



F.B. LEON GUERRERO MIDDLE SCHOOL

MID-CYCLE PROGRESS REPORT

533 Juan Jacinto Road

Yigo, Guam 96929

GUAM DEPARTMENT OF EDUCATION

SY2019-2020

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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Guam Department of Education's Vision

Every student: Responsible, Respectful, and Ready for Life

Guam Department of Education's Mission

Our educational community...

<p>Prepares all students for life... <i>by ensuring that ALL students, regardless of gender, ethnicity, national origin, sexual orientation, socioeconomic status, language proficiency, special need, religion or beliefs receive a high quality education that will prepare them for post-secondary education, the workforce and civic engagement.</i></p>	<p>Promotes excellence... <i>by adopting and implementing high standards and expectations for all students and employees with everyone performing at their best at all times. This philosophy is grounded in the belief that all students can learn at high levels and all employees can provide the highest quality of service.</i></p>	<p>Provides support... <i>by ensuring that our department has a framework to identify and address the academic, social, and emotional needs of our diverse student population through a support system that is comprehensive and timely with an unwavering focus and relentless commitment to the success of each and every student.</i></p>
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8th Guam Education Board (GEB) Members 2020

Voting Members

- Maria A. Gutierrez** – *Chairwoman (Elected)*
- Mark B. Mendiola** – *Vice Chairperson (Elected)*
- Lourdes M. Benavente** – *Member (Elected)*
- James C. Lujan** – *Member (Elected)*
- Dr. Ronald L. McNinch** – *Member (Business Representative – Appointed)*
- Felicitas “Fely” B. Angel** – *Member (Retired Teachers - Appointed)*
- Karlyn Borja** – *Member (Parent Representative – Appointed)*
- John T. Burch** – *Member (Appointed)*
- Ray P, Chargualaf, Jr.** – *Member (Appointed)*

Ex-Officio (Non-Voting) Members

Island-Wide Board of Governing Students (IBOGS)

Devin Eligio – *Chairman, Simon Sanchez High School*

Mika R. Labadnoy – *Vice Chairwoman, Okkodo High School*

Jiannah G.C. Abasta – *Recording Secretary, George Washington High School*

Jermaine P. Gamboa – *Public Relations Officer, Southern High School*

Marcelina R. Pangelinan – *George Washington High School*

Angelina M. L. Tambora – *John F. Kennedy High School*

Karashen Borja – *John F. Kennedy High School*

Ethan J. Santos – *Southern High School*

Ma. Stephanie C. Saliva – *Simon Sanchez High School*

Iris Joy C. Pangelinan – *Tiyan High School*

Ryan W.J. A. Flowers – *Tiyan High School*

Doris A. Terlaje – *Guam Federation of Teachers (GFT) Representative*

Melissa B. Savares – *Dededo Mayor (Mayors' Council of Guam Representative*

Jon J. P. Fernandez – *Superintendent of Education and Executive Secretary to the Board*

**Guam Department of Education District
Executive Management Team**

Guam Department of Education
500 Mariner Avenue, Barrigada, Guam 96913
Tel: (671) 300-1547

Jon J.P. Fernandez
Superintendent of Education

Stacey Sahagon
Deputy Superintendent, Assessment and Accountability

Dr. Kelly Sukola
Deputy Superintendent, Educational Support and Community Learning

Joseph L.M. Sanchez
Deputy Superintendent, Curriculum and Instructional Improvement

Franklin J.T. Cooper-Nurse, Interim
Deputy Superintendent, Finance and Administration

Yigo (Yigu) Mayor's Council

Tel: (671) 653-9446/653-9119

Fax: (671) 653-3434

The Honorable Rudy M. Matanane, Yigo Mayor, Community Member
Andrew A. Benavente, Dededo Vice-Mayor, Community Member

F.B. Leon Guerrero Middle School's
MISSION STATEMENT

F.B. Leon Guerrero Middle School's mission is to respond to the unique needs of our students, while exploring areas of individual potential and cultivating lifelong learning skills.

MOTTO

“Good, Going for **GREAT!**”

VISION

**Forever Bringing Light to a new Generation
and
Helping young Adolescents Win Knowledge and Success**

FIVE EXPECTATIONS

The following *Five Expectations* have been developed to guide student behavior, instructional practices, and administrative decisions that promote success:

- #1 I will respect others so please respect me!***
- #2 I will be on time and prepared for class.***
- #3 I will be my best at all times.***
- #4 I will have pride in my school.***
- #5 I will make responsible choices.***

F.B. Leon Guerrero Middle School's
COLORS & MASCOT

School colors are **BLUE AND WHITE**

School mascot is the **HAWK**



SCHOOL SONG

HAWKS has given me honor and pride
The spirit I have will help me to strive
F.B.L.G. spirit will shine through my life (2x)
... all the time (after second refrain)

Blue and White spirit - we're strong!
HAWKS in our blood makes right from wrong
Let everybody know - we're apart from the rest
Shout, "F.B.L.G. HAWKS!" - we're the best!

Schoolwide Learner Outcomes (SLOs)

F.B. Leon Guerrero Middle School students are expected to be:

High Level Thinkers

- Synthesize information from all subject areas
- Evaluate education and career options as they relate to what they have learned
- Use technology to accomplish tasks
- Seek solutions in and out of class
- Practice critical thinking skills

Accomplished Communicators

- Express himself/herself both verbally and non-verbally
- Use technology to communicate locally and globally
- Accept constructive criticism
- Listen objectively to other viewpoints
- Are responsible in the appropriate use of social media

Worthwhile Contributors

- Respect themselves and others
- Have pride in school and home environment
- Are aware of the effect technology has on daily life
- Are involved in school and community

Knowledgeable about Themselves Physically and Emotionally

- Able to identify school resources that can assist in areas of concerns
- Ask for help when needed
- Use self-control in situations
- Are aware of and have good grooming and personal hygiene habits

Study Skills Masters

- Exhibit good time management
- Apply note-taking skills
- Use technology effectively as a tool
- Plan for long and short term projects
- Practice active listening skills

**F.B. Leon Guerrero Middle School's
ADMINISTRATION TEAM
School Year 2019-2020**

Principal

Ms. Melissa Ann Marie D. Mafnas

Assistant Principals

Mrs. Arlyn A. Espinosa

Mrs. Jodi B. Sablan

Parent-Teacher Organization (PTO) 2019-2020

Francine Camacho, *President*

Bernick Bagaoisan, *Vice President*

Lani Taisapic, *Secretary*

Catherine Cruz, *Treasurer*

Michelle Randle, *Public Relations Officer*

Student Body Association (SBA) 2019-2020

Dr. Jojean Quintanilla, *Advisor*

Amanda Cabrera, *Co-Advisor*

Joleen Manibusan *Co-Advisor*

Rynier Di Ramos, *6th Grade President*

Dorianna Penaflor, *7th Grade President*

Cyle Sarmiento, *8th Grade President*

Ella Escano, *Secretary*

Kevin Fernandez, *Treasurer*

Claire Fadul, *Treasurer*

Accreditation Leadership

Dr. Rowena Vega Castro, *Accreditation Chairperson*

Mrs. Alpha C. Espina, *Accreditation Co-Chairperson*

School Leadership Team

TEAM	LEADER	TEAM	LEADER
6A	<i>Debra Sablan</i>	SPED	<i>Therese Flores</i>
6B	<i>Dianna Payumo</i>	ESL	<i>Erica Taijeron</i>
6C	<i>Christian Palomo</i>	PRACTICAL ARTS	<i>Patrick Calilung</i>
7A	<i>Kate Quiambao</i>	CHAMORRO/ CULTURAL ARTS	<i>Amanda Cabrera</i>
7B	<i>Jamaica Rivera</i>	FINE ARTS	<i>Carroll Flores</i>
7C	<i>Anne Sengebau</i>	P.E./HEALTH	<i>Ron Deseo</i>
8A	<i>Rowena Rafan</i>	ANCILLARY	<i>Andrea Santos</i>
8B	<i>Daryl Haun</i>	ACCREDITATION	<i>Rowena Castro/ Russell Cortez</i>
8C	<i>Virginia Aromin</i>	RTI/IC	<i>Alpha Espina</i>

Accreditation Expert Groups

<p><u>Chapter I:</u> Student/Community Profile Data</p>	<p>Tara W. Lubrani (SC-6B) – <i>Leader/Recorder</i></p> <p>Ronald Deseo (P.E.-6B) Therese Flores (BLS-8B) Milven Jamindang (P.E.-6A) Benedict Mutuc (ART-7A) Shawnae Naples (T. AIDE) Melissa Pablo (ESL Coordinator) Leilani Perez (CLERK) Sonia Prieto (LA-6B) Erica Taijeron (ESL/RDG-6B)</p>
<p><u>Chapter II:</u> Significant Changes and Developments</p>	<p>Brianna A. Smith (SPED/LA-7C) – <i>Leader/Recorder</i></p> <p>Kristine De Jesus (RDG-8C) Angelica Dela Cruz (SC-8C) Daryl Haun (RDG/8B) Giovanni Naz (BUS/8A) Rejerrica Paguio (T. AIDE) John Perez (CUST Supervisor) Daniel Tydingco (CUST) Willisa Williander (ESL/MA-6A)</p>
<p><u>Chapter III:</u> Ongoing School Improvement</p>	<p>Brett S. Maluwelmeng (JOUR-8B) – <i>Leader/Recorder</i></p> <p>Catherine Cruz (CLERK) Krystal Cruz (T. AIDE) Cynthia Dela Cruz (LA-8C) Nathaniel Hunter (SC-6C) Dr. Kathie-Lynn Laniyo (RDG-6B) Coreen Leon Guerrero (ESL/SC-7B) Maria Sardea (MA-7B)</p>
<p><u>Chapter IV:</u> Progress on Critical Areas for Follow- Up/School Action Plan</p>	<p>Dianna C. Payumo (SS-6B) – <i>Leader/Recorder</i></p> <p>John Camacho (S. AIDE) Richard Castro (CHAM-6B) Geraldine Fejeran (T. AIDE) Joseph Garrido (CHAM-6A) Joey Canales (S. AIDE)</p>

	<p>Bob Quinata (S. AIDE) Carol Quintanilla (ADMIN OFF) Richard Valerio (P.E.-6C)</p>
<u>Data</u>	<p>Christian C. Palomo (RDG-6C) – <i>Leader/Recorder</i></p> <p>Beridiana Balajadia (CRT) Angelica Blas (LIB) Shella David (SS-7A) Angela Diaz (RDG-7A) Eileen Jaleco (NURSE) Joleen Manibusan (LA-6C) Camalin Perez (CHAM-6C) Debra Sablan (RDG-6A)</p>
<u>Pre-AP</u>	<p>Charina Anne B. Valencia (SS-8A) – <i>Leader/Recorder</i></p> <p>Maria Cabral (CHOIR-8A) Tamalin Charfauros (MA/8B) Mandy Pajela (SS-8A) Rowena Rafan (LA/8A) Anne Sengebau (RDG-7C) Hilda Tabilas (MA-7C) Erlinda Young (MA-8A)</p>
<u>School Programs</u>	<p>Dr. Jojean S.N. Quintanilla (LA-7B)– <i>Leader/Recorder</i></p> <p>Bernick Bagoisan (COMP OP) Leshonah Benavente (T. AIDE) Patrick Carlos (P.E./HLTH-8C) Cielo Delos Reyes (ART-7B) Carroll Flores (BAND-8C) Jocelyn Molina (P.E.-7B) Jayson Morales (MA-8C) Cheysser Rodriguez (SS-6C) Lali Thundiyil (SC-7C)</p>
<u>Positive Behavioral Interventions and Supports (PBIS)</u>	<p>Katherine M. Flores (RDG-8A) – <i>Leader/Recorder</i></p> <p>Francine Camacho (CLERK) Marina Camacho (LA-8B) Russell Cortez (RDG-7C) Matsue Evans (SPED/MA-7C) Patrick Francisco (S. AIDE)</p>

	<p>Ann Therese Guerrero (CRT) Raisa Kakigi (SC-6A) Angela Ogo (S. AIDE)</p>
<p><u>Block Schedule</u></p>	<p>Ramon Christopher G. Marucut (LA-6A) – <i>Leader/Recorder</i></p> <p>Emma Alarcon (SS-8B) Virginia Aromin (SS-8C) Eileen Balajadia (SPED/RDG-7A) Patrick Calilung (HOME EC-8A) Karen Carreon (SS-7B) Anjanette Dalida (ESL/SS-8B) Marvin Dompoy (SS-7C) Donna Mendiola (CLERK) Vince Santiago (S. AIDE)</p>
<p><u>School Support System (SSS) Mentorship Program</u></p>	<p>Jamaica S. Rivera – <i>Leader/Recorder</i></p> <p>Amanda Cabrera (C. ARTS-7C) Elianna Castro (MA-6B) April Cosico (MA-6A) Francine Cruz (SC-8B)</p>
<p><u>Standards-Based Grading (SBG) and Next Generation Science Standards (NGSS)</u></p>	<p>Paula A. Duenas (RDG-7B) – <i>Leader/Recorder</i></p> <p>Jocelyn Almoguera (SS-6A) Alpha Espina (INS CO) Veronica Lizama (MA-6C) Kate Quiambao (SCI-7A) Piyamas Sablan-Jalique (LA-7A)</p>
<p><u>Choices360 and Opportunity Room</u></p>	<p>Andrea R. Santos (COUN-7th) – <i>Leader/Recorder</i></p> <p>Mary Bais (COUN-8th) Mark Kelley (BUS TECH-8C) Timothy Paraliza (HLTH-7A) Carol Roldan (COUN-6th)</p>

Accreditation Home Groups

INTERDISCIPLINARY TEAMS/SATELLITES/STAFF		
<u>TEAM 6A</u> <u>GROUP A</u>	<u>TEAM 6B</u> <u>GROUP B</u>	<u>TEAM 6C</u> <u>GROUP C</u>
<i>Ramon Marucut (LA)</i>	<i>Sonia Prieto (LA)</i>	<i>Joleen Manibusan (LA)</i>
<i>Debra Sablan (RDG)</i>	<i>Dr. KathieLynn Laniyo (RDG)</i>	<i>Christian Palomo (RDG)</i>
<i>April Cosico (MA)</i>	<i>Elianna Castro (MA)</i>	<i>Veronica Lizama (MA)</i>
<i>Raisa Kakigi (SC)</i>	<i>Tara Lubrani (SC)</i>	<i>Nathaniel Hunter (SC)</i>
<i>Jocelyn Almoguera (SS)</i>	<i>Dianna Payumo (SS)</i>	<i>Cheysser Rodriguez (SS)</i>
<i>Willisa Williander (ESL/MA)</i>	<i>Erica Tajeron (ESL/RDG)</i>	<i>Richard Valerio (P.E.)</i>
<i>Milven Jamindang (P.E.)</i>	<i>Ronald Deseo (P.E.)</i>	<i>Camalin Perez (CHAM)</i>
<i>Joseph Garrido (CHAM)</i>	<i>Richard Castro (CHAM)</i>	<i>Andrea Santos (COUN-7th)</i>
<i>Beridiana Balajadia (CRT)</i>	<i>Angelica Blas (LIB)</i>	<i>Geraldine Fejeran (T.AIDE)</i>
<i>Francine Camacho (CLERK)</i>	<i>Shawnae Naples (T. AIDE)</i>	<i>Carol Quintanilla (ADMIN OFF)</i>
<i>Patrick Francisco (S. AIDE)</i>	<i>Leilani Perez (CLERK)</i>	<i>Joey Canales (S. AIDE)</i>
<i>Angela Ogo (S. AIDE)</i>	<i>Daniel Tydingco (CUST)</i>	<i>Elba Gonzalez (1:1)</i>
<u>TEAM 7A</u> <u>GROUP A</u>	<u>TEAM 7B</u> <u>GROUP B</u>	<u>TEAM 7C</u> <u>GROUP C</u>
<i>Piyamas Sablan-Jalique (LA)</i>	<i>Dr. Jojean Quintanilla (LA)</i>	<i>Russell Cortez (LA)</i>
<i>Angela Diaz (RDG)</i>	<i>Paula Duenas (RDG)</i>	<i>Anne Sengebau (RDG)</i>
<i>Frankie Meno (MA) †</i>	<i>Maria Sardea (MA)</i>	<i>Hilda Tabilas (MA)</i>
<i>Kate Quiambao (SC)</i>	<i>Jamaica Rivera (SC)</i>	<i>Lali Thundiyl (SC)</i>
<i>Shella David (SS)</i>	<i>Karen Carreon (SS)</i>	<i>Marvin Dompur (SS)</i>
<i>Eileen Balajadia (SPED/RDG)</i>	<i>Coreen Leon Guerrero (ESL/SC)</i>	<i>Brianna Smith (SPED/LA)</i>
<i>Timothy Paraliza (HLTH)</i>	<i>Jocelyn Molina (P.E.)</i>	<i>Matsue Evans (SPED/MA)</i>
<i>Benedict Mutuc (ART)</i>	<i>Cielo Delos Reyes (ART)</i>	<i>Amanda Cabrera (C. ARTS)</i>
<i>Eileen Jaleco (NURSE)</i>	<i>Alpha Espina (INS CO)</i>	<i>Mary Bais (COUN-8th)</i>
<i>Vince Santiago (S. AIDE)</i>	<i>Leshonah Benavente (T. AIDE)</i>	<i>Carol Cura (T. AIDE)</i>
<i>Rose Marie Torres (S. AIDE)</i>	<i>Bernick Bagaoisan (COMP OP)</i>	<i>John Perez (CUST SUP)</i>
<u>TEAM 8A</u> <u>GROUP A</u>	<u>TEAM 8B</u> <u>GROUP B</u>	<u>TEAM 8C</u> <u>GROUP C</u>
<i>Rowena Rafan (LA)</i>	<i>Marina Camacho (LA)</i>	<i>Cynthia Dela Cruz (LA)</i>
<i>Katherine Flores (RDG)</i>	<i>Daryl Haun (RDG)</i>	<i>Kristine De Jesus (RDG)</i>
<i>Erlinda Young (MA)</i>	<i>Tamalin Charfauros (MA)</i>	<i>Jayson Morales (MA)</i>
<i>Charina Valencia (SC)</i>	<i>Francine Cruz (SC)</i>	<i>Angelica Dela Cruz (SC)</i>
<i>Mandy Pajela (SS)</i>	<i>Emma Alarcon (SS)</i>	<i>Virginia Aromin (SS)</i>
<i>Maria Irene Cabral (CHOIR)</i>	<i>Therese Flores (BLS)</i>	<i>Patrick Carlos (P.E./HLTH)</i>
<i>Patrick Calilung (HOME EC)</i>	<i>Brett Maluwelmeng (JOUR)</i>	<i>Carroll Flores (BAND)</i>
<i>Giovanni Naz (BUS)</i>	<i>Anjanette Dalida (ESL/SS)</i>	<i>Mark Kelley (BUS TECH)</i>
<i>Melissa Pablo (ESL CO)</i>	<i>Carol Roldan (COUN-6TH)</i>	<i>Ann Therese Guerrero (CRT)</i>
<i>Rejerrica Paguio (T.AIDE)</i>	<i>Catherine Cruz (CLERK)</i>	<i>John Camacho (S. AIDE)</i>
<i>Donna Mendiola (CLERK)</i>	<i>Krystal Cruz (T. AIDE)</i>	<i>Bob Quinata (S. AIDE)</i>

Content Groups

LANGUAGE ARTS

Ramon Marucut – *Content Area Leader*

Ramon Marucut (6A)
Sonia Prieto (6B)
Joleen Manibusan (6C)
Piyamas Sablan-Jalique (7A)
Jojean Quintanilla (7B)
Russell Cortez (7C)
Rowena Rafan (8A)
Marina Camacho (8B)
Cynthia Dela Cruz (8C)
Brianna Smith (SPED)
Dr. Rowena Castro (ESL)

READING

Christian Palomo – *Content Area Leader*

Debra Sablan (6A)
Dr. Kathie-Lynn Laniyo (6B)
Christian Palomo (6C)
Angela Diaz (7A)
Paula Duenas (7B)
Anne Sengebau (7C)
Katherine Flores (8A)
Daryl Haun (8B)
Kristine De Jesus (8C)
Eileen Balajadia (SPED)
Erica Taijeron (ESL)

MATHEMATICS

Tamalin Charfauros – *Content Area Leader*

April Cosico (6A)
Elianna Yanger Castro (6B)
Veronica Lizama (6C)
VACANT (7A)
Maria Sardea (7B)
Hilda Tabilas (7C)
Erlinda Young (8A)
Tamalin Charfauros (8B)
Jayson Morales (8C)

Matsue Evans (SPED)
Willisa Williander (ESL)

SCIENCE

Jamaica Rivera – *Content Area Leader*

Raisa Kakigi (6A)
Tara Lubrani (6B)
Nathaniel Hunter (6C)
Kate Quiambao (7A)
Jamaica Rivera (7B)
Lali Thundiyl (7C)
Charina Valencia (8A)
Francine Cruz (8B)
Angelica Dela Cruz (8C)
Therese Flores (BLS)
Coreen Leon Guerrero (ESL)

SOCIAL STUDIES

Shella David – *Content Area Leader*

Jocelyn Almoguera (6A)
Dianna Payumo (6B)
Cheysser Rodriguez (6C)
Shella David (7A)
Karen Carreon (7B)
Marvin Dompur (7C)
Mandy Pajela (8A)
Emma Alarcon (8B)
Virginia Aromin (8C)
Anjanette Dalida (ESL)

PHYSICAL EDUCATION / HEALTH

Milven Jamindang – *Leader*

Milven Jamindang (6A)
Ronald Deseo (6B)
Patrick Carlos (6C)
Richard Valerio (6C)
Timothy Paraliza (7A)
Jocelyn Molina (7B)

CHAMORRO STUDIES

Joseph Garrido – *Leader*

Joseph Garrido (6A)
Richard Castro (6B)
Camalin Perez (6C)
Amanda Cabrera (7C)

FINE ARTS

Cielo Delos Reyes/Benedict Mutuc – *Leader*

Cielo Delos Reyes (7B)
Irene Cabral (8A)
Carroll Flores (8C)
Benedict Mutuc (7A)

PRACTICAL ARTS

Patrick Calilung – *Leader*

Patrick Calilung (8A)
Giovanni Naz (8A)
Brett Maluwelmeng (8B)
Mark Kelley (8C)
Amanda Cabrera (7C)

ANCILLARY (Student Supports)

