
Permanent Staff	2	6	8
Part Time Staff	1	8	9

Figure 15: School Personnel – Education Background

Bachelor's Degree	Number of Faculty	Master's Degree	Number of Faculty
Early Childhood / Elementary Education	2	Teaching (History)	1
Elementary Education	4	Educational Leadership	8
Nursing	1	Language & Literacy	1
Pacific Asia Studies	1	Public Administration	2
Psychology	1	Reading	1
Sociology	1	Elementary Education	1
		English	1
High School Diploma	1	Policy Studies	1
		Guidance & Counseling	1
		Special Education	4

Figure 16: School Personnel – Education Certification

Guam Commission for Educator Certification is the agency that certifies educators in their teaching or specialty areas. There are several school personnel that have multiple teaching certifications. The Guam Board of Examiners is the agency that administers nurses their license.

Basic Educator	Initial Educator	Professional Educator	Master Educator
2 – Chamorro, Language, & Culture	4 – Elementary Education K-5	2 – Early Childhood / Elementary Education K-5	2 – Administration & Supervision
Guam Board of Examiners	1 – Guidance & Counseling	2 – Elementary Education K-5	1 – Early Childhood / Elementary Education K-5
1 – Registered Nurse		1 – Chamorro, Language, & Culture	7 – Elementary Education K-5
		2 – Special Education K-12	4 – Elementary Education K-6
		1 – Library Science	1 – Reading K-12
		1 – Elementary Education K-6	2 – Special Education K-12
			1 – TESOL/ESL K-12
			1 – Mathematics K-9
			1 – Career Technical Education & Social Studies

Figure 17: School Personnel – GDOE Years of Service

Years of Service	Number of Teachers	Number of Staff
0 – 5	6	8
6 – 10	3	2
11 – 15	3	3
16 – 20	2	2
21 – 25	11	0
26 – 30	2	1
30+	2	0

Figure 18: School Personnel – Ethnic Background

There are 58.6% of teachers that are Chamorro and 20.7% of teachers whose ethnicity are mixed at the school. There are 13.8% that are Filipino and 3.44 % are Caucasian and Hispanic.

Ethnicity	Number of Teachers	Number of Staff
Caucasian	1	0
Chamorro	17	9
Filipino	4	0
Hispanic	1	0
Other	6	6

Figure 19: School Personnel

Employee & Position	Highest Degree & Institution	Credential	Years of Educational Experience	Ethnicity	Gender
Hannah M. Gutierrez *Principal*	Master of Arts in Teaching: History *University of San Diego*	Master Educator: School Administrator	23	Chamorro	Female
Patrice Tenorio *Kindergarten Teacher*	Bachelor of Arts in Early Childhood/ Elementary Education *University of Guam*	Professional Educator: Early Childhood/ Elementary K-5	24	Chamorro	Female
JoAnn Brown *Kindergarten Teacher*	Master of Education in Educational Leadership *University of Portland*	Master Educator: Elementary K-6	26	Chamorro	Female
Mary Tenorio *Kindergarten Teacher*	Bachelor of Arts in Elementary Education *University of Guam*	Initial Educator: Elementary K-5	2	Chamorro	Female
Ignacia Gumataotao *1st Grade Teacher*	Master of Education in Educational Leadership *University of Portland*	Master Educator: Elementary K-5	21	Chamorro	Female
Brogan Sanchez *1st Grade Teacher*	Bachelor of Arts in Elementary Education *University of Guam*	Initial Educator: Elementary K-5	1/2	Hispanic	Female
Claire Sablan *1st Grade Teacher*	Bachelor of Arts in Elementary Education *University of Guam*	Initial Educator: Elementary K-5	2	Chamorro	Female
Julie Naputi *2nd Grade Teacher*	Master of Education in Language and Literacy *University of Guam*	Master Educator: Elementary K-6 and Reading K-12	22	Chamorro	Female
Darlene Rivera *2nd Grade Teacher*	Master in Public Administration *University of Guam*	Professional Educator: Elementary K-5	22	Chamorro/ Filipino	Female
Charity Catunao *2nd Grade Teacher*	Master of Education in Reading *University of Guam*	Professional Educator: Elementary K-5	5	Filipino	Female

Angella Lujan *3rd Grade Teacher*	Master of Education in Educational Leadership *University of Portland*	Master Educator: Elementary K-5	21	Chamorro	Female
Carol Somerfleck *3rd Grade Teacher*	Bachelor of Arts in Early Childhood/ Elementary Education *University of Guam*	Professional Educator: Early Childhood/ Elementary K-5	20	Chamorro	Female
Welma Quitugua *3rd Grade Teacher*	Master of Education in Educational Leadership *University of Portland*	Master Educator: Elementary K-6	22	Filipino	Female
Mark McCarthy *4th Grade Teacher*	Master of Education in Elementary Education *University of Guam*	Master Educator: Elementary K-5	29	Caucasian	Male
Selina Castro *4th Grade Teacher*	Bachelor of Arts in Sociology/MR *Cardinal Stritch University*	Master Educator: Special Education K-12 and Elementary K-6	44	Chamorro	Female
Barbara Campbell *4th Grade Teacher*	Master of Arts in English *University of Guam*	Master Educator: Elementary K-5	19	Chamorro	Female
Marilyn Collins *5th Grade Teacher*	Master of Education in Educational Leadership and Policy Study *California State University of Sacramento*	Master Educator: Elementary K-5 and Mathematics K-9	6	Caucasian/ Filipino	Female
Mary Meagan Terlaje *5th Grade Teacher*	Master of Education in Special Education *University of Guam*	Professional Educator: Special Education K-12	4½	Chamorro/ German	Female
Shannel Leon Guerrero *5th Grade Teacher*	Master of Education in Special Education *University of Guam*	Initial Educator: Elementary K-5	3	Chamorro	Female
Dolores Cayanan *English as Second Language (ESL) Teacher*	Bachelor of Art in Elementary Education *University of Guam*	Master Educator: TESOL/ESL K-12 and Professional Educator Elementary K-6	30	Filipino	Female
Joselito Acfalle *Special Education Teacher*	Master of Education in Special Education *University of Guam*	Professional Educator: Special Education K-12	15	Chamorro/ Filipino	Male
Enrique Quinata *Instructional Coach*	Master of Education in Educational Leadership *University of Portland* and Master of Education in Special Education *University of Guam*	Master Educator: Elementary K-5 and Special Education K-12	23	Chamorro	Male
Diana Charfauros *Chamorro Language*	Bachelor of Science in Psychology	Professional Educator:	25	Chamorro	Female

and Culture Teacher	*University of Guam*	Chamorro Language and Culture			
Jeannie Calvo *Chamorro Language and Culture Teacher*	Bachelor of Arts in Pacific Asia Studies *University of Guam*	Basic Educator: Chamorro Language and Culture	10	Chamorro	Female
Alvina King *Chamorro Language and Culture Teacher*	High School Diploma *George Washington High School*	Basic Educator: Chamorro Language and Culture	9	Chamorro	Female
Stephanie Taitano *Gifted and Talented Education (GATE) Teacher*	Master of Education in Educational Leadership *University of Portland*	Master Educator: Early Childhood/ Elementary K-5	15	Chamorro	Female
Eden Lou Laserna *School Health Counselor*	Bachelor of Science in Nursing *University of Guam*	Guam Board of Nurse Examiners: Registered Nurse	11	Filipino	Female
Lorie Montague *Guidance Counselor*	Master of Education in Guidance and Counseling and Master of Arts in Public Administration *University of Guam*	Initial Educator: Guidance and Counseling K-12 and Master Educator: Career Technical Education & Social Studies	13	Chamorro/ Filipino/ Japanese	Female
Neldie Pendon-Limtiaco *Librarian*	Master of Education in Educational Leadership *University of Portland*	Master Educator: School Administrator, Master Educator: Elementary K-6, and Professional Endorsement: School Librarian K-12	22	Pacific Islander	Female
Alicia Fullo *Administrative Assistant*	High School Diploma *Guam Vocational Technical High School*		19	Chamorro/ Chinese/ Hawaiian/ Filipino	Female
Christina Borja *Clerk Typist III*	High School Diploma *Guam Community College*		15	Chamorro	Female
Liberty Cruz *Clerk I*	High School Diploma *Southern High School*		½	Chamorro	Female
Patricia Bamba *Computer Operator II*	High School Diploma *George Washington High School*		30	Chamorro/ Samoan/ Chinese/ Polynesian	Female
Angela Dejesus	Grade Equivalent		13	Chamorro	Female

School Aide I	Diploma *Guam Community College*				
Claire R. Arceo *School Aide III*	High School Diploma *Notre Dame High School*		15	Chamorro	Female
Tony Leon Guerrero School Aide III	High School Diploma *George Washington High School*		14	Chamorro	Male
Kenneth Ursua *Building Custodian*	High School Diploma *Montgomery High School, San Diego*		18	Chamorro/ Filipino	Male
Marie Pablo *Teacher Assistant*	High School Diploma *Notre Dame High School*		6	Chamorro	Female
Alica Blas *Teacher Assistant*	High School Diploma *Southern High School*		1	Chamorro	Female
Janice Tengan *Teacher Assistant*	High School Diploma *John F. Kennedy High School*		1	Chamorro	Female
Shane Siguenza *Teacher Assistant*	High School Diploma *Southern High School*		0	Chamorro	Male
Kimberly Campos *1:1 School Aide*	High School Diploma *Southern Christian Academy*		1	Chamorro	Female
Ashlee Chargualaf *1:1 School Aide*	High School Diploma *Southern High School*		3	Chamorro/ Filipino	Female
Misa Calanda *1:1 School Aide*	High School Diploma *John F. Kennedy High School*		1 1/2	Pacific Islander	Female
Joylene Mendiola *1:1 School Aide*	High School Diploma *Southern High School*		6	Pacific Islander	Female

Figure 20: Professional Development Programs

Program	Number of Participants
AIMS Web Plus System	2
Balanced Leadership	3
Classroom Instructions That Works (CITW)	4
Classroom Instructions That Works: Training of Trainers (CITWTOT)	5
Classroom Instruction That Works English Language Learner (CITWELL)	3
Early Childhood Literacy Training	1
Full Option Science System (FOSS)	18
Shelter Instruction Observation Protocol	4

(SIOP)	
Singapore Math	2
Social Studies Textbook Adoption Project	2
Science Technology Engineering Mathematics (STEM) Robotics	5
Standards Based Grading (SBG)	4

Figure 21: School Conditions

The school has identified plumbing, air conditioning, and carpentry as the highest number request for repairs from the district. There was one special request to disconnect power to temporary buildings in SY 2017-2018 and removal of typhoon debris during SY 2018-2019. Self-help requests are for gasoline and paint. Those requests were used to improve cleanliness of the school facility, especially during the summer months. The students' safety remains a high priority for the school and every measure is implemented to ensure students are from harm's way during repairs.

School Repair Requests				
Type	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**
Carpentry	30	14	9	23
Debris	0	1	0	0
Electrical	4	4	4	6
Equipment	0	0	1	0
Excavation	1	0	0	0
HVAC	37	30	12	13
Pest Control	2	3	1	0
Power (BER)	0	1	0	0
Plumbing	17	20	25	34
Self Help	3	5	3	5
Welding	3	2	2	4

Figure 22: School Financial Report

AHES per pupil cost during SY 2016-2017 was 5.22% and increased 14.67% during SY 2017-2018 and increased again in SY 2018-2019 by 18.76%. The change in per pupil cost was effected by the 7 transfers, 18 resignations, 5 retirements, and 4 employee vacancies. AHES; however, was fortunate to fill those vacancies the last two years and current employees are also seeking a higher educational degree. These benefits did impact per pupil cost by increasing it by $1,450.00 during SY 2018-2019.

School Expenditures			
Type	SY 2016.2017	SY 2017.2018	SY 2018.2019
Per Pupil Cost	$ 2,193.00	$ 5,866.00	$ 7,316.00
Other Funding	$ 2,240.00	$ 0.00	$ 0.00

STUDENT PERFORMANCE DATA

Figure 23: Student Proficiency Levels (ACT Aspire)

During SY 2014-2015, GDOE replaced the SAT 10 and implemented new district-wide assessments. The summative end-of-the-year assessment, the ACT Aspire, is aligned with the Common Core State Standards (CCSS). The ACT Aspire supports the District's SSP major component of a District comprehensive student assessment system.

AHES monitors students' academic success and weaknesses to determine the next course of action to improve the SLOs. When comparing the composite scores based upon the cohort, the data revealed that 3rd grade students were strongest in English during SY 2016-2017. Their scores dropped 10% during 4th grade and increased 1% during the following school year. In reading, 3rd grade students improved by 3% during SY 2017-2018 and dropped 2% during SY 2018-2019. The current data reveals that AHES' greatest area of improvement may be in mathematics. The students were at 6% during SY 2016-2017, dropped 2% the following school year, and in SY 2018-2019 their scores were at 0% exemplary. During PLC meetings and Professional Development (PD), teachers and staff work collaboratively to address curriculum concerns, student behavior, parental involvement, attendance, and other apprehensions that may affect student achievement.

However, the analysis of the current data by grade level revealed 3rd grade teaching and learning has an Exemplary average of 35% in English. To reduce the percentage in the In Need and Close categories, teachers identified specific skills to improve student learning such as parts of a paragraph: topic sentence, supporting sentence, and conclusions. They also found the need to develop students' grammar by reinforcing the parts of speech.

3rd Grade English				
	SY 2016-2017	SY 2017-2018	SY 2018-2019	STATUS
Exemplary	38%	33%	33%	No Change
Ready	29%	31%	31%	No Change
Close	23%	33%	33%	No Change
In Need	10%	3%	3%	No Change

Students continue to struggle in the area of Reading with only 13% reaching Ready and 0% at Exemplary last school year. Teachers collaborated and identified that students need to improve reading fluency by decoding words. They also identified reading comprehension as an important skill for the students; thus, they will be prompting students to ask and answer questions using meaningful sentences.

3rd Grade Reading				
	SY 2016-2017	SY 2017-2018	SY 2018-2019	STATUS
Exemplary	6%	5%	0%	-5%
Ready	11%	16%	13%	-3%
Close	20%	19%	23%	+ 4%

In Need	62%	60%	64%	+ 4%

In the last two years, 3rd grade had no change with 7% students placing at Exemplary and 24% reaching the Ready levels. However, teachers have identified the need to practice basic multiplication periodically. They also need to consistently practice mathematics skills with the students especially word problems.

3rd Grade Mathematics				
	SY 2016-2017	SY 2017-2018	SY 2018-2019	STATUS
Exemplary	6%	7%	7%	No Change
Ready	33%	24%	24%	No Change
Close	32%	33%	33%	No Change
In Need	29%	36%	36%	No Change

There was a drop of 14% of students scoring in the Exemplary or Ready levels for 4th grade English, but yet 54% of the 4th grade students still placed at these 2 levels. In order to decrease the number of students in the In Need and Close categories, teachers identified student skills that need to be improved: writing process specifically in descriptive and narrative sentences.

4th Grade English				
	SY 2016-2017	SY 2017-2018	SY 2018-2019	STATUS
Exemplary	22%	28%	27%	-1%
Ready	31%	40%	27%	-13%
Close	38%	25%	38%	+13%
In Need	9%	7%	7%	No Change

There was a slight increase of 3% of 4th graders scoring in the Exemplary or Ready levels this past year. The teachers will continue to have students practice identifying main ideas with supporting details. They will also have students make inferences, draw conclusions, and refine the elements of literature.

4th Grade Reading				
	SY 2016-2017	SY 2017-2018	SY 2018-2019	STATUS
Exemplary	4%	9%	5%	-4%
Ready	9%	13%	20%	+7%
Close	31%	31%	20%	-11%
In Need	55%	47%	55%	+8%

There was an 8% increase of 4th grade students scoring in the Exemplary or Ready level for Mathematics. The teachers understand the importance of basic mathematical operations and will continuously to improve student learning by reviewing multiplication and division.

4th Grade Mathematics			
	SY 2016-2017	SY 2017-2018	SY 2018-2019	STATUS
Exemplary	4%	4%	2%	-2%
Ready	18%	23%	33%	+10%
Close	59%	55%	45%	-10%
In Need	19%	19%	20%	+1%

There was a slight increase of 3% of students scoring at the Exemplary or Ready levels in 5th grade English. English continues to be the strongest area for our students. The teachers will have students practice their spelling throughout the school year. They will also continue to have students create passages and edit their writing.

5th Grade English			
	SY 2016-2017	SY 2017-2018	SY 2018-2019	STATUS
Exemplary	18%	18%	29%	+11%
Ready	37%	38%	30%	-8%
Close	31%	36%	37%	+1%
In Need	13%	8%	4%	-4%

There was a 3% drop in 5th grade Reading of students who scored in the Exemplary or Ready levels. Reading remains a struggle for students throughout 3rd to 5th grades. Thus, teachers will practice reading fluency and the key comprehension strategies such as predicting, main idea, and summarization.

5th Grade Reading			
	SY 2016-2017	SY 2017-2018	SY 2018-2019	STATUS
Exemplary	4%	9%	7%	-2%
Ready	10%	12%	11%	-1%
Close	16%	28%	29%	+1%
In Need	69%	50%	53%	+3%

There was only 1% growth from last year for those who are Ready in 5th grade Mathematics. The teachers have identified the importance of reviewing multiplication and identifying key points when answering word problems. Hopefully this will improve students' skills in basic mathematics.

5th Grade Mathematics			
	SY 2016-2017	SY 2017-2018	SY 2018-2019	STATUS
Exemplary	0%	0%	0%	No Change
Ready	10%	10%	11%	+1%
Close	57%	56%	54%	-2%
In Need	33%	34%	35%	+1%

Figure 24: Student Proficiency Levels (AIMSweb)

GDOE adopted AIMSweb as a District-Wide (Formative) Assessment (DWA). It is a complete web-based solution for universal screening, progress monitoring, and data management for Grades K-12. AIMSweb provides guidance to prinicpals and teachers based on accurate, continuous, and direct student assessment. It helps school prinicpals demonstrate tangible improvements, and helps teachers become more effective and more efficient in the classroom.

In SY 2014-2015, as a district-wide interim assessment requirement, teachers were trained in the administration and scoring if students' AIMSweb Probes in Math. In SY 2015-2016, teachers administered the Reading and Math Probes. They were further trained in extracting and analyzing data to identify student performance. Students performing at Tier 3 were placed in a Progress Monitoring for intervention. Currently AHES is administrating the Reading, Spelling, Writing, and Math components of AIMSweb Assessments.

AHES administers the AIMSweb assessment three times a school year. The homeroom teachers administer these tests themselves utilizing the paper and pencil method. However, the district has improved the method of administering the assessment SY 2019-2020. AHES students are able to utilize the computers to complete this school year's AIMSweb assessment. The data will be compiled by the district and is calculated in percentile from below 10, 10-25, 25-50, 50-75, 75-90, and 90 above.

During SY 2016-2017 AIMSweb test of Early Literacy students at the Tier 1 and Tier 2 were at 87%. The1st grade teachers have identified the areas of weakness and modified their instructions as part of their intervention to help meet the need of their students. Grades 1-5 AIMSweb Oral Reading, students at the Tier 1 and Tier 2 proficiency were at the 78%. The Kindergarten AIMSweb test of Early Numeracy, students at the Tier 1 and Tier 2 proficiency were at 90%. In Grades 1-5 AIMSweb Math Computation, students at the Tier 1 and Tier 2 proficiency were at 90%. Grade 2-5 AIMSweb Math Concepts and Application, students of the Tier 1 and Tier 2 proficiency were at 80%. The AIMSweb data is incomplete due to GDOE's procurement process. The analysis of the data is inconclusive; however, SY2019-2020 the AIMSweb Plus will be utilized to analyze student achievement.

The following graph shows how students at AHES scored on the AIMSweb assessments for SY 2016-2017. However, no analysis will be provided until a decision is made to consider the following data as baseline.

English Language Arts School Year 2016-2017				
Grade Level	Spelling	Maze	Oral Reading	Writing
1st Grade	75%	87%	81%	31%
2nd Grade	72%	83%	78%	75%
3rd Grade	60%	83%	81%	59%
4th Grade	57%	88%	84%	58%
5th Grade	96%	90%	81%	63%

Mathematics School Year 2016-2017					
Grade Level	Number Identification	Oral Counting	Quantity Discrimination	Computation	Missing Number
Kindergarten	N/A	36%	37%	N/A	50%
1st Grade	70%	31%	64%	79%	58%

Mathematics School Year 2016-2017		
Grade Level	Application	Computation
2nd Grade	94%	93%
3rd Grade	96%	86%
4th Grade	83%	81%
5th Grade	92%	96%

Chapter II: Progress Report
Summarize progress on each section of the current schoolwide action plan that incorporated all schoolwide critical areas for follow-up from the last full self-study and all intervening visits.

The visiting committee suggested the following areas for follow-up during SY 2016-2017:

1. The process to ensure understanding of the school's mission and the student learner outcomes as AHES develops indicators and rubrics to ensure they address what needs to be measured.
The accreditation leadership team led the discussion and development of the SLOs indicators and rubrics. The alignment to the state strategic plan, school's vision and mission, and standards-based grading was also discussed with the focus groups. The process for students to understand the SLOs began with the daily modeling and reciting of it. It was later extended by providing students a deeper understanding of its meaning to include translating it in CHamoru.

Although the indicators and rubrics was not completed at the start of the year, the development continued with the PLC identifying the specific skills to be measured and the home groups identifying the specific lessons to address the areas of improvement. The inclusion of the SLOs in lesson plans, creation of a form for measurement and data collection will be piloted during 2nd semester of this school year, 2019-2020.

2. The consistency between the school's mission, the student learner outcomes, the school program and all the initiatives and the ongoing school improvement.
AHES has aligned its school's mission and SLOs with the state strategic plan. The schools SLOs was also aligned with its programs and initiatives. School improvement will continue to be identified by using parent/guardian, teacher, staff, and student perception surveys, variety of assessments, and constant school community communication. The school is committed to increasing student achievement and will continue its efforts to improve itself; thus, will remain in the action plan.

3. The school leadership and faculty further refine the student/community profile that shows three years of data noted findings (Task 1, Focus on Learning) and a summary that highlights implications the data, 2-3 major student needs, and 3-4 important questions raised by the analysis of the student achievement and demographic data (Task 3, Focus on Learning).
The data from ACT Aspire for third to fifth grades for SY 2016-2017 to SY 2018-2019, in English depicts half of the students performing at "Ready" and "Exceeding" rate. However, identifying supports and continued emphasis in the production of writing, knowledge of language and conventions of Standard English is needed to raise our students who remain in the "Close or "Need Support" rating. The Reading ACT Aspire data for third to fifth grade in SY 2016-2017 to SY 2018-2019, depicts a major deficit in student achievement. There are a small number of students in the "Ready or "Exceeding" ratings with most of the students at "Close" or "Need Support" rating. The scores in Reading ACT Aspire are relatively the same for each year across grade levels among the subsections of Reading. These subsections emphasize the areas of key ideas & details, craft & structure, and integration of knowledge & ideas are needed. Similarly, the scores in the Math ACT Aspire for third to fifth grade in SY 2016-2017 to SY 2018-2019, depicts

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a major deficit in student achievement. There is a small number of students in the "Ready" or "Exceeding" ratings with most of the students in the "Close" or "Need Support" rating. The scores in Math ACT Aspire are relatively the same for each year across grade levels among the subsection in Math. These subsections emphasize in the areas of Number & Operations-Fractions, Number & Operations in Base 10, Operations & Algebraic Thinking, Geometry, Measurement & Data, Integrating Essential Skills, Justification & Explanation, and Modeling.

Major Learning Need:
- Improve Reading & Math ACT Aspire scores through alignment of instructions and formative assessments with standards and its related ACT Aspire subtest sections.
- Instructional techniques and student learning strategies

Major Questions:
- Are our instructions and assessments aligned with the standards being taught?
- Are our efforts in providing instructions in reading and mathematics aligned progressively among grade levels?
- Are we meeting the needs of our ELL?

4. The school leadership and faculty work together to strengthen understanding and the use of a variety of formative assessment data to improve student learning with the expectations that all instructional staff members are teachers of reading, writing, speaking, listening, and critical thinking skills.

AHES is in the process of phasing SBG into our curriculum; that requires the implementation of proficiency scales and development of common formative assessments. The phase plan will initiate the process of analyzing common formative assessment data to determine how students are progressing and adjust instructions as needed. Moreover, the AIMS web Plus system provides data to be analyzed as an additional data point. The AHES leadership plans to take a deliberate role in data analysis as it is lacking at the grade levels; more intentional analysis and synthesizing of data will take place in the PLCs.