Melissa Pablo – *Leader*

Carol Roldan (6th Grade Counselor)
Andrea Santos (7th Grade Counselor)
Mary Bais (8th Grade Counselor)
Beridiana Balajadia (CRT)
Ann Therese Guerrero (CRT)
Angelica Blas (Librarian)
Melissa Pablo (ESL Coordinator)
Eileen Jaleco (Nurse)
Alpha Espina (Instructional Coach)

Interdisciplinary Teams

TEAM	TEAM LEADERS
6A	<i>Debra Sablan</i>
6B	<i>Dianna Payumo</i>
6C	<i>Christian Palomo</i>
7A	<i>Shella David</i>
7B	<i>Dr. Jojean Quintanilla</i>
7C	<i>Anne Sengebau</i>
8A	<i>Rowena Rafan</i>
8B	<i>Daryl Haun</i>
8C	<i>Virginia Aromin</i>

(CLT) Curriculum Leadership Team/(SBG) Standards-Based Grading Cadre

CONTENT	TEACHER
Language Arts	<i>Piyamas Sablan-Jalique</i>
Reading	<i>Paula Duenas</i>
Math	<i>Veronica Lizama</i>
Science	<i>Kate Quiambao</i>
Social Studies	<i>Jocelyn Almoguera</i>
P.E./Health	<i>Jocelyn Molina</i>
Fine Arts	<i>Cielo Delos Reyes</i>
Practical Arts	<i>Patrick Calilung</i>
Technology/ISTE	<i>Russell Cortez/Mandy Pajela</i>
Instructional Coach	<i>Alpha Espina</i>

(NGSS) Next Generation Science Standards Cadre

GRADE LEVEL	TEACHER
6 th Grade	<i>Raisa Kakigi</i>
7 th Grade	<i>Kate Quiambao</i>
8 th Grade	<i>Charina Valencia</i>

SPED/CCSS (Common Core State Standards) Leadership Cadre

CONTENT	TEACHER
Language Arts	<i>Angela Diaz</i>
Reading	<i>Paula Duenas</i>
Math	<i>April Cosico</i>
Basic Life Skills	<i>Therese Flores</i>
Consulting Resource Teacher	<i>Beridiana Balajadia</i>

Consulting Resource Teacher	<i>Ann Therese Guerrero</i>
Instructional Coach	<i>Alpha Espina</i>

(CITW) Classroom Instruction That Works© Cadre

CONTENT	TEACHER LEADERS
Language Arts	<i>Piyamas Sablan-Jalique</i>
Reading	<i>Paula Duenas</i>
Math	<i>Veronica Lizama</i>
Science	<i>Kate Quiambao</i>
Social studies	<i>Jocelyn Almoguera</i>
Technology/ISTE	<i>Russell Cortez/Mandy Pajela/Alpha Espina</i>

SIOP (Sheltered Instruction Observation Protocol Cadre)

TEACHER LEADERS
<i>Angelica Blas</i>
<i>Alpha Espina</i>
<i>Erica Pablo</i>
<i>Melissa Pablo</i>
<i>Daryl Haun</i>

STEM (Science, Technology, Engineering, and Math) Cadre

TEACHER LEADERS
<i>Kate Quiambao</i>
<i>Raisa Kakigi</i>
<i>Veronica Lizama</i>
<i>Lali Thundiyil</i>
<i>Erlinda Young</i>
<i>Tamalin Charfauros</i>
<i>Charina Valencia</i>
<i>Jamaica Rivera</i>

Data Profile Team (DPT)

TEACHERS
<i>Eileen Balajadia</i>
<i>Angelica Blas</i>
<i>Irene Cabral</i>
<i>Dr. Rowena Vega Castro</i>
<i>Raisa Kakigi</i>
<i>Christian Palomo</i>
<i>Andrea Santos</i>

School Climate Cadre (SCC)

TEAM	TEACHER LEADERS
School Level Facilitator (SLF)	<i>Katherine Flores</i>
6th Grade Level	<i>Raisa Kakigi/Dianna Payumo</i>
7th Grade Level	<i>Russell Cortez/Jamaica Rivera</i>
8th Grade Level	<i>Marina Camacho/Katherine Flores</i>
Accreditation	<i>Dr. Rowena Vega Castro</i>
6th Grade Counselor	<i>Carol Roldan</i>
7th Grade Counselor	<i>Andrea Santos</i>
8th Grade Counselor	<i>Mary Bais</i>
Administrator	<i>Jodi Sablan</i>
Instructional Coach	<i>Alpha Espina</i>

AIMSWeb Coordinators

TEACHER LEADERS
<i>Katherine Flores (English/Reading)</i>
<i>Tamalin Charfauros (Math)</i>

WASC Visiting Committee

Visiting Committee Chair

Ms. Jocelyn Ige
Honolulu, Hawaii

I: STUDENT/COMMUNITY PROFILE DATA

General Background and History

F.B. Leon Guerrero Middle School (FBLGMS) was named after one of Guam's most renowned and highly respected statesmen, Francisco Baza Leon Guerrero (1897-1974), in 1973. His instrumental role in helping the people of Guam attain U.S. citizenship through the signing of the Organic Act of Guam gave Leon Guerrero the nickname, "Mr. Organic Act."

Located in the northern village of Yigo, within close proximity to Andersen Air Force Base, FBLGMS has the second largest population of Guam's eight public middle schools. FBLGMS serves the diverse and growing municipality of Yigo, and the school is considered not only as a learning institution for its children, but also a center for community services, resources, and support, as well as a shelter in times of natural disasters.

WASC Accreditation History

In July 1998, FBLGMS was the first of Guam's public middle schools to receive a full six-year accreditation term. The school continued its tradition of excellence and again received six-year accreditation terms in 2004, 2011, and 2017. FBLGMS further continued its progress in serving the Yigo learning community through several Mid-Cycle and Full Self-Study accreditation committee visits from the Western Association of Schools and Colleges (WASC). From students winning athletic championships and academic competitions, to teachers earning master's/doctoral degrees (including National Board Certification®), receiving University of Guam Alumni Award, being recognized, nominated, and winning Guam "Teacher of the Year" (TOY), and achieving prestigious local and national recognition (The Presidential Awards for Excellence in Mathematics and Science Teaching, PAEMST), members of the FBLGMS community continue to exemplify the school's motto, "*Good, Going for GREAT!*"

School Programs

The mission of middle school educators is to help develop knowledgeable, compassionate, and contributing citizens. By following the middle school concept, FBLGMS advocates teaching a rich core of knowledge in multiple domains, including psychological, sociological, and cognitive domains, and a multitude of content disciplines as a means to help students apply what they learn to life beyond school. The curriculum of FBLGMS provides students another mode of intellectual pursuits and academic achievement.

The school's programs and operations are aligned with district-wide initiatives, Guam Education Board's policies, and Guam Department of Education's (GDOE) rules, regulations, and procedures. The school's Character Education program and application of instructional strategies, such as CITW (*Classroom Instruction That Works*), SIOP (Sheltered Instruction Observation Protocol) Model, and Differentiated Instruction implementation have been integral in the academic and behavioral development of all students. Instructional planning components,

as prescribed by the Guam Education Board, are encompassed in the uniform lesson plan format that guides curriculum based on the Common Core State Standards. The school also uses proficiency scales to gauge learning and student achievement, and common formative and summative assessments are utilized to reduce variance of achievement as prescribed by the transition from the traditional grading system to Standards-Based Grading. (*SAP Goal IB, A.S.#3*) Teachers are governed by the standards in the Professional Teacher Evaluation Program (PTEP), which directs effective classroom instruction and ensures that all students have access to a guaranteed and viable curriculum. (*SAP Goal IB, A.S.#2*)

FBLGMS students are required to attend core content classes (reading, language arts, math, science, and social studies) within an interdisciplinary team. In addition to the core content courses, students are also required by Board Policy 338 to complete three (3) semesters of physical education, one (1) semester of health, and one (1) year of Chamorro Language or Chamorro Culture courses. FBLGMS offers Pre-Advanced Placement (Pre-AP) courses in content areas of math, reading, language arts, social studies, and science for 8th grade students. Criteria for participation in Pre-AP classes include students who are recommended by teachers and score *Ready* and/or *Exceeding* in the ACT Aspire districtwide assessment. The counselors, administrators, and teachers work together to ensure that students complete the required courses for promotion to high school. Other elective courses are the following:

- Band/Jazz Band/Honor Band
- Choir/Honor Choir
- Business/Technology
- Business/Marketing
- Journalism
- Art
- Home Economics
- Career Education
- STEM Robotics/ROV and Lego Robotics
- Pre-Advanced Placement Courses
- Cultural Arts
- Career Aides (i.e., Nurse, Counselor, Office, and Library)

Elective courses allow all students to make appropriate choices and pursue a full range of college/career and/or other educational options. Through the elective courses, students become aware of careers or fields of study that they may aspire to pursue based on their skills and interests during their middle school years. Elective courses also help students explore areas of their individual potential and promote high school, college, and career readiness, evidenced by a number of school administration, faculty, and staff who have been former students of FBLGMS.

The school curriculum prepares and allows students to engage in academic and learning opportunities beyond the classroom through competition and events, such as the following:

- Academic Clubs/Competitions (Annual Science Fair/Science Expo, Academic Challenge Bowl, Math Counts, the Scripps-Howard Spelling Bee, Chamorro chant group (Famagu'on Lalai), Island-wide music competitions, Japan Airlines Haiku competition, eCybermission, Doodle for Google, Veteran's Affair Writing contest, Guam Contractor's Association's Pizza, Pop, and Power Tools, among others)

- Content Family Nights (Math Night, Language Arts Night)
- Humanitarian and Service Organizations (4-H Club, W.A.V.E. Club, Leo Club, Youth for Youth Conference, National Junior Honor Society Leadership Conference, among others)
- Athletic Organizations/Competitions (Interscholastic Sports, Special Olympics)
- Special Interest Organizations (Explorers Club, Combo Band, Anime Club, Asian Pop Culture Club)

Students are highly encouraged to participate in essay writing, oratorical, and poster contests hosted by civic organizations. The school curriculum also provides students with opportunities to participate in community events, such as the International Reading Association, Guam Chapter Read-A-Thon, and Art-A-Thon sponsored by the Guam Council on the Arts and Humanities. In SY2017-18, the grade level counselors organized and revived a Career Day that had been a part of the school's efforts to create awareness by exposing students to a variety of career options. Extracurricular programs and activities provide opportunities for students to review content area knowledge; generate and test hypotheses; apply technology; improve communication; review and explore world facts and perspectives; discover career options; and obtain academic support in preparation for graduation or end of grade span requirements.

FBLGMS continues to meet the diverse academic needs of students. Faculty uses a variety of assessments to drive instruction. For example, based on district-wide assessment results, there is evidence supporting the need for improvement in math and reading. Thus, Team Time teachers incorporate math and literacy skills three times a month with materials provided and monitored by the math department. FBLGMS continues to practice analyzing data to ensure students are receiving appropriate instruction.

Students also have opportunities to enroll in Pre-Advanced Placement (Pre-AP) classes in the 8th grade upon meeting set criteria. Pre-AP science class continues to expose students to integrated curriculum and instruction with a focus on Robotics. Students who were identified for the Gifted and Talented Education (GATE Elementary Level) have the opportunity to take Robotics, as well as students not identified but are interested and have good academic standing.

Teachers in reading, language arts, math, social studies, and science have access to the district-wide curriculum maps that are coherent and uniform among all schools. In SY2016-17, GDOE assigned several professional development days to allow all district teachers to align content area curriculum, horizontally and vertically. The intent of the vertical alignment is to improve the transition for students from one grade level to the next and from middle school into high school. Vertical and horizontal alignment continue at the school, as content teachers collaboratively meet to update curriculum maps, to design and utilize standard proficiency scales and assessments, and to examine data that drive instructional decisions.

Teachers *respond to the unique needs of students* by being proactive in providing timely behavior and academic interventions so that goals are not impeded. Students who continue to fail one or more classes due to lack of responsibility or motivation to submit required work may be given homework contracts or a similar accountability system to be signed daily by each class period's teacher and parents. When students show improvement and independently submit work, they may no longer need this tool. Child Study Teams work to initiate this process.

Other intervention efforts for at-risk students are provided within each team, such as lunchtime tutoring in the classrooms; student planner notebook/sheets as means of daily communication with parents; team teacher meetings which may include student, parents, counselors, administrators, and or other relevant members; referral to counselors for one-on-one sessions; and established student work accountability based on students' unique learning needs and challenges. A teacher, interdisciplinary team, counselor, parent, or even the administrator may initiate interventions. Teachers are able to utilize a variety of tools and resources to meet student needs. Teachers continue to work with Teacher Assistants (TAs) to provide added support in the classrooms. This intervention is provided through individualized tutoring, assistance, and attention to at-risk students. Teacher Assistants' schedules are purposefully arranged in order to provide support for all teachers in classrooms, specifically with guided practice in math, reading, language arts, science, and social studies. On a typical instructional day, Teacher Assistants provide services to multiple students from several different teachers' classrooms.

In addition to providing academic programs to fulfill the school's mission, FBLGMS is also committed to the implementation of its discipline and behavior management framework or Positive Behavior Interventions and Supports (PBIS). PBIS provides behavioral and social programs that cater to the developmental and emotional needs of students. The School Climate Cadre (SCC) consisting of the School Level Facilitator (SLF), two (2) teacher representatives from each grade level, school counselors, administrator, and Instructional Coach monitor and support Team Time sessions to focus on teaching Character Education to all students. (*SAP Goal IIIA, A.S.#2*)

The school has designated Team Time, which is a 75-minute block occurring two to three times per week, as the opportunity for students to receive Character Education curriculum and reflective practices. Teachers plan and deliver lessons and activities that address values such as responsibility, caring, trustworthiness, respect, fairness/justice, and citizenship, which are the district's Character Education Standards. Teachers also guide students' personal growth, enhance study skills, reinforce content knowledge, and promote social awareness. The SCC examines discipline data and behavior patterns that affect the school's Office Discipline Referral (ODR) rate and shares the analysis of information with teachers so that meaningful discussions regarding current social and disciplinary concerns can be examined and addressed.

In SY2018-19, Team Time was restructured in an effort to increase cohesion and to impact students' non-academic needs through the leadership and support of the SCC. Activities and lessons became more focused in instilling values of self and peer respect, responsibility, community involvement, and career preparedness. However, need of improvement has been noted regarding the program's decision-making and scope of faculty and staff involvement. Input from teachers and/or students before, during, and after implementation of activities and actions (rewards and consequences) will need to be enhanced to ensure that the PBIS process continues to be a schoolwide effort for positive behavioral progress that supports the school's mission and vision.

Individual faculty and staff also offer time and support to accomplish the school's vision and mission by:

- sponsoring a variety of co-curricular programs to reflect student interests, such as National Junior Honor Society, 4-H Club, Student Body Association, interscholastic sports, W.A.V.E. Club, and other platforms where students experience success in their areas of strength;
- participating in environmental awareness activities, such as island aluminum can and plastic bottle recycling programs, coastal cleanup events, phone book recycling competitions, and school beautification projects;
- supporting students' efforts in community service and charitable projects, such as performing at the senior citizens' centers, elementary schools, or other public venues and donating canned goods to families in need;
- inviting and involving guest speakers from outside agencies and programs, such as Education Talent Search (ETS), Inafa' Maolek, Sanctuary, Department of Youth Affairs adults and students, Youth Crime Watch, Crime Stoppers, Guam Police Department, Department of Public Health, Guam Army National Guard's Counterdrug Program, Guam Muay Thai, Guam Department of Agriculture, Guam Department of Fish and Wildlife, Guam Housing Development in the Community (GITC), Guam Energy Office, Youth for Youth Conference, and the University of Guam's 4-H organizations that conduct awareness presentations; and
- Providing homework assistance and tutorial services by coordinating with College Access Challenge Grant Program (CACGP), WestCare Pacific through Guam Community College (GCC), and Educational Talent Search and TRIO programs through University of Guam.

Teacher Assistants (TAs)

The Educational Classroom Support (ECS) component within PETAL (Partners in Education, Teaching and Learning) employs Teacher Assistants (TAs) to deliver instructional support in the classrooms within participating elementary, secondary, and the alternative/opportunity room settings. ECS-TAs at FBLGMS provide support towards GDOE's efforts to increase student academic performance, promote positive behavior, and in addition, support the following Title V-A Consolidated Grant Programs:

- Improving Student Learning and Achievement (ISLA)
- Language, Literacy and Math Program (LLMP) - English as a Second Language (LLMP-ESL)
- Individual Help & Extended Learning Program (I-HELP)
- Tiempon Somnak (Summer School)
- Alternative Education/Opportunity Room settings


School Support System (SSS)

The School Support System (SSS), a school-based mentorship program that began in SY2017-18, supports first to third-year teachers through sharing of best practices and strategies, visiting classrooms, discussing management processes, assisting with transitioning teacher from Initial to Professional teaching certification, and building capacity for instructional leadership through team-building activities. Each school year, the new teachers are given opportunities to work with willing teacher mentors who have seven (7) or more years of teaching experience. These teacher mentors engage in meaningful and memorable exchange of classroom recollections during their

first year with students, and they share a variety of effective strategies for creating a positive classroom environment and effective instructional practices.

School Facilities

With a population of 1,114 the school requires 72 classrooms which include the original building that is arranged in “quad-style,” four adjacent classrooms connected in a square, and the newer, fast-track classrooms that are separate and arranged in rows. In addition, the school has a gymnasium that was built in 1995, soccer and softball fields, a library, a Sirena Conference Room, band and choir rooms, home economics lab, and technology room. Additionally, the campus includes the main administrative office; an auxiliary office for Counseling and Instructional Coach; Consulting Resource Teachers’ office, School Health Counselor office; English as a Second Language (ESL) office; and a faculty/staff lounge. Although the school has a cafeteria, it is shared with Simon Sanchez High School.





**SCHOOL'S VISION, MISSION, AND
SCHOOLWIDE LEARNER OUTCOMES**

<p>Guam Department of Education Vision: <i>“Every student: Responsible, Respectful, and Ready for Life”</i></p> <p>Guam Department of Education Mission: <i>Our Educational Community...</i></p>		
<p>Prepares all students for life... <i>by ensuring that ALL students, regardless of gender, ethnicity, national origin, sexual orientation, socioeconomic status, language proficiency, special need, religion or beliefs receive a high quality education that will prepare them for post-secondary education, the workforce and civic engagement.</i></p>	<p>Promotes excellence... <i>by adopting and implementing high standards and expectations for all students and employees with everyone performing at their best at all times. This philosophy is grounded in the belief that all students can learn at high levels and all employees can provide the highest quality of service.</i></p>	<p>Provides support... <i>by ensuring that our department has a framework to identify and address the academic, social, and emotional needs of our diverse student population through a support system that is comprehensive and timely with an unwavering focus and relentless commitment to the success of each and every student.</i></p>

Along with the district’s *clear vision for education on Guam*, its Vision and Mission, FBLGMS has embraced the following:

SCHOOL MISSION

F.B. Leon Guerrero Middle School’s mission is to respond to the unique needs of our students, while exploring areas of individual potential and cultivating lifelong learning skills.

SCHOOL VISION

**Forever Bringing Light to a new Generation and
Helping young Adolescent Win Knowledge and Success!**

SCHOOL MOTTO

“Good, Going for GREAT!”

SCHOOL’S FIVE EXPECTATIONS

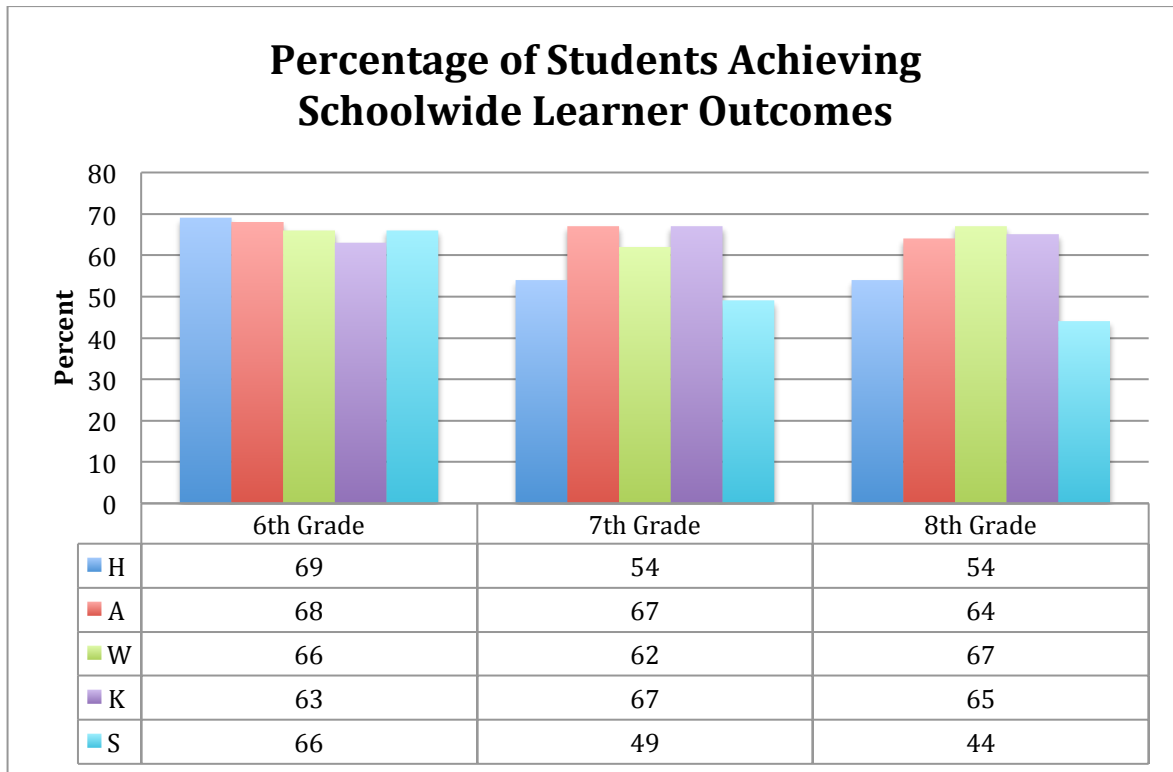
FBLGMS also upholds the *Five Expectations* that guide student behaviors, instructional practices, and administrative decisions:

- #1** *I will respect others, so please respect me!*
- #2** *I will be on time and prepared for class.*
- #3** *I will be my best at all times.*
- #4** *I will have pride in my school.*
- #5** *I will make responsible choices.*

Since 1997, the Guam Department of Education and the school community at FBLGMS have spent a considerable amount of time and effort developing the Schoolwide Learner Outcomes (SLOs) for each school and integrating them into the middle school program. During SY1996-97, the school faculty and staff worked during professional development workshops to identify the ideal educational outcomes for the middle level students at FBLGMS. Surveys and community meetings further reinforced this process. FBLGMS has continued to refine the existing SLOs with revised performance indicators that are assigned to help school personnel, students, and parents evaluate how the SLOs are demonstrated and achieved. The school continues to create and maintain an operational rubric to efficiently measure student achievement of the SLOs as they are consistently reinforced through alignment with teachers’ daily lesson plans and organization of student body activities as evidenced by students’ work and attitude towards learning. In addition, teachers used the rubric and conducted an observation of all Team Time students regarding their attainment of the SLOs, while students also evaluated themselves in how they perceived they have accomplished the SLOs. As the school community promotes the SLOs, it is the goal that all personnel, students, parents/guardians, and other stakeholders embrace and exemplify the Schoolwide Learner Outcomes for FBLGMS.

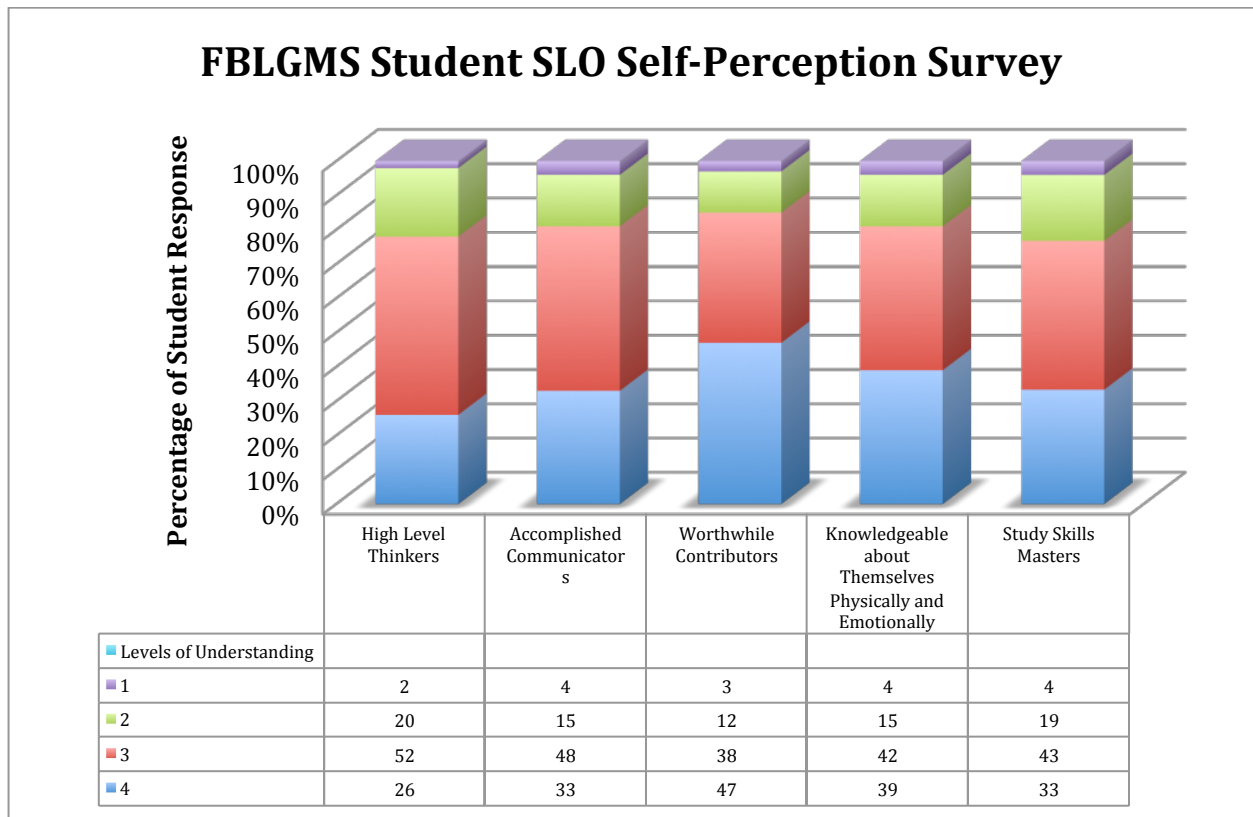
**SCHOOLWIDE LEARNER OUTCOMES (SLOs)
TEAM TIME OBSERVATION BY TEACHERS PER GRADE LEVEL
SY2019-20 (1st Quarter)**

FBLG ENROLLMENT PER GRADE LEVEL & SCHOOL YEAR						
Student Population **1,110	H	A	W	K	S	# of Students
6 th Grade	255 69%	253 68%	246 66%	235 63%	244 66%	372
7 th Grade	198 54%	244 67%	226 62%	243 67%	181 49%	364
8 th Grade	202 54%	238 64%	250 67%	242 65%	165 44%	374
Total	655 59%	735 66%	722 65%	720 65%	590 53%	

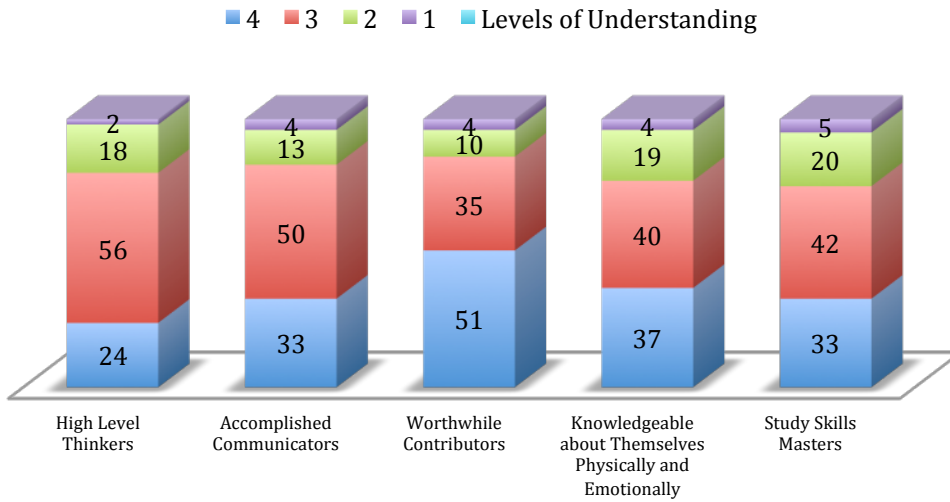


In the first quarter of SY2019-20, data indicated 6th grade teachers observed 6th grade students demonstrated higher percentage of attainment of the SLOs and attainment compared to teacher observations of 7th and 8th grade. In particular the SLOs *Study Skills Masters* and *High Level Thinkers* were among the lowest scores.

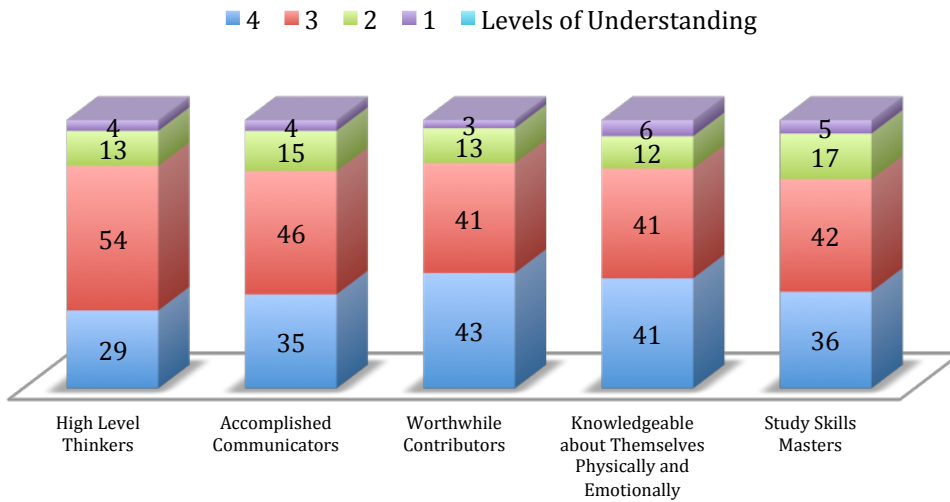
STUDENT SELF-PERCEPTION SURVEY RESULTS (2ND Quarter)



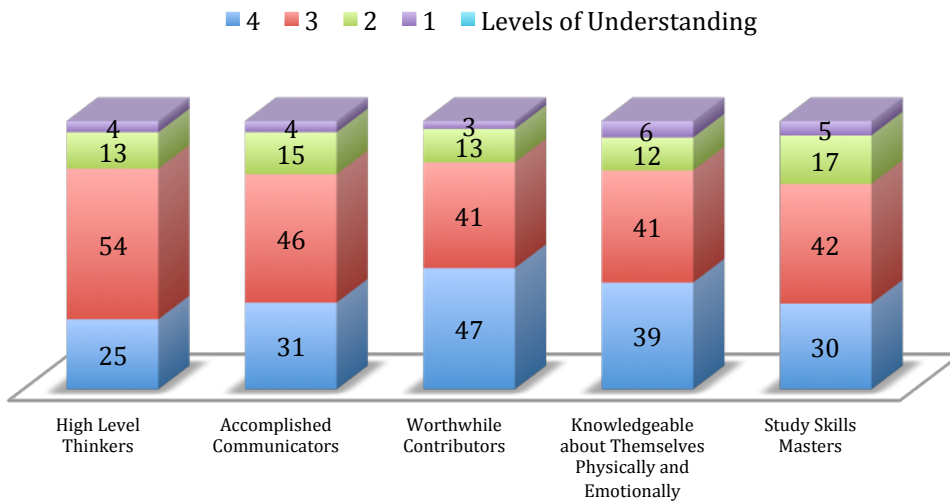
Percentage of 6th Grade Students' Self-Perception of SLO Achievement



Percentage of 7th Grade Students' Self-Perception of SLO Achievement



Percentage of 8th Grade Students' Self-Perception of SLO Achievement



Data on achievement of the SLOs was collected based on students' self-perception of attainment. Data indicate that majority of the student population rated themselves at proficient (Level 3) or higher (Level 4) in their attainment and understanding of the SLOs. This tool was different than the tool used in the first quarter. FBLGMS continues to search for, identify, and apply various data collection tools to ensure students are meeting the SLOs and to develop a plan for helping all students to meet the SLOs.

SLOs are addressed during Team Time and practiced throughout all classes. Students recite the SLOs during Homebase/Team Time periods and participate in assignments and activities that promote the precepts of SLOs. Some examples are journals and reflections; campus clean-ups; recycling programs; positive decision banners; and artwork. Some of these activities are documented through *Team Points* given by SCC. Students are taught to connect their learning experiences with the overall goal of becoming H-A-W-K-S by the time they leave the school. Students are rewarded with *HAWKS Bucks* for displaying the SLOs, and students can exchange their *HAWKS Bucks* for items at the SCC Store.

Thus, the Guam Department of Education State Strategic Plan along with the school's Mission, Vision, Motto, and Five Expectations as the impetus of all school initiatives, the Schoolwide Learner Outcomes affirm that throughout their middle school years and as they exit FBLGMS, students are expected to be *High Level Thinkers*, *Accomplished Communicators*, *Worthwhile Contributors*, *Knowledgeable about Themselves Physically and Emotionally*, and *Study Skills Masters*.

High Level Thinkers

•Synthesize information from all subject areas •Evaluate education and career options as they relate to what they have learned •Use technology to accomplish tasks •Seek solutions in and out of class •Practice critical thinking skills in and outside the classroom

FBLGMS helps students become **High Level Thinkers** by:

- Emphasizing the Schoolwide Learner Outcomes in daily lessons and providing a challenging curriculum.
- Providing access to internet service for instructional use.
- Utilizing a variety of instructional methods, such as inquiry-based learning, self-assessments, *Classroom Instruction That Works* (CITW), *Sheltered Instruction Observation Protocol* (SIOP) Model, and Differentiated Instruction.
- Assigning literacy-based math word problems to all students during assigned Team Time days in order to develop comprehension and computational skills.
- Evaluating student progress through various alternative assessments, such as portfolios, journals, projects, presentations, and performance-based tasks using Standards-Based Grading (SBG).
- Organizing school and community events, such as the Annual Science Fair/EXPO, Robotics Competition, Drones, 3D Printing, Math Counts, Academic Challenge Bowl, Science Olympics (2017), weekly STEM workshops by UOG 4H staff, HAWKS Day at the Center, and Language Arts Night for all students.
- Sponsoring activities, such as the schoolwide Spelling Bee, Academic Challenge Bowl, and poster/essay contests.
- Providing elective courses in the arts, including a three-year Honor Choir, Honor Band, and Jazz Band.
- Offering Pre-Advanced Placement (Pre-AP) courses in the 8th grade.
- Providing elective courses in humanities, which include Career Education, Journalism, Business/Technology, Home Economics, and Cultural Arts.
- Participating in Choices360, a personalized career planning for students that includes learning about selves through taking validated assessments and exploring careers.

Accomplished Communicators

•Express themselves both verbally and non-verbally •Use technology to communicate locally and globally •Accept constructive criticisms •Listen objectively to other viewpoints •Are responsible in the appropriate use of

social media

FBLGMS helps students become **Accomplished Communicators** by:

- Emphasizing the Schoolwide Learner Outcomes in daily lessons and providing a challenging curriculum by implementing a variety of instructional methods, which include cooperative learning, small/large group discussions, journal writing, learning logs, technology-based projects, and group/individual oral presentations.
- Using alternative assessments to accommodate students' learning styles and product outcomes.
- Encouraging students to take leadership positions in school clubs and organizations.
- Inspiring students to participate in oratorical, essay, and Haiku competitions; Annual Science Fair/Expo; Academic Challenge Bowl; Robotics Competition; Japanese Exchange Program; and art contests, which require students to communicate their ideas and to explain responses to others' questions.
- Showcasing students' talents (singing, dancing, video making, speech making) during school activities and community events, such as the HAWKS Day at the Center.
- Improving access to technology and providing adequate infrastructure to support teaching and learning with technology.

***W*orthwhile Contributors**

•Respect self and others •Have pride in school and home environment •Are aware of the effect technology has on daily life •Are involved in school and the community

FBLGMS helps students become **Worthwhile Contributors** by:

- Providing a challenging curriculum and emphasizing the Schoolwide Learner Outcomes in daily lessons and classroom activities.
- Improving access to internet and technology for instructional use.
- Utilizing a variety of instructional methods, which include cooperative learning, peer tutoring, and group presentations.
- Promoting Character Education during Team Time and within all content area curricula.
- Sponsoring a variety of co-curricular programs to reflect student interests, such as National Junior Honor Society, Explorers Club, Academic Challenge Bowl, Robotics Club (ROV and Lego Robotics), Honor Choir, Honor Band, Combo Band, Jazz Band, Grade Level Team Clubs, Leo Club, 4-H Club, Student Body Association, interscholastic sports, W.A.V.E. Club, Asian Pop Culture Club, and other platforms where students experience success in their areas of strength.
- Participating in environmental awareness activities, such as island aluminum can and

plastic bottle recycling programs, cardboard/office paper recycling, compost gardening, collecting cafeteria green waste, coastal cleanup events, and phone book recycling competitions.

- Supporting students' efforts in community service and charitable projects, such as campus clean-up; bus stop painting; performing at the senior citizens' centers and elementary schools; walk-a-thon to benefit Make-A-Wish Foundation; Salvation Army kettle bell ringing with Athletic Club and W.A.V.E. Club; Tumon Bay Music Festival; Christmas caroling at the hotels, shopping centers, skilled nursing unit, senior citizens' centers, and long-term care facilities; and donating canned food, toiletries, toys, and clothing to families in need.
- Participating as attendees, vendors, or performers in PTO sponsored events (i.e., Holiday Bazaar, Halloween Night).
- Engaging in environmental improvement through 4-H agriculture and gardening, aluminum cans collections, and campus clean-ups organized by teachers and/or teams.

***K*nowledgeable about Themselves Physically and Emotionally**

•Identify school resources that can assist in areas of concern •Are responsible in the appropriate use of social media •Ask for help when needed •Use self-control in situations •Are aware of having good grooming and personal hygiene habits

FBLGMS helps students become **Knowledgeable about Themselves Physically and Emotionally** by:

- Promoting Character Education during Team Time and within all content area curricula.
- Providing educational information on internet etiquette.
- Requiring three (3) semesters of Physical Education and one (1) Health classes for promotion to high school.
- Providing vision, hearing, and medical screening by the School Health Counselor.
- Providing a Basic Life Skills (BLS) class for the Special Needs population.
- Conducting team intervention meetings, Parent-Teacher Conferences, and Parent-Teacher Organization meetings.
- Organizing classroom presentations and Career Day by the grade level counselors.
- Inviting and involving guest speakers and outside agencies through programs, such as Educational Talent Search (ETS), Inafa' Maolek, Sanctuary, Department of Youth Affairs adults and students, Youth Crime Watch, Crime Stoppers, Guam Police Department, Department of Public Health, Guam Army National Guard's Counterdrug Program, Guam Muay Thai, Guam Department of Agriculture, Guam Department of Fish and Wildlife, Guam Energy Office, Youth for Youth Conference, and the University of Guam's 4-H, which conduct awareness presentations.
- Sustaining a strong interscholastic sports program and interactive sports program (i.e.,

rugby, baseball, and volleyball).

- Obtaining technological equipment, such as mobile carts or iPad and laptop class sets, through grants for student use in the library and classrooms.

S ***Study Skills Masters***

•Exhibit good time management •Apply note-taking skills •Use technology effectively as a tool •Plan for long and short-term projects •Apply active listening skills

FBLGMS helps students become **Study Skills Masters** by:

- Providing access to technology for instructional use.
- Assigning literacy-based math word problems to all students during Team Time days in order to develop comprehension and computational skills.
- Promoting Team Time activities through School Climate Chronicles and utilizing the A-B-C (Activities that Build Character) lesson plans.
- Encouraging peer tutoring within and outside the classroom setting.
- Providing and using teacher-made student planners to organize class assignments and homework tasks. (*SAP Goal IC, A.S.#1; Goal IIIA, A.S.#1*)
- Affording the use of the school library for students to do research, study, and read during lunch hours.
- Instituting attendance and behavioral contracts with students.
- Providing instruction to students in test taking strategies and study skills.
- Providing life skills instruction to students throughout all curricula.

Faculty and staff actively teach, model, and remind students how they are expected to behave inside and outside of the classroom. The school's Five Expectations are directly taught and recited during Homebase and Team Time. The behavior matrix is displayed in the classrooms and throughout the school campus to provide guidance for student behavior. Teachers assist school aides and support staff with monitoring the hallways during transition times. Throughout the school day, faculty and staff continue to reference behavior expectations as the standard for behavior at FBLGMS.

FBLGMS has developed its HAWKS Behavior Expectations that govern student conduct throughout the school as follows:

HAWKS BEHAVIOR EXPECTATIONS

When I am in the...	<i>I will respect others, so please respect me!</i>	<i>I will be on time and prepared for class.</i>	<i>I will be my best at all times.</i>	<i>I will have pride in my school.</i>	<i>I will make responsible choices.</i>
C L A S S R O O M S	<ul style="list-style-type: none"> ☛ Listen to my teacher and classmates. ☛ Keep all body parts to myself. ☛ Use kind words, like "Please," "Thank you!" and "Excuse me." ☛ Raise my hand when I want to say something. 	<ul style="list-style-type: none"> ☛ Prepare all of my materials the night before and bring to class every day. ☛ Be in class before the tardy bell rings. ☛ Complete and submit work that is assigned. ☛ Study for tests and quizzes. 	<ul style="list-style-type: none"> ☛ Put effort in all my work. ☛ Participate in classroom activities. 	<ul style="list-style-type: none"> ☛ Return borrowed materials. ☛ Pick up trash and dispose of it properly. ☛ Properly wear my uniform every day. ☛ Take care of school equipment. ☛ Keep my desk graffiti-free. 	<ul style="list-style-type: none"> ☛ Attend school daily. ☛ Leave gum and contraband outside of school. ☛ Ask my teacher when I need help. ☛ Report any unwanted or inappropriate behaviors.
R E S T R O O M S	<ul style="list-style-type: none"> ☛ Ask teacher for permission to use the restroom. ☛ Flush the toilet after each use. 	<ul style="list-style-type: none"> ☛ Use the restroom before or after class. 	<ul style="list-style-type: none"> ☛ Go, use, and go out. ☛ Wash my hands when I am done. ☛ Turn off the water after each use. 	<ul style="list-style-type: none"> ☛ Dispose of my trash in the trash bin. ☛ Use toilet tissue appropriately. ☛ Use paper towel sparingly. 	<ul style="list-style-type: none"> ☛ Return to class as quickly as I can. ☛ Report any unwanted or inappropriate behaviors. ☛ Look around for things to clean up.
H A L L W A Y S	<ul style="list-style-type: none"> ☛ Listen and follow all adult instructions. ☛ Use positive and appropriate language. ☛ Use kind words, like "Please," "Thank you!" and "Excuse me." ☛ Keep all body parts to myself. 	<ul style="list-style-type: none"> ☛ Walk to class within the given time limit. ☛ Go to my locker during designated locker times only. 	<ul style="list-style-type: none"> ☛ Walk quietly. ☛ Use polite words. ☛ Remain in designated areas only. ☛ Keep my saliva in my mouth. 	<ul style="list-style-type: none"> ☛ Pick up trash and dispose of it properly. ☛ Keep the hallways graffiti-free and vandalism-free. ☛ Wear my uniform properly. 	<ul style="list-style-type: none"> ☛ Get to class on time. ☛ Play safely. ☛ Leave chewing gum and contraband outside of school. ☛ Report any unwanted or inappropriate behaviors.
C A F	<ul style="list-style-type: none"> ☛ Quietly wait for my turn in the lunch line. ☛ Leave the cafeteria promptly after I 	<ul style="list-style-type: none"> ☛ Have my money or ticket ready. ☛ Eat lunch in a timely manner. 	<ul style="list-style-type: none"> ☛ Say, "Please" and Thank you!" to the cafeteria personnel. ☛ Demonstrate appropriate table 	<ul style="list-style-type: none"> ☛ Put away my tray and trash properly. ☛ Clean up after myself. ☛ Use "indoor" 	<ul style="list-style-type: none"> ☛ Eat all of my food. ☛ Report any improper or inappropriate behaviors.