5. Based on analyzed multiple types of student achievement data and identified teacher professional growth goals, the school leadership and teachers will find it helpful to prioritize professional learning areas supported by regular dialogue and actions within professional learning communities to improve students' reading, writing, and mathematics. Examples include the following:
- Differentiated instruction within a classroom or through re-grouping, including critical thinking and inquiry approaches.
- English language acquisition strategies integral to all classroom instruction, including the Sheltered Instruction Observation Protocol (SIOP) strategies.
- More intentional integration of technology within the instruction.
- Regular use of assessment, including the development and implementation of the common formative assessments.
- Consistency to meet the GDOE's goal of a research-based grading system.

AHES teachers have identified priority standards by grade level and adjust instructional techniques after reviewing student achievement data to best meet the needs of the students. Teachers utilize technology in the classroom to further enhance the student learning experience. Lastly, teachers utilize the computer lab to help reinforce lessons taught in the classroom or provide remediation for struggling learners.

6. The school leadership and faculty develop and implement a comprehensive plan that includes maximizing the use of technology by students, including greater training and coaching of the teachers.
AHES has improved its access to technology since SY 2016-2017. The schools teachers and staff have access to the media center that is equipped with several mobile computer labs, multimedia projectors, document cameras, and other electronics. The teachers were provided online PD, iSafe Curriculum, that focused on digital citizenship and online safety. They were also offered the district's identified Google online courses and Science Technology Engineering Mathematics (STEM) Robotics trainings. The school is also very fortunate to have parents volunteering to expose teachers and students to coding three years consecutively. Since the establishment of the media center, the teachers recognized the importance of integrating technology; thus, they voted to increase the usage of the center to forty-five minutes a week. Currently the teachers are utilizing the district's content standards and performance indicators to address student learning until the adoption of the new educational technology standards which is expected this school year, 2019-2020.

7. The school leadership supports the implementation of a stronger vertical articulation communication process regarding flow of standards, instructional approaches.
Vertical articulation in mathematics has been developed and discussed among the faculty members. Leverage points has been identified to best support students achievement and accepted by faculty members. Vertical articulation in Reading has also been developed and discussed among the faculty members where leverage point would need to be identified. Moreover, learning standards among all grade levels in reading and mathematics have been reviewed and alignment noted with the ACT Aspire and AIMS web Plus.

8. The school leadership and faculty examine ways to improve student involvement in a variety of activities, such as a student council and other identified programs.
AHES' student perception surveys revealed that 73.8% are aware of the activities and programs implemented at the school site. Unfortunately, 23.8% do not know and 2.4% don't think there are any activities and programs implemented at the school. The school has been working diligently in achieving this goal by establishing a NEHS, Guam Visitors Bureau's Welcome All Visitors Enthusiastically Club, and participating in numerous community events. The school will continue its efforts to improve this area by providing opportunities for students' voices to be heard and active encouragement of their participation in school and community competitions and events.

9. The school leadership and faculty strengthen the communication and activities with parents to strengthen their understanding of such areas as GDOE standards, CCSS, AIMSweb, and DWA.

AHES has communicated the school's mission statement and SLOs to its parents/guardians periodically. The school has provided information of curriculum, instruction, and assessments during the monthly PTO meetings, school newsletters, home group newsletters, and the department's SWIFTK12 automated information program. The school has also uploaded these pertinent information onto the school's website for parents/guardians to access. The perception survey results indicated that 95% of parents/guardians feel that the school encourages them to be an active participant in their child's classroom and school activities. The parent surveys also indicated that 69% of parents agree or strongly agree that they are aware of the district's move toward Standards-Based Grading (SBG); 69% of parents also stated that they agree or strongly agree that they are knowledgeable of SBG. The parent surveys also indicated that 71% of parents felt they are aware that proficiency scales and CFAs are used to assess their child's progress on learning standards.

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

Provide an overall summary from the analysis of the profile data:

- **Based on past progress and current data, explain the implications of the data with respect to student performance**
- **Select two to three student learning needs based on the data, noting the correlated schoolwide learner outcomes**
- **List important questions that have been raised by the analysis of the student performance, demographic, and perception data to be used by Home and Focus Groups in their study.**

The student population at AHES has decreased from SY 2016-2017 to SY 2018-2019 with number of our ELL students remaining relatively the same each school year. Moreover, our horizontal and vertical articulation of the adopted curriculum requires an in-depth look for clarity. Such clarity would need to resonate in our planning for instructions and monitoring of student academic progress. The effort would impact our district wide assessment results improving our current posture of our students performing at the "Close" and "Need Support" in reading and mathematics.

The graphs below depicts students performing at the "Close and "Need Support" in among our 3rd through 5th grade students. The percentage of 3rd through 5th grade students performing in the "Close" and "Need Support" in Reading range from 75% to 87%. Each grade level depicts a fluctuation in the percentage of students with 4th grade showing a decline of students in the "Close" and "Need Support" areas. Moreover, the percentage of 3rd through 5th grade students performing in the "Close" and "Need Support" in mathematics range from 61% to 90%. Whereas, the percentage of 3rd grade students in the "Close" and "Need Support" is increasing each year. The 4th grade students show a gradual decline of the percent of students in the "Close" and "Need Support" each year. However, the 5th grade students depict a tremendous spike from 4th grade in the percentage of students in the "Close" and "Need Support.

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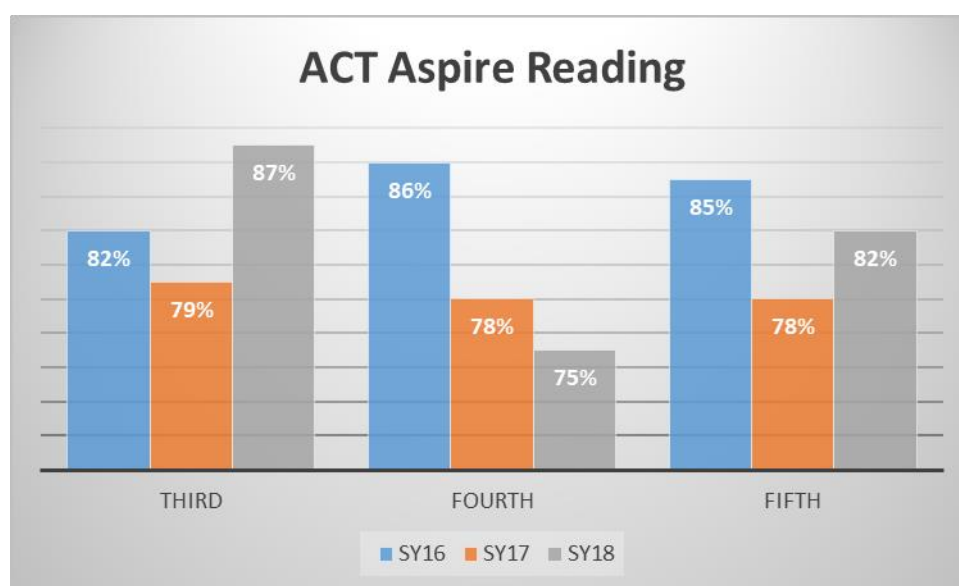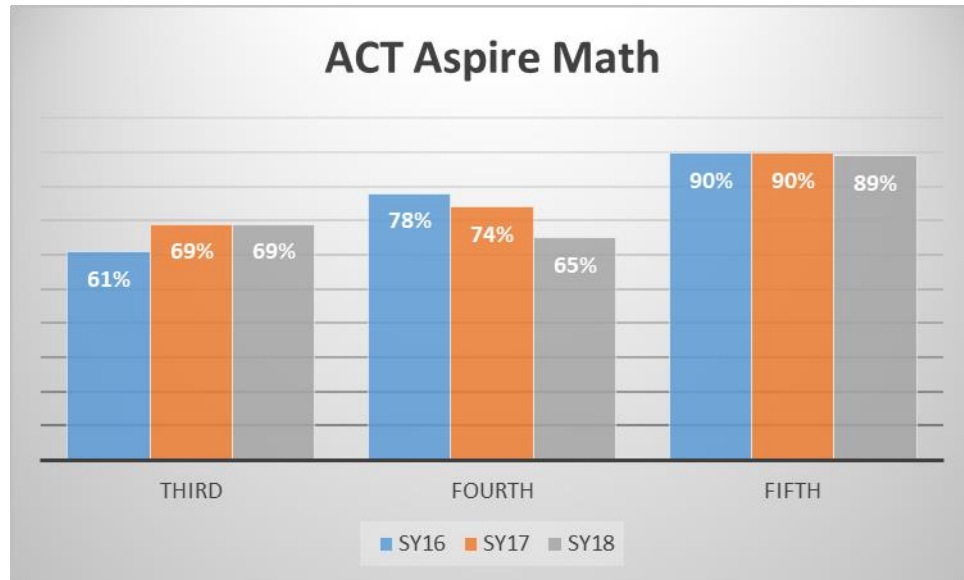
Major Learning Need:

The percentage of 3rd through 5th grade students performing at the "Close and "Need Support" in ACT Aspire Reading and Math needs to decrease.

AHES will address this challenge by:

- •Ensure alignment of the CCSS with instructions and our formative assessments
- •Monitor student progress on standards learned
- •Ensure the use of instructional techniques and learning strategies of CITW and SIOP

Major Question:

Given the high percentage of students among our 3rd through 5th grade performing at the "Close" and "Need Support" areas in Reading and Math in ACT Aspire, the following questions need to be addressed:

- •Are our learner expectations aligned with the expectations of our interim and district-wide

    assessments?

- •Are the instructions provided aligned progressively among grade levels?

- •Are we meeting the learner needs of our English Language Learners?

Chapter IV: Self-Study Findings

For each criterion, respond to the indicators and related prompts for each criterion and note the supporting evidence. Refer to the areas to analyze and examine in determining the degree to which the criterion is being met.

<u>**For each category**</u>**, provide the following: (1) the identification of strengths and (2) the identification of prioritized growth areas.**

➔   **Note: The five criteria categories are:**

A. Organization: Vision, Mission, Schoolwide Learner Outcomes, Governance, Leadership and Staff, and Resources
B. Standards-based Student Learning: Curriculum
C. Standards-based Student Learning: Instruction
D. Standards-based Student Learning: Assessment and Accountability
E. School Culture (Environment) and Support for Student Personal and Academic Growth.

Category A. Organization: Vision, Mission, Schoolwide Learner Outcomes, Governance, Leadership and Staff, and Resources

A1. Vision, Mission, and Schoolwide Learner Outcomes Criterion

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

Vision, Mission, Schoolwide Learner Outcomes, Profile, Schoolwide Action Plan

A1.1. Indicator: The school has established a clear, coherent vision and mission of what students should know and be able to do; the school's action plan is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn.

A.1.1. Prompt: *Evaluate the degree to which the development of the school's vision, mission, and schoolwide action plan has been impacted by pertinent student/community profile data, identified global competencies, and current educational research.*

Findings	Supporting Evidence
AHES' mission is aligned with the vision of GDOE. Its mission is also clearly stated based on data results relating to student academics, social, and emotional performance needs. The creation and implementation was driven by data and a strong belief that all students can learn and achieve at their highest academic levels. However, during SY 2019-2020, the student surveys revealed that 79.8% know, but 20.2% are still not fully aware of the mission statement. AHES' mission influenced the SLOs which were established in SY 2015-2016. The	GDOE Vision and Mission GDOE State Strategic Plan AHES Mission AHES Student Learner Outcomes AHES Handbook and Planner Grade Level Newsletters Grade Level Packets

process involved the collaborative efforts of all stakeholders from students, parents/guardians, faculty, and staff. Since the revision, the school has made every effort to have the school community understand the mission and SLOs. AHES believes that students should be globally competent and self-sufficient; thus the SLOs are to have academically successful learners and helpful and respectful citizens. These expectations encourages students to value and promote excellence in academics. Encourages students to promote positive behavior and become productive community members. The next SLOs is to be effective communicators. The students are expected to participate in discussions appropriately, explain ideas verbally and in writing, and participate in cooperative learning activities appropriately. One of our best practices is the implementation of the Peace Path. The Peace Path is a verbal activity to promote positive communication within peers. Students are taught how to use "I" statements, learn how to listen, cooperate, compromise, and create plans together to resolve conflicts. Lastly, is to be savvy and responsible technology users. The students are expected to utilize technology equipment to support their learning and to apply computer skills in their daily life. The student survey results revealed that 57.1% know and 42.9% are still not fully aware of the SLOs. The school would need to effectively communicate each section of the SLOs in order to be successful in attaining learner outcomes. The SLOs are modeled by the staff daily, displayed around the school campus, and posted on the school website.	School Assemblies School/District Trainings School/District Faculty and Staff Trainings School Faculty Meetings School Newsletter School Website Classroom Communication Connections Community Partnerships Outreach Community Support PTO Members and Meetings PowerSchool Parent Portal PBIS SWIFTK12

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes, and Schoolwide Action Plan

A1.2. Indicator: The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and mission are effective.

A1.2. Prompt: *Evaluate the effectiveness of the processes that ensure involvement of the entire school community.*

Findings	Supporting Evidence
In a joint effort, the faculty, staff, and community of AHES created a new school mission during School Year 2015-2016. The process began during our PD day on September 30, 2015 when faculty and staff were introduced to the criteria and accreditation process for the Western Association of Schools and Colleges (WASC). On October 28, 2015, our faculty and staff completed various activities that placed them to their Focus Groups. They worked collaboratively to discuss and explore our purpose that led us to our current mission statement. Throughout the remainder of the school year, the school community continued to develop the mission statement that would best meet the needs of our students. All stakeholders were involved in the process of creating the school mission to include surveying the parents at our Parent Teacher Conference (PTC) on April 7, 2016. The results of the surveys revealed that in addition to educating their children, parents felt their child's safety and building character were important. During that same period, students were also surveyed with similar questions about the "job" of their teachers and staff members, as well as their perception of their school environment. The school incorporated the results and shared the new mission with the school community during a PTO meeting. The school will continue to emphasize the new mission statement to all stakeholders.	GDOE Vision Statement AHES Mission Statement AHES Student Learner Outcomes PBIS School Newsletter School Website Kindergarten Orientation Out of District Orientation Open House New Student Orientation Initial PTO Meeting School/District PD School/District Trainings PowerSchool Parent Portal Perception Surveys Personnel Interviews New Employee Orientation

AHES' mission is incorporated into the school's action plan to ensure there is an impact on student learning. The school maintains and adheres to providing quality education by staying abreast of exemplary educational practices through continuous district and school PD for its faculty and staff such as CITW, SIOP, and FOSS and the NGSS. Additionally, AHES has adopted a PBIS Framework to foster a safe environment while promoting positive behavior. AHES has clearly defined behavior expectations and behaviors in the school behavior matrix. Students are strongly aware of their expectation to be safe, respectful, and responsible. The AHES discipline rate has been below 1% the last three years. In line with the goal to produce "savvy and responsible technology users," AHES had made improvements to its computer lab, allowing for a more conducive technological environment and access to the technology. Finally, the school's action plan is aligned and supports the district's SSP Goal No. 2 which focuses on the progression of students from grade to grade and SSP Goal No. 3 which holds all employees to high standards.	

Understanding of Vision, Mission, Schoolwide Learner Outcomes, and Schoolwide Action Plan

A1.3. Indicator: Students, parents, and other members of the school commun5ity demonstrate understanding of and commitment to the school's vision and mission, schoolwide learner outcomes, and action plan.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and the schoolwide action plan.*

Findings	Supporting Evidence
AHES' mission statement promotes quality education for all students so they can become respectful and responsible lifelong	AHES Mission Statement Poster AHES Student Learner Outcomes Poster

learners. The SLOs were created through the acronym AHES, which represents our school name. The SLOs allow the students to remember that they will become and remain Academically successful learners, Helpful and respectful citizens, Effective communicators, and Savvy and Responsible Technology Users. AHES's mission statement and SLOs are posted in every classroom, cafeteria, school office, nurse office, library, restrooms, computer lab, and various bulletin boards around the campus. The mission statement and SLOs are clearly and proudly stated by all stakeholders of the school during faculty meetings, PTO meetings, school assemblies, orientations, parent/guardian notices, school website, and announcements. The school's community partners show commitment to our mission by providing educational resources and learning support programs for our students. AHES promotes and strengthens the School's mission and Action Plan by disseminating the information to all stakeholders and including it in the daily dialogue. Comparing the student survey results from SY 2018-2019 with SY 2019-2020, the schools' mission in preparing students to be helpful and respectful citizens decreased from 73% to 57.1%. The school would need to focus on improving their communication and increase students' awareness on the mission statement through daily reciting and modeling by all staff and provide discussions to strengthen the understanding.	School Faculty Meetings PTO Meetings GDOE Announcements School Website Student Handbook and Planner Guam Pacific Daily News Teacher Syllabus I-Recycle Program Superior Court of Guam Adopt a School Partnership Guam Customs and Quarantine Agency Partnership Guam Fire Department Marine Mania Career Day Partnerships Red Ribbon Week Dept. of Public Health & Social Services

Regular Review and Revision

A1.4. Indicator: The school is implementing an effective process for regular review/revision of the school vision, mission, schoolwide learner outcomes, and the schoolwide action plan based on

student needs in an evolving global society.

A1.4. Prompt: *Evaluate the effectiveness of the process for regular review/revision of the school vision, mission, schoolwide learner outcomes, and the schoolwide action plan.*

Findings	Supporting Evidence
AHES revised its school's mission and SLOs during SY 2016-2017. The revision involved all stakeholders and data from perception surveys. The school analyzes data from the district and school assessments to evaluate the progress of student achievement. The school's data results are then discussed in PLC, focus groups, home groups, faculty and staff meetings, PTO meetings and school PDs. The school will adjust the SAP, if the data reveals it is necessary to achieve its learner outcomes. The student perception survey results from intermediate grades revealed that 79.8% students know the school's mission and 57.1% students know the SLOs. During SY 2019-2020, the school will be implementing the newly created SLOs rubrics for 3rd and 4th quarters. This will allow the school to attain and maintain its goals and commitment to the school's mission and SLOs.	GDOE Vision AHES Mission SLOs Indicators & Rubrics AHES SAP Perception Surveys School Website Professional Learning Communities Home Groups/Focus Groups School Faculty and Staff Meetings PTO Meetings PTCs PDs School and Classroom Newsletters

Schoolwide Learner Outcomes and Vision and Mission

A1.5. Indicator: Schoolwide learner outcomes and academic standards are reflected in the school's vision and mission.

A1.5. Prompt: *Evaluate the ways in which schoolwide learner outcomes and academic standards are reflected in the school's vision and mission.*

Findings	Supporting Evidence
The mission of AHES is to provide quality education to develop respectful and responsible lifelong learners in a safe environment. The SLOs are to have academically successful learners, helpful and respectful citizens, effective	GDOE Vision AHES Mission AHES Student Learner Outcomes

communicators, and savvy and responsible technology users. To meet the school's mission the student learner outcomes describe the qualities necessary to meet our academic standards. Qualities that are necessary for students to succeed such as to communicate effectively, being responsible, and embracing technology in everyday learning. As part of the process in developing and revisiting the mission and SLOs, the faculty and staff aligned all standards, expectations, and outcomes so all is comprehensive and cohesive with one another.	PBIS Behavior Expectations

A2.   Governance Criterion

The school's program and operations are in alignment with a) the Guam Board of Education's policies and b) the Guam Department of Education rules, regulations, and procedures. The Board of Education delegates implementation and monitoring of these policies to the Guam Department of Education.

Understanding the Role of the Governing Authority

A2.1. Indicator: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.1. Prompt: *To what degree does the school community understand the governing authority's role, including how stakeholders can participate in the school's governance?*

Findings	Supporting Evidence
Based on supporting evidence, only 41.6% of AHES stakeholders are familiar with the Guam Education Board's (GEB) role and its responsibilities while 50% are somewhat familiar, and 7.9% are unfamiliar. Though the GEB meetings are open to the public, participation remains low. However, the role of the superintendent is evidently clear since 62.4% of AHES stakeholders are familiar his role and duties while 31.7% are somewhat familiar, and 5.9% are unfamiliar. GDOE has published the GDOE Quarterly Supplement Newspaper in the Guam Pacific Daily Newspaper the last 5 years so the community remains aware of the District's activities and provides education information to students and families. At the school level, stakeholders are afforded the opportunity to voice their opinions and concerns at monthly PTO meetings. 91.1% of stakeholders feel AHES personnel addresses their concerns in a timely manner, while only 8.9% indicated sometimes their concerns are timely addressed. The school advocates an open door policy that welcomes parent input and concerns.	GDOE Rules and Regulations PTC Perception Surveys Guam Code Annotated (GCA) Title 17 Chapter 3 Guam Public Law 30-18 Guam Public Law 31-019 School Handbook School Website PTO Meeting GDOE Quarterly Supplement Newspaper

Relationship Between Governing Authority and School

A2.2. Indicator: The school's stakeholders understand the relationship between the governing authority's decisions, expectations, and initiatives that guide the work of the school.

A2.2. Prompt: *Provide examples of how stakeholders understand the relationship between the governing authority's decisions, expectations, and initiatives that guide the work of the school.*

Findings	Supporting Evidence
AHES is governed by the policies, rules and regulations set forth by the GEB and carried out by the Superintendent and his Leadership Team at central office and via school level administrators. Standard Operating Procedures (SOP) are further developed as a guideline to regulate routine operations or further define policies of all GDOE Schools, promote uniformity and strengthen communication. At AHES, the leadership team is comprised of grade level representatives who assist the principal make schoolwide decisions in curriculum, discipline and finances. A grade level chairperson is tasked with informing their colleagues of pertinent information regarding policies and adopted practices. Staff meetings are held at least quarterly to disseminate information and assist with the decision-making of safety and operations. Regular monthly PTO meetings are held with parent officers to further assist in the leadership and decision-making at the school. In addition, principal newsletters, school flyers, teacher workshops, training and staff development are conducted to disseminate and educate all stakeholders.	GDOE Standard Operating Procedures GDOE Rules and Regulations GCA Title 17 and Title 14 Collective Bargaining Agreement (CBA) Teacher Orientation District Calendar School Newsletter Parent Teacher Communication SWIFTK12 PTO Meetings School Faculty and Staff Meetings PD

Faculty, Staff, and Governing Authority
A2.3. Indicator: There is clear understanding about the relationship between the governing authority and the responsibilities of the faculty and staff.
A2.3. Prompt: *To what degree is there clear understanding about the relationship between the governing board and the responsibilities of the faculty and staff?*

Findings	Supporting Evidence
The faculty and staff of AHES are aware that they must abide by the policies set forth	GDOE Rules and Regulations

by GEB, the department's rules and regulations and SOPs, and federal and local laws. There is also a CBA between GDOE and the Guam Federation of Teachers (GFT) that further defines the role of the teacher and school leadership. They have knowledge that the governing board sets the strategic direction, vision and mission of the district and schools. At the school level, the principal works with the leadership team to make decisions at the school with a committee of grade level teacher representatives to assist. Employees of the department are familiar with the policies, rules and regulations. The perception survey results, faculty access information about policies, procedures, and decision making processes for the school site through the school website (57.1%), GDOE Website (57.1%), AHES website (39.3%), GDOE Teacher Tool Kit (21.4%), or via e-mail (6.2%). The faculty is given a wide variety of opportunities to understand the governing board and the relationship.	GEB Policies GDOE Professional Teacher Evaluation Program (PTEP) GDOE Employee Performance Appraisal and Evaluation Form School Handbook School Website GDOE Website AHES SAP GDOE and GFT CBA

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

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

Broad-Based and Collaborative Planning Process

A3.1. Indicator: The school's planning process is broad-based, collaborative, and has the commitment of the stakeholders, including the staff, students, and parents.

A3.1. Prompt: *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, and parents.*

Findings	Supporting Evidence
The planning process is on-going and continuous at the school. Implementation of all plans and programs is done with fidelity. Monthly meetings with the faculty, staff, and PTO are held to assess and reflect on the progress of the school in attaining its goals. The AHES community is small that the role of stakeholders at AHES are intertwined. All play a vital role in the school planning process.	AHES SAP
	PD Agendas
	Curriculum Leadership Team Agendas
	PLCs
	Perception Survey
	ACT Aspire Results
The principal ensures that all stakeholders remain focused on the school's vision and mission and maps out the strategies for progressing with the school improvement plan via the leadership team.	Standards Based Performance Level Results
	AIMSweb Results
	Budget Survey
The principal is also responsible for the school's budget and the purchasing of materials for the successful implementation of the adopted curriculum, and evaluating teacher and staff performance.	Budget Hearing Minutes
	Principal Newsletter
	Teacher Grants
Parents, teachers, staff, and school community members drive the planning process by giving input on budgetary issues, providing data on student achievement, hosting fundraisers to purchase supplemental supplies, equipment, and teacher resource, grants, (PTO/teachers/ staff), monitoring student behavior, and	SWIFTK12
	PowerSchool Parent Portal
	School Bulletin
	School Website

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recruiting guest speakers to enhance the learning experience.	Classroom Bulletin
The tools by which teachers, students, staff, and parents gauge the strengths and weaknesses that need to be addressed include information derived from parent, teacher, and student surveys, student achievement data - AIMSWEB, Brigance Assessment, CFAs, teacher created assessments, ACT Aspire and standards-based classroom walk-throughs, teacher and student observations.	PTO Agenda/Minutes School Faculty Meeting Agenda Budget Perception Surveys
All stakeholders add to the success of the planning process at AHES and play a significant role in supporting the school mission.	