E TERIA	<p>am finished eating.</p> <ul style="list-style-type: none"> Use positive and appropriate language at all times. 		<p>manners while eating (chew food/use utensils).</p> <ul style="list-style-type: none"> Keep my saliva in my mouth. 	<p>voice when speaking.</p>	<ul style="list-style-type: none"> Look around for things to clean up.
L I B R A R Y	<ul style="list-style-type: none"> Work quietly. Follow all the rules of the library. Wait my turn to use the books of computer. 	<ul style="list-style-type: none"> Always bring a hallway/library pass. Bring necessary materials. Return all books/materials to their proper place. 	<ul style="list-style-type: none"> Show respect for materials and property of others. Use computers correctly and only for educational purposes. 	<ul style="list-style-type: none"> Use materials/resources for its intended purpose. Keep chairs/tables/books clean and graffiti-free. 	<ul style="list-style-type: none"> Complete assigned tasks. Report any unwanted or inappropriate behaviors. Look around for things to clean up
G Y M C O U R T S F I E L D	<ul style="list-style-type: none"> Listen when instructions are given. Show good sportsmanship. Share equipment with others. Use positive and appropriate language. 	<ul style="list-style-type: none"> Dress out daily. Wear appropriate attire. Quickly change before/after class. Only go to designated areas. 	<ul style="list-style-type: none"> Respect the property of others. Return equipment to appropriate area. Turn in any lost items to my teacher. Sit on the bleachers while waiting for my teacher. 	<ul style="list-style-type: none"> Keep the gym graffiti-free/vandalism-free. Pick up and dispose of trash properly. Take care of equipment. Play fair. 	<ul style="list-style-type: none"> Actively participate in activities. Play safely with others. Shower/wipe down after class. Report any unwanted or inappropriate behaviors.
M A I N N U R S E C O U N S E L I N G O F F I C E S	<ul style="list-style-type: none"> Listen to instructions. Keep my hands and feet to myself. Use positive and appropriate language at all times. Use kind words ("Please," "Thank you," "Excuse me"). Respect the privacy of others. 	<ul style="list-style-type: none"> Have a hallway/office pass. Sit quietly while waiting. Report immediately to class after I am dismissed. 	<ul style="list-style-type: none"> Value the opinions of others. Wait patiently until I am called. Ask nicely for assistance. 	<ul style="list-style-type: none"> Wear my uniform properly. Keep walls/chairs/tables/counter clean and graffiti-free. Pick up and dispose of trash properly. 	<ul style="list-style-type: none"> Visit the office for important matters only. Report immediately to the appropriate office when I am called. Ask for help, if needed. Tell the truth when I am asked a question.

**B
U
S**

**(Arrival/
Departure)**

⊕ Wait for my bus/car in designated areas only.

⊕ Listen to the bus driver.

⊕ Share my seat with others.

⊕ Keep all body parts to myself and inside the bus.

⊕ Use positive and appropriate language.

⊕ Wake up on time in order to catch the bus/arrive on time.

⊕ Report to the bus/pick-up area immediately after the school bell rings.

⊕ Be seated immediately upon boarding the bus.

⊕ Bring my materials on and off the bus.

⊕ Sit quietly throughout the bus ride.

⊕ Stay seated when the bus is in motion.

⊕ Keep the bus graffiti-free/vandalism-free.

⊕ Keep trash in my bag until I reach home/school.

⊕ Be dropped off/picked up inside the school gate.

⊕ Report any unwanted or inappropriate behaviors.

⊕ Look around for things to clean up.



STUDENT AND FACULTY/STAFF DEMOGRAPHICS

Student Information

Built originally as an elementary school in 1973 for a capacity of about 800 students, FBLGMS was converted into a middle school in 1982. This school year, FBLGMS services 1,114 students and is consistently one of the largest populated amongst Guam’s eight public middle schools. FBLGMS also has a few out-of-district students who reside in neighboring villages whose families requested and felt that attendance in a school that provides a strong curriculum and positive climate for learning is advantageous for their child’s adolescent development.

FBLGMS serves students from Yigo and parts of the neighboring village of Dededo. Most fifth grade students who attended the three public elementary schools in Yigo (Upi Elementary School, Daniel L. Perez Elementary School, and Machanaonao Elementary School) and a small number of students from Dededo (Maria Ulloa Elementary School and Finegayan Elementary School) enroll with FBLGMS. Eighth grade students from FBLGMS, in turn, enroll with the adjacent Simon Sanchez High School.

Student enrollment fluctuates slightly throughout each year due to the number of transient families. As the number of transient families in the northern villages continues to grow, more families will depend on FBLGMS to provide students with a comprehensive middle school education.

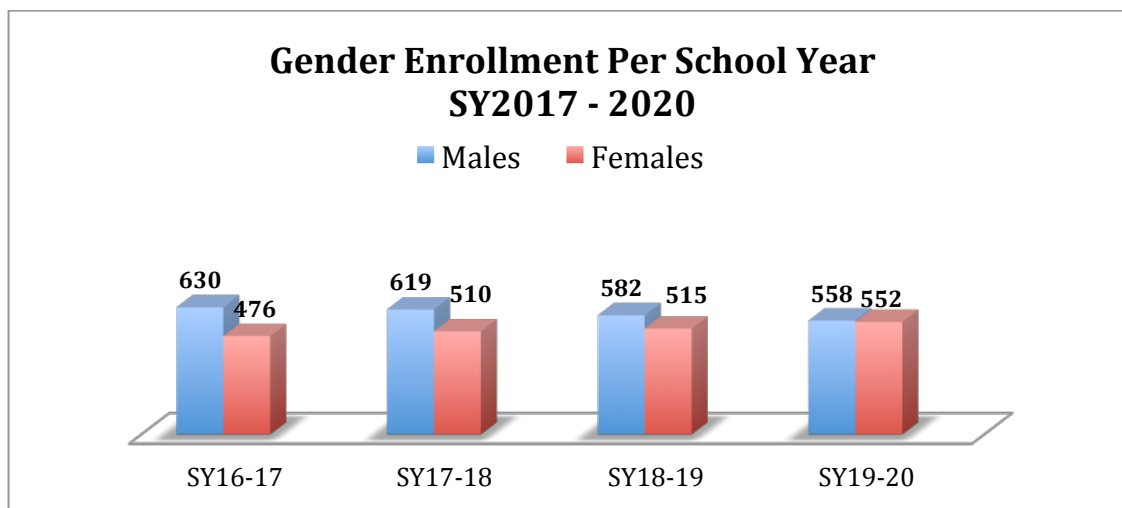
Total Student Enrollment by Grade Level and Year (SY2014-15 through SY2019-20)

FBLG ENROLLMENT PER GRADE LEVEL & SCHOOL YEAR						
	SY 2014- 2015	SY 2015- 2016	SY 2016- 2017	SY 2017- 2018	SY 2018- 2019	SY 2019- 2020
6th Grade Enrollment	367	394	355	366	365	372
7th Grade Enrollment	370	369	392	377	369	364
8th Grade Enrollment	400	361	359	386	363	374
Total Enrollment	1,137	1,124	1,106	1,129	1,097	**1,114

The student population in the last three years shows unremarkable changes. Data indicates that student enrollment is male dominated. This shift to increased ratio of males to females can influence the social dynamics at the school. In the dominant cultures, males are looked upon as authority figures of females, regardless of age and/or position. It has been observed that increased male populations correlate with increased disciplinary issues. In addition, the student population was approximately 1,114, which leads to bigger class sizes and skews teacher-to-student ratio that may somehow be a cause of possible teacher burnout.

Student Enrollment by Grade Level and Gender SY2016-17 to SY2019-20

FBLG GENDER ENROLLMENT PER GRADE LEVEL & SCHOOL YEAR								
	SY2016-17		SY2017-18		SY2018-19		SY2019-20	
	M	F	M	F	M	F	M	F
6th Grade	203	152	200	166	180	185	182	190
7th Grade	210	182	211	166	197	172	179	185
8th Grade	217	142	208	178	205	158	197	177
Total	630	476	619	510	582	515	558	552
	1,106		1,129		1,097		1,114	
	57%	43%	55%	45%	53%	47%	50%	50%



Ethnic Distribution

Student ethnicity demographic at FBLGMS indicates that the two largest groups are the Filipino and indigenous Chamorro students. Data on ethnicity also identifies smaller populations, including Chuukese, other Pacific Islanders, Asian ethnicities other than Filipino, and other mixed cultural groups. FBLGMS has a relatively large population of students from the Federated States of Micronesia (FSM), representing approximately one-third of the total student population each year. This can be attributed to the number of FSM families that migrated to Guam under the Compact of Free Association. With the influx of outer-island students, as of SY2018-19, about 364 (or 32%) of FBLGMS student population come from the FSM (Pohnpei, Kosrae, Chuuk, and Yap).

Student Enrollment by Ethnic Distribution per Year

	SY 2014- 2015		SY 2015- 2016		SY 2016- 2017		SY 2017- 2018		SY 2018- 2019		SY 2019- 2020	
	#	%	#	%	#	%	#	%	#	%	#	%
Chamorro	380	33	367	33	361	33	342	30	325	32	319	30
Filipino	379	33	375	33	387	35	387	34	374	34	357	32
Chuukese	180	16	185	16	186	17	242	21	237	22	232	21
Other Pacific Islander	140	12	142	13	137	12	122	11	121	11	154	14
Asian	0	-	5	.4	7	.6	6	.5	5	.5	4	0.3
Other Mixed	33	3	23	2	28	3	30	3	35	3	28	3
TOTAL	1,137		1,124		1,106		1,129		1,097		1,114	

For the past three school years, the predominant ethnic population of FBLGMS is Filipino with an average of 34% followed by Chamorro 33%, and Chuukese with an average population rate of 20% and gradually increasing. Less than 10% average of the school's population is students identified with mild to severe disabilities, while about 62% are English as a Second Language (ESL) learners. A slight drop in ESL student population occurred in SY2018-19 at 62%, and a significant drop from 51% to 36% of students qualified to receive free and/or reduced lunch occurred between SY2018-19 and SY2019-20. However, beginning SY2018-19 all students received free meals provided through the Community Eligibility Provision grant from the U.S. Department of Agriculture.

Student Special Population

FBLGMS consists of diverse groups of students each of whom has a right to adequate education within a community that establishes and sustains a safe, positive, and supportive environment for learning. (*GDOE State Strategic Plan: Goal #4*) These groups of students include individuals

with disabilities (SPED), students from economically disadvantaged families, and English as a Second Language (ESL) learners as shown below:

Student Special Population Per School Year

SCHOOL YEAR	SPED		Free/Reduced Lunch Qualified		ESL		Total Student Population
	Count	Percentage	Count	Percentage	Count	Percentage	
SY2014-2015	55	5%	635	56%	700	62%	1137
SY2015-2016	57	5%	586	52%	692	62%	1124
SY2016-2017	83	8%	619	56%	695	63%	1106
SY2017-2018	72	6%	615	54%	708	63%	1129
SY2018-2019	65	6%	558	51%	680	62%	1097
SY2019-2020	56	5%	400	36%	691	62%	1114

Special Education Program (SPED) Population

F.B. Leon Guerrero Middle School’s Special Education Team is committed to the development of the mind, body, and spirit of every student through the unified efforts of the school, family, and community. Board Policy 342 and Public Law 27-17 make Free Appropriate Public Education (FAPE) available to all children with disabilities from birth through 21 years of age and conform to the Individual with Disabilities Education Act (IDEA).

Placement in the least restrictive environment (LRE), namely the general education classroom, is considered in every student’s Individualized Educational Plan (IEP). Depending on the IEP team, students may be placed in the Resource Classroom. The Resource Classroom provides students with disabilities special instruction in an individualized or small group setting for a portion of the day to accommodate their needs in the core content areas. The types of services delivered vary and are dependent upon the student’s unique needs. Some students with severe and/or multiple disabilities attend classes in the Basic Life Skills (BLS) classroom.

The Special Education Team at FBLGMS consists of three (3) Resource Room teachers (language arts, reading, and math) and one Basic Life Skills (BLS) teacher. These teachers collaborate with the general education teachers to provide consultation and monitoring services for students with IEPs. Furthermore, students with disabilities are mainstreamed in the general education classroom for social studies, science, two (2) electives, Character Education (Team Time), and Homebase; however, the BLS students are only mainstreamed in two (2) electives: Character Education (Team Time) and Homebase. In SY2019-20, there are 56 students (5%) receiving Special Education services.

Consulting Resource Teachers (CRTs) oversee and monitor the school’s implementation and compliance of the Individual Education Plans (IEPs) of students in the GDOE public schools by facilitating activities and meetings with parents, students, regular classroom and resource room teachers, and school administration.

Students with disabilities identified under the law who do not require specialized instruction but need the assurance that they will receive equal access to public education and services can receive accommodations per Section 504 of the Rehabilitation Act of 1973. This is enforced in the Guam Department of Education’s Procedural Manual (SPAM) under SOP 1200-012, which

outlines the development of a 504 Plan by school teams. FBLGMS strictly follows these procedures and is dedicated to identifying the unique accessibility requirement of students and designing accommodations that ensure access to the learning environment in order for students to have the opportunities to achieve maximum success.

Free Lunch Program Population

Each year, approximately 55% of the school's student population qualify for free or reduced meals. This is indicative of the school community's socioeconomic status (SES), which shows about half of FBLGMS students come from low to no-income households. However in SY2018-19, according to the Guam Department of Education State Agency for Child Nutrition Programs, the Community Eligibility Provision (CEP) first piloted in 2014 would be made available to all enrolled students to receive a healthy breakfast and lunch at no cost each day of the school year. This provision to free school breakfast and lunch for all students is another effort to further support students by decreasing the stigma of being singled out as a free- or reduced-cost meal recipient while providing nutritious meals for all students each day. Research shows that access to school meals positively affects academic success and general health.

English as a Second Language Program (ESL) Population

F.B. Leon Guerrero Middle School provides services to a unique student population that is under the aegis of the English as a Second Language (ESL) Program. Given the cultural and linguistic diversity within the school, some students require additional services to develop their English language proficiency. The ESL program provides the English Learners (ELs) with the tools to help them succeed in the regular curriculum. Depending on the students' English skills and their overall placement on the Language Assessment Scales (LAS) LINKS or LAS placement test, sheltered or consultation options are available for the student. The ESL Coordinator is responsible for assessing students and coordinating with teachers to provide the required ESL services. The Assistant Principal for Special Programs oversees the implementation of the ESL Program.

The ESL program uses the Language Assessment Scales (LAS) LINKS to determine student placement in the ESL sheltered classes. The ESL sheltered classes for language arts, reading, math, science, and social studies are designed for students, whose overall speaking, listening, reading, and/or writing skills in English are considered "beginning" or "early intermediate" in the Language Assessment Scales (LAS) LINKS overall proficiency. Some students that are placed in the ESL sheltered classes scored "not proficient" in the LAS Placement test, a condensed version of the LAS LINKS assessment. Students who are administered the LAS Placement test are those who speak little to no English. All students who are in the sheltered classes are integrated with the general education students through their elective classes. After one or two years in the ESL program, students whose English skills have improved are able to transition into the regular education classroom. However, some students who have not had adequate formal education require additional time in the sheltered classes. The ESL program at FBLGMS currently (as of October 2019) services 691 students, with 52 in the sheltered classes and 639 integrated within the general education classrooms. A need for improving the screening system for placement in the ESL program, as well as exiting out of the program is recommended.



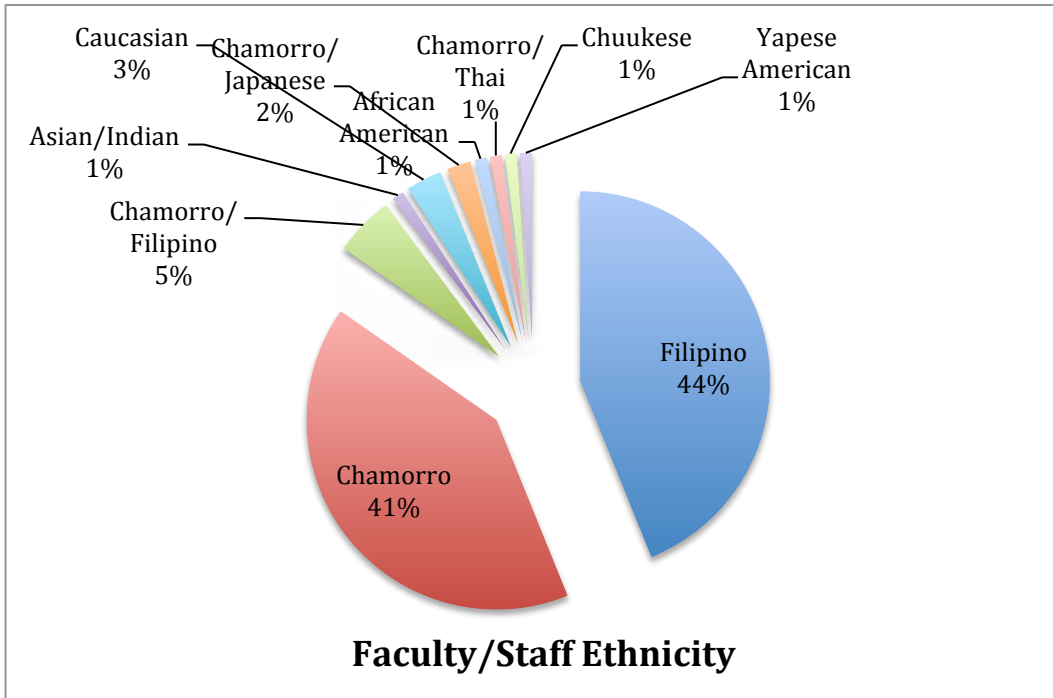
FACULTY/STAFF DEMOGRAPHIC DATA AND FINDINGS

FBLGMS employs highly qualified teachers, administrators, and support staff who are dedicated to providing quality education in a safe and conducive environment for learning. Three school administrators lead FBLGMS: Melissa Mafnas was assigned to FBLGMS in October 1, 2019, when Robert Martinez stepped down as principal after five years at the school. Ms. Mafnas leads with her Assistant Principals, Jodi Sablan and Arlyn Espinosa. FBLGMS has seventy-two (72) teachers, two (2) Consulting Resource Teachers (CRTs), three (3) School Counselors, one (1) School Health Counselor (Registered Nurse), one (1) School Librarian, one (1) English as a Second Language Coordinator, one (1) Instructional Coach, four (4) Office Clerks, one (1) Computer Operator, one (1) Administrative Officer, five (5) One-to-One Aides, seven (7) School Aides, and two (2) Custodians. In SY2012-13, the district began to outsource janitorial services and cross-leveled custodians throughout Guam Department of Education schools, which left the school with two (2) full-time custodians. Additional Guam Department of Education support personnel include: one (1) School Social Worker (shared with other schools in the northern district), one (1) Community Outreach Program Aide, six (6) Part-Time Teacher Assistants, and seven (7) Substitute Teachers.

Given that students come from diverse cultural backgrounds and modes of learning, FBLGMS has strived to diversify its faculty and staff to meet the educational, behavioral, and social needs of the student population as shown below:

FACULTY/STAFF SY2019-20

Ethnicity of FBLGMS Faculty/Staff		
Filipino	43	44%
Chamorro	40	41%
Chamorro/Filipino	5	5%
Asian/Indian	1	1%
Caucasian	3	3%
Chamorro/Japanese	2	2%
African American	1	1%
Chamorro/Thai	1	1%
Chuukese	1	1%
Yapese American	1	1%
TOTAL FACULTY AND STAFF	98	



FBLGMS has a diverse ethnic faculty and staff. The school has a total of 98 faculty and staff members, in which ninety percent (90%) are of Filipino and/or Chamorro decent. Sixty-four percent (64%) of the faculty has obtained a Bachelor’s, Master’s, and Terminal degrees. Teacher ethnicity may have a positive effect on students’ academic and behavioral achievement, whereby a teacher who is able to speak a student’s language may be able to effectively communicate concepts and ideas. Furthermore, students are able to relate with the diverse cultural representations of the faculty and staff.

Employee Status of FBLGMS Faculty/Staff		
Principal	1	1%
Assistant Principal	2	2%
Certified Teacher	61	60%
Certified Contract Teacher	5	5%
Limited-Term Teacher	13	13%
Teacher Assistants	5	5%
Administrative Officer	1	1%
Clerk Typist I	3	3%
Clerk Typist II	1	1%

Computer Operator II	1	1%
Custodial Supervisor	1	1%
Maintenance Custodian	1	1%
School Aide I	2	2%
School Aide III	5	5%
TOTAL FACULTY AND STAFF	102	

Current aide-to-student ratio is 159:1 based on the current enrollment at FBLGMS. This causes the need for more school aides to be employed and present to help monitor the vastly dispersed hallways and ensure student safety. In addition, increasing the number of certified teachers at FBLGMS is an ongoing effort.

Based on definitions of Guam’s Education Board to qualify for Initial Educator certification in Guam, all candidates must present evidence of a degree from an approved Educator Preparation Program from an accredited college or university, or from a recognized foreign institution of higher learning recognized by the U.S. Council for Higher Education Accreditation (CHEA) or its successors. They may be a non-education preparation program graduate who can present evidence of successfully completing the following requirements: A) earn a degree from an accredited college or university; B) complete an approved program (in content area) from an accredited college or university; C) complete an educational program aligned with Guam Professional Teacher Standards and earn a grade point average of 2.70 or higher; and D) successfully pass all three Praxis® Core Academic Skills for Educators (Core) tests, one of the Praxis II® Principles of Learning and Teaching tests and the appropriate content test(s). Limited-Term teachers possess Bachelor’s Degrees, but may be lacking one of the three criteria. These personnel are given a time limit of two years to fulfill qualifications and earn their Initial Educator’s certificate. Certified Contract Teachers are those who have retired and are employed by GDOE to fill the vacant teaching positions as a result of teacher shortage each school year.

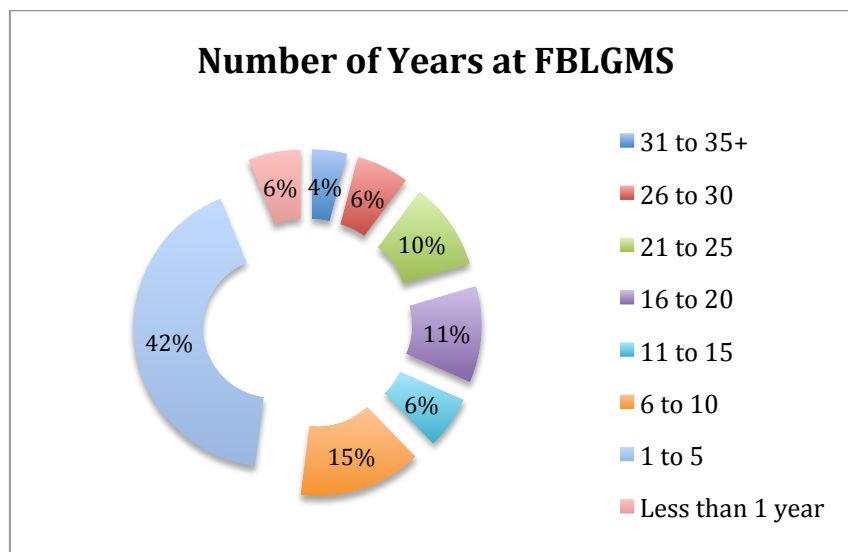
Moreover, the current school administration team at FBLGMS is lacking one member, leaving only two (2) assistant principals, which may be overwhelming and impede effective feedback and data processing time.

Highest Level of Education of FBLGMS Faculty/Staff		
PhD in Education or Doctorate in Education (EdD)	3	1%
Master of Arts Degree (MA)	18	18%
Master of Teaching (MAT)	17	17%
Bachelor of Arts Degree (BA)	27	28%
Bachelor of Science Degree (BS)	11	11%

Associate of Arts Degree (AA)	1	1%
High School Diploma and Certificate	6	6%
High School Diploma	15	15%
TOTAL FACULTY AND STAFF	98	

Increased knowledge, as evidenced by school personnel holding high degrees of learning, positively impacts the educational experiences of students. Teachers who are greatly knowledgeable in their content, as well as in their pedagogy, are able to convey information to students effectively. In addition, increased knowledge can enhance professional learning communities, as members are able to share strategies, techniques, and resources to improve student achievement.

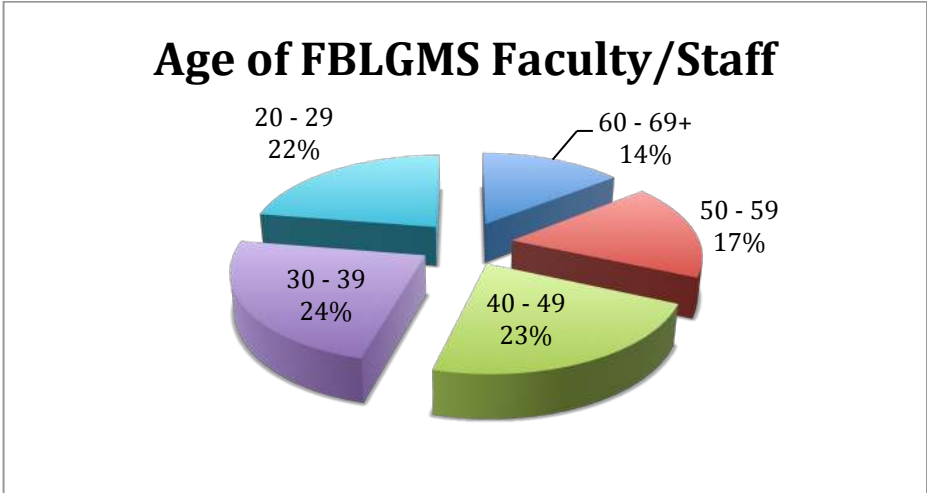
Number of Years at FBLGMS of Faculty/Staff		
31 – 35+ years	4	4%
26 – 30 years	6	6%
21 – 25 years	10	10%
16 – 20 years	11	11%
11 – 15 years	6	6%
6 – 10 years	14	14%
1 – 5 years	41	42%
Less than one year	6	6%
TOTAL FACULTY AND STAFF	98	



Data indicates that teacher and staff attrition is greatest at the 1 to 5 year mark, with 27% leaving after the first year. Continued mentorship and induction programs are highly recommended for beginning teachers in order to increase teacher retention at the school site. This is currently addressed by GDOE through the district Teacher and Administrator Effectiveness (TAE) Program, which establishes a mentorship project that includes identification of school-based mentors who will assist district staff in supporting new/full-time permanent teachers employed by the Guam Department of Education during their first three (3) years of work experience. FBLGMS currently has two (2) school-based mentors who work with the district through monthly meetings that address implementation activities such as: monitoring monthly progress, designing professional development, completing administrative forms through mentee interaction logs, and reviewing program updates. Induction programs can help build capacity, as well as provide stability of personnel at the school.

Unfortunately, the school has been challenged by a few factors, which include several teachers retiring each year, leaving for military training or deployment, taking long-term medical leave, and a teacher passing away during this school year. Currently, the school is not fully staffed, which may directly impact Critical Learner Need #1 and Critical Learner Need #2. Moreover, changeability in leadership can affect the overall direction of the school, consistency, and student perceptions.

Age of FBLGMS Faculty/Staff		
60 – 69+ years old	14	14%
50 – 59 years old	17	17%
40 – 49 years old	22	22%
30 – 39 years old	23	23%
20 – 29 years old	22	22%
TOTAL FACULTY AND STAFF	98	



The age range of personnel at the school is evenly dispersed, giving the school broad and diverse perspectives and experiences. At FBLGMS, 45% of teachers are 20-39 years of age implying that they may have less teaching experience. Younger age group may mean high turnover rate due to teacher burnout.



STUDENT ACHIEVEMENT DATA FOR A THREE-YEAR PERIOD

Since 2003, all public school students in the Guam Department of Education (GDOE) were assessed using one summative, norm-referenced assessment instrument. As new reform programs and content standards were adopted, the district realized the need for greater alignment with the state assessment and GDOE's curriculum, instruction, and assessments. As a result, GDOE developed a new assessment framework called the Comprehensive Student Assessment System (CSAS). Under the new CSAS, the ACT Aspire and Guam Standards Based Assessment (SBA) were selected to monitor student progress and growth and served as the selected tools for District-Wide Assessment (DWA). The ACT Aspire norm-referenced summative assessment, linked to ACT College Readiness Benchmarks and aligned with the Common Core State Standards, was used for English, Reading, and Math, while the district's teacher-made Guam Standards Based Assessment (SBA) was used for social studies and science as a criterion-referenced test. This SY2019-20, ACT Aspire will now include the Science assessment along with English, Reading, and Math.

One of the goals of GDOE's State Strategic Plan "20/20: A Clear Vision of Education on Guam" is to ensure that *"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."* Under this goal, it is proposed *"By Year 2020, at least 80% of students at each grade level will be proficient in English Language Arts, Math, Science and Social studies as measured by the Department's State-wide summative assessment."* FBLGMS aims to meet this goal by working collaboratively in Professional Learning Communities (PLCs) to analyze data from summative assessments and more frequent Common Formative Assessments. (*SAP Goal IA A.S.#6*) In PLCs, plans are developed to target critical learner needs in math and literacy by applying instructional strategies that are embedded in the daily lessons throughout the year. FBLGMS continues to work with students in order to meet the goals of 80% proficiency or greater.

FBLGMS uses a range of student outcome data that support decisions made by the school to develop its School Action Plan, produce its two (2) Critical Learner Needs, and create academic and behavioral SMART Goals. (*SAP Goal IB, A.S.#7*) Analysis of academic student results obtained from the district-wide summative and schoolwide diagnostic assessments are as follows:

- a) District-wide Summative Assessments - ACT Aspire for English, Reading, and Math; Standards Based Assessment (SBA) for social studies and science; and AIMSweb reading and math were used for benchmark scores. In SY2019-20, GDOE District Office

discontinued using AIMSweb for language arts.

- b) Classroom Diagnostic Assessments – Wide Range Achievement Test, 4th Edition (WRAT-4) for math, Gates-MacGinitie for reading, and Brigance for language arts.

Behavioral student outcome data acquired from Tyler Pulse (a longitudinal data system) and PowerSchool discipline log entries guide the monitoring and addressing of student behaviors during School Climate Cadre (SCC) meetings and monthly interdisciplinary team assemblies. Discipline data is also analyzed to create specific plans for intervention and support for students, to present during monthly assemblies, and to reward students that demonstrate good or exemplary behaviors. Using the data, School Climate Cadre further provides Activities that Build Character (A-B-C) lessons in the *School Climate Chronicles*, based on the Character Education standards, and strategies to implement during Team Time with the goal of decreasing discipline referrals.

The ACT Aspire Results in English, Reading, and Math

The ACT Aspire is a norm-referenced test that assesses students’ subject proficiency levels in English, Reading, and Math and is used as the district-wide assessment (DWA) beginning SY2014-15. As the full adoption of the Common Core State Standards (CCSS) took effect in all GDOE curricula, the ACT Aspire became one of the components of the GDOE Comprehensive Student Assessment System (CSAS) and is administered towards the end of the school year to determine student proficiency levels and to measure individual progress from one grade level to the next. It consists of multiple-choice question types using constructed and selected response, which also measure students’ progress toward college and career readiness through a vertical, longitudinal assessment system. It shows how students are progressing toward *unlocking their potential and preparing for college and a career*. (ACT Aspire Summative Assessment, Grade Level Current Progress School Report, 2015)

**FBLGMS Schoolwide ACT Aspire Proficiency by Subject
SY2016-17 to SY2018-19**

		Exceeding		Ready		Close		In Need of Support		Number of Students Who Took the Test
		#	%	#	%	#	%	#	%	
SY 16-17	English	217	21	310	30	352	34	155	15	1034
	Reading	31	3	134	13	246	24	616	60	1027
	Math	10	1	62	6	277	27	678	66	1027
SY 17-18	English	214	20	311	29	386	36	161	15	1072
	Reading	22	2	160	15	310	29	565	53	1066
	Math	12	1	43	4	256	24	744	70	1061
SY 18-19	English	208	20	322	31	352	34	156	15	1038
	Reading	31	3	156	15	281	27	573	55	1041
	Math	11	1	32	3	241	23	767	73	1051

ACT Aspire® Performance Levels	
In Need of Support	Students scored substantially below the ACT Readiness Benchmark
Close	Students scored below but near the ACT Readiness Benchmark
Ready	Students met the ACT Readiness Benchmark and are on target for 50% or higher likelihood of college course success by Grade 11
Exceeding	Students are on target with the ACT Readiness Benchmark and are ready for college course success by Grade 11

As shown in above table, the English overall scores were consistently satisfactory from one school year to the next, and percentage of students who were *In Need of Support* was at a steady 15% each year. Math scores, however, showed a significant decrease each year in the percent of

students who scored *Close* or *Ready* along with significant increase each year (about 4%) of those who were *In Need of Support*. One of the factors that may have contributed to the increase of students who need more support in math would be the high turnover rate of math teachers, which may have also negatively impacted student performance on the ACT Aspire due to inconsistencies in availability of instructional personnel and periods of time when there were no certified teachers available to students in the classes. Another possible contributor to math low test scores could be that the majority of the school population, 62%, is ESL, and with the math portion of the ACT being mostly word problems, it could prove to be a significant barrier for students to score *Close* or *Ready* in math.

Despite this fact, however, the percentage of students who scored *In Need of Support* decreased in reading from 60% in SY2016-17 to 53% in SY2017-18. An implication that can be drawn from this observation is that having majority of the school population as ESL students does not necessarily impact ACT Aspire reading scores. Overall, data strongly indicates that one of the school's critical learner needs and the least proficient subject is math. Implications that can be made from this data set are that the full implementation of Standards-Based Grading had significantly improved English and reading scores, but not math. Although math literacy skills have been reinforced during Team Time, math scores are still below basic. In addition, the implementation of Standards-Based Grading has shifted instructional grading and focus from student work to student proficiency skills.

Skills tested in the English portion of the ACT Aspire may not be indicative of language arts writing skills. The English test includes multiple-choice spelling questions and multiple-choice grammar questions. The constructed response and short answer/writing tasks appear in the reading and math tests. Thus, teachers in reading and math must prepare students through instruction that includes short essay answers. In addition, the percentage of students *In Need of Support* is highest in math for 7th and 8th grade. In 6th grade, students performed best in English. An average of 20% of students in all grade levels are *Exceeding* and/or *Ready*, despite 63% of the population being identified as English language learners.

The following ACT Aspire assessment cohort results (by three-year period) from SY2015-16 to SY2018-19 include the number and percentage of students for each grade level who were "*Exceeding*," "*Ready*," "*Close*," and "*In Need of Support*" in the areas of English, reading, and math from one school year to the next:

**ACT Aspire FBLGMS Subject Proficiency by Student COHORT A
from SY2015-16 to SY2017-18**

<i>Cohort A</i>		<i>Exceeding</i>		<i>Ready</i>		<i>Close</i>		<i>In Need of Support</i>		<i>Number of Students Who Took the Test</i>
		#	%	#	%	#	%	#	%	
6th Grade SY 15-16	English	-	-	176	48	142	39	48	13	366
	Reading	-	-	46	13	95	26	225	61	366
	Math	-	-	61	17	169	46	136	37	366
7th Grade SY 16-17	English	71	19	120	32	138	37	45	12	374
	Reading	4	1	41	11	100	27	223	60	368
	Math	4	1	11	3	101	27	257	69	373
8th Grade SY 17-18	English	75	21	110	31	125	35	46	13	356
	Reading	14	4	75	21	117	33	153	43	356
	Math	7	2	14	4	53	15	282	80	352

ACT Aspire® Performance Levels

In Need of Support *Students scored substantially below the ACT Readiness Benchmark*
Close *Students scored below but near the ACT Readiness Benchmark*
Ready *Students met the ACT Readiness Benchmark and are on target for 50% or higher likelihood of college course success by Grade 11*
Exceeding *Students are on target with the ACT Readiness Benchmark and are ready for college course success by Grade 11*

**ACT Aspire FBLGMS Subject Proficiency by Student COHORT B
from SY2016-17 to SY2018-19**

<i>Cohort B</i>		<i>Exceeding</i>		<i>Ready</i>		<i>Close</i>		<i>In Need of Support</i>		<i>Number of Students Who Took the Test</i>
		#	%	#	%	#	%	#	%	
6th Grade SY 16-17	English	70	21	90	27	114	34	60	18	335
	Reading	13	4	34	10	67	20	222	66	336
	Math	3	1	44	13	124	37	165	49	336
7th Grade SY 17-18	English	83	23	100	28	130	36	47	13	360
	Reading	4	1	60	17	99	28	190	54	353
	Math	7	2	11	3	53	15	282	80	353
8th	English	70	21	117	35	107	32	40	12	335

Grade SY 18-19	Reading	14	4	68	20	95	28	159	47	339
	Math	3	1	10	3	48	14	282	83	340

ACT Aspire® Performance Levels	
<u>In Need of Support</u>	Students scored substantially below the ACT Readiness Benchmark
<u>Close</u>	Students scored below but near the ACT Readiness Benchmark
<u>Ready</u>	Students met the ACT Readiness Benchmark and are on target for 50% or higher likelihood of college course success by Grade 11
<u>Exceeding</u>	Students are on target with the ACT Readiness Benchmark and are ready for college course success by Grade 11

**ACT Aspire FBLGMS Subject Proficiency by Student COHORT C
from SY2017-18 to SY2018-19**

<i>Cohort C</i>		<i>Exceeding</i>		<i>Ready</i>		<i>Close</i>		<i>In Need of Support</i>		<i>Number of Students Who Took the Test</i>
		<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>	
6th Grade SY 17-18	English	57	16	100	28	132	37	68	19	356
	Reading	7	2	32	9	93	26	225	63	357
	Math	-	0	21	6	150	42	185	52	356
7th Grade SY 18-19	English	64	18	102	29	124	35	67	19	353
	Reading	4	1	53	15	89	25	209	59	355
	Math	4	1	7	2	39	11	309	86	359

ACT Aspire® Performance Levels	
<u>In Need of Support</u>	Students scored substantially below the ACT Readiness Benchmark
<u>Close</u>	Students scored below but near the ACT Readiness Benchmark
<u>Ready</u>	Students met the ACT Readiness Benchmark and are on target for 50% or higher likelihood of college course success by Grade 11
<u>Exceeding</u>	Students are on target with the ACT Readiness Benchmark and are ready for college course success by Grade 11

**Percentage of Performance Levels by Cohort
ENGLISH ACT Aspire
from SY2015-16 to SY2018-19**

SCHOOL YEAR	COHORT A				COHORT B				COHORT C			
	Exceeding	Ready	Close	Need Support	Exceeding	Ready	Close	Need Support	Exceeding	Ready	Close	Need Support
2015-16	-	48	39	13								
2016-17	19	32	37	12	21	27	34	18				
2017-18	21	31	35	13	23	28	36	13	16	28	37	19
2018-19					21	35	32	12	18	29	35	19

**Percentage of Performance Levels by Cohort
READING ACT Aspire
from SY2015-16 to SY2018-19**

SCHOOL YEAR	COHORT A				COHORT B				COHORT C			
	Exceeding	Ready	Close	Need Support	Exceeding	Ready	Close	Need Support	Exceeding	Ready	Close	Need Support
2015-16	-	13	26	61								
2016-17	1	11	27	60	4	10	20	66				
2017-18	4	21	33	43	1	17	28	54	2	9	26	63
2018-19					4	20	28	47	1	15	25	59

**Percentage of Performance Levels by Cohort – MATH ACT Aspire
from SY2015-16 to SY2018-19**

SCHOOL YEAR	COHORT A				COHORT B				COHORT C			
	Exceeding	Ready	Close	Need Support	Exceeding	Ready	Close	Need Support	Exceeding	Ready	Close	Need Support
2015-16	-	17	46	37								
2016-17	1	3	27	69	1	13	37	49				
2017-18	2	4	15	80	2	3	15	80	0	6	42	52
2018-19					1	3	14	83	1	2	11	86

Standards Based Assessment (SBA) in Science and Social Studies

The Guam Standards Based Assessments (SBA) was first administered to students in SY2014-15 and is based on the GDOE Content Standards for science and social studies. It is a criterion-referenced test aligned to the Common Core State Standards (CCSS) created by the district's content area teachers. The SBA is administered toward the end of the school year, along with the ACT Aspire. It is used to assess student achievement and to measure proficiency levels as *Advanced*, *Proficient*, *Basic*, and *Below Basic* in the areas of science and social studies. The scoring of the Standards Based Assessments is an activity that is dependent on federal funding through the Title V-A Consolidated Grant under the Improving Student Learning and Achievement (ISLA): Giha' Program.

FBLGMS Standards Based Assessment Performance Levels by Subject and Grade SY2015-2016

<i>June 2016</i>		<i>ADVANCED</i>		<i>PROFICIENT</i>		<i>BASIC</i>		<i>BELOW BASIC</i>		<i>Student Enrollment</i>
		#	%	#	%	#	%	#	%	
6th Grade	Science	28	7	107	27	194	49	67	17	396
	Social Studies	-	0	24	6	143	36	229	58	396
7th Grade	Science	-	0	44	12	169	46	154	42	367
	Social Studies	99	27	121	33	88	24	59	16	367
8th Grade	Science	4	1	89	25	120	34	142	40	354
	Social Studies	4	1	35	10	152	43	163	46	354

**FBLGMS Standards Based Assessment
Performance Levels by Subject and Grade SY2016-2017**

<i>June 2017</i>		<i>ADVANCED</i>		<i>PROFICIENT</i>		<i>BASIC</i>		<i>BELOW BASIC</i>		<i>Student Enrollment</i>
		#	%	#	%	#	%	#	%	
6th Grade	Science	21	6	102	29	137	39	95	27	355
	Social Studies	-	0	36	10	110	31	209	59	355
7th Grade	Science	4	1	59	15	184	47	145	37	392
	Social Studies	55	14	126	32	129	33	82	21	392
8th Grade	Science	4	1	97	27	136	38	122	34	359
	Social Studies	-	0	22	6	183	51	154	43	359

**FBLGMS Standards Based Assessment
Performance Levels by Subject and Grade SY2017-2018**

<i>June 2018</i>		<i>ADVANCED</i>		<i>PROFICIENT</i>		<i>BASIC</i>		<i>BELOW BASIC</i>		<i>Student Enrollment</i>
		#	%	#	%	#	%	#	%	
6th Grade	Science	11	3	88	24	161	44	103	28	366
	Social Studies	-	0	26	7	128	35	209	57	366
7th Grade	Science	7	2	57	15	162	43	151	40	377
	Social Studies	30	8	121	32	151	40	75	20	377
8th Grade	Science	4	1	89	23	154	40	139	36	386
	Social Studies	4	1	34	9	185	48	165	43	386

STANDARDS BASED ASSESSMENT (SBA) PERFORMANCE LEVELS	
Advanced	<i>Signifies superior performance beyond grade-level mastery</i>
Proficient	<i>Represents solid academic performance indicating students are prepared for the next grade</i>
Basic	<i>Indicates partial mastery or the knowledge and skills fundamental for satisfactory work</i>
Below Basic	<i>Indicates little or no mastery of fundamental knowledge and skills</i>

Below are the Standards Based Assessment (SBA) cohort results (by two- and three-year period) from SY2015-16 to SY2017-18 that indicate the percentage of students for each grade level who were “Advanced,” “Proficient,” “Basic,” and “Below Basic” in the areas of science and social studies from one school year to the next:

**Percentage of Performance Levels by Cohort – SCIENCE SBA
from SY2015-16 to SY2017-18**

SCHOOL YEAR	COHORT A				COHORT B				COHORT C			
	Advanced	Proficient	Basic	Below Basic	Advanced	Proficient	Basic	Below Basic	Advanced	Proficient	Basic	Below Basic
2015-16	7	27	49	17								
2016-17	1	15	47	37	6	29	39	27				
2017-18	1	23	40	36	2	15	43	40	3	24	44	28
2018-19	NOT AVAILABLE											

**Percentage of Performance Levels by Cohort – SOCIAL STUDIES SBA
from SY2015-16 to SY2017-18**

SCHOOL YEAR	COHORT A				COHORT B				COHORT C			
	Advanced	Proficient	Basic	Below Basic	Advanced	Proficient	Basic	Below Basic	Advanced	Proficient	Basic	Below Basic
2015-16	0	6	36	58								
2016-17	14	32	33	21	0	10	31	59				
2017-18	1	9	48	43	8	32	40	20	0	7	35	57
2018-19	NOT AVAILABLE											

<i>A – Advanced</i>	<i>P – Proficient</i>	<i>B – Basic</i>	<i>BB – Below Basic</i>
Standards Based Assessment (SBA) Performance Levels			
<u>Advanced</u>	<i>Signifies superior performance beyond grade-level mastery</i>		
<u>Proficient</u>	<i>Represents solid academic performance indicating students are prepared for the next grade</i>		
<u>Basic</u>	<i>Indicates partial mastery or the knowledge and skills fundamental for satisfactory work</i>		
<u>Below Basic</u>	<i>Indicates little or no mastery of fundamental knowledge and skills</i>		

Based on the data from June 2016 to June 2017, it can be observed that the performance levels dropped significantly in 7th grade Cohort A in science, as well as with 8th grade Cohort A in social studies during June 2017 to June 2018. Possible factors that may explain the drop in the scores include lack of teachers, instructional materials, teaching strategies, or changes in priority skills in the content areas from 7th to 8th grade. Content knowledge learned in the classroom also may not be aligned with the test. Teachers have expressed that science and social studies assessments need to be updated because test items are incongruent with the content consensus maps; therefore, questions asked in the test are not taught in the grade level curriculum.