Correlation between Student Learning and the Schoolwide Action Plan

A3.2. Indicator: The analysis of multiple sources of data (e.g., demographic, student achievement, perceptual process) guides the school's schoolwide action plan.

A3.2. Prompt: *How does the school ensure that the analysis of multiple sources of data, schoolwide learner outcomes, and academic standards are incorporated into the schoolwide action plan and impact the development, implementation, and monitoring of the plan?*

Findings	Supporting Evidence
The data analysis extracted from the multiple assessments, school wide learner outcomes and academic standards at AHES provide a snapshot of what students know, what they should be learning and what can be done to meet their needs. The data from the various sources become the driving force in the planning, development and implementation of the SAP. Teacher training at the school and district level are held to help teachers read and identify areas of strength, weakness and academic needs and to discuss and share best practices in addressing areas for improvement.	PBIS Results AIMSweb Results Brigance Assessment Common Formative Assessment School Faculty Meeting Agenda PLC Agendas Curriculum Leadership Team Agenda Leadership Team Agenda
The summative DWA of the ACT Aspire and SBA are administered yearly throughout	ACT Aspire Results

the District for our 1st – 5th grade students. Additionally, all students are assessed three times a year using the AIMSweb plus system which captures the reading, mathematics, and writing performance of the students in all grade levels. Teachers also use other types of formative assessments in the classroom to drive decision-making and planning. The school's leadership team and instructional coach monitors and shares the data at monthly PLCs and faculty meeting to help teachers determine students in need of intervention and provide feedback to improve teaching. Grade level meetings and discussions regarding student data acquired further ensures that teachers remain on track in meeting the school's SLOs and SAP.	SBA Results PowerSchool Parent Portal English as a Second Language (ESL) Quarterly Reports Individualized Education Program (IEP) Quarterly Reports

Alignment of All Resources and the Schoolwide Action Plan

A3.3. Indicator: There is correlation between the allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishment of the schoolwide action plan.

A3.3. Prompt: *Evaluate the degree to which the allocation of all resources supports the implementation, monitoring, and accomplishment of the schoolwide action plan.*

Findings	Supporting Evidence
Teachers and students have access to resources and support to successfully implement the schoolwide action plan. Laptops, desktop computers, multimedia mobile carts, projectors and internet service are accessible to both teachers and students to enhance the learning experience and for global exposure to information not otherwise available in school. Stakeholder input is welcomed at budget allocations and projections to ensure all requested resources are taken into account for the successful pursuit of the SAP and mission.	AHES Fixed Assets Inventory of Instructional Supplies and Equipment Textbook Inventory Federal Grants PTO Grants

Whenever funds become available, teachers are given the opportunity to submit a wish list of needed supplies during the school year. GDOE also offer teacher grants that can be used towards the purchase of supplies and equipment for classroom use. At the school level, PTO and the principal offer a mini-grant to also assist teachers with classroom instruction.	

Progress Monitoring of the Schoolwide Action Plan

A3.4. Indicator: The school's Leadership Team has defined roles and responsibilities and monitors the progress of the implementation of the schoolwide action plan.

A3.4. Prompt: *Comment on the roles and responsibilities of the school's Leadership Team. Evaluate the degree to which this team monitors the progress of the implementation of the schoolwide action plan.*

Findings	Supporting Evidence
AHES has a leadership team who serves as stewards of the school's mission by providing leadership in the areas of PD, communicating with colleagues, coaching, supporting, guiding, and monitoring the pathway towards attaining and maintaining the school's mission and moving forward with the SAP. The leadership team is comprised of grade level teachers who are tasked with these specific duties to help lead the school and carry out the SAP which is aligned with the SSP and our school needs.	PLC Agendas District PD Agenda Leadership Meeting Agenda AHES SAP GDOE SSP

School Community Council

A3.5. Indicator: The School Community Council (SCC) reviews and monitors the schoolwide action plan, and provides opportunities for stakeholder input and feedback.

A3.5. Prompt: *To what extent does the SCC review and monitor the schoolwide action plan and provide opportunities for stakeholder input and feedback?*

Findings	Supporting Evidence
The school leadership team acts as the School Community Council (SCC) by analyzing school performance data, revising the SSP on a quarterly basis, and reviewing and monitoring the SAP. Members of the school leadership team are represented from each grade level and special programs. They participate in a collaborative process to discuss, identify, and respond to matters that involves the school's educational needs. The discussions from the school leadership team are constantly discussed at faculty meetings, PD, department meetings, and leadership meetings. Stakeholders are given input and feedback opportunities during PTO meetings.	AHES SAP The Leadership Team Agenda CLT Agenda PD PTO PLCs

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

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

Qualifications of Staff

A4.1. Indicator: The school implements state personnel policies and procedures to ensure that staff are qualified based on background, training, and preparation.

A4.1. Prompt: *Evaluate the procedures to ensure all staff members in all programs are qualified for their responsibilities within any type of instruction to ensure quality student learning and teaching.*

Findings	Supporting Evidence
Agana Heights Elementary principal conducts interviews with potential candidates to fill vacancies with those who have experience with elementary students and are the most qualified to work collaboratively with all stakeholders at the school site. Teachers and staff are afforded specialized training and certifications prior to and continuously within the school year in various curriculum matters and also in school safety autism, applied behavior analysis, safe crisis management, mediation, sexual harassment, and bullying. AHES teachers are evaluated on periodically based on their years of experience to ensure quality student learning and teaching. The principal utilizes the adopted PTEP to evaluate classroom teaching. All teachers and support staff are also evaluated using the GDOE Performance Appraisal and Evaluation. These evaluations are required as part of the teachers' re-certification as well as increment purposes for all employees.	Guam Commission for Educator Certification AHES Master Schedule PTEP Binders Perception Surveys AHES Staffing Pattern GDOE Employee Performance Appraisal and Evaluation Form

Maximum Use of Expertise

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments so that the expertise of the staff members is maximized in order to promote quality student learning and teaching.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities in order to promote*

quality student learning and teaching.

Findings	Supporting Evidence
Agana Heights Elementary principal assigns teachers based upon their content area of certification, experience, strengths and preference while ensuring the GDOE Rules and Regulations and CBA are followed. At the beginning of each school year, a teacher orientation is conducted with teachers to highlight and update key policies and procedures at the school or within the district. Teachers are further given a Faculty Binder with the Handbook and GEB policies that pertain to the elementary level. Though the main policies and SOPs are highlighted at the orientation, it is also the professional responsibility of the faculty to review the school's policy and procedure via the school binder. A similar process is in place for the staff to know their duties and responsibilities as well as knowing the rules, regulations, and SOPs that govern daily operations and school safety. Throughout the year, the principal works with all teachers to ensure on-going PD is accessible to all in order to have teachers stay abreast to latest educational research and best practices. The administrative assistant is in charge of the daily operations of the school and directly assists the principal with school safety regarding maintenance and discipline. The strengths of the support staff is maximized by assigning them to supervision areas or overseeing different areas of school safety or accountability of assets.	GDOE PTEP GDOE Employee Performance Appraisal and Evaluation Form GDOE Rules and Regulations GDOE and GFT CBA PD AHES Master Schedule Leadership Meeting Agendas Teacher and Staff Orientation Faculty Binder Staff Duties and Responsibilities

Defining and Understanding Policies and Procedures
A4.3. Indicator: The school has clear written policies and procedures that define responsibilities and expectations, operational practices, and decision-making processes for administrators and staff.
A4.3. Prompt: *Evaluate the written policies and procedures that define responsibilities, operational practices, decision-making processes for administrators and faculty. Determine the degree of clarity and understanding of these by administration and staff.*

Findings	Supporting Evidence
AHES adheres to all GEB policies, GDOE rules and regulations, and standard operating procedures. The GEB is responsible for the policies that govern GDOE. These policies are available on the district's website. The district's personnel rules and regulations provide guidance to school employees. This information is available to all on the district's website. The district's standard operating procedures are also available on the website. However, the principal provides updated information when readily available.	GEB Policies GDOE Personnel Rules & Regulations GDOE Standard Operating Procedures GDOE and GFT CBA AHES Teacher & Staff Handbook Student Handbook and Planner Perception Surveys
Also, the principal adheres to the CBA negotiated between GDOE and GFT. Within the agreement are agreed upon practices and procedures between teachers and administration.	
AHES teachers and staff are provided a Faculty Binder that contains a handbook and major board policies and SOPs at the beginning of the school year. The information is updated during the summer and is the professional responsibility of the employee to review all the information contained within. However, the principal highlights important information within the binder during orientation.	
The survey results revealed that staff would access information about policies, procedures, and decision making processes through the GDOE Website (63.2%), school binder (47.4%), and the school website (31.6%), and the GDOE teacher tool kit (26.3%). The home groups provide students handbooks that contain important information about the school's policies and procedures to include academic expectations, bell schedule, teacher and staff assignments, and behavioral expectations.	
AHES has also highlighted the school's policies and procedures on its website. In the beginning	

of each school year, AHES employees conduct safety presentations and periodically throughout the school to include fire drills, earthquake drills, bomb threats, and lock down drills.	

Internal Communication and Planning

A4.4. Indicator: The school has effective structures for internal communication, planning, and resolving differences.

A4.4. Prompt: *How effective are the existing structures for internal communication, planning, and resolving differences?*

Findings	Supporting Evidence
AHES has established focus groups during the initial visit. These groups allowed for collaboration in a smaller scale. Thus, distributing information on the school programs and activities made it manageable and has been implemented each school year by the focus groups. These focus groups would continue to collaborate and share the information in their home groups and to the school community. AHES also collaborates and communicates in faculty and staff monthly meetings, electronic mail (the primary means of communication), leadership meetings, and PLC meetings. There are some information that are shared in the school's website, PTO meetings, and displayed on campus. The school's principal also provides a faculty and school an electronic bulletin weekly. AHES' principal supports the district's personnel rules and regulations when resolving differences. However, encourages employees to communicate and discuss possible solutions prior to making a formal grievance.	GDOE Rules and Regulations AHES Faculty Binder School Faculty and Staff Meeting Agendas Leadership Meeting Agendas PLC Agendas Employee Bulletin via Electronic Mail Emails

Staff Actions/Accountability to Support Learning

A4.5. Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

A4.5. Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.*

Findings	Supporting Evidence
AHES provides the staff opportunities to collaborate, implement best practices, and evaluate assessments that will impact student learning. The school allows this process to ensure a shared vision among the focus and home groups and to achieve program goals. The grade level teachers are the most impactful connection to student learning. Grade level PLCs are conducted to examine student performance to make decisions about grade level, class and individual learning needs of their students. Teachers use DWA results, AIMSweb results and formative assessments to drive decision making. The principal monitors task completion and offers supports when necessary to ensure identified home group priority standards are integrated into lesson plans to impact student learning. The grade level representatives in the Leadership team also play on integral role in decision making and accountability to support student learning. The principal seeks the input and recommendations of the teacher leaders when implementing changes in programs and planning PD.	School Faculty and Staff Meeting Agendas Leadership Meeting Agendas PLC Agendas PBIS Meeting Agendas Perception Surveys School/District PD

Staff are able to share student achievement data, develop strategies and methods that address areas of improvement, and recommend evaluation processes to gauge academic achievement. These are achieved during PLC meetings, leadership meetings, focus and home group meetings. AHES' systematic process gives staff the opportunity to improve student achievement. In addition, the school aligns its PBIS framework to support the social needs its students. However, based upon the staff surveys 66.7% feel they are given only some opportunities and 33.3% are given frequent opportunities to collaborate with colleagues.	

A5. Leadership and Staff Criterion – Research and Professional Development

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

Support of Professional Development

A5.1. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the schoolwide learner outcomes and academic standards.

A5.1. Prompt: *How effective is the support of professional development/learning? Provide evidence and examples.*

Findings	Supporting Evidence
AHES aligns its commitment with GDOE's SSP Goal No. 3 which states that All GDOE instructional personnel will meet high standards for qualifications and ongoing PD and will be held accountable for all assigned responsibilities. It also follows the school's objective in the SAP which includes an emphasis on the importance of PD.	GDOE SSP School/District PD AHES SAP PD for Faculty and Staff Employee Meeting Agendas
The school was given opportunities to participate in the district's PD both on and off island. The perception surveys indicated that 94.7% of the teachers were given and 5.3% were occasionally given opportunities to improve their profession. There were 55.6% of support staff that were given, 33.3% that were occasionally given, and 11.1% that were not given opportunities to improve their profession as it relates to student learning. AHES' principal also supports continuous PD by notifying all personnel of new and ongoing trainings and workshops.	Leadership Meeting Agendas PLC Agendas PBIS Meeting Agendas Perception Surveys
The district provides nine professional days that is incorporated into the school calendar. However, may be altered due to natural disasters or unexpected emergencies. The district also provides administrative leave for personnel to attend PD on or off island. AHES' principal provides coverage for teachers to attend leadership, PLCs, and other meetings that will impact student learning and behavioral expectations. The PD topics that have been presented includes SIOP, CITW, FOSS and the	

NGSS, STEM, SBG and prioritization of district wide standards. Additionally, the support staff also participates in training to assist them in their assigned area. The office staff attends training regarding fixed assets, NAF, requisitions and purchase orders, food and nutrition breakfast and lunch program, and other pertinent trainings. Staff also participates in safety and maintenance trainings, search and seizure, first aid, cardiopulmonary resuscitation, and PBIS strategies.	

Supervision and Evaluation

A5.2. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A5.2. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
The principal utilizes the district's adopted PTEP to evaluate the teachers' instructional practices and strategies and its effect on student learning. This program allows the teacher and principal to discuss two goals for the teachers to address for the school year in the areas of planning, instruction, classroom management, reflection and PD and learning communities. The teacher, along with all employees, are also evaluated in the areas of assignment completion, employee relations, service awareness, and punctuality. Teachers will be evaluated yearly for the PTEP. With the GDOE Employee Performance Appraisal and Evaluation Form linked to an employee's pay increment, they are evaluated either yearly, 18 months, or every two years depending on their years of service with the Department.	GDOE PTEP GDOE Employee Performance Appraisal and Evaluation Form Perception Surveys
Another effective means of evaluation is through the PTEP perception surveys that teachers are required to administer to their parents and students. These surveys allow	

them to reflect on teaching practices and make adjustments in order to improve student learning. The perception survey results indicated that 78.9% of teachers make adjustments, 15.8% occasionally, and 5.3% do not make adjustment to their teaching methods based upon the parent and teacher surveys. The principal also utilizes the GDOE's Employee Performance Appraisal and Evaluation Form to evaluate the support staff. The feedback given to support staff is similar to teachers. The evaluations are submitted to the district's Division of Personnel Services on the employees designated increment date. The information is also used for granting salary increments. AHES understands the purpose of the evaluation process and encourages professional growth to increase student achievement.	

Measurable Effect of Professional Development

A5.3. Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

A5.3. Prompt: *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence how professional development/learning has had a positive impact on student learning.*

Findings	Supporting Evidence
PD trainings had a positive impact on student achievement. Since the initial visit, the school has focused on student data in improving best practices and student learning. Survey results indicated that 78.9% of teachers felt district and school wide PD impacted student learning. However, 21.1% of teachers felt that only school PD had a positive impact on student learning. Teachers use their common planning time to plan for instruction. They continue to	School/District PD PLC Agendas ACT Aspire Data SBA Data AIMSweb Data Perception Surveys

prioritize quarterly standards and activities with their team as they review student performance to create their lessons, CFAs and interventions to address student needs. Topics presented during district PDs were later shared at school PD, focus and home group meetings and PLCs. These opportunities to meet allowed collaboration to analyze data, implement research-based instructional strategies, and exposure to new GDOE programs.	

A6. Resources Criterion

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

Allocation Decisions

A6.1. Indicator: Decisions about resource allocations are aligned with the school's vision, mission, schoolwide learner outcomes, the academic standards, and the schoolwide action plan.

A6.1. Prompt: *To what extent are resources allocated to meet the school's vision, mission, schoolwide learner outcomes, the academic standards, and the schoolwide action plan?*

Findings	Supporting Evidence
In September of every year, the Superintendent releases a memorandum officially beginning the budget preparation for the next fiscal year. The fiscal year runs from October 1 to September 30. Each school and division is required to follow the budget guidelines issued by the Superintendent's Office. Principals are required to hold a budget presentation and seek feedback from all stakeholders. The budget guidelines require schools to have their budgets be student centered and based on achieving the five goals established in the GDOE SSP. Principals also base their budget by using the district's vision and school's mission, SLOs, and SAP, current fixed assets inventory, capital improvement issues, and maintenance issues to drive their decision making with requests of resources.	GDOE SOP 200-023: Budget Preparation Process GDOE Budget Guidelines GDOE Superintendent's Budget Call Memo
Principals are required to submit their budget to the Superintendent for review and have the opportunity to meet the District leadership to present their budget, to discuss issues at their school, and justify budget requests based on the school's unique needs.. After final approval by the Superintendent and the GEB, the GDOE budget is submitted to the Guam Legislature and the Governor of Guam for review and approval. Appropriations are made to GDOE, but actual allocation is dependent on revenue received.	
In the last five years, schools do not receive	

most of their requests for supplies and equipment. In fiscal year 2019, AHES only received $15,000 of its $100,000 for supplies and equipment. This year is was decreased to $11,000 for supplies and equipment. When funds are released to the schools, the principal has made a commitment to each teacher to spend $100 from the funding for their classroom.	

Allocation Involvement

A6.2. Indicator: The school leadership and staff are involved in the resource allocation decisions.

A6.2. Prompt: *Comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
As required by the GDOE budget guidelines, principals must conduct a public presentation on their budget and seek input from all stakeholders, to include parents and students. Over 100 stakeholders participated in the budget perception surveys and provided input. The safety and well-being of students is a priority along with providing quality education to our students. The main concern was of course providing needed resources to the classroom, but also safety issues such as ramp canopy, leaking roofs, and tree trimming and removal. Due to GDOE budget shortfalls, the school takes advantage of various local and federal grants. Since the initial visit, the school has acquired 3 more mobile carts and has created a computer lab. Teachers also wrote a grant proposal for the Early Fit Initiative of $5,000 to purchase a water filling station or water fountain and various sports equipment and supplies for physical education classes and recess. To also assist with the shortfalls of GDOE, the PTO and principal provide an opportunity	GDOE Budget Guidelines AHES Fiscal Year Budget Budget Perception Surveys Grant Applications AHES Non-Appropriated Funds (NAF) SOP AHES NAF Records

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for teachers or grade levels to apply for "mini-grants" to purchase resources to support teaching and learning. In SY 2018-2019, $5,000 (up to $1,000 for each award) was available to the faculty and staff. This SY 2019-2020, the PTO and principal have increased the amount to $6,000.	

Practices

A6.3. Indicator: Processes and procedures are in place for developing an annual budget, conducting internal and external audits, and utilizing sound quality business and accounting practices, including internal controls within the school to ensure protection against mishandling of institutional funds.

A6.3. Prompt: *Evaluate the effectiveness of the processes and procedures for developing an annual budget, conducting audits, and utilizing sound quality business and accounting practices, including internal controls within the school to ensure protection against mishandling of institutional funds.*

Findings	Supporting Evidence
The Budget Preparation Process, SOP 200-023, was approved by the Superintendent in December 2014 to formalize guidelines for divisions and schools to ensure stakeholders were involved in the process. Input from teachers, staff, parents, and other community members are sought. Based on our survey results, 101 stakeholders provided input online for fiscal year budget 2021. The SOP for Fixed Assets Management for Schools and Divisions (200-019) is fairly new and was only approved in April 2016. The purpose of the SOP for the fixed assets is to provide an accurate and complete inventory management system under the requirements of local and federal regulations, which will allow division administrators and principals to properly account for all fixed assets procured by GDOE. AHES conducts a yearly physical audit with the Property Management Office as well as an additional two in-house audits. Based on our yearly audit from Property Management, AHES has been accountable for 100% of its fixed assets the past three years. AHES' NAF SOP for the school was updated in October 2014 to be in compliance with	GDOE SOP 200-023: Budget Preparation Process GDOE SOP 200-019: Fixed Assets Management Fixed Assets Inventory Fixed Assets Inventory Report Guam Public Law 26-26 GEB Policy 715: Non-Appropriated Funds AHES NAF SOP NAF Monthly and Yearly Reports GDOE SOP 400-001: The Textbook and Instructional Materials Management and Accountability Standard Operating Procedures

Public Law 26-26 and Board Policy 715. The NAF SOP sets up rules and guidelines regarding all monies not appropriated by the Government of Guam, such as fundraising or donations. Teachers and organizations are not allowed to fundraise or request for monies unless the SOP guidelines are followed. Schools are required to submit monthly and yearly reports to the GDOE internal auditors for record keeping and accountability. AHES has recorded a clean audit the past three years.

The Textbook and Instructional Materials Management and Accountability Standard Operating Procedures (SOP 400-001) adopted in 2011 was created to address the various issues GDOE had with the accountability of textbooks. The SOP standardized and brought an effective and efficient system that addresses textbook inventory, adoption, procurement, receiving, distribution and surveying. All schools are required to submit quarterly inventory reports for accountability purposes. | |

Facilities Conducive to Learning

A6.4. Indicator: The school's facilities are adequate to support high-quality learning.

A6.4. Prompt: *To what extent do the facilities support high quality learning?*

Findings	Supporting Evidence
Though the original buildings of AHES were built in the 1950s, the employees take great care of the facilities to provide high quality instruction to our learners.

AHES complies with all safety and health requirements set forth by the regulatory agencies such as Guam Public Health & Social Services, Guam Environmental Protection Agency, and Guam Fire Department. GDOE requires all schools to designate a school safety liaison who ensures all work requests are submitted to the GDOE Facilities and Maintenance Division to ensure issues are reported and addressed. These | MUNIS Maintenance Work Requests

School Building Inspection Reports

Fixed Assets Inventory

School Inventory |

issues are compiled monthly and reports are submitted to the GDOE Safety Officer. Safety liaisons are also required to visit their assigned school twice a year to conduct building inspections based on the regulatory agencies guidelines. These bi-yearly reports are also required to be submitted to the GDOE Safety Officer for review. All classrooms are equipped with adequate furniture for students and teachers. Though limited in funding, the principal has been purchasing classroom sets of desks and tables the last three years. Every teacher has a laptop with internet access. There are multimedia projectors available for all teachers. There are eight interactive white boards in the classroom and one in the library. Teachers can also borrow document cameras and speakers from the library. Outside space and the playground is limited in size. The Agana Heights Mayor's Office allows the school to use the village facilities such as the gym, baseball field, basketball court for physical education classes, athletic events, and drills. The school also has access to the community center to host various guest speakers.	

Instructional Materials and Equipment

A6.5. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A6.5. Prompt: *Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials.*

Findings	Supporting Evidence
Though the Textbook and Instructional Materials Management and Accountability Standard Operating Procedures (SOP 400-001) outlines the procedures for procuring textbooks, there has been a shortage of	GDOE SOP 400-001: Textbook and Instructional Materials Management and Accountability Standard Operating Procedures

textbooks at GDOE for year due to the lack of allocation from the government. To help assist with this issue, teachers are granted an increased allotment for the copying machine and printing from their laptops. Additionally, all classrooms and offices have Ethernet connections for internet access. In SY2017-2018, the infrastructure was completed for wireless connection.	AHES Teacher Grant Application
	AHES Teacher Grant Awardees
	MUNIS Work Requests
	FSAIS Help Desk Requests
	Consolidated Grants
As mentioned previously, teachers also have the opportunity to apply for the PTO/ Principal grant which has greatly assisted teachers with valuable instructional materials for mathematics and science and afforded students the opportunity to go on educational fieldtrips.	
The school has worked diligently to obtain mobile carts to help our students become *savvy and responsible technology users.* At the end of SY 2016-2017, the school leadership team agreed that there was a need to dedicate a room for a computer lab. Room 8 served as the temporary lab while the plan to upgrade electrical, build tables and create a door to connect Room 7 to the library was approved by our Facilities and Maintenance Division. The GDOE Financial, Student, and Administrative Information Systems Division supports the school by maintaining the hardware and software of our computers.	
Eight of our classrooms are equipped with interactive white boards that were awarded through federal grants. The struggle has been in the lack of funding for the maintenance and repair of the equipment.	

Qualified Personnel
A6.6. Indicator: Resources are available to hire, retain qualified personnel for all programs.
A6.6. Prompt: *Determine if resources are available to hire and retain qualified personnel for all programs.*

Findings	Supporting Evidence
An estimate of 85% of the school's budget is for personnel cost. GDOE has worked diligently to ensure that resources are available to hire personnel, with the priority given to filling classroom teaching positions.	AHES Fiscal Year 2020 Budget
	AHES Staffing Pattern
Currently all positions are currently staffed at AHES. Based on a recent IEP, a request for a one-to-one aide is awaiting approval from the Division of SPED and the Superintendent. All classroom teachers returned from last school year and are fully certified in their appropriate area. The school anticipates to have a low turnover rate of teachers this upcoming school year.	GDOE Rules and Regulations
Schools have designated Full-Time Equivalent (FTE) positions for local positions. Principals are responsible to ensure that all FTE positions are filled by submitting a request to fill vacant positions for faculty and staff. Principals are responsible for interviewing potential candidates once GDOE Human Resource Division establishes interviews; however, the Superintendent has the ultimate authority to hire potential employees.	
AHES takes advantage of the TinyEye Online Occupational Therapy to address the shortage of Occupational Therapists in the district and the issue of their services not being delivered or in need by our students. The online therapy recently began in November 2019.	

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

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

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

Summary (including comments about the student learning needs):

AHES's mission statement, schoolwide learner outcomes, SAP are aligned with GDOE's SSP, which promotes our goal to increase student learning and achievement. AHES stakeholders are aware of the school's mission, SLOs, and schoolwide action plan as we promote it regularly. We provide quality education to develop respect and responsible lifelong learners in a safe environment. Students are also given the opportunity and platform to become academically successful learners, helpful and respectful citizens, effective communicators, and savvy and responsible technology users.

AHES stakeholders continue to work collaboratively in providing support to each other to have a successfully functioning organization based on the laws, rules, regulations, SOPs and agreements within the department. A sense of respect and professionalism is part of the school climate.

AHES teachers and support staff are given various opportunities to improve and increase their knowledge in new teaching methods, best practices, and GDOE adopted curriculum. Teachers attend PD trainings that are relative to specific goals and objectives to be utilized in the classroom. AHES collaborates to review academic achievements, improvements, and goals to improve student learning.

Prioritize the strengths and areas of growth for Category A.

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

- The involvement of all Stakeholders in the revision process of the school's mission and student learner outcomes.
- The AHES purpose is aligned with GDOE's Vision and SSP, and its mission.
- The AHES SOP is aligned with GDOE's Policies, Rules and Regulations, and SOPs.
- There is shared leadership between the school principal, faculty, staff, and parents.
- AHES employs highly qualified teachers who meet all standards of the Guam Commission for Educator Certification.
- Strong support and participation for faculty and staff in district and school PDs, trainings, and workshops.
- A schoolwide action plan that addresses student achievement based on student performance data.

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

- Formalizing PLCs to consistently review and analyze data to make decisions regarding teaching and learning.
- The implementation of SLOs indicators and rubrics to monitor student progress towards the achievement of the SLOs.
- The school community communicates student performance to all stakeholders consistently and frequently.

Copy and paste the Areas of Strength and prioritized Areas of Growth/Challenges into the matrix in Chapter V.

Category B: Standards-based Student Learning: Curriculum

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

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

Current Educational Research and Thinking

B1.1. Indicator: The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

B1.1. Prompt: *Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and revise the curriculum as needed.*

Findings	Supporting Evidence
The District's SSP 20/20 works to provide "a clear vision for the education on Guam" by aligning goals, objects, and activities; to build capacity among personnel by providing PD and training on current educational research related to curricular areas utilizing the train-the-trainer approach. GDOE has invested funding and time to ensure teachers are provided PD and support to provide a meaningful program. Faculty members of AHES have been sent to attend district wide trainings that cover areas of CITW, CITWELL, SIOP, SBG, and STEM. Additional PD has also been provided in the areas of Singapore Math, FOSS and the NGSS Science Modules. Faculty members who are trainers have provided training in their area during PDs. Due to required make-up days due to storms, PD days have been limited at the district and school levels. Creative scheduling is needed to meet with teachers to address this need. Continuous monitoring of implementation of the various PD and trainings are needed.	GDOE SSP PD in CITW, SIOP, SBG, FOSS and the NGSS, and Singapore Math Horizontal & Vertical Alignment Observations

Academic Standards for Each Subject Area

B1.2. Indicator: The school consistently implements, within and across grade levels or departments, schoolwide learner outcomes and academic standards for each subject area, course, and/or program that ensure the same high expectations for all students.

B1.2. Prompt: *Evaluate to what extent clearly articulated schoolwide learning outcomes and academic standards for each subject area, course, and/or program are consistently implemented within and across grade levels or departments that ensure the same high expectations for all students.*

Findings	Supporting Evidence
The SLOs was adopted prior to the initial accreditation visit. The rubrics and indicators were finalized in November 2019 with the plan of implementation to begin the second semester.

In Spring 2012, the GEB adopted the CCSS academic standards for the English language arts and mathematics. The academic standards for Science, Social Studies, Fine Arts, World Languages, Health, Physical Education, and Educational Technology are addressed in the K-12 Content Standards and Performance Indicators developed in 2010 by GDOE. The GEB adopted the NGSS last school year and plan to have work sessions in Spring 2020 to map the curriculum for elementary schools.

The school participated in unpacking the standards and curriculum mapping during SY 2013-2014 and SY 2014-201. The district conducted a series of PD for teachers to prioritize their grade level content areas; work is still being done to finalize the priority standards and skills for all grades and content areas in the district. Some work has also been done district and school levels to vertically align standards to provide continuity of high expectations and standards.

Both the CCSS and K-12 Content Standards are used to guide the learning path of students within and across grade levels at AHES as the teachers create their lesson plans as stipulated by Board Policy 378 on Lesson Plans. | AHES SLOs

Curriculum Maps

Proficiency Scales

District PD: Priority of Standards and Skills

Power-Walk-Through Data

PTEP Observations

GEB Policy 378: Lesson Plan |

Congruence

B1.3. Indicator: The school has mapped/paced written curricula in all content areas that are congruent to the academic standards and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence between written curriculum and the actual concepts and skills taught, the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
In SY 2016-2017, GDOE held PDs to allow for teachers to meet and prioritize standards in mathematics, language arts, science and social studies. Teachers had the opportunity to meet with teachers throughout the district to discuss and prioritize grade level and content area standards. Additionally, each grade attempted to prioritize 3-5 standards for each quarter. Due to the various storms in the last 18 months, the finalization of the work has been stalled, but district leadership plans for the completion to take place at the end of this school year to ensure congruency throughout the district. The faculty has mapped English, language arts, mathematics, science and social studies standards throughout a school year horizontally to ensure congruency in each grade level. Moreover, priority standards have been identified to enhance and provide focus on standards students are struggling to achieve. The faculty members have been trained on SBG and AHES is in the process of phasing the use of the grading system which aligns the written curriculum with the concepts and skills taught in the content areas of reading and mathematics. The faculty is beginning to incorporate the SLOs in their lesson plans and activities more consistently. With the finalization of the SLOs indicators and rubrics, pilot implementation in second semester to also link the curriculum, priority skills, academic standards and SLOs cohesively.	Grade Level Curriculum Maps SBG PD SBG Implementation Plan District PD: Priority of Standards and Skills SLOs Indicators and Rubrics

Student Work — Classroom Learning Targets

B1.4. Indicator: The examination of student work samples and the observation of student engagement demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

B1.4. Prompt: *Evaluate to what extent the examination of student work samples and observed student engagement demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Teachers continue to work together horizontally and vertically to formalize the district's shift to a standards-based curriculum. Teachers post the grade level priority standard and I can statement for their lessons. Teachers review students work through quick checks, exit tickets, cooperative learning, interactive notebooks, observations, pre and post-tests. In support of a standards-based curriculum, AHES is in the process of phasing in SBG which requires the implementation of proficiency scales and development of common formative assessments. The development and use of common formative assessments will streamline the student work review process and horizontally align a grade levels effort at ensuring curriculum standards are addressed. Based on the ACT Aspire assessment results the last 5 years, students continue to struggle in the area of writing. Though a writing rubrics is used in some classes, but not consistently throughout, many faculty have expressed the need to address student writing to emphasis grade level standards and minimize teacher bias.	Student Work Samples SBG Implementation Plan Proficiency Scales CFAs Observations

Accessibility of All Students to Curriculum

B1.5. Indicator: A rigorous, relevant, and coherent curriculum is accessible to all students through all courses/programs offered. The school examines the demographics and needs of students throughout the class offerings. The school's instructional practices and activities facilitate access and success for all students.

B1.5. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
AHES has a rigorous, relevant, and coherent curriculum that is accessible for all students. AHES follows the Elementary Education Program as stipulated in Board Policy 300, 340, 345, and 346. The mission of AHES is provide quality education to their students to develop lifelong learners. Teachers use their PTEP goals to set high standards for themselves in delivering instruction. Grade Levels work as teams to develop a common goal that addresses their students' needs. The 2nd grade team is addressing reading fluency needs though PTEP standard indicator No. 2.9 as they use progress monitoring of their students' reading fluency through reading data sheets. Through standard indicator No. 2.10, 3rd grade is addressing the alignment with the implementation of the SBG system by collaborating to utilize differentiated instructional strategies to meet individual student needs and improve reading achievement. The needs of at-risk students who are struggling with academics, behavior, social issues are addressed and discussed via the Child Study Team (CST) Process. AHES provides programs such as SOP 1200-012, SPED, ESL program and after school program for at-risk students to ensure their continued access to the curriculum. These programs are tailored with specific goals for the individual learner while still maintaining access to grade level standards and skills in the least restrictive environment for the child. In addition, GATE program further enhances curriculum standards used in the classroom. Not only have students participated in the GATE class at school, but have also been involved in the supplemental GATE art, choir,	GEB Policy 300: Instructional Philosophy GEB Policy 340: CHamoru Studies GEB Policy 345: Elementary Education Program GEB Policy 346: Instructional Subjects and Time on Task for Elementary Schools CST Documents ESL Quarterly Reports ESL Yearly Reports SPED Monthly School Report Student IEPs GATE Data SBG Plan GDOE SOP 1200-012: Section 504 of the Rehabilitation Act of 1973 Procedure Manual

and dance programs and performances.	
Lastly, phasing of SBG in our school will further ensure the rigor, relevance and coherent curriculum with the use of proficiency scales.	

Integration Among Disciplines

B1.6. Indicator: There is curriculum integration among disciplines at the school.

B1.6. Prompt: *Evaluate to what extent there is curriculum integration among disciplines.*

Findings	Supporting Evidence
AHES teachers find creative ways to integrate the curriculum among disciplines. There is no way to separate literacy across the contents as teachers incorporate reading and writing skills within their own subjects as well as science and social studies.	GEB Policy 346: Instructional Subjects and Time on Task for Elementary Schools
	Teacher Lesson Plans
With the limited time for instruction in the areas of art, music, and physical education, teachers incorporate creative lessons to tie in these other disciplines. Dancing and singing are intertwined with reading and language arts classes in the primary grades while the intermediate grades incorporate art skills.	Perception Surveys
Our GDOE technology lessons and standards are to be integrated into other content area instructional time in the elementary program based on Board Policy 346: Instructional Subjects and Time on Task for Elementary Schools. Many teachers use computer time to work on reports and utilize the reading and writing disciplines.	
The results on curriculum integration among disciplines states that 92.3% of faculty members feel them almost always or always integrate other disciplines. It provide additional clarity for the students with how skills can be used throughout each discipline and not isolated in a discipline.	

Curricular Development, Evaluation, and Revisions

B1.7. Indicator: The school assesses its curriculum review and evaluation processes for each program area to ensure student learning needs are met through a challenging, coherent, and relevant curriculum. The assessment includes the degree to which there is involvement of key stakeholders.

B1.7. Prompt: *Comment on the effectiveness of the school's curriculum review and evaluation processes to ensure student learning needs are being met. Include comments regarding the extent to which there is involvement of key stakeholders.*

Findings	Supporting Evidence
As previously mentioned, AHES faculty members of each grade level participated in a district wide review of the CCSS and GDOE K-12 Content Standards. Each grade level was tasked to develop a consensus map addressing the areas of English, language arts, mathematics, science, and social studies. This process created the horizontal alignment within a grade level and among all schools. Moreover, priority standards were identified and agreed upon by each grade level. In addition a curriculum review in mathematics was addressed in SY 2018-2019 to enhance understanding of our vertical articulation and develop a course of action to address grade level challenges. Though stalled in SY 2018-2019, the district hopes to finalize the task this school year. Grade level representatives will also have the opportunity to participate in curriculum mapping and prioritizing of the NGSS beginning in January 2020 with the recent adoption of the NGSS by the GEB in SY 2018-2019.	Curriculum Maps Priority Standards Vertical Alignment Vertical Plan

Articulation and Follow-up Studies

B1.8. Indicator: The school articulates regularly with other schools within the district and/or local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.8. Prompt: *Share examples of articulation with other schools within the district and/or local colleges and universities, including comments on the regularity and effectiveness of these efforts. What has been learned from the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence
AHES faculty members have met with other schools in GDOE district PD to develop curriculum maps and identify priority standards. The next phase will address the vertical articulation across grade levels. Jose Rios Middle School is the feeder school for AHES. It conducts a yearly presentation with the 5th grade students. Counselors meet with our students, teachers, and counselor to discuss middle school expectations and requirements. Depending on the requests, 5th grade students may or may not take a mathematics or reading placement test for their feeder middle school. Last year, all 5th grade students had the opportunity to visit the campus and have their presentation at the middle school as well as tour the campus.	Curriculum Maps Priority Standards Jose Rios Middle School Presentation and Field Trip

B2. Curriculum Criterion – Planning and Monitoring Student Learning Plans

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

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of college/career and/or other educational options. The school provides career awareness, exploration, and preparation to promote college and career readiness.

B2.1. Prompt: *How effective are the processes to allow all students to make appropriate choices and pursue a full range of college/career and/or other educational options? Discuss how the school ensures effective opportunities for career awareness, exploration, and preparation to promote college and career readiness.*

Findings	Supporting Evidence
Students at AHES are exposed to various careers by hosting an annual Career Day. Originally designed for 5th graders, it was expanded last year to include all grade levels to invite at least three guest speakers to present to their students. Students had the opportunity to meet adults in various fields such as engineers, architects, nurses, chefs, local business owners, fitness trainers, and military personnel. Moreover, AHES teachers conduct fieldtrips and invite guest speakers to enhance their lessons further promotes exposure to careers. The Welcome All Visitors Enthusiastically (WAVE) Club AHES chapter was formed this year which introduces students to the tourism industry and the importance of tourism within our community and economy. In collaboration with the District Curriculum Office, this year AHES has expressed its interest in being one of the elementary schools to pilot the use of the *Paws in Jobland* online career awareness program to explore various careers and gauge their interests.	Career Day Schedule / Sign In Sheet Field Trip Plans Mock Trial Program and Roster WAVE Club Roster Paws in Jobland Implementation Plan

Student-Parent-Staff Collaboration

B2.2. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, college/career, and/or other educational options.

B2.2. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, college/career and/or other educational options.*

Findings	Supporting Evidence
AHES exposure to college and career options are done through career days, guest speakers, field trips and integrated within lesson plans throughout various content areas. PTC are conducted during the first and second quarters of the school year. Parents or teachers can request meetings with each other anytime during the school year. The school is a small community that parents feel they can speak with AHES personnel and that teachers work with their children, In a recent survey, 94.1% of 101 parents believed that their child's teacher helps to improve his/her academic progress and 95% parents believe they feel comfortable speaking to AHES personnel. Each student is provided with a planner/handbook that serves as a communication log between the school and home. Many teachers also utilize email groups or classroom programs to keep open communication and collaborate with parents about students' needs. Teachers and parents also have access to our counselor who is able to lead the CST if students are dealing with academic and other issues affecting his or her progress in school. In general parents are able to monitor their child's progress through PowerSchool Parent Portal. In addition PTC are held on first and second quarters of each school year providing the opportunity for collaboration and discuss student achievement. Moreover for students participating in the SPED Program, a review is conducted yearly or as needed to address the learner's unique needs, progress and placement.	District Calendar Student Handbook and Planner SPED Monthly School Report Perception Surveys Career Day Teacher Lesson Plans GDOE SOP 1200-012: Section 504 of the Rehabilitation Act of 1973 Procedure Manual PowerSchool Parent Portal

Monitoring/Changing Student Plans
B2.3. Indicator: The school implements processes for monitoring and making appropriate changes in

students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

B2.3. Prompt: *Evaluate the effectiveness of how the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).*

Findings	Supporting Evidence
AHES faculty monitors and makes appropriate changes in student's learning plans by conducting formal AIMSweb assessments three times a year. This is an evaluation of student reading, language arts, and mathematics skills. However, the school district has implemented the AIMSweb Plus System which has updated benchmarks and additional assessments the AIMSweb 2.0 version did not. Faculty is still getting accustomed to the new online assessment. AHES faculty has conducted the Fall assessment for SY 2019-2020 and will be conducting the Winter assessment by the end of the school year. IEP reviews, for our special needs population, are conducted yearly or as needed with re-evaluation meetings held every three years. Monitoring the progress of the student by reviewing existing academic or behavioral data or administrating a formal psychological evaluation, students participating in the program can go through a similar yearly review to evaluate their plans of services. In regards to the ESL student population, the ESL coordinator monitors ESL student progress by consulting with regular classroom teachers and makes recommendations on interventions to meet the ESL student's needs. Focusing on writing skills is a priority. The ESL Coordinator/Teacher collaborates with the Grade Level teachers to ensure the appropriate quarterly standard and skill is being addressed so students still maintain grade level access. Students who seek a challenging curriculum	AIMSweb Plus Data SPED Reports GDOE SOP 1200-012: Section 504 of the Rehabilitation Act of 1973 Procedure Manual ESL Reports GATE Program

beyond the grade level classes may be recommended to be tested GATE. If qualified, students have access to attend GATE classes weekly that take their grade level skills to application of real-world experiences or access to technology.

Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transition to the student's next educational level or post-high school options, and regularly evaluates the effectiveness of the strategies and programs.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transition to the student's next educational level or post-high school options and to regularly evaluate the effectiveness of the strategies and programs.*

Findings	Supporting Evidence
As mentioned in section B1.8, Jose Rios Middle School conducts a yearly presentation with the 5th grade students. Counselors meet with our students, teachers, and counselor to discuss middle school expectations and requirements. Last year, all 5th grade students had the opportunity to visit the middle school and have their presentation as well as tour the campus. The 5th grade students were not administered a mathematics or reading placement test at the end of last school year. Transition plans are developed by the educational team and shared with the receiving school for students participating in SPED program.	Jose Rios Middle School Presentation IEP Transition Plan AHES Placement Cards
AHES students in kindergarten to fourth grades, are placed in next year's grade level classes based on their placement cards. The cards are developed for each student detailing academic achievement/assessment results and social progress using the SLOs and 4 point rubrics. The information allows for appropriate class placement and notifies the receiving teacher of a student's unique needs and strengths.	

B3. Curriculum Criterion – Meeting All Curricular Requirements

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

Real World Applications — Curriculum

B3.1. Indicator: All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

B3.1. Prompt: *Evaluate the opportunities that all students have to access real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.*

Findings	Supporting Evidence
AHES provides real world application of educational interest through field trips that are linked to our standards-based curriculum. Fourth grade students participated in a fieldtrip to the War in Pacific Park and Museum as they related their social studies lessons to Guam History. GATE students recently participated in the re-launching of the Nieves Flores Public Library New Book Collection and BookMobile. In addition, the use of mobile lab carts and the computer lab allows the students to explore and enhance educational interest or application by accessing modern technology equipment and conducting research on the internet. AHES students participated in the Lego (EV3) Robotics and Invention Competition which focuses on designing, building and programing their robot for the event. Lastly, participation in community events such as Superior Court's Mock Trials, Scripp's Spelling Bee, Math Olympiad, Guam Police Department's Kick Ball Tournament, and Guam Visitor Bureau's WAVE Club gives students access to real-world experiences to be academically successful learners while being helpful and respectful citizens. Based on the student perception surveys, 47.6% of intermediate students state they always use what they learned in school	Mobile Lab Sign Out Sheet Fieldtrips Community Competitions Roster Perception Surveys

outside of the classroom while 38.1% state they sometimes can use what they learned in school outside in real-world situations.	

Meeting Graduation Requirements (or end of grade span requirements)

B3.2. Indicator: The school implements academic support programs to ensure students are meeting all requirements.

B3.2. Prompt: *Comment on the effectiveness of the academic support programs to ensure students are meeting all requirements.*

Findings	Supporting Evidence
Teachers work closely with parents to ensure a home-school partnership is established to meet the needs of the learner. Teachers know they cannot be successful without the support of parents. Based on the surveys, 95% of parents feel that the school encourages them to be active participants in their child's classroom and school activities and 94.1% believe that teachers do help improve their child's academic progress. Both teachers and parents may solicit the assistance of the counselor and request a CST to meet and discuss best options to meet the academic, behavior, or socio-emotional needs of the student.	Perception Surveys ASPIRE Report SPED Program Forms GATE Progress Reports ESL Progress Reports
AHES provides academic programs such as SPED and ESL to support learners' unique needs to reach individualized goals. The GATE program challenges students who are academically successful to have access to enrichment lesson plans that are rigorous and challenging.	
The federally funded ASPIRE after-school program is open to students in kindergarten to 5th grade. The program's priority is to assist students who are at-risk and struggling in the areas of reading, language arts and mathematics.	

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

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

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

Summary (including comments about the student learning needs):

AHES phase plan to implement SBG provides the additional guidance needed to enhance our educational practice. Moreover, the development of curriculum maps along with identifying priority standards and vertical articulation provides for a cohesive curriculum. A cohesive curriculum that includes all learners such as the students in GATE, ESL, SPED or receiving Section 504 services. AHES provides a rigorous curriculum and sets high expectations for all students. Addressing the needs of all students is a priority for our faculty whether they are in the GATE program or in need of interventions.

Prioritize the strengths and areas of growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- AHES faculty members collaborate in the development of curriculum maps and identified priority standards.
- AHES faculty members horizontally align curriculum standards within a grade level.
- AHES faculty members imbed training received on CITW, CITWELL, and SIOP.
- AHES faculty members monitor student academic achievement and refer students to the appropriate supports if needed.
- AHES reviews district wide assessments and adjust instruction to enhance student learning.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- The AHES faculty continue PLCs to ensure the vertical articulation of the priority standards across grade levels are discussed and implemented
- AHES refine a student monitoring system to reflect standards being taught to increase academic achievement in all areas
- AHES develop a more comprehensive school wide or grade level intervention plan that captures all at-risk students and students at the cusp of being at-risk.

Copy and paste the Areas of Strength and prioritized Areas of Growth/Challenges into the matrix in Chapter V.

Category C: Standards-based Student Learning: Instruction

C1. Instruction Criterion – Student Access to Learning

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

Differentiation of Instruction

C1.1. Indicator: The school's instructional staff members differentiate instruction by varying content, processes, products, and/or learning environment to ensure that all students achieve the academic standards and the schoolwide learner outcomes.

C1.1. Prompt: *How effectively do instructional staff members differentiate instruction to ensure that all students achieve academic standards and schoolwide learner outcomes?*

Findings	Supporting Evidence
Differentiating instruction is significant in ensuring all students of varying abilities and levels of readiness are provided with researched-based, brain-based, skills-based instruction aligned with the GDOE CCSS and AHES SLOs. Differentiation is encouraged at AHES to support student achievement by addressing the gaps of learning abilities within the grade levels. Teachers at AHES work in collaboration and meet during common planning time to share best practices and strategies to effectively implement differentiated instruction.	PD Agenda
	Power Walkthrough Data
	PTEP Observations and Feedback
	Teacher Lesson Plans
	CITW and SIOP Strategies
	Perception Surveys
Teachers at AHES differentiate teaching and learning in content, process, product, and learning environment. First, differentiating the content of learning includes the use of the Depth of Knowledge, the Bloom's Taxonomy when implementing the instructional process.	
Teachers are encouraged to design instructional activities that encompass all levels of mastery. Furthermore, differentiating the process of learning involves the use of approaches and strategies that covers students' varying learning styles and multiple intelligences. Because not all students learn at the same rate and level, teachers at AHES use these strategies to support student learning. Implementing the CITW components and instructional strategies, SIOP framework, STEM, FOSS	

and the NGSS and best practices enable teachers to meet the student individual needs. Additionally, differentiating the product of learning includes that the use of the SBG components such as proficiency scales, formative assessments, and common formative assessments. Supporting the content, process, and product of learning promote a flexible learning environment. Also, the classroom environment at AHES promotes safe physical, emotional, and psychological conditions to maximize student learning. The use of the PBIS components, classroom management techniques and incentives, Getting Along Together, Lani Kate curriculum, and character education curriculum provide students with a safe and supportive environment. Overall, the information aforementioned impact student achievement. This year, AHES teachers took part in a perception survey to determine the level of use and effectiveness of differentiated instruction strategies and activities to ensure student achievement. Out of 28 faculty members, 68% indicated "always" and 25% specified "almost always" in the implementation of differentiated instruction strategies and activities to meet the needs of the students.	