More integrated curriculum with emphasis in literacy is recommended. Revisiting curriculum maps for vertical and horizontal grade level alignment is also recommended. Professional development on how to effectively analyze test data can also help teachers improve instructional decisions and planning. There notably has been a high turnover of 8th grade science teachers, which may contribute to the drop in scores. In addition, the late feedback of scores may inhibit the ability to make timely instructional decisions. Continued practices of analyzing data is needed to understand the differences or progress of achievement from one grade level to the next, particularly in 7th grade Cohort A and Cohort B in science where more than 80% of the student enrollment placed in *Basic* or *Below Basic* performance levels. However, 7th grade social studies Cohort B has shown tremendous increase in performance level from June 2017 to June 2018. The percentage of students who scored “*Below Basic*” decreased by 39%, while “*Advanced*” and “*Proficient*” percentage increased by 30%.

In essence, majority of student scores are either “*Below Basic*” in SBA or “*In Need of Support*” in ACT Aspire. Current data indicates that areas of math, reading, and science are in need of improvement. It is uncertain whether the full implementation of SBG has had positive or negative impact on any scores, as there is not sufficient data available at this time. With current information made available through the Annual School Report Cards, however, it is evident that math and reading comprehension are still the school’s critical learner needs that demand to be continually monitored and addressed.



CRITICAL STUDENT LEARNING NEEDS

Academic Critical Learning Need

Based on the ACT Aspire assessment results from SY2016-17 to SY2018-2019, the school has identified math and reading as its academic critical learner needs. More specifically, students in all grade levels would need to work on solving word problems involving basic operations with rational numbers, explaining and reasoning, critical thinking, and applying the skills. More attention and current intervention systems need to be further developed to help the students identified as “*In Need of Support*,” thus, Critical Learner Need (CLN#1) continues to be: ***To become High Level Thinkers, Accomplished Communicators, and Study Skills Masters, student results by cohort will increase each year in math and literacy performance levels.***

Behavior Critical Area of Need

Based on PowerSchool data gathered from SY2016-17 to SY2018-2019 showing high incidences of student discipline referrals, FBLGMS continues to address improvement in student behavior as a critical area of need with particular attention to refining the school’s current Character Education program, revisiting the schoolwide behavioral SMART Goals, and reevaluating the schoolwide implementation of PBIS. Thus, Critical Learner Need (CLN#2) continues to be: ***To become Worthwhile Contributors and Knowledgeable about Themselves Physically and Emotionally, students will annually improve in discipline and behavior.***

Student Discipline Data and Positive Behavioral Interventions and Supports (PBIS)

As mandated by the Guam Education Policy Board, Board Policy 380 and Guam Code Annotated Section 4121, Public Law No. 26-44, Section 1b (“*Public schools should make every effort, formally and informally, to stress character qualities that will maintain a safe and orderly learning environment, and that will ultimately equip students to be model citizens.*”), FBLGMS addresses and integrates Character Education in its curriculum and school program, called Team Time. Team Time is a vital component of PBIS, which focuses on teaching Character Education standards that affect student behavior. These standards consist of six (6) character traits: Caring; Civic Virtue and Citizenship; Justice and Fairness; Respect; Responsibility; and Trustworthiness, which are incorporated within content curriculum in an effort to equip students to be model citizens. Team Time reinforces the Character Education program and instills the principles in the PBIS framework that create a positive school climate conducive for learning.

In order to ensure the fidelity of the Team Time period, the school has created the School Climate Cadre (SCC) that meets once each month to regulate and facilitate the monitoring processes, to reinforce the importance of good character traits, and to support the development of interventions that assist students with learning and behavioral needs. SCC also develops grade level A-B-C (Activities the Build Character) lesson plans, which are student activities that reinforce the Character Education standards and address current behavior problems based on data collected through PowerSchool.

SCC continues to support the Team Time instruction through the distribution of a monthly newsletter, *School Climate Chronicles*, which provides information on positive behavior improvements made by students in comparison to previous months. The chronicle also highlights disciplinary infractions that need to be addressed by sharing quantitative data. Students and faculty use this information to drive decisions at the school, grade level, interdisciplinary team, or in the classroom. Teachers are also given resources on how to address targeted and timely issues during Team Time and classes throughout the day. (*SAP Goal VA, A.S.#2*)

In addition to the A-B-C lessons, the School Climate Cadre also developed a Team Time evaluation using a 4-point rubric that shows a connection between the Character Education standards and the school’s Five Expectations. Team Time teachers are able to assess if students have displayed and applied the desired character trait, along with the school’s Five Expectations, in and outside the classroom and throughout the school campus. The evaluation score is included in the PowerSchool system and reflected in the students’ mid-quarter and quarterly report cards. The evaluation score informs parents of their students’ performance based on Character Education standards and school’s Five Expectations. (*SAP Goal VA, A.S.#3*)

Individual team assemblies and small group behavioral intervention sessions are held within each interdisciplinary team in efforts to help students with coping skills, anger management, conflict resolution, and drug/alcohol awareness. These team assemblies and behavioral intervention sessions allow students to be active participants in decision-making while they become *Accomplished Communicators* and *Worthwhile Contributors*.

During the monthly interdisciplinary team assemblies, students receive the “Character Champs

Award,” which recognizes those who demonstrate excellent behavior relative to the character trait theme for the month. (*SAP Goal VC, A.S.#2*) HAWKS Bucks and House Points are also given to students who display the school’s Five Expectations and Schoolwide Learner Outcomes as an encouragement for positive behavior in and outside the classroom, or all areas where students are “caught being good.” (*SAP Goal IIC, A.S.#2*) In order to further reinforce good behavior, more parent involvement and support is needed. Access to appropriate and current resources on campus is also necessary, as well as supplementary materials, workbooks, iPads, student laptops, and instructional supplies. Improvement of school surroundings and facilities by repairing leaking ceilings, broken air conditioners, and structural damages are challenges that need to be addressed more efficiently as these conditions affect student learning and school pride.

In each of the interdisciplinary teams, teachers refine the schoolwide Behavioral SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goals to address and devise interventions for specific student behaviors that have been identified in their respective team. They use this data to determine how to adapt the curriculum activities in the Team Time Character Education curriculum. The ultimate goal of the FBLGMS Character Education program and Behavioral SMART Goals is to aid in decreasing the amount of discipline referrals and infractions students incur during the school year. (*SAP Goal VA, A.S.#5*) In order to achieve this goal, the school emphasizes the importance of applying the Schoolwide Learner Outcomes and Five Expectations in students’ learning experiences.

Since the last WASC visit in 2017, SCC members have worked diligently to monitor the effectiveness of the Character Education program based on discipline data. Although the school was committed to the implementation of a strong Character Education program, it required better data analysis, uniformity, and means of assessment based on consistent rubrics. Teachers worked collaboratively to address these issues and also adhere to a uniform behavior matrix, which is accessible to teachers, students, and parents through the Student Handbook and displayed posters on walls. (*SAP Goal IIC, A.S.#1*)

Despite concerted efforts made by administration, faculty, and staff, discipline referral rates continue to increase. This data drives teachers to continually evaluate the Character Education program and modify Behavioral SMART Goals to address the school’s quest for improvement. Several changes were made to the Character Education program. Some of these changes include:

- In SY2015-16, a rubric was developed based on the school’s Five Expectations, and students receive a rubric score of 1, 2, 3, or 4 based on observable character traits and classroom discipline displayed. During Team Time, Character Education progress reports were included within the students’ mid-quarter and quarterly academic report cards. This rubric is still present; however, the use and application of the rubric needs to be re-examined.
- Parents are requested to give feedback and input regarding the overall school climate during Parent-Teacher conferences through surveys. Social studies teachers administered School Climate Surveys to allow parents the opportunity to express their thoughts and concerns regarding the quality of education students receive and the Character Education program.

- A shift to follow the SCC model of the district changed the membership of the school’s SCC reducing the members to two teachers per grade level and one School Level Facilitator, as opposed to the previous composition of one member per team, counselors, students, parents, and administrators, as well as other members.
- A coordinated effort to gain feedback from teachers, students, staff, and parents through a series of surveys and data collection is ongoing.

As the school continues its efforts to improve student behavior, unduplicated suspension rates have been decreasing from SY2014-15 to SY2018-19. This decrease is attributed to the intervention measures that are implemented as proactive means to address minor office discipline referrals before they reach levels of major infractions that result in suspensions. Some of the intervention measures include revisiting the effectiveness of the School Climate Cadre (i.e., A-B-C Lesson Plans, presentations from counselors and agencies, such as Department of Youth Affairs and Guam Police Department); providing alternate educational placements for repeat offenders as outlined in the district’s Student Procedural Discipline Manual; revising Behavior SMART Goals; and working closely with the district PBIS Coach in problem solving to reexamine the PBIS framework (i.e., reward incentives, Character Education implementation, counselors working closely with teachers using discipline data to focus on curbing high rates of discipline referrals by inviting outside presenters).

Further intervention procedures that focus on specific disciplinary infractions and location of the occurrences need to be analyzed in order to understand behavioral trends and to create specific action steps.

STUDENT SUSPENSION RATE FOR SY2014-15 TO SY2019-20

SCHOOL YEAR	STUDENT TOTAL POPULATION	NUMBER OF SUSPENSIONS		STUDENT SUSPENSION RATE %	
		<i>Unduplicated</i>	<i>Incidents (Including Duplicated Occurrences)</i>	<i>Unduplicated</i>	<i>Incidents (Including Duplicated Occurrences)</i>
2014-15	1128	327	756	29%	67%
2015-16	1117	283	729	25.3%	65.26%
2016-17	1106	275	759	24.9%	68.6%
2017-18	1129	248	684	19.1%	44.7%
2018-19	1097	116	463	10%	41%
2019-20	1114				

According to above data, duplicated incidents have remarkably decreased since SY2017-18, and

there is concerted effort in reducing the amount of discipline referrals each month and each year. Teachers practice the process of disciplinary referrals, as minor offenses are recorded through progressive documentation. Major offenses are documented as immediate Level 1, 2, or 3 offenses for administrative action. Teachers, administrators, and staff continue to practice proactive interventions such as the progressive referrals, behavior tally sheets, parent contact logs, weekly monitors, behavior managements, the Opportunity Room program, Community Outreach, and HAWKS Bucks reward.

Specific student discipline and behaviors that FBLGMS continues to assertively address include reckless conduct, fighting, possession of alcohol, dress code violations, and skipping classes. FBLGMS also continues to review Behavior SMART Goals to determine critical needs; identify goals met; and examine goals not met to identify factors that affect attainment of the goals. Interventions that include hiring of an Opportunity Room teacher; increasing counseling team presentations to target specific behaviors; and the PBIS framework all influence positive outcomes for FBLGMS students. It is observed that 8th grade students in SY2016-17 who were responsible for repeat offenses exited the school by SY2017-18, enabling a reduction in disciplinary issues the following school years.

Below are the Top 3 behaviors that affect high Office Discipline Referrals per school year by student cohort groups:

TOP 3 OFFICE DISCIPLINE REFERRALS PER SCHOOL YEAR – COHORT A			
	Rank of Discipline Infractions (Beginning 6th Grade SY2016-17)		
SCHOOL YEAR	1	2	3
2016-17	<i>Skipping</i>	<i>Dress Code Violation</i>	<i>Reckless Conduct</i>
2017-18	<i>Dress Code Violation</i>	<i>Skipping</i>	<i>Reckless Conduct</i>
2018-19	<i>Defiance/Disrespect/ Insubordination</i>	<i>Endangers Others/ Fighting</i>	<i>Dress Code Violation</i>

TOP 3 OFFICE DISCIPLINE REFERRALS PER SCHOOL YEAR – COHORT B			
	Rank of Discipline Infractions (Beginning 6th Grade SY2017-18)		
SCHOOL YEAR	1	2	3
2017-18	<i>Skipping</i>	<i>Dress Code Violation</i>	<i>Physical Aggression</i>
2018-19	<i>Skipping</i>	<i>Defiance/Disrespect/ Insubordination</i>	<i>Reckless Conduct</i>
2019-20	<i>Skipping</i>	<i>Use/Possession of Tobacco Product</i>	<i>Dress Code Violation</i>

TOP 3 OFFICE DISCIPLINE REFERRALS PER SCHOOL YEAR – COHORT C			
	Rank of Discipline Infractions (Beginning 6th Grade SY2018-19)		
SCHOOL YEAR	1	2	3
2018-19	<i>Skipping</i>	<i>Physical Aggression</i>	<i>Defiance</i>
2019-20	<i>Skipping</i>	<i>Defiance/Disrespect/ Insubordination</i>	<i>Dress Code Violation</i>



Important questions that have been raised by the analysis of the school's data summary with implications and identified critical learner needs

- Upon analysis of the ACT Aspire results regarding reading, should FBLGMS open an advanced class to challenge students reading above grade level or provide a remedial class to support students reading below grade level? By consciously working on math and literacy skills during Team Time, how much growth can we expect in our students' math and reading levels?
 - In SY2018-19, FBLGMS implemented Pre-AP courses in math and reading for a team of 8th grade students.
 - Math literacy and math improvement programs have been integrated into Team Time. FBLGMS math teachers have helped other teachers to explain these math skills as support and enrichment for their Team Time students.
- How can classroom instruction be improved to help students connect their learning to real-world situations and use higher level thinking skills to solve problems?
- During three years of middle school, students are showing an improvement in their Gates MacGinitie scores (a pretest/posttest year-end summative assessment for reading), but still showing a high number of students who are 3 or more below grade level. Is it feasible for FBLGMS to open a remedial class, using a different curriculum, for those students?
 - Remedial classes and programs are being explored to address students with significant deficiencies in specific content areas.
 - Not all reading teachers use the Gates MacGinitie test. AIMSweb and the Brigance are examples of other assessment tools used to track student achievement over the three-year middle school period.
- How does Character Education during Team Time affect students who already exemplify good character stemming from supportive home climate? Should there be another Team Time program for those students? Would it be possible to offer Character Education and other behavioral interventions during Team Time for at-risk students and enrichment content courses for the general student population?
 - FBLGMS believes that all students, with support, are able to learn and work together as they can be positive role models for one another, even for those with severe and repeated disciplinary referrals.
- With the rising number of discipline referrals, has the school developed a plan to curb inappropriate behavior and who should be responsible for organizing and executing the plan? Should SCC research available resources through government agencies that can provide their expertise in intervening with adolescent behavioral issues?

- The SCC continues to explore avenues and resources to support positive behavior. Other school personnel also organize outreach presentations from community agencies such as Department of Youth Affairs, GDOE's Student Resource and Attendance Officers, Career Day speakers, and local law enforcement staff who continue to positively impact student behavior and perspectives.
- As the school *responds to the unique needs of our students*, should FBLGMS and Yigo learning community develop a transitional plan or behavior intervention program for families and students who are new to Guam's educational system or for students lacking parental involvement in the home?
 - Surveys can be used as a tool for information gathering.
 - The school can continue planning for Parent-School-Community events to foster positive relationships and supports for students.
- Although Schoolwide Learner Outcomes are posted in various locations around the school campus, how can we further instill its daily application during instruction and know that our students understand the purpose of the SLOs?
 - SLOs are indicated in lesson plans and communicated during lesson delivery. Teachers continue to help students make connections between classroom topics and the SLOs.
 - In SY2019-20, the school began implementation of a rubric for measuring SLOs. Attainment of SLOs is measured and recorded by Team Time teachers. In September 2019, teachers through observations collected data on how students demonstrated the SLOs during Team Time White Day Friday. Sixth grade students demonstrated H-A-W-K-S SLOs consistently with 60% and above throughout the grade level. For 7th and 8th grade, the lowest areas were *High Level Thinkers* and *Study Skills Masters*.
 - In December 2019, students were given opportunity to complete a survey regarding their self-perception of their achievement of the SLOs. Data shows that more than 50% of students are rating themselves at proficient or greater in the achievement of the SLOs.
- With the school using a uniform writing rubric, how is its efficacy monitored and evaluated to show growth in our students' writing skills? Is there a systematic method of determining which students need more support or need more advanced and challenging curriculum? How can that plan be implemented?
 - During the Teacher Orientation every beginning of the school year, the writing rubric should be revisited to benefit all returning and beginning teachers and to obtain feedback regarding its usefulness. The Language Arts department can train teachers how to use this tool to help students increase writing proficiency.

II. SIGNIFICANT CHANGES AND DEVELOPMENTS

Since F.B. Leon Guerrero Middle School’s Full Self-Study Visit in 2017, the school has been adapting to changes happening schoolwide and district-wide. Notably, FBLGMS has moved forward in providing an educational experience that reflects the goals and vision of the Guam Department of Education’s State Strategic Plan, which was adopted in September 2014. The initiatives that continually drive the activities at FBLGMS are derived from the five (5) District Expectations which include, a) the development and use of S.M.A.R.T. (Specific, Measurable, Achievable, Relevant, and Timely) Goals, b) the creation and utilization of Professional Learning Communities (PLCs) and Collaborative Teams, c) the gradual strive to achieve a Guaranteed and Viable Curriculum (GVC), d) the development of Common Formative Assessments (CFA), and e) the purposeful use of classroom observations and teacher feedback. The following are significant changes that have impacted the development of programs and initiatives at FBLGMS.

School Support System (Teacher Induction and Retention Program)

Since SY2017-18, a School Support System (SSS) was created for 1st to 3rd year teachers to form a school-site mentorship program. This enables these teachers to be able to share their experiences as beginning teachers. Even teachers who are new to FBLGMS, 3 years or less, with teaching experience at other schools are invited to participate in this mentorship program. Teachers involved in SSS work with the Instructional Coach (IC) each month to discuss issues/concerns faced by beginning teachers. The IC also builds leadership capacity in new teachers by working with them to facilitate Icebreaker/Team Building activities during Professional Development days. This promotes confidence and pride as these teachers contribute to the school community. Furthermore, these activities help identify emerging leaders for other school committees. Currently, there are 19 teachers who are part of the program, with 1 former student teacher who recently graduated from the University of Guam in December 2019. With added support, teachers in the mentorship program believe that this will help retain teachers. The program also assists with lesson planning, strategies, and classroom management. The program evaluates progress of new teachers.

BENEFITS	AREAS OF NEED
<ol style="list-style-type: none"> 1. It provides mentorship for teachers who are not fully certified or are new to the profession/school. 2. It is a mentorship program initiated by the school, although the district is moving in a similar direction with a site-based GDOE sponsored mentor. 3. It gives opportunity for round table reflection. 4. It assists with teaching strategies and 	<ol style="list-style-type: none"> 1. Not all teachers can meet at a time in one large group, due to schedule conflicts. 2. It needs to be open and offered to any teacher who did not have the opportunity for mentorship.

<p>refreshers on teaching models, such as <i>Classroom Instruction That Works</i>, and teacher expectations such as Power Walkthroughs (short, informal observations) and evaluations.</p> <ol style="list-style-type: none"> 5. It offers input of “Glows” (strengths) and “Grows” (areas of challenge) 6. Mentor is easily approachable and provides incentives. 	
<p>Recommendations:</p> <ol style="list-style-type: none"> 1. Tour of school with first year teachers 2. Familiarization of filling out necessary documents (i.e., OTRF, ODR, IEP) 3. Teacher to teacher mentorship 4. Need more teacher mentors for the program 	

Teacher and Administrator Effectiveness (TAE) Project

Beginning SY2019-20, the district has established the Teacher and Administrator Effectiveness (TAE) Project, which is a teacher recruitment and retention district initiative. The goal of the TAE Project is to “*rapidly develop the professional skills, knowledge, and expertise of beginning teachers for improved teaching and learning.*” (*Guam Department of Education Teacher Mentor Project Guidelines 2019, p.2*) Two (2) teacher mentors have been identified from FBLGMS who will support and work one-on-one with individual mentees, as well as with small groups of mentees to offer school-based collegial support and to provide guidance regarding classroom management, lesson planning, Standards-Based Grading, content-specific instructional practices, and district/school culture, practices and norms. Currently, there are four (4) full-time teachers who qualified to participate in the TAE Project by meeting the criteria of having at least two years of teaching experience with FBLGMS and holding an “Initial Certification.” The two school mentors are working closely with the teachers by collaboratively creating quarterly action plans, developing the lesson plans, meeting bi-weekly to document progress on interaction logs, and producing student learning evidence or artifacts as a form of teacher evaluation and reflection. The 15 teachers who currently possess temporary or limited term certification will be qualified for the TAE Project when they acquire their “initial certification” within the next year.

Block Scheduling (from Traditional Schedule)

In November 2018, a 2nd year teacher and member of the SSS, spearheaded the move for the school to implement Block Schedule. This teacher presented facts about Block Scheduling and conducted an interest survey. Results showed that majority of teachers wanted to keep the traditional bell schedule (all periods each day). However, ten (10) teachers volunteered to continue exploration of Block Scheduling, its benefits and challenges; they presented findings to the faculty and staff during a Teacher Learning Community (TLC) meeting on December 6, 2017. The committee further collected data on school perceptions of Block Schedule and perceptions on how the change will affect academic and behavioral factors at FBLGMS.