Student Understanding of Performance Levels

C1.2. Indicator: Instruction is organized to support clearly articulated and communicated learning targets so that all students know beforehand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Comment on the extent to which students are expected to learn and know where they are in meeting the learning targets, and what they need to do to meet the learning targets.*

Findings	Supporting Evidence
To address student understanding of performance levels, teachers at AHES design their instructional process infusing the standards, learning targets, goals, and	PD Agenda SBG Agenda

objectives. Teachers are encouraged to communicate the learning expectations by posting or displaying the "I Can" statements. Meaningful student engagement is encouraged to communicate the learning expectations for all subject areas using these student-friendly target statements. Besides the "I Can" statements, "focus walls" are evident in other classrooms, enumerating the learning objectives in all subject areas. In addition, teachers at AHES were trained on how to implement the SBG components to include proficiency scales, formative assessments, and CFAs. With the use of proficiency scales, learning levels, and student tracking form, students are engaged in understanding the levels of mastery and performance relative to meeting the learning targets. All throughout the instructional process, student engagement is evident through oral, written, peer feedback, and teacher-student interaction. Teachers provide information, explanation, and/or descriptors for each category or level of learning. Further, students are encouraged to examine their work based on the criteria given. At the end of formative assessments and CFAs, on-going feedback are provided via oral or written, peers/teachers, and proficiency scores are given and displayed in various ways. Based on the recent perception surveys, 25% responded sometimes, 21.4% recorded almost always, and 50% stated they always integrate the "I Can" statements and learning scales in the instruction so students understand how to meet the learning targets, goals, and objectives. There may need to be a more intentional posting by the teachers to ensure that students are aware of the academic expectation.	Teacher Lesson Plans Perception Surveys I Can Statements Focus Walls Snapshots Student Input Power Walkthrough Data PTEP Observations & Feedback

Students' Feedback
C1.3. Indicator: The school takes into account students' feedback in order to adjust instruction and

learning experiences.
C1.3. Prompt: *Provide examples of the school using student feedback to adjust instruction.*

Findings	Supporting Evidence
Building a community of effective learners necessitates the use of feedback to adjust the instructional cycle and provide students at AHES with meaningful learning experiences. Formative assessment strategies and learning scales are used to provide student feedback in relation to the identified learning targets or objectives. Some grade levels utilize a variety student tracking forms to track their own learning and engage in individual, peer, and group feedback of students' formative assessments and CFAs. Differentiated strategies are put forward by teachers to provide student feedback. The following are examples of differentiated strategies for student feedback: Partner Feedback, Team Roles and Discussion, thumbs-up/thumbs down, Team Talk, Team Practice, Team Mastery, Think Pair Share, slates/whiteboards, exit tickets, checklist, rubrics, learning scales, proficiency scales, etc. These strategies can also be used to check for understanding of learning outcomes throughout the lesson development. Furthermore, teachers at AHES adjust the instructional approaches to effectively meet the needs of all students. Producing meaningful and on-going feedback on student learning as well as evaluating the effectiveness of instruction make a significant impact in student growth. As part of the PTEP, teachers are to conduct student perception surveys with students and parents regarding instruction. Based on the surveys, 71.4% teachers stated they make adjustments based on the feedback they receive from their students and parents; 21.4% stated they sometimes make adjustments.	Perception Surveys Snapshots PTEP Observations & Feedback Student Observations Student Input Teacher Perception Surveys for PTEP

C2. Instruction Criterion – Rigorous and Relevant Instruction

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

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers are current in the instructional content and effectively use multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
In order to provide students with a variety of activities and tasks that are engaging and fostering critical thinking skills, teachers at AHES are encouraged to embed technology-enhanced strategies into the instruction. This will give students the opportunity to meet the demands of the cyber community. Teachers utilize technology and multimedia in the instruction through the use of a weekly scheduled computer lab. Students use laptops to practice basic computer skills such as keyboarding, word application, web browser/internet, and research for information about an assigned topic. These practices assist them in the real-life situations and improve their life skills.	Computer Lab Schedule Mobile Lab Sign Out Sheet Perception Surveys GDOE Technology Standards
Currently, the school utilizes nine interactive whiteboard, multimedia projectors, document cameras, teacher laptops, televisions, and iPads for instructional purposes. Additionally, students are learning about internet safety with the use of the iSAFE program/curriculum. The iSAFE program teaches students about the benefits as well as the dangers of accessing the internet. Overall, the use of technology and multimedia in the instruction address the district's mission and the school's SLOs.	
With the addition of a computer lab and more mobile labs since the initial visit, teachers are increasing student access and the use of technology and multimedia for their research, discovery, and knowledge of the world with	

their students. Based on the surveys, 21.4% of faculty say they do this always, 39.3% state they do this almost always, and 35.7% indicated they sometimes do it. With the recent creation and anticipated adoption of the GDOE technology standards this school year, teachers now have grade level standards and skills students can work toward.	

Student Engagement

C.2.2. Indicator: Students who are intellectually engaged are involved with challenging content, through well-designed tasks and activities requiring complex thinking.

C2.2. Prompt: *Evaluate the extent to which students are intellectually engaged. Provide examples.*

Findings	Supporting Evidence
Encouraging student engagement promotes motivation, interest, and enjoyment to achieve success in learning. At AHES, teachers use variety of instructional strategies to meet the learning needs, thus fostering student engagement. As stated before, teachers use the Depth of Knowledge, the Bloom's Taxonomy when implementing the instructional process and planning for lesson activities. Teachers are encouraged to design instructional activities that encompass all levels of mastery to intellectually challenge and engage students. Addressing the varying learning styles and multiple intelligences of students is a priority to our faculty.	Teacher Lesson Plans PD Agenda
Moreover, AHES teachers were trained to infuse the components and strategies of CITW to include: a) creating the environment for learning; b) helping students develop understanding and; c) helping students extend and apply knowledge.	
Teachers provide students with learning opportunities that address their needs individually and collaboratively, allowing peer learning, enhancing active interaction, and building positive relationships. Finally,	

teachers provide students with enrichment, challenging, and real-life connections such as problem-solving activities to promote self-reflection, questioning, and making connections.

Teachers as Facilitators of Learning

C2.3. Indicator: Teachers are facilitators in a student-centered classroom.

C2.3. Prompt: *Evaluate and comment on the extent to which teachers are facilitators in a student-centered classroom. Provide examples.*

Findings	Supporting Evidence
Teachers at AHES are encouraged to create a learning community that is student-centered. Classrooms integrate activities and strategies that provide students with opportunities to work independently and collaboratively in their teams. Using the best practices from the Success for All program and CITW components, cooperative learning standards are embedded in the lesson development, which promote collaborative learning. Student engagement is evident when each team member is given a role or a responsibility to complete a task assigned within the instructional process. Also, teachers facilitate and incorporate strategies such partner reading, partner feedback, self-monitoring, Think Pair Share, Team Huddle/ Team Practice, Team Mastery, checklist, rubrics, proficiency scales, and peer evaluation. These strategies are utilized before, during, and after the instruction so students and teachers can monitor the learning progress. Teacher survey results show that 89.2% of teachers believe they always or almost always facilitate instruction in a student-centered classroom while 10/7% believe they do it sometimes.	Teacher Lesson Plans Perception Surveys

Variety of Strategies

C2.4. Indicator: Teachers use a variety of strategies to support students' access and application of knowledge acquired and communicate understanding.

C2.4. Prompt: *Evaluate and comment on the extent to which teachers use a variety of strategies to support students' access and application of knowledge acquired and communicate understanding.*

Findings	Supporting Evidence
Across all grade levels, teacher at AHES use a variety of strategies to support student access and application of knowledge learned and communication of understanding. Engaging strategies and activities such as songs, learning games, art, student-generated projects, technology, multimedia, collaborative learning, peer learning, and guest speakers provide students with meaningful learning experiences and an opportunity to access the curriculum effectively. Moreover, teachers at AHES are encouraged to utilize the CITW components in order to implement differentiated instruction strategies in order to meet students learning needs. Small group instruction and/or homogeneous grouping are evident in most classrooms to address the individual needs of each student. Students identified in Tier 2 and 3 or who are below and close to meeting the proficiency of standards receive instruction in a small group setting.	Teacher Lesson Plans PD Agenda

C2.5. Indicator: Student work demonstrates the utilization of tools and resources (e.g., technology, online resources, etc.) to research, discover, and build knowledge about the world.

C2.5. Prompt: *Evaluate and comment on the extent to which student work demonstrates the utilization of tools and resources to research, discover, and build knowledge about the world.*

Findings	Supporting Evidence
At AHES, classrooms are equipped with some type of technology and digital devices for students to demonstrate research, discovery, and the building of knowledge around the world. Additionally, all classrooms have internet capability that enable teachers to access the world-wide web to provide students with opportunities to collaborate, research, think, and problem solve in all subject areas. Teachers at AHES provide students with these learning opportunities through a diversity of technology projects such as power point presentations, research projects, and writing projects with the use of the Microsoft Word	Teacher Lesson Plans Internet Access Fieldtrips Guest Speakers Community Events Community Partnerships

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Program to build and demonstrate knowledge. Some classes created a communication system such as the Class Dojo, WhatsApp messaging board, Weebly classroom website, and electronic messaging to present and share students' work as evidence of their learning, in real time.

Furthermore, the AHES website and SWIFTK12 messaging board system contain variety of resources and links for students and parents to access school related news and announcements. The accessibility of these resources allow students to share their learning experiences with their parents and families.

Through guest speakers, fieldtrips, and community partnerships, students at AHES also build, extend, and expand their knowledge outside the classroom setting. Kids for Cure, Crime Stoppers presentations, 5-2-1 Almost None, K9 Presentation, Career Day, Unity Day, Red Ribbon, Japan's Mimasaka University Partnership and FOSS and the NGSS investigations, provide students with knowledge and understanding about the world phenomena. Integration of real life situations in the instructional cycle enables students to build and create new learning experiences and connections.

C2.6. Indicator: Teachers involve students in opportunities that demonstrate thinking, reasoning, and problem solving in group and individual activities, projects, discussions, and inquiries.

C2.6. Prompt: *Evaluate and comment on the extent to which teachers involve students in opportunities that demonstrate thinking, reasoning, and problem solving in group and individual activities, projects, discussions, and inquiries.*

Findings	Supporting Evidence
Teachers at AHES are encouraged to provide students with various learning opportunities that demonstrate thinking, reasoning, and problem solving in group and individual activities, projects, discussions, and inquiries. These learning opportunities promote collaborative learning that engages students in higher	Teacher Lesson Plans I Can Statements Perception Surveys

thinking, reasoning, and problem solving skills.
Integration of several instructional strategies and technology in the lesson development allow students at AHES to generate group and individual learning. However, teachers' strategies vary to meet the needs of their students. 89% of teachers state they integrate real world learning experiences in their instruction to enhance problem solving and critical thinking skill to challenge their students while 10.7% do it sometimes.

Real World Experiences

C2.7. Indicator: Age-appropriate opportunities for real world experiences such as shadowing, apprenticeship, community projects, and other real world experiences and applications are available to all students.

C2.7. Prompt: *Evaluate the degree to which age-opportunities opportunities for real world experiences such as shadowing, apprenticeship, community projects, and other real world experiences and applications are available to all students.*

Findings	Supporting Evidence
Teachers at AHES are encouraged to provide students with age-appropriate opportunities to achieve real-world learning experiences. Training is provided to teachers by grade level to implement the STEM and the FOSS and the NGSS in the instruction. Students are exposed to real-life learning experiences through the components and investigations embedded within the STEM and FOSS and the NGSS curriculum and instruction as real-world phenomena are investigated. Furthermore, teachers are encouraged to make connections of classroom lessons to real world applications. Through guest speakers from the community such as the Bank Pacific, Department of Agriculture, Rotary of Guam, Guardians of the Reef, real-life connections can manifest. Also, teachers are encouraged to connect the learning objectives to real-life by asking questions such as "Why do we use money?", "How do we use measurement?" The use of higher level thinking prompts and	Teacher Lesson Plans Community Partnerships Co-Curricular Activities Student Clubs

questions can effectuate real world learning and applications. Thus, students are more engaged and can easily understand the value of learning. School clubs and participation in community events has also grown in the past few years. WAVE Club invites our 4th and 5th graders to the hotels to gain insights to the Tourism industry. The NEHS organizes food and toiletries drives for those in need. GATE students planted a garden of vegetables that they shared with the faculty and staff. Students audition for the yearly mock trial sponsored by the Judiciary of Guam where students are exposed to the workings of the judiciary system through trial plays.	

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

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

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

Summary (including comments about the student learning needs):

Teachers at AHES have the opportunity to attend trainings and PD to further their knowledge and practices to enhance their teaching. Best practices and instructional strategies in the areas of SBG, CITW, SIOP, FOSS and the NGSS, Singapore Math are being utilized in the classroom to support student learning. Moreover, AHES teachers provide the opportunity for students to explore beyond the classroom by integrating technology into lessons, field trips, and community resources.

Prioritize the strengths and areas of growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- AHES has faculty members who are trained in CITW, CITWELL, SIOP, FOSS and the NGSS, and SBG to provide support and training for faculty.
- AHES is in the process of phasing in the implementation of SBG School wide.
- AHES faculty continues to align the priority standards and curriculum mapping in the instructional process.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- AHES continues the implementation of SBG throughout the school.
- AHES will implement the use of grade level PLCs and common planning time to analyze data and promote student achievement.
- Monitor the fidelity of CITW and differentiated instructions use in the classroom.
- AHES continues to maximize the use of technology to support learning in the classroom to provide real world experience for the 21st Century learner.
- AHES will integrate project-based learning and instruction to achieve an optimal outcome of student engagement.

Copy and paste the Areas of Strength and prioritized Areas of Growth/Challenges into the matrix in Chapter V.

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

D1. Assessment and Accountability Criterion – Reporting and Accountability Processes

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

Professionally Acceptable Assessment Process

D1.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/district/school performance data to all stakeholders.

D1.1. Prompt: *Evaluate the effectiveness of the assessment processes.*

Findings	Supporting Evidence
DWA data is disseminated to teachers at the onset of the school year during a scheduled in-house PD. At this time, grade level data is discussed and identification of content area and subject needs are made, growth within the grade levels are discussed, and comparisons to other district schools are made and discussed. The information is disaggregated and further discussed within the grade level. At which time, grade level teachers discuss next steps for current school year. Results of individual student reports from DWA are placed in the student cumulative folders for teachers to review and also accessible on the LinkedIt System. DWA is only administered to grades 3-5 ACT Aspire in the area of reading, writing and mathematics. SBA is administered to grades 1-2 for English language arts and mathematics. SBA is administered to grades 1-5 for Science and Social Studies. DWA is an aspect of the current SSP.	PD Power Point Presentation DWA - ACT Aspire and SBA Assessment Results LinkedIt System Student Cumulative Folders AIMSweb Assessment Data Perception Surveys SBG Proficiency Scale CFA
DWA data is disseminated to parents during the PTC. When student data is disseminated teachers discuss the information depicted on the individual student report. DWA data is not discussed with individual students. However, data is used to recognize students' who performed at the close, ready, and exceeding levels. Awardees are determined by a set criteria that has been established by	

the AHES Faculty.

Interim Assessment (AIMSweb)
Interim assessment is conducted three times within the school year. During the interim assessment testing window, teachers administer reading, mathematics, and English language arts assessments. This assessment is used by the entire school district. AHES administers this assessment to students in grades K-5. AIMSweb assessments are administered, scored, and inputted into the online AIMSweb score database. However, for SY 2018-2019 database was unavailable to input student scores. Teachers were given a benchmark listing to help identify students who were on target or met the benchmark and those that were not performing at grade level benchmark. The information is then used for teachers to differentiate instruction in respective content areas of study. AIMSweb information and data is not currently shared or discussed with parents unless teachers have initiated a CST or during an IEP Review. AIMSweb data is not shared with students as this information is not understood by individual students.

Again, teachers are now able to review the DWA and AIMSweb data on the LinkedIt website to identify students who are struggling and in need of interventions. Teachers have to take an active role in reviewing the data that is accessible to them.

Classroom Data (Summative and Formative Assessments)
Summative assessments (CFAs) are administered to students based on the district priority standards for each grade level. These assessments are given at the end of a unit of study. The CFAs are teacher created and are rated based on the SBG Scale that has been implemented schoolwide.

Summative assessment data is shared with parents regularly when the student takes the assessment home. CFA assessment scores are also available for parent review on the PowerSchool grading system or parent portal. Summative assessment scores are given to students on a regular basis. CFA are discussed individually or as a class. During the discussion, teachers share with students critical information related to their progress with the standard or skill being addressed on the CFA. Students also monitor their progress using a student tracking sheet. On the tracking sheet students graph their progress with the CFA and other formative assessments. This sheet is accessible to students daily as it is in their subject notebook or folder. The tracking sheet allows students to see their progress over the course of the unit of study being covered.

Formative assessments are administered to students throughout the unit of study. These assessments help teachers gauge student understanding of pre-requisite skills taught that are relative to the standard being covered. Formative assessments most used by teachers at AHES are observations, quick checks, exit tickets, and games. These assessments are used by teachers to gauge student progress and differentiate instruction to address student needs. Formative assessment data is not shared with parents as these assessments are given often and are only used to gauge learning progress and not as grading tools.

Formative assessment data is shared with students regularly. Students log the formative assessment data on their tracking log. The formative assessments give students a picture of their progress with pre-requisite skills covered in class.

Data from the teacher surveys indicates that 14.3% think that the process for collecting

and analyzing assessment data is always effective, 53.6% think that it's almost always effective, 28.6% believe it's sometimes effective, and 3.6% think it's almost never effective.	

Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence
AHES teachers use formative and summative assessment tools to determine student growth and performance levels aligned to the adopted CCSS and the GDOE Content Standards and performance indicators. Teachers implement numerous teaching strategies and methods to assess students both summative and formative. AHES following the District's shift to Standards-Based Grading has slowly been phasing in the concept. Our teachers participated in the District's efforts to priority standards and skills quarterly. At the school level, teachers have worked together by grade levels to determine their rating scales and performance levels. The creation of CFAs are beginning to be introduced to the students. Learning targets and performance levels are beginning to be discussed with the students so they are aware of their goals and can articulate their levels and why. In the student perception surveys of 3-5 grades, only 38.1% are clearly aware of a proficiency scale being used in their class while 39.3% were unsure or 22.6% said no it is not used. Prior to the enactment of vertical articulation, grade level teachers met to discuss and finalize priority standards and content specific prerequisite skills that were to be taught within a unit of study. AHES teachers continue to work on the implementation of	Student Work Samples Summative Assessments CFA Formative Assessments Learning Scales PLC Agendas PD Agendas AHES SAP Perception Surveys SLO Indicators & Rubrics

curriculum across the varying grade levels to have continuity of skills taught and to ensure student progress is met with fidelity. At this time vertical articulation is ongoing across all grade levels.

AHES faculty adopted our SLOs and indicator rubrics this school year. In November and December the rubrics was introduced and reviewed with the faculty with the intent to pilot the use of the tool for 2nd semester to determine if we are meeting the outcomes we intend our students to be performing at proficiently.

Modifications Based on Assessment Results

D1.3. Indicator: The school leadership team uses assessment results to modify the school's programs and processes, professional development, and resource allocations to demonstrate a results-driven continuous process.

D1.3. Prompt: *Comment on the overall effectiveness of how assessment results have prompted modifications in the school's programs and processes, professional development, and resource allocations to demonstrate a results-driven continuous process.*

Findings	Supporting Evidence
Students at AHES participate in the District-Wide Assessment using the ACT Aspire and SBA. Students continue to struggle in the core areas of Reading, Writing and Math. Results are shared earlier in the report.	AIMSweb Results

Learning Scales

Student Trackers |
| AHES uses the Interim Assessment AIMSweb data within the grade levels to identify student needs and initiate differentiation to address these needs based on the CIA-I concept. The assessment is given at 3 points in the year. Teachers use this information to place students in reading classes or mathematics and language arts groups based in the 3 tiers. Teachers adjust their instruction and may need to re-teach key skills for the class or groups of students. Teachers use the information to modify or plan for interventions to be used with the students. | DWA Assessment Scores

LinkedIt System

CFAs |
| Additionally, AHES uses formative and | |

summative assessment results to drive the modifications needed to address student progress and needs. We continue to look at our instructional strategies and the fidelity of the implementation of those strategies in the classroom. We continue to provide PD with our teachers based on CITW to ensure all components of the framework are being used. Teachers have participated in the District level Singapore Math training to also obtain strategies and resources to address mathematics concerns with our students. The 3rd grade teachers wrote their PTO grant proposal to obtain additional Singapore Math materials to support their instruction in the classroom. LinkedIt online tool allows teachers to view students DWA and AIMSweb assessment results to plan for their instruction and to assist students.	

Monitoring of Student Growth

D1.4. Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards and schoolwide learner outcomes and provides appropriate interventions.

D1.4. Prompt: *Evaluate the effectiveness of the system used to monitor the progress of all students toward meeting the academic standards and schoolwide learner outcomes.*

Findings	Supporting Evidence
There are various ways that teachers are able to monitor the progress of their students at AHES. As a school, all 1st to 5th grade students participate in the DWA assessment. With the LinkedIt System, teachers are now able to access their students score. The system is fairly new and the faculty is still learning the capabilities and how to use it effectively. Grade level teachers collaborate to discuss priority standards, activities and assessments to be used quarterly. Teachers monitor progress using a variety of summative and formative	AIMSweb Plus Training Agenda LinkedIt System SLO Indicators & Rubrics Summative Assessments Formative assessments Perception Surveys

assessments. The creation of CFAs is an ongoing activity at the school as the district plans to formally adopt the SBG framework. Although, AHES administers the interim AIMSweb assessments three times a year, the data system has had issues. Due to district issues with the contract, complete data for the past two school years has not been collected. This school year, the entire district is in the process of shifting from the older data system to the current AIMSweb Plus System. Training is ongoing with the use of AIMSweb plus at this time and we are in the first year of implementation. AHES does implement the SLOs within the school environment and lessons. At this time, the faculty are in the process of finalizing the rubric to effectively and efficiently evaluate the use and implementation of the SLOs. The school is planning for implementation of the SLOs rubrics for 2nd semester. Based on the teacher surveys, many faculty members believe there is a need to formalize and agree upon progress monitoring at the school as we analyze student assessment data to make decisions; 39.3% state that the school has an effective way to monitor student progress, while 35.7% feel sometimes we effectively monitor it. There is a need to better monitor student progress.	

D2. Assessment and Accountability Criterion – Classroom Assessment Strategies

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

Appropriate Assessment Strategies

D2.1. Indicator: Teachers use appropriate assessment strategies to measure student progress toward acquiring academic standards and the schoolwide learner outcomes.

D2.1. Prompt: *Evaluate the appropriateness of formative assessment strategies used by teachers to measure student progress and modify instructional practices.*

Findings	Supporting Evidence
Teachers at AHES encourage the creation and use of numerous formative assessment tools and strategies to measure student progress. Teachers utilize strategies such as quick checks, exit ticket Get the Goof, and graphic organizers. Observations are also conducted during cooperative learning. Students participate in Team Talk, Team Huddle, Think-Pair-Share as teachers observe student interaction and answers. These formative assessment strategies allow for the teacher to immediately make changes during the daily lessons. With the move to SBG, teachers are beginning to create CFAs for more of the grade level standards. Teachers began with mathematics and moved into the reading for the practice of creating CFAs to be used more often and consistently with students. Based on the outcome of the formative assessments and data that is generated, teachers modify or differentiate instruction as needed as a whole class and for individual students. There has been discussion that teachers feel a need to collaborate consistently and more often among their grade levels. With the teacher surveys, only 25% of teachers always felt and 50% almost always felt there was consistency within their grade levels; 21.4% felt there was somewhat consistent and 3.6%	Teacher Lesson Plans Student Quick Checks Student Exit Tickets Student Observations Data CFA Leadership Meeting Agendas School Faculty Meeting Agendas

felt there was almost never any consistency. At this time, AHES has an established leadership team but consistent review and use of data to vertically and horizontally align, gather, and interpret student formative and summative data that could enhance the differentiation of instructional practices that are data driven may need to become a priority so there is an established procedure and understanding for data review and decision making as discussed at leadership and faculty meetings.	

Using Assessment Data

D2.2. Indicator: Assessment data are used to make decisions and modify instructional practices.

D2.2. Prompt: *Evaluate the effectiveness of modified instructional practices based on assessment data.*

Findings	Supporting Evidence
Teachers at AHES review different forms of assessment data to determine and modify their instructional practices. Teachers use various types of formal assessments to track the progress of students. Teachers also use the data from AIMSweb to place their students in Tier 1, 2 or 3. Areas of need are identified by teachers within their PLCs and interventions and modified instruction is then implemented. Learning goals and skills are targeted so students may reach the benchmark at the next assessment period. Teachers re-teach lessons, assign peer support, small group instruction with the Teacher Assistants, tutoring during recess or lunch and/or recommendation to the after school ASPIRE Program. Teachers implement modified or differentiated practices based on assessment data to ensure the student continues to progress academically. Moreover, students with IEPs, Section 504 and identified ELL have modification plans	Teacher Lesson Plans PLC Agenda Formative Assessments CFA AIMSweb Data Student IEP GDOE SOP 1200-012: Section 504 of the Rehabilitation Act of 1973 Procedure Manual ESL Modification List

that must be addressed based on their placement in the general education classroom or specialized program.	

Demonstration of Student Achievement

D2.3. Indicator: A variety of standards-based curriculum-embedded assessments (e.g., student work, pre- and post- assessments, performance tasks, etc.) demonstrate student achievement of the academic standards and the schoolwide learner outcomes.

D2.3. Prompt: *Evaluate how a variety of standards-based curriculum-embedded assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
At this time, AHES is phasing in the use and implementation of SBG to evaluate and modify current teaching practices that improve student academic growth.	Teacher Lesson Plans
	Student Tracking Logs
Teachers use both formative and summative assessment tools based on the adopted CCSS. These assessments also reflect the district-wide priority standards identified by GDOE. Formative assessments consist of exit tickets, observations, and quick checks relative to pre-requisite skills and standard being taught. Summative assessments consist of CFAs that measure student achievement with grade level standards. At the present time GDOE is in the process of reviewing and refining the current priority standards.	Formative Assessments
	SLOs Indicators & Rubrics
Student achievement of standards-based curriculum assessments demonstrate student achievement by using the assessments of a variety of assessment tools. These assessment tools reflect the adopted CCSS and priority standards identified by the GDOE district. Data from these assessments are then used to plan future lesson delivery and instructional activities.	
The SLOs rubrics will be implemented starting 3rd quarter which will provide another indicator of how well students are progressing and meeting academic standards.	

Teacher Feedback to Students
D2.4. Indicator: Teachers provide timely, specific, and descriptive feedback in order to support students in achieving learning targets, academic standards, and schoolwide learner outcomes.
D2.4. Prompt: *How effective is teacher feedback in supporting students in achieving learning targets, academic standards, and schoolwide learner outcomes?*

Findings	Supporting Evidence
AHES teachers effectively use feedback to support students in achieving learning targets and academic standards. They also use it to plan and modify their instruction. Feedback is given in varying forms (e.g., oral, written, peer-to-peer). Oral feedback may be inclusive of one-on-one conferencing between teacher and student or during cooperative learning activities. Peer-to-peer feedback entails oral discussions or written feedback regarding the topic of study of the content area. Written feedback is given and reviewed with students during conferences related to various subject assessments administered in the varying grade level classes. A component of CITW that is expressed as a great importance is providing meaningful feedback to your students. At the January 2020 PD, teachers again were trained, discussed and practice strategies on providing meaningful feedback to their students.	Teacher Lesson Plans Student Tracking Logs Progress Reports Report Cards PD Agendas Perception Surveys
Teachers are also implementing student tracking logs so students become advocates of their learning and take ownership for their learning. Students are able to speak to their peers and teachers about their progress toward learning targets and what they need to do in order to reach their goals.	
As a school, quarterly progress reports and report cards are disseminated as a form of feedback for both parents and students.	
Special Programs such as GATE, ESL and SPED also provide mid and quarterly progress reports as a means of providing input and feedback on the individual goals of those	

students. With the pilot implementation of the SLOs rubrics to begin in second semester, the faculty hopes to provide students and parents with additional feedback on their progress toward meeting the SLOs. According to our student surveys, 56% of student felt their teachers gave them feedback, 30% stated sometimes they received feedback and 14% felt they didn't get feedback from their teachers.	

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

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

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

Summary (including comments about the student learning needs):

GDOE has been experiencing a major shift in the last five years with a change in the mindset of how we assess our students. The Department continues to train teachers regarding Standards-Based Grading and policy change is expected to take place this year for piloting in school year 2020-2021. Based on our District-wide assessment and AIMSweb, our students continue to struggle in the areas of Reading and Math. The continued use of proficiency scales and the creation and use of CFAs aligned to the District priority standards and skills need to happen more deliberately and intentionally.

Prioritize the strengths and areas of growth for Category D.

Category D: Assessment and Accountability: Areas of Strength

- AHES teachers use a variety of summative and formative assessments to measure student growth and progress.
- Within grade levels, AHES teachers utilize assessment results to differentiate and modify instruction.
- AHES teachers effectively use feedback to support student growth towards meeting grade level standards and SLOs.

Category D: Assessment and Accountability: Areas of Growth

- A Data Team needs to be established at AHES to assist teachers with analyzing and monitoring various types of student data.
- The full implementation of SBG with fidelity by using proficiency scales and content area CFAs in all grade levels.
- At AHES, a schoolwide system needs to be implemented to monitor student progress towards grade level standards.
- SLOs have been implemented within the school and classroom environment; however, a rubric to evaluate student progress has only recently been in place.

Copy and paste the Areas of Strength and prioritized Areas of Growth/Challenges into the matrix in Chapter V.

Category E: School Culture (Environment) and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

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

Parent Engagement

E1.1. Indicator: The school implements strategies and processes for the regular engagement of parents and community stakeholders, including but not limited to participation in the School Community Council. Parents and community stakeholders are active partners in the teaching/learning process for all students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular engagement of parents and the community, including being active partners in the teaching/learning process.*

Findings	Supporting Evidence
AHES employs and engages parents and the community in a variety of ways to become active partners in the teaching/learning process of our students.	PTO SY 2018-2019 and SY 2019-2020 Grants
	Career Week
AHES has a supportive PTO who works diligently in its efforts to support the school in various ways. AHES has a high request for out-of-district attendance, the agreement encourages and requires active parent participation in the school. The PTO controls the school uniform sales which is their #1 source of revenue to support the school with its numerous requests of support. Parents volunteer to assist in the office and during school events. Two faculty members participate directly with PTO officers and provide first-hand clarification as to the needs of the teachers to support learning in the classrooms.	School Calendar of Events
	Perception Surveys
	Focus Group Meetings
	Crime Stoppers
	4-H Programs
	Guam Dept. of Agriculture
	Guardians of the Reef
	Teach the Children to Save
Career Week: Parents and community leaders (many of whom are AHES parents/family members) provided insight to a variety of careers. Community leaders included government leaders, safety officers, military, and professionals such as: retail owners, chefs, lawyers, beauticians, bankers, engineers, and health care providers presented.	Rotary of Guam
	Public Health & Social Services (Sexual Abuse Awareness)
	Guam Judiciary Mock Trials
	GDOE Police Week Activities
	National Park Services Field Trip &

Results from a recent parent survey conducted during PTC on October 22, 2019 indicated strong support of how AHES personnel encouraged parental involvement. Based on the surveys, 95% of parents felt that the school encouraged them to be an active participant in their child's classroom and school activities and 94% felt that teachers helped to improve their child's academic progress. In that same survey, 91% felt AHES personnel addressed parent concerns in a timely manner, 95% felt comfortable talking to AHES personnel, and 99% of parents felt AHES personnel made them feel welcomed at school.	Historical Presentations
	Kids for the Cure (Cancer Awareness Program)
	5-2-1, Almost None Program
	Payless Supermarket EduKitchen Presentation
	Colgate Bright Smiles, Bright Futures (Oral Health Initiative)
	American Heart Association
	Kids Heart Challenge
AHES Accreditation Focus Groups invited parent representatives to provide parent input and perspective in all areas of the Accreditation report.	Red Ribbon Campaign
	Mimasaka University Partnership
Annual, quarterly, and monthly events (award ceremonies, special programs, open-house, and PTC) ensured parents/student participation and input.	Village Mayor Offices for Agana Heights, Piti, Sinajana, and Hagatna
	AHES Spelling Bee
	AHES Science Fair
School website provides parent access to upcoming events, links to GDOE, handbook, parent portal information, proposed initiatives (SBG), staff directory, contact information, supply lists, photos of school events, and other useful information.	Math Olympiad
	GATE Choir, Art and Dance Programs
	Special Olympics
Special events throughout the school year (i.e., school carnival) helped raise funds to support teachers and programs, such as AHES NEHS, CHamoru Studies, Fifth Grade Promotional, Library books and equipment, PTO mini-grants, and AHES PBIS program.	[School Website](#)
	Guam Comprehensive School Counseling Program (GCSCP) K-12
	ESL Parent Brochure
AHES partners closely with village mayors in Agana Heights, Piti, Sinajana, and Hagatna for much needed equipment (canopies and chairs for special events) and the use of their facilities (gym and field for presentations,	Mes Chamoru Activities
	4th Grade Math Ninjas
	Autism Awareness Spirit Week

physical education, and evacuation sites).

AHES and community partners from various government agencies provide public safety presentations, judiciary mock trials and contests, health safety, sexual abuse awareness, and native species presentations. To support fourth grade history of Guam curriculum, the National Park Services provides field trips and presentations. From our private partners, students learn about financial management, healthy lifestyles, and disease awareness and prevention. Private business organizations, such as the Rotary Club of Guam provide 3rd grade students island-wide dictionaries for their personal use. Non-dprofit organizations provide healthy lifestyles, disease prevention, promote good hygiene, and drug-free events. With our Japan Mimasaka University partners, university students observe teachers in the classroom, interact with our students, and teach them about rhythm jump training. In addition, they sponsor two fifth grade students to participate in a cultural exchange with their Japanese peers in Japan over the summer. Locally, GDOE high school students provide lessons about coral reef awareness and preservation. Throughout the year, AHES allows students in middle and high school to complete their service learning hours helping out teachers and students in the classroom.

AHES annually conducts a schoolwide spelling bee for students in the intermediate grades and sends a representative and alternate to compete in the local Scripps National Spelling Bee.

SPECIAL PROGRAMS
GATE program provides students with enrichment lessons and community participation in academic events.

SPED program provides academic

intervention for students with IEPs. In addition, participates in Guam's Annual Special Olympics. School Guidance Counselor provides teachers curriculum guidance support, connects community resources to meet the needs of students, including career development and intervention support. Additionally, she participates in IEP meetings and assists teachers in the eligibility process (CST) and documentation. School Health Counselor coordinates community projects that positively influence behaviors and learning by promoting healthy lifelong behaviors. In compliance with ADA, Section 504 eligibility, ESL program provides eligible students with focused lessons to assist at-risk students in English proficiency. CHamoru Studies provide cultural activities and participates in a variety of community events that promote Guam's culture and preservation. Over the years, field trips to Guam museum, Gef Pago village, and other historical sites provide hands-on experiences for students in Guam's traditions and culture. 4th grade teachers promote multiplication proficiency with Math Ninjas which recognizes student as they move up to "black belt" status. For Autism Awareness Month, AHES participates in creating a positive awareness about our students with autism. Two parents with a child with autism provide funding for classroom materials through t-shirt sales.	

Community Resources

E1.2. Indicator: The school uses community resources to support students, such as professional services, business partnerships, non-profits, organizations, military, etc.

E1.2. Prompt: *Evaluate the effectiveness of the school's use of community resources to support students.*

Findings	Supporting Evidence
AHES values and utilizes community resources that support students in many different ways.	Career Week Planning
	McDonald's & Pizza Hut Fund Raising Events
Career Week presenters include military, local government, private sector, and non-profit organization share with our students the career opportunities available to them and the requirements (i.e. college degrees) needed for each career path.	Payless Supermarkets Bag Your School Recycle Bag Contest
	I-Recycle
	Library Scholastics Book Orders/Sales
Guam Judicial provides clean-up assistance in preparation for the start of each school year and as needed throughout the school year.	PTO School T-shirts, Bags, I Believe Catalog Sales, and Umbrella Fundraisers
Rotary Club of Guam provide free dictionaries to all 3rd grade students on an annual basis. Students learn the importance of dictionaries in support of their learning.	Tupperware Fundraiser for PBIS Prizes
	School Carnival
	Fifth Grade Promotional Activities
AHES partners with local businesses, such as McDonald's, Guam Recycle, and Payless Supermarkets, which have earned our students much needed funds used to support PBIS incentives and activities, Star Student and Student of the Month Awards, 5th grade promotional event, technology equipment purchases, and NEHS events and awards.	Student of the Month / Zumba
	[PowerSchool Parent Portal](#)
	PTO Sign-In Sheets and Agendas
	[School Calendar of Events](#)
AHES partners with non-profit organizations to provide guidance and mentorship as positive role models.	
PTO and parent volunteer in various events such as Zumba and audio services for special events. Funds raised by PTO support various school activities and teacher mini-grants for the purchase of educational materials and equipment.	
Agana Heights, Piti, Hagåtña, and Sinajana	

mayors provide much needed canopies and chairs for special events.	

Parent/Community and Student Achievement

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

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

Findings	Supporting Evidence
AHES has provided and continues to provide various ways to ensure that students and parents are made aware and understand the qualifications for student achievement in the curricular/co-curricular programs. The school has created more opportunities to expand the academic standards and SLOs through the creation of more school clubs and teams. Faculty and staff have also increased our participation and access to community events and programs. The school wants to focus on developing respectful and responsible lifelong learners into their adulthood.	AHES Mission Statement
	AHES SLOs
	Perception Survey Results
	PD PowerPoint Presentations
	AIMSweb Assessments
	Safety Assemblies
The AHES Mission Statement and SLOs are aligned with District expectations. The mission statement and SLOs were created based on the input of all stakeholders to include not only faculty and staff, but also parents and students. The AHES Mission Statement and SLOs are posted in each classroom and around the school; it is at the core of all that we do for the students.	GDOE SOP 1200-004 Communicable/Reportable Diseases
	GDOE SOP 1200-020 Health Requirements for Students
	GDOE SOP 1200-004 Controlled Substances in School
	GDOE SOP 1200-006 Medication Administration
Report Cards, Mid-Quarter Progress Reports, Parent Portal to PowerSchool Grading System, Newsletters, Student Homework Planners, and PTC provide parents regular access to student academic progress.	GDOE SOP 1200-008 Injury And Illness Reporting
	GDOE SOP 1300-002 Bus Crash Management Plan
Annual Open House, Bi-Annual PTC, and periodic classroom newsletters provide parents the opportunity to visit their child's	GDOE SOP 1300-005 Protocol for H1N1 Virus

classroom and/or communicate with the teacher about their child's academic and social progress.

Parents are able to communicate with teachers via GDOE teacher emails, direct calls, and face-to-face meetings or through group social media, such as, WhatsApp and Class Dojo.

District PD that focused on priority and supporting skills were adopted and will be used to develop District's SBG System scheduled for implementation by SY 2020-2021.

Third Grade teachers have implemented the Priority Learning Scale in the classroom and are currently assisting other teachers. Students utilize a Tracking chart to self-monitor their progress in mathematics and reading.

AHES became a chapter member of the NEHS. Honorees included 22 students from 4th grade and 29 students from 5th grade. A successful first inaugural ceremony was held at the school in April 2019.

Quarterly award ceremonies are held to recognize Student of the Month, Principal's Award and Perfect Attendance recipients. A and B Honor Rolls, Citizenship, and Most Improved awards are presented in the individual classrooms. Additionally, a special raffle from a pool of students that have demonstrated appropriate behavior with no office disciplinary referrals are awarded prizes, such as, YogurtLand or movie gift certificates.

Annual awards ceremony for Principal's Award and Perfect Attendance recognizes students that achieved the awards for all four quarters, with parent and family members in attendance.

GDOE SOP 1700-004 Asthma Management

GDOE SOP 1200-013 Allergy Management

GDOE SOP 1200-011 Diabetes Management

GEB Policy: 336 Student Health Services

GEB Policy: 336.3 Control of Communicable Diseases

GEB Policy: 337 Health Requirements for Students

GEB Policy: 420 Control of Unauthorized Drugs and Alcoholic Beverages

GEB Policy: 421 Medication

GEB Policy: 407 Student Searches and Seizures

GEB Policy: 379 Education Technology Use Policy

GEB Policy: 406 Student Cell Phone Use on School Campus

GEB Policy: 409 Prohibiting Harassment, Intimidation or Bullying, Cyberbullying, Sexting, Sexual Harassment (for Students)

GDOE SOP 1200-002 Student Searches and Seizures

GDOE SOP 1200-022 Implementation of BOARD POLICY:409, Prevention and Intervention Against Bullying, Cyberbullying and Sexting and Sexual Harassment

Star Student Awards Ceremony, an annual event, recognizes students who have scored Advanced and/or Proficient in the District-Wide assessments (ACT Aspire and Standard-Based Assessments). AIMSweb Assessments are conducted tri-annually to monitor student progress and provide interventions as needed. Data results are discussed at PLC meetings.	

E2. School Culture Criterion

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

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly environment that nurtures learning (e.g., internet safety, drills, etc.).

E2.1. Prompt: *Comment on the effectiveness of a) the existing policies, regulations and procedures; and use of resources to ensure a safe, clean, and orderly environment that nurtures learning, b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety, and c) initiatives and responses to address bullying and harassment.*

Findings	Supporting Evidence
District SOPs and school initiatives promote a safe, clean, and orderly environment that nurtures learning. The Student Procedural Assistance Manual (SPAM) provides guidance to maintain safety and orderliness in the event of the following: • Alleged assault/harassment • Suspect child abuse/neglect • Drug/alcohol abuse • Responding to critical incidents • Responding to challenging behavior • Transportation in emergencies All students are provided homework planners that include AHES Mission Statement, SLOs, Behavioral Expectations, Student Handbook, and various GDOE Board Policies all of which support a safe, clean, and orderly environment. School level Emergency Response plans align with district directives. Procedures include: • Active Shooter • Active threat with a weapon/assault • Bomb threat • Earthquake • Fire • Serious injury/death • Terrorist event • Weather conditions	GDOE SOP 1200-023 Student Procedural Assistance Manual GDOE SOP 1200-018 Student Conduct Procedural Manual PBIS Framework AHES Mission Statement AHES SLOs Think About It Peace Path Displays Counselor's program and activities Community Partnerships Student Handbook & Planner Getting Along Together Peace Path Class Council Meetings Spirit Weeks Lucky Kids 7 School Safety Surveys

At the beginning of each school year, the principal and staff conduct safety presentations. Emergency drills may include:
- Evacuation
- Reverse Evacuation
- Lockdown
- Shelter in Place

Health services include: disease surveillance and reporting, immunization compliance audits, response to bus crashes, foodborne illness, care for those ill and injured, and development of individualized health care plans for chronic medical conditions, and meal accommodations due to medical conditions. Awareness and trainings are provided to school personnel in the following areas to increase response to medical emergencies:
- First Aid
- CPR and use of AED
- Anaphylaxis
- Asthma
- Seizure

Daily Operational Procedures
Daily operational procedures ensure the safety of the school community. Arrival and dismissal procedures for car riders, bus riders, walkers, and afterschool program participants are in place. Supervision during recesses support safety and award students who demonstrate respectful, responsible, and safe behavioral expectations earn Honey Tickets. Attendance is collected daily. All visitors must sign in at the main office and valid identification is required. Sign in and out sheets for employees, students, and visitors are required.

Behavioral Expectations
PBIS framework encourages a proactive, safe, and supportive environment. Behavior expectations are displayed throughout the

school. Character development curriculum focuses on positive behaviors.

Mission Statement and SLOs are taught in the classroom and reinforced throughout the day. "Think About It" bench and wall provide students reminders about behaviors that need to be corrected. AHES utilizes "Peace Path" and "I Messages" to help students resolve conflicts.

School Safety Surveys are completed annually by school personnel to determine risk factors and protective factors that exist in the school and community. Findings assist in determining training and support needed to promote safety and prevent violence on campus. Surveys were completed on April 3, 2017, May 9, 2018, and April 24, 2019. In the past 3 school years, AHES has maintained high protective ratios and low risk ratios, averaging 81% and 25% respectively. Protective factors include: Crisis Response Plans, Student Crisis Preparation, and Response to Conflict. Risk factors include: High Student Mobility, Poverty, and Deteriorating Condition.

Custodial Services
To maintain the daily upkeep of the campus, AHES utilizes the services of a local maintenance company and in-house custodial/maintenance services.

Internet Safety
Technology use is aimed to enhance teaching and learning. Rules and regulations are included in the handbook and reinforced by teachers in the computer lab. I-Safe Curriculum is taught to the students. Students and parents must sign the approved Technology Use Agreement forms in order to participate in technology activities.

Bullying Prevention AHES utilizes character education lessons in addition to Getting Along Together lessons that encourages conflict resolution and class council meetings that promote respectful behavior. AHES participates in the national anti-bullying events held each year. Spirit week schedule starts with anti-bullying wear orange against bullying day and ends with drug-free activities (i.e. lessons and door decorating contest).	

Discipline and Behavior Management System
E2.2. Indicator: The school has an effective discipline and behavior management system that supports learning, growth, and development.
E2.2. Prompt: *Evaluate the effectiveness of the discipline and behavior management system to support student learning, growth, and development.*

Findings	Supporting Evidence
The school has established effective discipline and behavior management systems of support through PBIS framework and adheres to the district's SOP 1200-023 Student Procedural Assistance Manual. The PBIS Cadre meets on a monthly basis to discuss discipline data and activities that support a positive school culture.	GDOE SOP 1200-023 Student Procedural Assistance Manual AHES Mission and SLOs PBIS Behavior Matrix Safety Assemblies
AHES is a community of learners who are respectful, responsible, and safe. The use of schoolwide behavioral expectations strengthen with Honey Ticket distributions, BeeHive incentives, monthly Student of the Month and Bee-Worthy recognitions.	Discipline Data (PBIS Minutes) Student of the Month Awards Honey Tickets / BeeHive Cart Shout Out Bulletin Boards
AHES adheres to district SOPs when managing problem behaviors. Major Office Discipline Referrals (ODRs) are office managed while minor ODRs are managed in class. Major discipline events are tracked monthly and analyzed to identify the need for additional student support. AHES aims to be below the national median for major office referrals. AHES has met the following criteria: 80-85% of students with 0-1 major	Think About It Bench Quarterly Awards Student Handbook and Planner iSAFE Curriculum Character Education Lessons and Activities

ODR, 10-15% with 2-5, and 1-5% with 6 or more.	[Lani Kate Adopted Sexual Abuse Curriculum](#)
Physical aggression referrals make up 36-50% of total problem behaviors in the past 3 academic years. There were 25 physical aggression events in 2016-17 school year. Interventions targeted specific groups and individual students. Findings revealed desired outcomes, a decrease in the numbers of physical aggression referrals and total number of referrals. Physically aggressive referrals decreased in SY 2017-2018 and SY 2019-2020 to 12 and 3 respectively.	Guam Police Department Red Ribbon Week National Anti-Bullying Pledge Counseling Services Parent Orientations for Kindergarten, Out of District, and New Students PTCs and Open House
In coordination with principal, health and guidance counselors and teacher representative meet on a monthly basis to discuss intervention and response plans for Tier 2 and 3 students.	Faculty Binders Office Discipline Referrals Office Truancy Referrals
Teachers display Proficiency Scales in their classrooms that encourage student ownership of their learning progress. In regards to behavior, periodically, Class Council meetings (Success For All, Getting Along Together curriculum) are conducted which provides review of encouraging words that students write about each other, faculty and staff and conflict issues that allow resolution using various strategies and the use of the Peace Path.	Safety Trainings SPED Training SPAM Crisis Management School Safety Surveys Perception Surveys
AHES utilizes a variety of services available from non-profit organizations, government agencies, and national events that promote positive behavior and intervention.	
The school guidance counselor provides individual and small group counseling as needed. She provides teachers helpful information and presentations promoting positive behavior. At lunch she opens her office to students to promote mindfulness and play board games together. Shout Out	

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bulletin boards are posted in the primary and intermediate areas for students to comment about their positive interactions with school faculty and staff.