Benefits and concerns of Block Scheduling at the school were continuously discussed at subsequent TLCs and professional development days. In addition, samples of possible schedules were reviewed, and teachers voted on their preferred bell schedule. The three survey results indicated 55% agreed; 70% agreed, and 83% agreed, respectively. By SY2019-20, the change to a rotating Block Schedule went into effect, with majority of faculty and staff voting in favor of the new schedule. This new schedule allowed for 75 minutes for instructional time for students in all content areas over a span of days.

The rotating Block Schedule continues to be in effect, and benefits and challenges have been identified. Benefits include a longer sustained learning block for students and the ability to complete lessons in a single meeting. It provides teachers more time for planning and flexibility with writing and executing lesson plans. For the ESL and SpEd programs, Block Scheduling allows teachers to provide more time to work with students individually, as well as with other students in the regular classrooms. However, there are challenges during the lunch periods wherein there is lack of student supervision due to shortage of school personnel. Challenges for new teachers included effectively use of instructional time, mitigating variances when assessing students, and providing support to students who are absent or suspended due to alternating sequence of Blue Days (1st, 2nd, 3rd, 4th, and 5th periods) and White Days (Team Time, 6th, 7th, 8th, and 9th periods). Results of faculty and staff surveys recommend that the school continue to find alternatives to enhance the schedule and mitigate challenges.

Pre-Advanced Placement Classes

During May 2018, a team of content area teachers trained by GDOE to implement Pre-Advanced Placement (Pre-AP) courses in the middle school met with the principal to discuss and plan to offer advanced courses in math, language arts, reading, science, and social studies. Pre-AP classes at the middle school classroom are intended to prepare students for Advanced Placement classes in high school. Selection for Pre-AP placement in the 8th grade requires that students must have: a) scored “*Exceeding*” and/or “*Ready*” in the English, reading, and math ACT Aspire results, b) a cumulative grade point average of 90% or better from the previous school year (7th grade), and c) received teacher recommendations regarding students’ work habits and ability to meet high demands and expectations of advanced classes.

The process of identifying students for placement in the 8th grade Pre-AP team was systematic. 7th grade students who scored college readiness levels of “*Exceeding*” and/or “*Ready*” in the ACT Aspire were considered and placed in a list. The list was given to teachers for recommendations and feedback concerning placement in advanced courses. Selected students’ schedules were prepared during the summer of 2018 and designated Team 8A as the Pre-AP group for SY2018-19. Currently, FBLGMS has an interdisciplinary team that offers Pre-AP classes in language arts, reading, math, science, and social studies. The school had hoped to open a 7th grade Pre-AP team, based on the effectiveness of the pre-AP curriculum implementation and outcomes SY2018-19 and SY2019-20.

Since its implementation, there have been polarizing perceptions on the effectiveness of the program, not only from the 8th grade teachers implementing Pre-AP, but also among other 8th

grade teachers and teachers who have 8th grade students. Some perception include Pre-AP students are learning the same curriculum with equal rigor as the regular classes, or Pre-AP classes have the same curriculum as the regular classes, with additional projects/learning opportunities, i.e., implementation of Robotics Science to a the Pre-AP Science program, and no perceived difference in the caliber of students in the team that consists of Pre-AP students and non-Pre AP students. In addition unqualified Pre-AP students were placed in the Pre-AP team to evenly distribute the number of students for each 8th grade team.

A positive perception include notes is that although there is no distinction in caliber among students in the Pre-AP team, it has been observed that there are more students who submit work in the Pre-AP classes than those in the regular classes. In addition, in Pre-AP classes where both regular and Pre-AP students are assigned the same type of work, Pre-AP students performed better and the caliber of their work was higher than non-pre AP students. Additionally, teachers observed that primarily as a whole group, Pre-AP students made greater efforts to accomplish tasks; however, that does not mean some regular 8th grade students in the regular classes did not make an effort to accomplish tasks. Teachers also perceived that the Pre-AP students had better behaved students possibly due to higher expectations to perform and behave. Pre-AP students were on a whole observed to be more self-motivated to display good character especially when surrounded by other pre-AP students. This is evident in the number of discipline referrals, which is less in the Pre-AP team than their 8th grade counterparts.

Upon discussion and evaluation of the pre-AP programs teachers observed that the Pre-AP selection criteria need to be revisited, or even to do away with pre-AP, particularly because middle school pre-AP has not been guaranteed high school credit or offer incentives to encourage students to participate in the program. Another recommendation to improve the Pre-AP program at FBLGMS is to provide teachers the flexibility to move students around classes based upon teachers' observations and student performance with proper documentation of evidence and data. In addition, Pre-AP classes need to have more distinct curriculum than the regular classroom. More training for teachers need to be offered in order to help prepare students for the expected rigor, as well as continued support throughout the school year. Scheduling of special populations (advanced students, remedial students) need to be prioritized, which will ensure that students are properly placed for better achievement outcomes. Since Pre-AP classes have only been offered for the past two years, its impact on student learning in reading and math (Critical Learner Need #1) has yet to be observed particularly since the same standards are still implemented in both Pre-AP and regular classrooms. Collection of data is ongoing and the school is considering switching back to implementation of advanced classes in every team as opposed to a specified Pre-AP team.

Change in School Leadership

Since the last visit in April 2017, FBLGMS has experienced leadership changes. In SY2017-18, Assistant Principal Mariann Lujan was assigned to a different school, requiring Assistant Principal Leonora Balajadia to fill the position. Under Principal Robert Martinez, the leadership team stayed intact through SY2017-18 to SY2018-19. In August of SY2019-20, FBLGMS underwent major change. Assistant Principal Keith Quiambao was reassigned to high school,

and Assistant Principal Leonora Balajadia resigned from GDOE. Assistant Principal Jodi Sablan was assigned to the school, but the school was still short of one administrator. Then in September 2019, Principal Robert Martinez resigned from his position, and Ms. Melissa Mafnas was appointed Principal of the school.

Full Implementation of Standards-Based Grading/Proficiency Scales

Standards-Based Grading (SBG) is a system of grading and reporting that measures student achievement of identified standards, skills, and topics at each grade level and course. The goal of SBG is to better assess, monitor, and communicate what each student knows and is able to do according to a clear and prescribed set of academic expectations. Many in the field of education view SBG as the natural next step in the implementation of content standards and a standards-based education system. On Guam, the first iteration of the Guam Content Standards and Performance Indicators was adopted in the spring of 1999. The revised content standards were adopted in 2010 and the Common Core State Standards in English, language arts, and math were adopted in 2012. The grading system, however, was never changed to reflect these adoptions and thus, the direct reporting of student performance based on the standards was never achieved (GDOE Teacher Tool Kit, 2018). Prior to the pilot implementation of SBG, teachers at FBLGMS utilized the percentage-based grading system (0%-100%). During SY2016-17, selected content area teachers (Curriculum Leadership Team) were chosen to receive training to pilot SBG in their classrooms. In that same year, these teachers reviewed the guiding modules with their respective departments. During SY2017-18, FBLGMS piloted SBG and is now in its full implementation year. One notable change affecting the implementation is the change made to the science standards. Due to the adoption of Next Generation Science Standards in December 2018, the priority standards have changed for the science content. As of October 2019, the Science Department is still undergoing training to update their current priority standards for SBG.

PBIS Implementation/School Climate Cadre (SCC)

The School Climate Cadre (SCC) has been a mainstay at FBLGMS; however, the team composition and the logistics change to meet the needs of the school based on the discipline data. SY2019-20 saw a change in team composition with the addition of new team members. The SCC, consisting of the School Level Facilitator (SLF) and two (2) teacher representatives from each grade level (formerly represented by only one representative per grade level in SY2018-19) monitor and support Team Time sessions to focus on teaching Character Education to all students (*SAP Goal IIIA, A.S.#2*). Recommendations for improvement and implementation include more structured and relevant behavioral themes, guided interactive lesson plans, and more focused interpersonal development activities, as well as grade level assemblies.

Professional Learning Communities (PLCs) and Collaborative Teams

The professional culture at FBLGMS consists of teachers actively involved in the development

and engagement in Professional Learning Communities (PLCs) and collaborative teams in school and district-wide. (*SAP Goal IA, A.S.#6*) Teachers formed PLCs within their content area, as well as in their interdisciplinary teams. In these PLCs, teachers work collaboratively in analyzing student profiles and assessment data to determine next steps for planning instruction and sharing best practices for continual improvement of the quality of education in the classroom. (*SAP Goal IA, A.S.#2*) Teachers also actively participate in the middle school district-wide PLCs, which is an initiative by GDOE to encourage collaboration among the eight public middle schools on island. Prior to Block Scheduling, teachers met with their content area across grade level, as well as with their interdisciplinary teams. Block Scheduling has challenged whole group content PLCs; however, content PLCs meet regularly in their content/grade level. Other PLCs endeavor to meet before, lunchtime, or after school to ensure a full group meeting. PLCs have been helpful due to the moral support of team members concerning effective instruction, assessment, and interventions in the classroom. It is recommended that content leaders need to be seasoned teachers, instead of new teachers.

Choices360

Guam Public Law (P.L.) 31-156 College and Career Readiness Act (CCaRe Act) states, "Prior to enrolling into high school, students shall participate in a career interest inventory, enabling them to enter high school ready to identify and select career pathway options." In accordance with this public law, FBLGMS began a rollout of a comprehensive career planning program called Choices360. In the first year, SY2018-19, nearly all the 8th grade students completed the online curriculum in their respective social studies classes. In year two, SY2019-20, 7th grade students will be incorporated into the program. It is anticipated that in year three, SY2020-21, and in subsequent years, that all three grade levels will participate.

The adoption of Choices360 is intended to aid students in identifying their interests, skills, and values, which further allow students to explore occupations and postsecondary majors. Importantly, the portfolio that students create and build upon throughout their middle school careers will travel with them to high school and support them in making critical decisions about their future educational and career goals.

Science Standards

Due to the adoption of Next Generation Science Standards in December 2018, the priority standards have changed for the science content. As of October 2019, the Science Department is still undergoing training to update their current priority standards for SBG.

III: ONGOING SCHOOL IMPROVEMENT

Implementation and Monitoring of the School Action Plan (SAP)

The School Action Plan (SAP) is a modifiable and fluid document revised continually throughout every school year. The school's Instructional Coach maintains the SAP; however, the inclusion of the faculty and staff input and perspectives are evident in every semi-final draft form submitted to the school's administrative team. Input for the initial draft of the school year is updated during professional development before the end of the previous school year. The Instructional Coach and school administrative team gather the input collected (e.g., suggestions made from stakeholders from the previous school year) and develop the initial SAP draft. The draft is then presented during teacher orientation/workday at the beginning of each school year to provide awareness of suggestions from the previous year, the status of existing action steps, and the opportunity to make any amendments to the goals outlined for the current school year. The final SAP for the school year summarizes the entire monitoring process and is usually endorsed by teachers at the beginning of the school year, after the presentation of the draft. Upon endorsement, the final draft of the SAP is distributed electronically to stakeholders, and teachers and school staff are able to use the SAP to guide practice and make instructional decisions.

After teacher orientation, the steward of the accreditation document monitors the contents periodically, with the assistance of the accreditation team and/or administration. As programs, frameworks, teaching strategies, school culture, and district expectations navigate the needs of the school, the SAP is altered in order to meet those needs. With the various faculty meetings, professional learning communities inclusive of department PLCs and interdisciplinary team PLCs, and full day professional developments granted by the district, the SAP is presented to the faculty in formal settings throughout the school year, as a means of monitoring implementation, challenges, and successes related to the SAP. These presentations of the SAP provide opportunities for awareness, and recommendations for revisions are given at these occasions. Amendments are always considered, especially for planning goals for the following school year.

The variation of presenting the SAP ranges from a Round Robin of the different sections, where teachers are grouped either by content, chapter, or expert groups, facilitated by the content or accreditation team leader(s), who can be referred to for any issues regarding the SAP. The SAP is also presented to students and parents, at least once at the beginning of the school year, so they are aware of the outlined goals. They also have the opportunity to provide input for consideration to the revision of the document.

Focus Group Leadership

Over the last three years, the faculty and staff of FBLGMS have been working to address critical

areas identified by the last Visiting Committee of March 2017. The first action step that was taken to prepare for the Mid-Cycle review was to select the school's Accreditation Coordinator and work group committees (Content Area, Chapter Group, and Expert Group). Annually, the Accreditation Coordinator has collected data on the progress towards all goals, specifically the Critical Areas for Follow-up as recommended by the Visiting Committee. Additionally, the SAP has been reviewed, updated, and revised on a quarterly basis by the faculty, staff, and school administration. In SY2018-19, a new Accreditation Coordinator was identified.

The Mid-Cycle progress report and the SAP required a holistic effort from all members of the school community. The accreditation coordinators collected input and write-ups from working groups, professional development sessions, and faculty meetings to synthesize the report. The school community continues to review progress towards goals, while providing new and updated information applicable to the changes occurring at FBLGMS.

In preparation for the Mid-Cycle Progress Report visit, a team of leaders was recommended to lead four Chapter Groups: A) Student/Community Profile Data, B) Significant Changes and Developments, C) Ongoing School Improvement, and D) Progress on Critical Areas for Follow-Up/Schoolwide Action Plan. Chapter Groups are organized by a core of teachers comprised of a team of mixed teachers and supported by members of the staff and are overseen by the Accreditation Coordinators and the school administrator. These diverse groups of teachers, administrators, and staff members help create a well-rounded and strong leadership team.

The leaders are responsible for facilitating meetings and recording outcomes of discussions that address the focus of their teams, as well as collecting evidence that supports their designated sections, and then submitting the evidence collected to the Accreditation Coordinators. Professional Development days and TLCs played a major role in the preparation of the Mid-Cycle Progress Report, with heavy concentration of data-driven outcomes. Since each working group is comprised of leaders (from teams and departments), they are able to guide meetings to maximize time and efficiency.

In January 2019, a more intensive plan for writing and editing content in the Mid-Cycle accreditation report and review and revision of the SAP was introduced to faculty, inclusive of a timeline to ensure all FBLGMS members were able to interact with colleagues to discuss, question, and clarify facts in the report. Accreditation PLCs occurred weekly (as needed) to write and verify content. These writing sessions also acted as a fact-checking opportunity, as well as an opportunity for the faculty to endorse or reject ideas in the report. Content in the report were endorsed as evidenced by the signature of members every session.

In February 2019, teams met during Professional Learning Community periods to review Chapter 1: School Profile. Teachers reviewed specific sessions and provided additional input and corrections using a Round Robin/Jigsaw technique. Guided questions were also provided to help promote critical thinking and responses that were aligned to the CAFs identified by the Visiting Committee, the School Action Plan, Schoolwide Learner Outcomes (SLOs), and the impact on student achievement. Teachers were also able to question the validity or importance of excluding and or including certain information. Teachers worked with one another to ensure ideas presented in the report reflect the sentiments of the school community.

In March 2019, the school faculty and staff continued to work on Chapter 2: Significant Changes. The working groups identified topics of significant changes, and teachers discussed collaboratively to provide feedback and critical information regarding each specific change. Faculty and staff were also able to provide input on changes not identified by the working groups.

In May 2019, faculty and staff were able to provide input as to the progress on critical areas for Follow-up, as well as to review the SY2018-19 updated SAP and determine which activities were met or continued, which activities were not addressed and why, as well as identify any new activities that needed to be amended for the SY2019-20 action plans. At the final Professional Development day of SY2018-19, teachers provided final feedback as to what changes were needed in the updated School Action Plan, and consensus to revise the plan to meet the goals identified by the district and the CAFs. During the summer, the working groups consolidated evidence and information from all the workshops and revised the School Action Plan to reflect the current needs and goals of the school. On the first Professional Development day of SY2019-20, the revised SAP was presented to the faculty and staff, with endorsement of the SAP evidenced by faculty and staff signatures.

In SY2019-20, six (6) Half-Day Professional Development days were granted to FBLGMS to help provide time for the school community to collaborate, write the report, and prepare for the Accreditation Mid-Cycle Visit. The working groups met to develop an accreditation timeline and plan for preparation of the report and visit. Specific areas of the report were targeted for each session, as well as specific tasks and goals for the working groups. After each session, the accreditation steward compiled all inputs and narratives from the different groups and added them to the report. This process continued to ensure all stakeholders participated in the process and all voices were included in the report. Following is a summary of each session:

Session 1 on September 11, 2019: Faculty and staff worked on clarifying expectations for application of the school's writing rubric, SLO rubric, and the school's Five Expectations rubric. These tools of measurements enabled faculty and staff to understand students' progress and achievement in specific domains. Identified teams took the lead in presenting the different topics, and teachers were able to clarify expectations regarding usage of the rubrics and reporting of the results.

Session 2 on September 26, 2019: Faculty and staff worked on interpretation of data. Faculty and staff were divided into 3 groups to attend 3 breakout sessions. One group worked with the SCC to analyze discipline data, another group worked with the accreditation chairperson to analyze faculty and staff demographics, and the third group worked on district-wide assessment data facilitated by content leaders. After the 60 minutes, groups attended the next sessions. While in their sessions, participants analyzed data and its implications and impact on student learning.

Session 3 on October 16, 2019: Faculty and staff were grouped into two sections. Working group leaders, Mr. Cortez and Dr. Jojean Quintanilla, facilitated a line-by-line scrutiny, feedback, and edit of Chapter 1 of the Mid-Cycle Report. Accreditation leaders Mrs. Alpha

Espina and Dr. Rowena Vega Castro conducted the same activity for Chapter 2-4 of the Mid-Cycle Report. Groups were able to switch to ensure both groups attended, participated, and provided input on all chapters.

Session 4 on November 14, 2019: PLCs were divided into Expert Groups/Chapter Groups. In the first session, each group was responsible for fact checking, revising, and editing a specific section of the report (i.e., SBG, Block Scheduling, PBIS, Pre-AP) while another group focused on updating the activities on the SAP. After the first session, the Expert Groups combined with their Chapter Group counterparts to update their assigned sections.

Session 5 on December 11, 2019: PLCs reviewed the progress of the current school action plan. Items that were addressed were identified as completed, while other activities that needed to be implemented were identified. Timelines for completion of activities, as well as personnel responsible were also refined. PLCs continued to refine the Midterm Accreditation Report, as well as work together to gather evidence to support the school's progress.

Session 6 on January 16, 2020: Whole group discussion on specific topics impacting the whole school. These topics included PBIS, Block Scheduling, and the Pre-AP program. This session was instrumental in developing a cohesive perspective on how these programs impact students and how to move forward with these programs. In addition, a block of this session was utilized to help the staff and ancillary employees go through the SAP, Accreditation report, and to provide a forum for these employees to ask questions about school programs and clarify roles and expectations.

FBLG continues to relate the SAP to the CAF's identified by WASC, and reflect on how the SAP goals are being addressed and supported through professional development workshop, teacher learning communities, and PLCs. As CLNs change, or goals met or not met, the SAP is revised to ensure that academic, behavior, and social needs are supported.

IV. PROGRESS ON CRITICAL AREAS FOR FOLLOW-UP/SCHOOLWIDE ACTION PLAN

In March 2017, the Full Self-Study Visiting Committee concurs with and builds on the growth areas already identified by the school:

Critical Area #1

That the School Leadership and faculty champion the implementation of a schoolwide strategy to differentiate/personalize curriculum, instruction, and assessment to address individual students' strengths and growth areas.

The administration and staff of FBLGMS have addressed improvement of student learning and process of monitoring student progress by reliably administering optional diagnostic assessment tools in language arts (AIMSweb and Brigance), reading (AIMSweb and Gates-MacGinitie), and math (AIMSweb and WRAT-4) content areas, while continually monitoring student growth through Common Formative and Summative Assessments in the classroom. The school also determines its action steps and instructional timelines based on the District-Wide Assessments; ACT Aspire (English, reading, and math) and Standards Based Assessments (science and social studies).

Content area teachers in reading, language arts, physical education, math, and other content areas have been able to utilize and rely annually on identified pre-assessments to establish baseline data that determines students' basic level skills in both areas as they begin each school year with a pretest and end with a posttest. Since the diagnostic assessment tools are able to quantify students' scores relative to grade level equivalencies, teachers are able to accurately monitor students' levels of understanding (i.e., basic spelling, vocabulary, comprehension, number operations, and algorithms).

In efforts to analyze student growth, teachers monitor data results through the use of student progress tracking systems. For students whose data results show that remediation is needed, they are provided with interventions and remediation efforts as they are placed in heterogeneous groupings in order to allow for effective collaborative learning and peer tutoring, while using differentiated instruction methods. Throughout the school year, teachers continue to support student learning by administering Common Formative and Summative Assessments and by addressing immediate learner needs through modified instruction or teaching strategies.

Upon receiving ACT Aspire results from the district, FBLGMS have begun to organize assessment data sets through cohort groups and also examine student growth of individual students from one year to the next. However, SBA results have not been readily available to teachers from one year to the next, until the district releases the annual School Report Cards.

Based on the ACT Aspire results from the past three years of administering DWA, FBLGMS student outcome data showed that English scores ranked highest, followed by reading, and with math scores being the lowest. Hence, one of the school's critical learner needs continues to be: ***CLN#1: To become High Level Thinkers, Accomplished Communicators, and Study Skills Masters, students will increase in math and literacy proficiency levels,*** based on the DWA.

To increase literacy across the curriculum, the language arts content teachers created, shared, and trained on the application of an adopted schoolwide writing rubric used in all content areas to focus on writing skills. The schoolwide writing rubric helps standardize effective writing skills for each grade level. The language arts teachers provide training on the components of the rubric and demonstrate to teachers how to scrutinize student writing using the tool. Initial training is provided at the beginning of the school year, with each team's language arts teacher providing support in the application throughout the school year.

Designated Team Time days (White Day Friday) are also used to address individual students' strengths and growth areas in math and reading (CLN #1). The math department, along with the school's Math Enrichment Instructor, provides all Team Time teachers and students a variety of thematic and thought provoking materials through literacy-based math and logic word problems to help engage students in activities that promote *High Level Thinkers* in math and reading through critical thinking and problem-solving skills. These activities hope to increase student achievement in math and reading, while promoting group work in solving problems that result in giving opportunities for students to be *Accomplished Communicators*.