AHES parents have a multitude of opportunities throughout the school year to monitor their child's academic and behavior progress with their child's teacher and school principal online via Parent Portal, PTC, emails, school visits, or other social networks (WhatsApp, Class Dojo, etc.).

Students feel fairly safe at the school with 64.3% stating "Yes, they feel safe" while 35.7% state they "sometimes feel safe." Additionally, 57% of students always believe the school is preparing them to be helpful and respectful citizens, 23% feel it is almost always, and 18% feel sometimes the school is preparing them in this area.
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High Expectations for Students

E2.3. Indicator: The school has high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.3. Prompt: *Evaluate the school's effort and success to ensure high expectations for all stakeholders and in building an environment that honors individual differences and is conducive to learning.*

Findings	Supporting Evidence
Through ongoing evaluation and overall monitoring of students, the school is able to identify challenges and strengths of the child in order to provide support or maximize their potential. There is also a reality that more direct individual monitoring of the student's educational, behavior, socio-emotional, and cultural needs may need to also occur. Regardless of the situation, everyone's diversity is appreciated and celebrated; it is deemed a positive aspect regarding student learning in and out of the classroom. There are a number of enrichment programs provided to meet these goals. Where students	GDOE Vision Statement AHES Mission and SLOs Behavior Matrix CCSS District Priority Standards Proficiency Scales DWA Results FOSS and the NGSS

are excelling in the educational path, the GATE program for gifted and talented children challenges those students performing above expectations a continually challenging advanced-placement program. Beyond the academics of GATE, the school has also participated in the Fine Arts component. All intermediate students, not only those in the GATE Academics program, had the opportunity to be part of this supplemental programs that honored students' talents in these areas. For all students to have access to a free and appropriate education, students with unique needs and requiring individualized goals, may qualify for placement in SPED or ESL. Additionally, the school guidance counselor serves as the Section 504 Coordinator and ensures that students who qualify for services under Section 504 are also afforded support to reach their goals. In building an environment that honors acceptance, differences and talents, AHES participates in various events both in and outside of school. Upcoming events scheduled for April 2020, will mirror United Nations and will focus on the various ethnic groups that makeup AHES student population. Students celebrated Unity Day this past October to unite against bullying, but to also have a Unity March to unite for kindness, acceptance and inclusion. AHES hosted a talent show last school year and plan to do so again at the Spring Carnival. Students also have access to various events and competitions such as the kickball tournament, Robotics competition, Math Olympiad, Mock Trial, Spelling Bee, Read-A-Thon, Art-A-Thon. The school also formed the AHES Bumblebee Chapter of the NEHS and the WAVE (Tourism) Club to provide leadership	Singapore Math Math Ninjas (4th grade) NEHS and WAVE Club PBIS Incentives GATE Fine Arts Programs Events such as Math Olympiad, Spelling Bee, Read-A-Thon, Art-A-Thon, Mock Trial, Talent Show, Unity Day SPED IEPs Section 504 Education Accommodation Plan (EAP) ESL Handbook PLC Agenda AIMSweb Plus

opportunities to students. Students learn about the importance of being contributing members of the school as well as the community. They learn about their school and community, the need for advocacy and participate in giving back. AHES establishes high expectations that are reflected in the Mission Statement, Student Learner Outcomes, PBIS' Behavior Matrix, and classroom management plans. PLCs provides school personnel opportunity to analyze student data for vertical alignment and articulation to improve student outcomes. School and district trainings provide teachers resources to improve their delivery of lessons that support best practices to maximize student learning potential.	

Culture of Trust, Respect, and Professionalism

E2.4. Indicator: The school has a culture of trust, respect, and professionalism among all members of the school community.

E2.4. Prompt: *To what degree is a culture of trust, respect, and professionalism demonstrated by all members of the school community?*

Findings	Supporting Evidence
Trust, respect, and professionalism are priorities that continue to be an ongoing practice in our school community. **School Safety Surveys** School Safety Surveys conducted in the past 3 academic years, reveal high protective factors in the following areas: • Student Academic Participation • Positive Learning Climate • Diversity Acceptance • Student Teacher Relationships **Teacher Surveys** Based on a recent teacher survey, 67.9% felt that teachers work collaboratively together. 64.3% felt that school principal provides the support they need in the classroom.	AHES Mission and SLOs Behavior Matrix PowerSchool Discipline Data: Pulse PBIS School Climate Cadre Meeting Minutes Perception Surveys AHES School Performance Report Card YES Surveys Parent Newsletters

39.3% felt staff was consistently treated fair and provided the support they need while 53.6% said it occurred sometimes. **Staff Survey** In the staff survey, 53.3% felt they work together collaboratively while 46.7% stated is sometimes happens. 53% felt the principal provides support for them to do their job while 40% stated it happens sometimes. **Parent Survey** In a recent parent survey, 95% of parents felt that they are comfortable talking to AHES personnel. 99% felt AHES personnel made them feel welcomed. **Student Survey** In a recent student survey, 57% of students felt that the school is preparing them to be helpful and respectful citizens. 64% felt safe at school. 89% stated that they understood the school's behavior expectations. 70% felt comfortable talking to their teachers. 83% felt the school staff helps them be respectful, responsible, and safe. 68% felt the staff helps them when they need it. 69% felt that the staff helps them to do their best. The discipline rate at the school continues to be less than 1% for the last 5 years. Students use the Peace Path, Getting Along and Think About it Bench to resolve their issues. They feel comfortable speaking to teachers or staff if they have issues. **District Year End School "YES" Survey** District YES surveyed AHES students, parents, principals, teachers, and staff on the top five areas of strength and areas of improvement results are listed in AHES School Performance Report Card, school year 2018-2019. Top five areas of strength resulted with 85.9% agreed that our teachers knew how to teach, test, and grade fairly and	Student Handbook and Planner

correctly. 84.5% believed that our teachers and school staff can make a difference in students' learning. 83.2% had a good understanding of our school's vision and mission. 82.9% agreed that our school's leadership and teachers know how to find out what students need to succeed in school, and 82.6% agreed that our students, staff, and teachers that do their best in school and succeed receive a reward or appreciation in a public program such as school program. The top five needs of improvement resulted with 30.7% disagreed that our teachers have the materials they need to do their job. Unfortunately, 15.8% disagreed that our students are well-behaved with 28.7% felt neutral. Only 12.7% disagreed that our school facility is clean and in good condition with 20.1% felt neutral. Only 12.4% disagreed that our students in our school are safe with 21.5% felt neutral. Finally, only 12.3% disagreed that our students care about learning with 16.4% felt neutral. It is evident that there is a culture of trust, respect, and professionalism among all members of the school community. During faculty meetings and PD, faculty and staff are reminded of the Vision, Mission, Schoolwide Learner Outcomes, District Goals, and Employee School Expectations. The school communicates with members of the school community regularly through parent newsletters and student planners. Opportunities to provide comments or opinions is afforded to stakeholders through surveys.	

E3. Student Support Criterion – Personalization

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

Adequate Personalized Support

E3.1. Indicator: The school ensures that every student receives appropriate support services in such areas as academic assistance, health, career, and personal counseling.

E3.1. Prompt: *Evaluate the availability and the adequacy of services to support students in such areas as academic assistance, health, career, and personal counseling.*

Findings	Supporting Evidence

AHES offers multiple support services to meet the academic/behavioral, health, career, and personal counseling needs of students. These services are available to the students throughout the school day.
 	
Student Surveys
The student perception surveys indicated that 76% are aware of the services provided by the Health Counselor, 65% are aware of the services provided by the Guidance Counselor, 59% are aware of the services provided by the GATE teacher, 54% are aware of the services provided by the ESL teacher, 45% are aware of the services provided by the SPED teacher.
 	
Counseling Services
A full-time school guidance counselor provides direct services in individual and small group settings to help students with coping skills. The School Counseling Program assists in empowering all students to reach their maximum potential by addressing career, academic, and social-emotional goals. Through advocacy leadership, and collaboration, the guidance counselor promotes a positive environment to encourage growth, social responsibility, and academic excellence.
 	
Health Services
Students have access to a full-time School Health Counselor, a Registered Nurse. Health services include:
  •Nursing care for the injured and ill
  •Care coordination for students' special health care needs
  •Medication administration
  •Body Mass Index (BMI) Assessments
  •Disease surveillance
  •Screenings (Vision, Dental, Hearing)
	SPED Services
	
	AHES Staffing Pattern
	
	Health & Nutrition Guidelines
	
	Behavior Matrix
	
	Counselor Website
	
	GATE Handbook
	
	GDOE ESL Pamphlet

• Health education **ESL Services** A full-time ESL Coordinator supports teachers by providing strategies to help improve learning outcomes for ELL. Students whose parents have identified English as their second language are assessed for eligibility. Once identified, they are provided small group settings with a concentration in English proficiency. *"ESL teacher works with the classroom teachers to help children develop English language skills (oral and written), cultural awareness and learning strategies which they will need to work successfully with the school curriculum."* (GDOE ESL informational pamphlet) **SPED Services** A full-time SPED teacher provides eligible students modified lessons in the resource room. The teacher implements IEP to ensure their goals are met to increase student learning. Students may also have access to other related services such as speech therapy, physical therapy, or occupational therapy. **Gifted and Talented Education Services** GATE program provides students with enrichment lessons and community participation in academic events. Supplemental GATE programs such as the fine arts component for choir, dance and art rotates every so many years within the district.	

Direct Connections

E3.2. Indicator: The school demonstrates direct links between student learning needs and the allocation of resources to student support services, such as counseling/advisory services, psychological and health services, or referral services.

E3.2. Prompt: *Evaluate the direct links between student learning needs and the allocation of resources to student support services, such as counseling/advisory services, psychological and health services, or referral services, including supports and services for students who are at-risk.*

Findings	Supporting Evidence
AHES special programs provide direct	Staffing Meetings

services to students based on their needs. The school community works collaboratively in the identification of at-risk students to various programs to support student achievement.

ESL Program
ELL who are eligible for ESL services based on LAS scores receive services and modifications to improve student success in reading, writing, listening, and speaking.

Special Education Services
As mentioned in Section E3.1, students who qualify for SPED services will have access to various services and an IEP developed for them to assist with their unique needs.

CST Referrals
Students in need of assistance due to academic, behavioral, social-emotional challenges may be referred to CST. Members include the school principal, CST coordinator, general education teacher, and parent/guardian of the student. Additional members may include the guidance counselor, health counselor, IEP coordinator, and community professionals involved in the student's care. The CST has options in their decision making such as school level interventions, referral to SPED, referral to GDOE psychologist, referral for Section 504 accommodations, or even referrals to outside agencies.

GATE Referrals
Teachers, parents, and guardians who recognize high-performing students may be referred for further assessment and services based on academic history. The district GATE tester utilizes department approved assessments in the formal identification of gifted and talented students. Students are encouraged to develop their critical thinking, leadership, creativity, and self-motivational skills.

CSTs

SPED Services and IEPs

Section 504 EAPs

Social Worker and Community Program Aide

School Attendance Officer

District Psychologists

School Guidance Counselor

Health Counselor

ESL Coordinator and Modification Plans

PBIS School Climate Cadre

Counseling Services
Referrals are made to the SGC to support students and families to community resources. Community programs including Inafa Maolek (conflict mediation), Guam Behavioral Health and Wellness Center, Big Brother, Big Sister Organization provide additional support and interventions.

Student Parent Community Engagement Project (SPCE)
Under this project, schools are assigned a Social Worker and Community Program Aide to assist the schools outreach to families. Many times, families struggle with socio-economic issues and the Social Worker acts as an advocate for the families by working with the school or referring them to outside agencies for assistance.

Health Services
Health Services are focused on identifying health-related barriers to learning to support academic success. The following screenings and assessments are done and referrals are made based on findings:

- BMI
- Hearing
- Dental
- Vision
- Other medical needs
- Individualized Healthcare Plans

School Attendance Officer
Teachers are responsible for assisting the school with truancy and attendance issues. Teachers are required to fill out an Office Truancy Referral (OTR) for every 3rd unexcused absence to serve as documentation for their attempt to communicate with the child and parents. The SAOs assist the school by visiting families to check on the welfare and truancy issues of the students.

PBIS School Climate Cadre AHES is a PBIS school. The adoption of the PBIS framework has been in effect for almost 10 years. The SCC meets once a month to review discipline database on our ODRs and to discuss ways to promote a positive school climate. A sub-committee within the SC exists to address the needs of students who are in the tier 2 or 3 category. These are the students who have 3 or more ODRs or are having academic or emotional issues. The team looks at interventions to be used and may recommend meetings with parents to conduct a CST.	

Strategies Used for Student Growth/Development

E3.3. Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum and instruction that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for intervention (e.g., ELL and other alternative learning programs).

E3.3. Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
AHES provides personalized approaches using strategies to support student learning, delivery of instruction, and assessments to meet the needs of our students with support and guidance beyond the general education classroom through our Special Program teachers and service providers in SPED, ESL and GATE.

SPED Program provides services for students who are identified with special needs. The amount of time spent in the Resources room is dependent on the IEP prepared for each student. Resource Room teachers also provide consultative services to the student's Regular Classroom teacher. The SPED program also provides services such as Speech and Language Therapy, Occupational | SPED IEP

IEP Progress Reports

ESL Progress Reports

ESL Modification Checklist

GATE Progress Reports

CSTs

SPED School Reports |

Therapy, Physical Therapy, Leisure Education, and Autism. Other related SPED Services may be offered depending on the student's IEP.

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law designed to protect the rights of individuals with disabilities. The law applies to all agencies that receive federal funds, including public schools. Section 504 is a nondiscrimination law which requires that school Districts meet the educational needs of students with disabilities as adequately as nondisabled students.

ESL program provides supplementary instruction to those students who are Non- or Limited English speakers. Eligible students can be either serviced under the following: Pull-Out, Push-In, Sheltered, and Consultation. ESL teacher also provides strategies to assist homeroom teachers to improve student learning.

GATE program is designed to meet the needs for high achieving students both socially and academically. Gifted and talented students are taught enrichment lessons and learning opportunities beyond the general education classroom. Curriculum in the GATE Program assists students to develop maximum potential by fostering lessons in a differentiated classroom environment. Students identified as gifted and talented are enrolled in the GATE Program and attend GATE classes a minimum of three hours weekly. Identification for eligibility is based on nationally normed achievement tests scores (ACT Aspire or the WRAT4; depending on the student's grade level). When a student scores at the 80th percentile at these nationally normed tests, then they are nominated for further GATE evaluation: a rating by the student's teacher, and two intelligence tests the Slosson Intelligence Test

and the Raven Matrix. The Peabody Developmental Motor Scales assesses motor skills for children ages birth to 5 years all is also used as an assessment. After School Program for Instructional Remediation and Enrichment (ASPIRE) is funded through the US Department of Education Consolidated Grants, Title V, Part A: Innovative Programs under Improving Student Learning and Achievement (ISLA: Ayudante) and through parent quarterly registration fee of $100.00 per student. ASPIRE supplements the regular school day with additional time for instruction and interventions to help students attain the level of rigor required by the CCSS. ASPIRE is implemented at the elementary levels, from Kindergarten through 5th Grades, beginning 1st quarter and ending 4th quarter each school year. The free, limited tutoring component of the ASPIRE Program has not been utilized as there has not been a consistent availability of teacher assistants' after school.	

4. Student Support Criterion – Accessibility

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

Equal Access to Curriculum and Support

E4.1. Indicator: All students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available (e.g., summer, class periods beyond the traditional school day).

E4.1. Prompt: *To what extent do all students have accessibility to a challenging, relevant, and coherent curriculum? (Examine the demographics and distribution of students throughout the class offerings and the types of alternative schedules available.)*

Findings	Supporting Evidence

AHES recognizes the unique needs of every student. Access to a challenging, relevant, and coherent curriculum is offered to all types of learners with the incorporation of individual, small, and whole group activities. Students who need additional support receive services through special programs.	Tiered Reading
	  SY 2017-2018 (1st-5th grades)
	  SY 2018-2019 (1st-5th grades)
	  SY 2019-2020 (1st, 2nd, 4th & 5th)
	
	Math Ninjas (4th grade)
	   SY 2017-2018
	   SY 2018-2019
	   SY 2019-2020

TIERED Reading and Mathematics Classes Tiered reading and mathematics classes based on scores from SRI/AIMSweb assessments are offered in numerous grade levels to enhance achievement based on learning needs.	Computer Lab Sign-In Sheet Library Schedule GATE Roster or Schedule
COMPUTER LAB All students have access to the school's computer lab on a weekly basis. Teachers guide students through the use of computers and the internet. Additionally, a mobile lab is available and a third of classrooms are equipped with Promethean Interactive Boards with internet connectivity.	SPED Schedule ASPIRE Roster SPED Extended School Year ASPIRE Pamphlet PLC Schedule or Agenda
LIBRARY SERVICES All students have access to a full service library with access to libraries throughout the district. Teachers have access to various technology equipment (document cameras, projectors, speakers, mobile computer labs). School librarian provides intellectual access	PD Agenda

to the resources and tools required for learning and manages the school's computer lab situated next to the library. An interactive whiteboard provides the librarian technical support for her library lessons. **GATE** GATE provides accelerated learning through a pullout system for the gifted and talented students. **SPED** IEP are developed for students with disabilities who qualify for SPED services. Speech-language therapy, physical therapy, Itinerant hearing services, autism consultant, and support of a 1:1 Aide are a few services provided under SPED. **ESL** ESL program provides our ELL with the support they need through consultation with the homeroom teachers to ensure consistency in the delivery of lessons. **ASPIRE** Afterschool Program for Instruction Remediation (ASPIRE) offers additional support for students from certified teachers. ASPIRE remediation focuses on reading. **SUMMER SCHOOL** Summer school is offered to at-risk students when regular school year is not in session. **PROFESSIONAL DEVELOPMENT** PLCs regularly meet to evaluate data, vertical and horizontal curriculum alignment to promote student achievement within grade levels. PD opportunities enable teachers to enhance curriculum to support standards.	

Curricular/Co-Curricular Activities
E4.2. Indicator: School leadership and staff link curricular/co-curricular activities to the academic standards and schoolwide learner outcomes for students who require access to a system of

personalized supports.

E4.2. Prompt: *Comment on the relationship between curricular/co-curricular activities and the academic standards and schoolwide learner outcomes for students who require access to a system of personalized supports.*

Findings	Supporting Evidence
AHES curricular/co-curricular activities are aimed to support adopted district priority standards and SLOs. Programs facilitate improved learner outcomes for students identified as second language learners, gifted and talented, and/or with disabilities. AHES teachers collaborate and implement a variety of resources designed to ensure they meet all student learning levels and create CFA and FA assessments based on adopted district priority standards.

Students identified as eligible for SPED services are provided individualized accommodations and modifications as prescribed in Section 504 and IEP documentations.

ESL teacher works collaboratively with homeroom teachers to support Language Art lessons (English mechanics and writing) to eligible students in small group settings and personalized assistance.

GDOE GATE visual arts, dance, and choir teachers rotate amongst the elementary schools providing GATE and non-GATE students the opportunity to participate in their programs. Since the last Accreditation report, GATE Visual Arts students had an art show for parents and school personnel. GATE Dance teacher conducted modern dance lessons with some of the students and performed for parents, students, and school personnel.

For the second year, AHES participated in the Guam Police Department's Fade Away from Violence Anti-Drug and Anti-Alcohol | District PDs
    •Singapore Math
    •STEM
    •Robotics
    •FOSS and the NGSS

Best Practices Utilized in the Classroom
    •CITW
    •Success for All strategies
    •Big 8

SPED IEPs

[Section 504 EAPs]

GATE Class Newsletters

ESL Quarterly Summary Report

Tiered Reading Classes

Tiered Mathematics Classes

Computer Lab

AIMSweb assessments

In-School Activities:
Reading Buddies
School Carnival & Talent Show
CHamoru Presentations, Contests, and Field Trips
GATE Visual Arts
GATE Dance
Guardians of the Reef
Teach Children to Save, 3rd-5th Grades

Community Activities
Scripps Spelling Bee |

Kickball Tournament. The tournament encourages positive behavior and choices, good sportsmanship, relationship building with police officers, discipline, and fitness and nutrition. The students participated in competitive try-outs with over 40 interested students. Once selected, students practiced kickball skills but also worked on skills revolved around communication, teamwork and discipline. AHES was successful and advanced to the Final Four before being eliminated. The NEHS of AHES was formed in SY2018-2019 to provide students with an organization to recognize their outstanding academics as well help develop their character. Members organized a food drive, toiletry drive, volunteer during lunch with the younger students or assist in the library or offices. The WAVE Club was established this year which invites 4th and 5th graders to learn about tourism economy which our island so depends on. Students have the opportunity to tour hotels and learn about the industry. The club members were invited to attend the WAVE Youth Expo with their peers from around the island to learn about ecotourism, environmental responsibilities and their role in the future regarding tourism. Additionally, teachers work with guest speakers and access outside resources to link the academic standards and SLOs to the community. John F. Kennedy High School students met with the Kindergarten and 1st grade students to share and donate the children CHamoru books they created for our students. George Washington High School students who are members of the Guardians of the Reef conduct presentations with our intermediate students. Various banks partner up for presentations on Teach the Children to Save Day. We have the Pay-Less Supermarket Edu-Kitchen present to our	*Math Olympiad* *IRA Read-A-Thon* *Isla Center Art-A-Thon* *Special Olympics* *Mock Trials* Guam Police Department Kickball Tournament

students about nutrition and healthy eating. The school also participates in the Scripps National Spelling Bee, the GATE Math Olympiad, LEGO/Robotics Competition, Isla-Art-A-Thon, IRA Read-A-Thon, Special Olympics and Judiciary Mock Trials as we provide additional co-curricular activities to our students.	

Meeting Student Needs Through Curricular/Co-Curricular Activities
E4.3. Indicator: The school has a process for regularly evaluating the degree to which curricular/co-curricular activities are meeting the needs of students who require access to a system of personalized supports.
E4.3. Prompt: *Evaluate the school process for regularly evaluating the degree to which curricular/co-curricular activities are meeting the needs of students who require access to a system of personalized supports.*

Findings	Supporting Evidence

AHES provides various processes for regularly evaluating the curricular/co-curricular activities that ensure a system of personalized support.
 	
Personalized Support for IEP and Section 504 via annual reviews, staffing meetings, and on-call meetings to address immediate concerns by parents and/or school staff.
 	
Two dedicated PTC in which parents and teachers meeting to discuss students' academic progress.
 	
Direct communication with parents and teachers throughout the school year to address any concerns (i.e. SPED CST, ESL, and GATE eligibility).
 	
Quarterly report cards and mid-quarter progress reports allow parents and teachers to monitor students' academic progress.
 	
PowerSchool Parent Portal allows parents and students direct access to student academic progress.
	Mid-Quarter Progress Reports
	  •Regular Classroom
	  •GATE
	  •SPED
	  •ESL
	
	Quarterly Report Cards
	  •Regular Classroom
	  •GATE
	  •SPED
	  •ESL
	
	SPED IEP Goals
	
	Section 504 Plans
	
	PTC Sign-In Sheets
	
	PowerSchool Parent Portal Access
	
	Open House Sign-In Sheets
	
	PTO Meeting Sign-in Sheets
	
	Perception Surveys

	School Report Card
Open House (held within the first two weeks of the school year) allow parents to visit classrooms, meet teachers, and learn about routines and expectations. Monthly PTO meetings (Principal's Report) inform parents of any change or addition to the school's curricular/co-curricular activities or events. In a recent parent survey, 38% of parents strongly agreed that they are aware of the learning standards taught to their child. 33% strongly agreed that they are aware of Proficiency Scales and Common Formative Assessments used to access their child's progress on the learning standards. In a recent student survey, 42% of students felt that their educational needs are being met. In regards to special programs, a majority of students surveyed were aware that the school offered SPED, ESL, GATE, Health Counselor, and Guidance Counselor services.	

Student Perceptions
E4.4. Indicator: The school is aware of the student perspective of support services through such approaches as interviewing and dialoguing with student representatives of the school population.
E4.4. Prompt: *Comment on the student perspective about the effectiveness of support services after interviewing and dialoguing with student representatives of the school population. (Ensure that students represent the broad and diverse array of the school population.)*

Findings	Supporting Evidence
During our initial accreditation visit, many students expressed their want to have access to more clubs and activities. This was an area that the school wanted to address to meet their needs. AHES conducted student surveys on November 19, 2019 to obtain student perspective of our school's support services. Based on the student surveys a majority of	Perception Surveys

students were aware that the school offered SPED, ESL, GATE, Health Counselor, and Guidance Counselor services. You can observe the strong relationships that our students have with the professional staff in these various areas.

Through the surveys, students provided suggested improvements to our playground. Playground improvements are listed in the school's budget.   Though playground equipment may not be able to be purchased due to budget constraints, the school does provide access to four square courts, basketball courts, and tetherball poles. As part of our positive school climate, the Guidance Counselor has also started many lunchtime activities that includes various board games such as Uno, Connect Four and Checkers.

According to the student surveys, 74% of students interviewed in the 3rd-5th grades are aware of the clubs and activities that they can join at the school. Many students have expressed their desire for the school to have more clubs and even a student council.

On a daily basis, AHES personnel supervise and engage with students throughout the school campus providing safety and promoting responsibility and respect behavior. Recent addition to lunch, students are provided a variety of game activities by the Guidance Counselor that encourages and supports positive and respectful competition.

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

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

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

Summary (including comments about the student learning needs):

AHES faculty and staff continue to work diligently to ensure collaboration with all stakeholders of the school community to encourage and maintain a positive and healthy school climate. Parent and community participation help shape and contribute to the decision making process that support student learning needs. AHES continues to encourage diversity awareness through shared culture presentations and support through inclusion for individuals with disabilities. AHES teachers and staff work together to ensure alignment with the school's Mission Statement and Student Learner Outcomes to curricular and also co-curricular activities. The school understands their responsibility to address the needs of the whole child to include his or her academic, behavior and emotional needs.

Prioritize the strengths and areas of growth for Category E.

Category E: School Culture (Environment) and Support for Student Personal and Academic Growth: Areas of Strength

- Strong parent and community support. Parent and community participation and support in the school's activities and goals to support the safety, academics and social-emotional needs of our students.
- Access to technology has increased throughout the school with classroom Promethean Boards, laptops, iPads, mobile labs, and mobile smart board.
- Improved services by school guidance counselor with engaging activities and presentations for students, faculty, and staff.
- Increased student access and participation with school/community co-curricular activities.

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

- Incorporate introduction of all curricular programs, co-curricular activities, and support services at the new school year student assembly.
- Continue the growth and support of clubs and activities, with the possibly of establishing a student council to encourage leadership skills, improve student involvement and allow students to contribute to the decision making process that will support their learning.
- Establish computer and internet access for parents without home access to monitor their child's progress on PowerSchool and other related services via the internet at the school or community center.

Copy and paste the Areas of Strength and prioritized Areas of Growth/Challenges into the matrix in Chapter V.

Chapter V: Schoolwide Action Plan

A. **Utilize the schoolwide strengths and growth areas to revise the schoolwide action plan.**
    a. **Insert the table that lists all strengths from Categories A–E.**
    b. **Insert the table that prioritizes all areas of growth from Categories A–E.**
    c. **Comment briefly on implications for revising the schoolwide action plan.**
B. **State any additional specific strategies to be used by staff within each subject area/program to support sections of the schoolwide action plan.**
C. **Describe the school's follow-up process, ensuring an ongoing improvement process.**

Areas of Strengths from Categories A-E				
Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources	**Category B: Standards-based Student Learning: Curriculum**	**Category C: Standards-based Student Learning: Instruction**	**Category D: Assessment and Accountability**	**Category E: School Culture (Environment) and Support for Student Personal and Academic Growth**
•The involvement of all Stakeholders in the revision process of the school's mission and student learner outcomes. •The AHES purpose is aligned with District's SSP, GDOE vision, and AHES mission. •The AHES SOP aligned with GDOE Policies, Rules and Regulations, and SOPs. •There is shared leadership between the school principal, faculty, staff, and parents.	• AHES Faculty members collaborate in the development of curriculum maps and identified priority standards. •AHES Faculty members horizontally align curriculum standards within a grade level. •AHES Faculty members imbed training received on CITW, CITWELL, and SIOP. •AHES Faculty members monitor student academic achievement and refer students to the appropriate	•AHES has faculty members who are trained in CITW, CITW ELL, SIOP, FOSS and the NGSS, and SBG to provide support and training for faculty. •AHES is in the process of phasing in the implementation of SBG Schoolwide. •AHES faculty continues to align the priority standards and curriculum mapping in the instructional process.	•AHES teachers use a variety of summative and formative assessments to measure student growth and progress. •Within grade levels, AHES teachers utilize assessment results to differentiate and modify instruction. •AHES teachers effectively use feedback to support student growth towards meeting grade level standards and SLOs.	• Strong parent and community support. Parent and community participation and support in the school's activities and goals to support the safety, academics and social-emotional needs of our students. • Access to technology has increased throughout the school with classroom Promethean Boards, laptops, iPads, mobile labs, and mobile smart board. • Improved services by

•AHES employs Highly Qualified Teachers who meet all standards of the Guam Commission for Educator Certification. •Strong support and participation for faculty and staff in District and School PDs, trainings, and workshops. •A schoolwide action plan that addresses student achievement based on student performance data.	supports if needed. •AHES reviews district wide assessments and adjust instruction to enhance student learning.			school guidance counselor with engaging activities and presentations for students, faculty, and staff. • Increased student access and participation with school/community co-curricular activities.

Prioritized Areas of Growth from Categories A-E				
Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources	**Category B: Standards-based Student Learning: Curriculum**	**Category C: Standards-based Student Learning: Instruction**	**Category D: Assessment and Accountability**	**Category E: School Culture (Environment) and Support for Student Personal and Academic Growth**
• Consistently review and analyze data to make decisions regarding teaching and learning. • The implement-tation of SLOs indicators and rubrics to monitor student progress towards the	• The AHES Faculty continue PLCs to ensure the vertical articulation of the priority standards across grade levels are discussed and implemented. • AHES refine a student	•AHES continues the implementation of SBG throughout the school. •AHES will implement the use of grade level PLCs and common planning time to	•A Data Team needs to be established at AHES to assist teachers with analyzing and monitoring various types of student data. •The full implementation of SBG with fidelity	•Incorporate introduction of all curricular programs, co-curricular activities, and support services at the new school year student assembly. •Continue the growth and

achievement of the SLOs. • The School Community communicates student performance to all stakeholders consistently and frequently.	monitoring system to reflect standards being taught to increase academic achievement in all areas. • AHES develop a more comprehensive school wide or grade level intervention plan that captures all at-risk students and students at the cusp of being at-risk.	analyze data and promote student achievement. • Monitor the fidelity of CITW and differentiated instructions use in the classroom. • AHES continues to maximize the use of technology to support learning in the classroom to provide real world experience for the 21st Century learner. • AHES will integrate project-based learning and instruction to achieve an optimal outcome of student engagement.	by using proficiency scales and content area CFAs in all grade levels. • At AHES, a schoolwide system needs to be implemented to monitor student progress towards grade level standards. • SLOs have been implemented within the school and classroom environment; however, a rubric to evaluate student progress has only recently been in place.	support of clubs and activities, with the possibly of establishing a student council to encourage leadership skills, improve student involvement and allow students to contribute to the decision making process that will support their learning. • Establish computer and internet access for parents without home access to monitor their child's progress on PowerSchool and other related services via the internet at the school or community center.

Agana Heights Elementary School

School Action Plan
School Year 2019-2020

State Strategic Plan Goal:
Goal #1: All Guam Department of Education students will graduate from high school to pursue post-secondary education on- or off-island or to assume gainful employment within the public or private sector.

SSP Objective:
Objective 1.2: By Year 2020, at least 80% of HS students will be proficient in English Language Arts and Math as measured by the Department's State-wide Assessments.
Objective 1.3: By Year 2020, at least 80% of HS students will be proficient in Science and Social Studies as measured by the Department's State-wide Assessment.

School Action Plan Goal:
Note: It was asked during the LA open discussion if this "School Action Plan Goal" was actually necessary since it would basically the same as the GEB Goal. What would be different from the SSP would not be the Goal but rather the School Action Plan "Objective" since this measurement needed to be more realistic and appropriate for the respective school. I will leave this for your consideration.

SAP Objective:
Using the AIMSweb Plus baseline data of 40%, the percentage of students in Kindergarten through 5th Grade performing at the Tier 1 level in Reading and Math will increase by 5% by the end of SY 2019-2020.

SSP Strategy #2.4: Support and continue the current training of teachers in Classroom Instruction That Works to include instructional foundations, CITW with Technology and CITW with English Learners

School-based activity	Lead person	Timeline	Resources	Balanced Leadership Responsibilities:	Evidence of effectiveness, indicators or measures	
					Short-term	**Long-term**
1.2.1 Continue the utilization of GDOE's Common Core State Standards (CCSS) in the CIA-I process	Principal Leadership Team Grade Level (GL) Team	Quarterly	Grade Level Priority Standards Grade Level Maps	Knowledge of Curriculum, Instruction, and Assessment (CIA)	Conduct teacher observations and surveys.	Based on teacher observations, 100% of AHES faculty will utilize the CCSS in the CIA-I process quarterly.

1.2.2 Utilize research based instructional strategies (CITW, CITW ELL, SIOP, Singapore Math, Differentiated Instructions, etc.)	Principal Leadership Team GL Team	Ongoing	Best Practices Training Cadre PD PLC CPT	Intellectual Stimulation Knowledge of CIA Resources	80% of AHES faculty will implement 2 components/instructional strategies but not limited to in the learning process.	By the end of the school, 100% of AHES faculty will implement 6 components/ instructional strategies but not limited to in the learning process.
1.2.3 Develop and implement vertical articulation process	Principal Leadership Team GL Team	End of School Year 2019-20	CCSS Grade Level Maps PLC CPT	Involvement of CIA	AHES faculty will develop the vertical articulation process by grade levels.	AHES faculty will implement and revise as needed the vertical articulation process by grade levels.
1.2.4a Implement Proficiency Scales for Priority Standards	GL Team	Ongoing	SBG Implementation Plan CLT PLC CPT	Involvement of CIA	80% of AHES faculty will implement the Proficiency Scales in the instructional process.	100% of AHES faculty will implement the Proficiency Scales in the instructional process.
1.2.4b Implement a variety of Formative Assessments	GL Team	Ongoing	SBG Implementation Plan CLT PLC CPT	Involvement of CIA Monitor/Evaluate	80% of AHES faculty will implement a variety of formative assessments in the instructional process.	100% of AHES faculty will implement a variety of formative assessments in the instructional process.
1.2.4c Implement Common Formative Assessments (CFAs)	GL Team	Ongoing	SBG Implementation Plan CLT PLC	Involvement CIA Monitor/Evaluate	80% of AHES faculty will implement the Common Formative Assessments (CFAs) in the instructional process.	100% of AHES faculty will implement the Common Formative Assessments (CFAs)

			CPT			in the instructional process.
1.2.5a Analyze and interpret summative & interim assessments to identify students' level of performance for differentiated instruction (AIMSweb Plus, DWA)	Principal Leadership Team GL Team	Monthly	Data Team Grade Level PLCs	Involvement of CIA Monitor/Evaluate	To identity students' performance levels, AHES will establish a Data Team responsible for analyzing and interpreting data.	100% of AHES faculty will be provided training in data collection and analysis.
1.2.5b Develop Progress Monitoring System and Intervention Plan to capture at-risk students	Principal Leadership Team GL Team	End of School Year 2019-20	Leadership Team Data Team GL PLCs Progress Monitoring and Intervention Plan	Involvement of CIA Monitor/Evaluate	By the end of the school year, develop the Progress Monitoring System and Intervention Plan using all data points.	AHES faculty will provide training the Progress Monitoring System and Intervention Plan using all data points.
1.2.5c Implement Progress Monitoring System and Intervention Plan to capture at-risk students	Principal Leadership Team GL Team	School Year 2020-21	Leadership Team Data Team GL PLCs Progress Monitoring and Intervention Plan	Involvement of CIA Monitor/Evaluate Focus	80% of AHES faculty will implement the Progress Monitoring System and Intervention Plan using all data points.	AHES faculty will revise as needed the Progress Monitoring System and Intervention Plan using all data points.

State Strategic Plan Goal: 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.
SSP Objective: Objective 2.1: By Year 2020, at least 80% of students at each grade level will be proficient in English Language Arts, Mathematics, Science and Social Studies as measured by the Department's State-wide summative assessment. Objective 2.2: By Year 2020, at least 80% of students in grades K-8 will reach benchmark in Reading and Mathematics as measured by the Department's Interim assessments. Objective 2.3 By Year 2020, at least 80% of students will be receiving a passing semester grade in Reading, Language Arts, Mathematics, Science and Social Studies. (Used as an indicator for earned credit in secondary schools, not necessarily achievement)
School Action Plan Goal: Note: It was asked during the LA open discussion if this "School Action Plan Goal" was actually necessary since it would basically the same as the GEB Goal. What would be different from the SSP would not be the Goal but rather the School Action Plan "Objective" since this measurement needed to be more realistic and appropriate for the respective school. I will leave this for your consideration.
SAP Objective: 1. Using the Act Aspire baseline data of 81%, the percentage of students in 3rd through 5th Grade performing at the In Need of Support and Close levels will progress by 5% to the Proficient and/or Ready levels in Reading annually. 2. Using the Act Aspire baseline data of 74%, the percentage of students in 3rd through 5th Grade performing at the In Need of Support and Close levels will progress by 5% to the Proficient and/or Ready levels in Mathematics annually. 3. Using Common Formative Assessment data, a monitoring and intervention system will be implemented for students not meeting grade level standards to improve performance at Level 3 or above in Reading and Mathematics by 5% or better by grade level annually. 4. Using the SLOs baseline data, the percentage of students performing at Level 3 and above will increase by 5% or better annually.
SSP Strategy #2.1: Identification of new or improvement of current intervention programs for struggling students inclusive of all tutoring, summer and afterschool programs

School-based activity	Lead person	Timeline	Resources	Balanced Leadership Responsibilities:	Evidence of effectiveness, indicators or measures	
					Short-term	Long-term
2.1.1 Identify students at Tier 2 and below in Reading and Mathematics	Principal Leadership Team GL Team	AimsWeb Testing Period	GL PLCs AimsWeb Data	Monitor/Evaluate Involvement in CIA	Administer AIMSweb Assessment for each period.	Using GL PLCs, create a "Hot List" identifying students at Tier 2 and below in Reading and Mathematics.
2.1.2 Identify students at In Need of Support/Close levels in Reading and Mathematics	Principal Leadership Team GL Team	School Year 2020-21			GL PLCs Act Aspire Data	Monitor/Evaluate Involvement in CIA
2.1.3 Identify students not meeting grade level standards	Principal Leadership Team GL Team	Monthly	GL PLCs Standards/Data Tracking Sheet	Monitor/Evaluate Involvement in CIA	Using GL PLCs, AHES faculty will identify students not meeting grade level standards	80% of students meet the grade level standards.
2.1.4 Identify students not meeting SLOs expectations	Principal Leadership Team Grade Level Team	Monthly	GL PLCs SLOs Data Tracking Sheet	Monitor/Evaluate Involvement in CIA	Using GL PLCs, AHES faculty will identify students not meeting SLOs expectations.	80% of students meet the SLOs expectations.
2.1.5a Develop and implement a comprehensive implementation plan	Principal Leadership Team	End of School Year 2019-20	SBG Plan CITW Plan Intervention Plan	Involvement in CIA Monitor/Evaluate	By the end of the school year, develop a comprehensive	During PLCs, AHES faculty will monitor and revise as needed the

					implementation plan of CIA-I to meet student learning needs using all data.	comprehensive implementation plan of CIA-I to meet student learning needs using all data.
of CIA-I to meet student learning needs				Focus		
2.1.5b Develop and implement a comprehensive school-wide progress monitoring and intervention plan	Principal Leadership Team Grade Level Team	School Year 2020-21	SBG Plan CITW Plan Intervention Plan	Involvement in CIA Monitor/Evaluate Focus	By the end of the school year, develop a comprehensive school-wide progress monitoring and intervention plan using all data.	During PLCs, AHES faculty will monitor and revise as needed the comprehensive school-wide progress monitoring and intervention plan using all data.

State Strategic Plan Goal: Goal #3: All Guam Department of Education instructional personnel will meet high standards for qualifications and ongoing professional development and will be held accountable for all assigned responsibilities.
SSP Objective: Objective 3.1: By School Year 2015-16 (Year 2), 100% of GDOE Instructional Personnel will be participating in an annual professional development program appropriate to their job duties designed to enhance their current skills as well as to provide opportunities for growth.
School Action Plan Goal: Note: It was asked during the LA open discussion if this "School Action Plan Goal" was actually necessary since it would basically the same as the GEB Goal. What would be different from the SSP would not be the Goal but rather the School Action Plan "Objective" since this measurement needed to be more realistic and appropriate for the respective school. I will leave this for your consideration.
SAP Objective: 1.AHES will provide professional development training and PLC sessions to enhance the instructional process.
SSP Strategy #3.4b: Identification of additional instructional groups of employees • Development and adoption of a professional development plan for various instructional group

School-based activity	Lead person	Timeline	Resources	Balanced Leadership Responsibilities:	Evidence of effectiveness, indicators or measures	
					Short-term	Long-term
3.1.1 Based on all data, develop PDs and PLC goals, objectives, and action steps	Principal Leadership Team Training Cadre	Ongoing Monthly PLCs	PowerWalk Through Teacher Observations SLOs AIMSweb DWA Teacher Surveys	Resources Intellectual Stimulation	Determine Agenda/Topics/Procedures to conduct PLCs; Determine PDs focus based on data points (student achievement, Teacher Observation, and district requirements)	Determine PDs focus based on data points Conduct an end of the year needs assessments
3.1.2 Facilitate PDs and PLCs to support and strengthen the implementation Standards-Based Grading	Principal Leadership Team Grade Level Team Training Cadre	Ongoing Monthly PLCs	PowerWalk Through Teacher Observations Peer Support CLT PLC Teacher Surveys	Resources Intellectual Stimulation	80% of AHES faculty will implement the SBG	100% of AHES faculty will implement the SBG
3.1.3 Facilitate PDs and PLCs to support/strengthen the use instructional strategies such as CITW, CITW ELL, SIOP, and Differentiated	Principal Leadership Team Training Cadre	Ongoing Monthly PLCs	PowerWalk Through Teacher Observations Peer Support CLT PLC Teacher Surveys	Resources Intellectual Stimulation	80% of AHES faculty will implement the instructional strategies in lesson process.	100% of AHES faculty will implement the instructional strategies in lesson process.

Instruction strategies components to improve student learning			Peer Support Training Evaluation			
3.1.4 Develop a plan to integrate technology in the instructional process	Principal Leadership Team	End of SY 2019 - 2020	Technology Cadre Leadership Cadre	Focus Resources	By the end of school year, AHES will develop a plan to integrate technology in the lesson process.	AHES will monitor and revise the plan as needed.
3.1.5 Facilitate training to faculty to maximize the use of technology in the classroom	Principal Leadership Team Training Cadre	Ongoing	Technology Cadre Teacher Surveys Training Evaluation	Resources Intellectual Stimulation	AHES will provide training to staff and faculty to maximize the use of technology. 80% of AHES faculty will implement the NGSS in lesson process.	AHES will monitor and revise the plan as needed. Provide continuous support for full implementation.
3.1.6 Facilitate PDs and PLCs to support the Next Generation Science Standards (NGSS)	Principal Leadership Team GL Team NGSS Cadre	Ongoing	PD/PLC Plan NGSS Standards PLC NGSS Cadre	Resources Intellectual Stimulation	80% of AHES faculty will implement the NGSS in lesson process.	Provide continuous support for full implementation.
3.1.8 Facilitate PDs to provide training regarding data analysis and data decision making	Principal Leadership Team Data Team	Ongoing	PD Plan Teacher Surveys Training Evaluation	Resources Involvement of CIA	AHES will provide training to faculty regarding data analysis and data decision making.	Provide continuous support for full implementation.
3.1.10 Facilitate	Principal	Monthly	PLCs	Resources	80% of faculty will	Provide continuous

PLCs to support the implementation of the vertical articulation process of priority standards across grade levels	Leadership Team GL Team		Grade Level Vertical Articulation	Intellectual Stimulation	implement the vertical articulation process of standards across grade levels.	support for full implementation.

State Strategic Plan Goal:

Goal #4: All members of the Guam Department of Education Community will establish and sustain a safe, positive and supportive environment.

SSP Objective:

Objective 4.2: By School Year 2015-16 (Year 2), all schools and related services will have a perception survey that measures stakeholders' perception of the extent to which they are safe, positive, and supportive.

Objective 4.3: By School Year 2016-17 (Year 3), all schools and related services will rate at least satisfactory on their respective stakeholder perception surveys.

School Action Plan Goal:
Note: It was asked during the LA open discussion if this "School Action Plan Goal" was actually necessary since it would basically the same as the GEB Goal. What would be different from the SSP would not be the Goal but rather the School Action Plan "Objective" since this measurement needed to be more realistic and appropriate for the respective school. I will leave this for your consideration.

SAP Objective:

1. Based on stakeholder perception survey data, AHES will provide students with school-wide curricular programs and co-curricular activities to enhance a positive school culture.

SSP Strategy #4.4: All schools will have a family and school community engagement plan to promote communication between all stakeholders and leverage resources to address both community and school needs.

School-based activity	Lead person	Timeline	Resources	Balanced Leadership Responsibilities:	Evidence of effectiveness, indicators or measures	
					Short-term	Long-term
4.1.1 Communicate to stakeholders the school's programs and activities to promote student engagement	Principal Leadership Team GL Team	Monthly Quarterly End of the Year	PTC Newsletters SWIFTK12 Perception Surveys	Culture Outreach Affirmation	AHES will communicate to 80% of stakeholders the school's programs and activities to promote student engagement.	AHES will communicate to 100% of stakeholders the school's programs and activities to promote student engagement.
4.1.2 Provide students with opportunities to promote leadership skills and engagement with project based learning and instruction	Principal Leadership Team GL Team Counselor	Ongoing	Community Members Teachers Parents	Culture Outreach Affirmation	By the end of school year 2019-20, AHES will identify other area of student interests and organization clubs.	Student participation in leadership skills and engagement activities will in increase using project based learning.
4.1.3 Recognize student achievement in academics and behavior through award ceremonies	NEHS Cadre PBIS Cadre GL Team Counselor	Monthly Quarterly End of the Year	Awards Ceremonies	Culture Outreach Affirmation	Students receiving recognition in academics and positive behavior will increase by 5% by the end of 1st semester.	Students receiving recognition in academics and positive behavior will increase by 10% by the end of the year.
4.1.4 Promote the school communication system regarding student achievement	Data Team Leadership Team GL Team	Quarterly	PTC PTO Meetings PLCs	Culture Outreach Affirmation	AHES will communicate to 80% of stakeholders regarding student achievement.	AHES will communicate to 100% of stakeholders regarding student achievement.
4.2.1 Conduct a stakeholder survey of whether the school is safe, positive, and supportive	Data Team Leadership Team GL Team	End of the Year	YES Surveys Perception Surveys	Input Outreach Ideas/Beliefs	AHES will review the existing perception surveys and revise as needed.	AHES will analysis survey results and determine areas of improvement for the following school year.

4.2.2 Use of community support to improve student learning	Principal Counselor GL Team	Ongoing	Fieldtrips Guest Speakers	Outreach Culture	AHES will increase community partnerships or participation by 10% by the end of 1st semester.	AHES will increase community partnerships or participation by 20% by the end of the year.
4.2.3 Promote parent involvement	Principal Faculty/Staff	Ongoing	All Stakeholders	Outreach Culture	AHES will create a plan to increase parent involvement by 5%.	AHES will create a plan to increase parent involvement by 10%.

GLOSSARY

ACRONYM	TERM
AHES	Agana Heights Elementary School
CBA	Collective Bargaining Agreement
CCSS	Common Core State Standards
CFA	Common Formative Assessment
CITW	Classroom Instruction That Works
CITWELL	Classroom Instruction That Works English Language Learners
CLT	Curriculum Leadership Team
CST	Child Study Team
CPT	Common Planning Time
DWA	District Wide Assessment
ELL	English Language Learner
ESL	English as a Second Language
FOSS	Full Option Science System
GDOE	Guam Department of Education
GEB	Guam Education Board
GFT	Guam Federation of Teachers
IEP	Individualized Education Program
NAF	Non-Appropriated Funds
NGSS	Next Generation Science Standards
ODR	Office Discipline Referral
PBIS	Positive Behavior Intervention Support
PD	Professional Development
PLC	Professional Learning Community
PTEP	Professional Teacher Evaluation Plan
PTC	Parent Teacher Conference
PTO	Parent Teacher Organization
SAP	School Action Plan
SBA	Standards Based Assessment
SBG	Standards Based Grading
SCC	School Community Council
SIOP	Sheltered Instruction Observation Protocol
SLO	Student Learner Outcomes
SOP	Standard Operating Procedures
SPED	Special Education
SSP	State Strategic Plan
STEM	Science Technology Engineering Math
SY	School Year
WASC	Western Association of Schools and Colleges
WAVE	Welcome All Visitors Enthusiastically