Another schoolwide initiative is the implementation of Block Scheduling. This schoolwide change sought to increase continuous time with the students. The change to Block Schedule enabled teachers to work with students and complete tasks and lessons in one class setting, as opposed to over a series of classes. While Block Scheduling has had a positive impact in many classes, challenges continue to be addressed. An alternating Block Schedule (Blue Day/White Day) allows students to see teachers every other day; therefore, in classes such as business technology, band, choir, or other classes that rely on daily practice to retain skills, students are not progressing as quickly as students involved in a traditional bell schedule. Furthermore, Block Schedule inhibits the ability for content teachers to have a common planning period. To compensate, content teachers try to meet with their grade level counterparts by utilizing lunch periods and meeting before or after school.

Choices360 is currently being applied in the school. The program assists students in a career interest inventory system. The program is being implemented in order to comply with PL 31-156, also known as the Career Readiness Act. Students will complete lessons and work on an online format, which will provide student progress to students, parents, and educators.

Standardizing expectations and applying similar strategies and assessments help students develop similar expectations from their classroom teachers. Unknown strategies become familiar as various content teachers use the same applications in their content. This enables students to de-compartmentalize strategies and understand that learning tools are not confined to the class, but are effective across the curriculum. The implementation of schoolwide strategies and frameworks has positively impacted student achievement. Although ACT Aspire scores show

improvement in the area of English, continual effort in increasing reading and math scores continues to be the school's academic critical learner need. Additionally, students are more engaged and focused on learning, as evidenced by a decrease in classroom referrals. Teachers have expressed students are participating more in class and adopting a sense of responsibility in their grades and their learning. Evidence of implementation of CAF#1 and its positive impact on student achievement can be found in the following:

Evidence:

- Assessment Scores, Pretest Scores, and Posttest Scores (Gates-MacGinitie Tests, Brigance, WRAT-4, AIMSweb, Teacher-made Common Formative Assessments, Standards Based Assessments, ACT Aspire, Exit Tickets)
- Student Work
- Students Grades (Report Cards/Power School)
- Student Participation in Extracurricular Activities (i.e., Science Fair, Spelling Bee, Math Counts, Academic Challenge Bowl)
- Master Schedule
- Disciplinary Data on PowerSchool
- Lesson Plans
- PTEP
- Observations (Power Walkthroughs and Peer Observations/Learning Snapshots)
- Professional Development Trainings
- Professional Learning Communities (Interdisciplinary and Content)
- e-Portfolios/Google Drive/Livebinders
- PLC Meetings (Agenda, Minutes, Sign-In Sheets, Group Chats, E-mail Threads)
- Student and Parent Perception Surveys
- Teacher Reflections
- White Day Friday Math Literacy-Based Activity Results and Outcomes

Critical Area #2

That the School Leadership and faculty deepen implementation of high-impact instructional strategies in every classroom to ensure that all students engage in rigorous and relevant learning.

During SY2017-18 through SY2019-20, teachers have been attending workshops initiated by the district and school-site professional developments that promote the relevance of differentiated instruction, research-based strategies for instruction, and assessment in the classroom (*SAP Goal IB, A.S.#1*). Other high impact instructional strategies some teachers were trained on in the past three years include SIOP, Big 8, and the shift towards Standards-Based Grading (SBG). To deepen understanding and improve application of strategies, emphasis on ongoing formative assessments, effective use of group work, problem-solving strategies, recognition of diverse learners, and effectual teacher/learner negotiations are cultivated and observed. Since 2014 to present, school-based training during monthly faculty meetings, also referred to as Teacher Learning Communities (TLCs), involves teachers revisiting the nine (9) components of *Classroom Instruction That Works* (CITW). Each of the nine (9) teams presents a component by

sharing effective practices, uploading presentation content on Livebinders or Google Sites for future reference. TLCs have positively impacted student achievement as evidenced in school report cards, ACT Aspire scores, SBA, Common Formative/Summative Assessments, and student/parent perception surveys. Additionally, teachers meet in PLCs in content, grade level, and interdisciplinary groupings to further enhance their pedagogy. Students at the school are encouraged to take ownership of their learning and are demonstrating greater engagement in the classroom.

Recently, an Instructional Coach has been hired to: a) provide professional development and guidance for teachers to improve their content knowledge, classroom behavior management, and instructional strategies, b) serve as a support for beginning first to third-year teachers (e.g., modeling, observing, co-teaching), c) attend Professional Learning Community (PLC) meetings and other content-related meetings to help teachers use data for instructional planning, and d) support teachers in implementing the *Classroom Instruction That Works* (CITW), The Big 8 Literacy Strategies, *Sheltered Instruction Observation Protocol* (SIOP) Model, and teacher-tested differentiated instruction strategies through the Curriculum Walk-Through checklist that would help teachers reflect and improve future lesson planning (*SAP Goal IB, A.S.#4*).

Beginning SY2015-16, six (6) part-time Teacher Assistants were made available for tutoring sessions with students. Teacher Assistants' schedules were also rotated to provide support for teachers in classrooms with guided practice in math, reading, language arts, science, and social studies. The Teacher Assistants, initially intended for ESL students, have been instrumental in the classrooms by aiding teachers to create a learning environment that allows for small group or individual learning options. Teacher Assistants complement classroom instruction by increasing student participation and offering guided support for students who have differing learning styles.

Learning snapshots also provide opportunities for teachers to learn from one another. This activity allows teachers to observe colleagues on how effective strategies are implemented. The observing teachers get a bird's eye view of how the strategy is applied, and a dialogue begin on how to extend the usefulness and effectiveness of the strategy in different settings or content areas. Opportunities for sharing materials, resources, and knowledge increase through peer observations, which in turn improves students' learning experiences.

Overall, FBLGMS administration, faculty, and staff strive to exemplify the motto of "Good, Going for GREAT!" by achieving in academic, social, and community-based programs and competitions both locally and nationwide. Some of the awards or titles granted to the faculty at FBLGMS include the National Board Certified Teachers (NBCT), Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST), Think Green Honor Award, University of Guam Distinguished Alumni Award, Guam "Teacher of the Year" Award finalists and middle school level winners, Guam KUAM's "A Touch of Class" recognition for exceptional educators, Sylvan's My Favorite Teacher Award, and MagPro Award.

Several faculty members demonstrate their leadership in the school and the community by helping to build competency in the teaching profession by way of contributing their expertise. Consequently, these faculty members were selected as recipients of various awards or were selected to serve as trainers or teacher leaders in a variety of capacities. These notable awards and committees run the gamut from Content Area Specialized Teachers (CAST); Mathematics

Area Specialized Teachers (MAST); NASA MESSENGER Educator Fellow; “Muzak from the Heart” Foundation grant; Payless Supermarkets’ Best Use of Recyclable Materials and Armed Forces Communication Engineering Association to support STEM projects grants; Curriculum Leadership Cadre members for the district, Guam Professional Teacher Evaluation Program district committee member, District Curriculum Textbook Committee member, PRAXIS II math content area score-setting panel member, STEM Trainer-of-Trainers, to University of Guam and Pacific Institute University adjunct instructors.

Implementation of CAF #2 has positively impacted student achievement. Evidence include the following:

- Livebinders and Google Sites (e-Portfolios)
- Course Syllabus
- Lesson Plans/Unit Plans
- Proficiency Scales
- Skills Analysis Checklist
- Pre- and Posttest Scores
- Classroom Environment – Visible Learning Targets Posted, SLOs, Agenda, and Lesson Standards
- Common Formative Assessments
- Common Summative Assessments
- Exemplary Student Work
- Academic Recognition and Student Awards
- Perception Surveys (Parent and Student)
- Exit Tickets and Reflections
- HAWKS Levels of Learning
- Teacher/Student Agendas
- PBIS Data Forms
- Professional Teacher Evaluation Program (PTEP)
- Faculty Meetings’ PowerPoint Presentations
- Peer Observation Feedback, Notes, and Curriculum Walk-Through Checklist
- Professional Learning Community Meeting Minutes

Critical Area #3

That the School Leadership, faculty, and staff strategize to sustain the culture of collaboration, communication, and shared decision making between administration, faculty, and staff.

From 2017 to present, FBLGMS has endeavored to create a school culture that involves leadership, faculty, and staff to improve communication, collaboration, and shared decision-making. To meet this goal, FBLGMS continues to utilize the School Climate Cadre (SCC) to implement strategies and activities designed to improve school climate. In addition, the implementation of the monthly Teacher Learning Communities (TLC), a School Leadership Team, and the continued practice of Professional Learning Communities (PLC), by departments

and teams, allow for the increase of collaboration, communication, and improved shared decision making. The school also uses the GDOE email and WhatsApp Messenger freeware to send information and announcements that impact the school's immediate response and assistance during critical times of need.

The SCC reviews and disseminates discipline data to all faculty and staff each month. Data is presented and discussed during the monthly TLCs and interdisciplinary team assemblies. Discussions include the school's response to address student behavior concerns, including changes in school policies and consequences that reflect the need for intervention.

In addition to the SCC, the school principal hosts monthly leadership meetings to discuss concerns or issues. Identified leaders represent their teams/content areas. The former FBLGMS Principal, prior to his resignation, selected the School Leadership Team members consisting of teachers from each interdisciplinary team, school program leaders, elective content and ancillary representatives, with the Principal. During meetings, the principal will plan the agenda and discuss matters in a forum setting that require collaboration and discourse which affect the entire school. For example, issues of matriculation (team teachers taking a number of students from another classroom when regular teacher is absent) were addressed to help alleviate the burden of teachers covering for classes when not enough substitutes or personnel are available for coverage. During meetings, the principal will plan the agenda and discuss matters that require collaboration and discourse that affect the entire school. Although meeting times have not been regularly set due to numerous district meetings that require the principal to attend, FBLGMS hopes to work on a feasible meeting schedule that will help strategize for a more effective system of communication and shared decision making.

Professional Learning Communities (PLCs) are highly effective in ensuring that academic and behavioral decisions are agreed upon and consistently implemented. Content PLCs allow grade level teachers to discuss curricular plans, including Common Formative Assessments and student progress tracking, that enable teachers to standardize assessments and be able to observe effective use and grading of assessments.

During times of crises, the administration, faculty, and staff are made aware of situations through the WhatsApp Messenger. Information is made available for immediate attention and proactive response regarding matters that may affect the condition and safety of students and school personnel. Email is also consistently used for announcements regarding district information and school activities that need to be disseminated in order to help faculty and staff to adequately prepare and plan accordingly.

Moreover, as the school participates in the district's set schedule for Professional Development days throughout each school year, FBLGMS utilizes the "3-2-1 Exit Ticket" that each participant submits after each Professional Development day that helps provide feedback, suggestions, or input which further assist in the planning of future Professional Development agenda.

Implementation of CAF #3 has positively impacted student achievement. Evidence include the following:

- E-Portfolios (Livebinders, Google Docs)

- A-B-C Lesson Plans
- Learning Snapshots
- Student Behavioral Data from PowerSchool
- Team Time Student Work Samples
- School Climate Chronicles
- School Behavior Matrix
- Surveys (Parent Perception Surveys, Student Perception Surveys, School Climate Surveys)
- Team Information Checklist (TIC)
- Professional Learning Community Meeting Minutes/Agenda/Sign-In Sheets

Critical Area #4

That the Administration work with the GDOE, Mayor, parents/community, military, and others to secure supplemental resources to address immediate and long-term instructional, non-instructional, and facility needs.

With the concerted effort of the school administration and leadership cadres to train teachers on the effective use of strategies in CITW (*Classroom Instruction That Works*), The Big 8 Literacy Strategies, SIOP (Sheltered Instruction Observation Protocol) Model, and Differentiated Instruction, reading and writing skills have been applied across the curriculum with appropriate content emphasis and focus on standards. (*SAP Goal IA, A.S.#9*) To monitor literacy achievement, a uniform “writing rubric” has been developed by the language arts teachers. This writing rubric has been recently revisited, developed, and implemented by all teachers across the curriculum (*SAP Goal IA, A.S.#3*).

As teachers continue to examine the benefits of teaching literacy across the curriculum, they utilize the unified Marzano-based model lesson plan that includes instructional implementation of CITW and application of the Schoolwide Learner Outcomes through activities using effective teaching strategies in order to assist student academic growth. Some of the instructional strategies that help improve reading and writing skills across the curriculum contained in the uniform lesson plans are: building background knowledge; setting objectives; questioning; summarizing; note taking; using advance organizers, cues, and vocabulary; fostering cooperative learning and descriptive feedback; promoting the relevance of non-linguistic representation; providing appropriate homework/practice; and defining similarities and differences.

After the lesson, teachers further evaluate the success of instruction by answering reflection questions included in the uniform lesson plan. The reflection process helps teachers to examine if the goals/expectations, assessment, intervention, and mastery have been met for the unit or lesson. Teacher reflection also motivates discussions with colleagues during Professional Learning Community meetings and encourages sharing of best practices, activities, and exercises to promote shared efforts in improving literacy skills of all students.

During Professional Learning Community discussions, teachers have observed and shared that through reading and writing exercises, students have shown improvement in comprehension and note taking. Teaching literacy across the curriculum also contributes to the students' better understanding of content materials and higher level of active participation during group discussions. Some of the ways that literacy is taught across the curriculum include the following:

- “Newspaper Math,” R-M-S-L in Problem Solving (Read and understand, Make a plan, Solve the problem, and Look back), Vocabulary/Word Banks, Daily Word Problem homework, Exit Prompts, and Word Walls in math.
- Journal or “Bell Work” prompts (inclusive of Character Education Prompts in Team Time)
- “Exit Tickets” (give students opportunities to review key ideas, consider essential details, and summarize their thinking through sentence prompts, short questions, or nonlinguistic representations)
- Meaningful kinesthetic activities and projects (foldables, portfolios, performance-based assessments)
- Use of current events in assignments through articles via the internet and other news sources
- Activities that integrate the represented cultures of the school demographics
- Application of reading and note taking are displayed in the various showcases and competitions that FBLGMS participates in (Mes Chamoru Activities, Band and Choir competitions)
- Participation in the schoolwide Science Fair, Science Expo, Science Olympics, and All-Island Science Fair.
- Participation in sports and health-related events

Implementation of CAF #4 has positively impacted student achievement. Evidence include the following:

- Uniform Writing Rubric
- Lesson Plans
- Student Work Samples (Newspaper Math articles, Exit Tickets, foldables, projects, PowerPoint presentations)
- e-Portfolios (Livebinders, Google Docs)

Critical Area #5

That the school review the effectiveness of its current school PBIS/discipline and behavior management system (including consequences, supervision, support, and resources) to ensure a safe learning environment for all students, making adjustments to the plan as appropriate.

The Positive Behavioral Interventions and Supports (PBIS) framework has been introduced and used at FBLGMS to assist the school in adopting and organizing research-based behavioral interventions that remain consistent throughout the school and is manifested through continuous

monitoring of student behavior and cultivating improvement of social culture and learning climate (*SAP Goal VA, A.S.#6*). In order to guarantee effective interventions and improve implementation practices throughout the school, a School Climate Cadre (SCC) has been established and Team Time period, implemented.

SCC is a group of teacher leaders consisting of two (2) grade level representatives, an administrator, support staff, and counselors who meet monthly to discuss student behavior data and monitor student behavior outcomes. Decisions to provide recognition to students who display positive behavior and apply intervention measures to help curb disciplinary actions are two of the major tasks of the SCC. In efforts to continually improve the school's social culture and behavioral climate, SCC also supports Team Time (75-minute period, every other day) by providing the School Climate Chronicles, *Activities that Build Character* (A-B-C) lesson plans based on the Character Education standards, or character trait themes (Respect, Responsibility, Citizenship, Caring, Fairness/Justice, and Trustworthiness), while reinforcing the practice of the school's Five Expectations and Schoolwide Learner Outcomes (*SAP Goal VB, A.S.#2*).

Since the Full Self-Study visit in 2017, there have been numerous efforts to revise and improve the school behavior matrix, "High Five" Tickets, "Character Champs Award," evaluation and reporting processes of Team Time, Character Education rubric, and behavioral interventions. Various perception and school climate surveys have also been developed and administered to parents, teachers, and students. (*SAP Goal IIIB, A.S.#5*) With the constant change in SCC representatives and leadership, the PBIS structure has also been unsteady and needs constant revisiting. In order to maintain consistency in the implementation of Character Education during Team Time, SCC has recently modified its monitoring processes and award systems by allowing each interdisciplinary team to hold its own monthly assemblies instead of an entire grade level large group assembly.

Using behavioral data from PULSE or PowerSchool that SCC provides all teams each month, team assemblies are able to target the behaviors in need of improvement and inform students of their progress in decreasing their office discipline referrals each month thus, providing quantifiable outcomes for SCC to review and assist in determining the school's areas for improvement in behavior.

Since SY2013-14, Program Coordinators (PBIS Coaches) from GDOE's Educational Support and Community Learning have been assigned to assist the SCC with monitoring and interpreting discipline data from the School-Wide Information System (SWIS). The PBIS Coaches attend SCC meetings and provide intermittent training in *Check In – Check Out* (CICO) Program and processes, Behavior Education Program (BEP), PBIS evaluation (Team Implementation Checklist), and using data for decision-making at the school.

Throughout these adjustments and training, teachers continue to conduct Team Time with fidelity and classroom discipline is still highly enforced. As the school continues to examine the necessity of a revised Character Education program and behavioral interventions, preventive school discipline and emphasis on classroom management need to be consistent and maintained.

Implementation of CAF #5 has positively impacted student achievement. Evidence include the following:

- E-Portfolios (Livebinders, Google Docs)
- A-B-C Lesson Plans
- Learning Snapshots
- Student Behavioral Data from PowerSchool
- Team Time Student Work Samples
- School Climate Chronicles
- School Behavior Matrix
- Surveys (Parent Perception Surveys, Student Perception Surveys, School Climate Surveys)
- Team Information Checklist (TIC)
- Team Time Learning Snapshots
- Character Education Walk-Through Checklist

V. SCHOOLWIDE ACTION PLAN REFINEMENTS

The School Action Plan (SAP) is a modifiable and fluid document revised continually throughout every school year. The school's Instructional Coach maintains the SAP; however, the inclusion of the faculty and staff input and perspectives are evident in every semi-final draft form submitted to the school's administrative team. Input for the initial draft of the school year is updated during professional development before the end of the previous school year. The Instructional Coach and school administrative team gather the input collected (e.g., suggestions made from stakeholders from the previous school year) and develop the initial SAP draft. The draft is then presented during teacher orientation/workday at the beginning of each school year to provide awareness of suggestions from the previous year, the status of existing action steps, and the opportunity to make any amendments to the goals outlined for the current school year. The final SAP for the school year summarizes the entire monitoring process and is usually endorsed by teachers at the beginning of the school year, after the presentation of the draft. Upon endorsement, the final draft of the SAP is distributed electronically to stakeholders, and teachers and school staff are able to use the SAP to guide practice and make instructional decisions.

After teacher orientation, the steward of the accreditation document monitors the contents periodically, with the assistance of the accreditation team and/or administration. As programs, frameworks, teaching strategies, school culture, and district expectations navigate the needs of the school, the SAP is altered in order to meet those needs. With the various faculty meetings, professional learning communities inclusive of department PLCs and interdisciplinary team PLCs, and full day professional developments granted by the district, the SAP is presented to the faculty in formal settings throughout the school year, as a means of monitoring implementation, challenges, and successes related to the SAP. These presentations of the SAP provide opportunities for awareness, and recommendations for revisions are given at these occasions. Amendments are always considered, especially for planning goals for the following school year.

The variation of presenting the SAP ranges from a Round Robin of the different sections, where teachers are grouped either by content, chapter, or expert groups, facilitated by the content or accreditation team leader(s), who can be referred to for any issues regarding the SAP. The SAP is also presented to students and parents, at least once at the beginning of the school year, so they are aware of the outlined goals. They also have the opportunity to provide input for consideration to the revision of the document.

Professional Development days and TLCs played a major role in the monitoring and preparation of the SAP. However, a more intensive plan to review and revise the SAP was introduced to faculty. By May 2019, faculty and staff were able to evaluate the goals outlined in the SAP and provided input as to the progress on critical areas for Follow-up. The SY2018-19 was updated, and it was determined which activities were met or continued, which activities were not addressed and why, as well as identified any new activities that needed to be amended for the SY2019-20 action plans. At the final Professional Development day of SY2018-19, teachers provided final feedback as to what changes were needed in the updated School Action Plan for SY2019-20. Consensus was reached to revise the plan to meet the goals identified by the district and the CAFs. During the summer, the working groups consolidated evidence and information

from all the workshops and revised the School Action Plan to reflect the current needs and goals of the school. On the first Professional Development day of SY2019-20, the revised SAP was presented to the faculty and staff, with endorsement of the SAP evidenced by faculty and staff signatures. In SY2019-2020, faculty and staff continue to revisit the SAP during the half day PDs, full day PDs, and PLCs.

In November 14, 2019, PLCs were divided into Expert Groups/Chapter Groups. Specified groups focused on updating the activities on the SAP. On December 11, 2019, PLCs reviewed the progress of the current school action plan. Items that were addressed were identified as completed, while other activities that needed to be implemented were identified. Timelines for completion of activities, as well as personnel responsible were also refined. On January 16, 2020, a whole group discussion on specific topics impacting the whole school occurred. These topics included PBIS, Block Scheduling, and the Pre-AP program. This session was instrumental in developing a cohesive perspective on how these programs impact students and how to move forward with these programs. This led to continued refinement of the SAP. In addition, a block of this session was utilized to help the staff and ancillary employees go through the SAP, Accreditation report, and to provide a forum for these employees to ask questions about school programs and clarify roles and expectations.

FBLG continues to relate the SAP to the CAFs identified by WASC, and reflect on how the SAP goals are being addressed and supported through professional development workshop, teacher learning communities, and PLCs. As CLNs change, or goals met or not met, the SAP is revised to ensure that academic, behavior, and social needs are supported.

FBLG MIDDLE SCHOOL SCHOOL ACTION PLAN

(Updated January 21, 2020)



MISSION STATEMENT

F.B. Leon Guerrero Middle School's mission is to respond to the unique needs of our students, while exploring areas of individual potential and cultivating lifelong learning skills.

SCHOOL MOTTO

"Good, Going for GREAT!"

SCHOOL VISION

Forever **B**ringing **L**ight to a new **G**eneration
and
Helping young **A**dolescents **W**in **K**nowledge and **S**uccess

FIVE EXPECTATIONS

The following *Five Expectations* have been developed to guide student behavior, instructional practices, and administrative decisions that promote success:

- #1 *I will respect others so please respect me!***
- #2 *I will be on time and prepared for class.***
- #3 *I will be my best at all times.***
- #4 *I will have pride in my school.***
- #5 *I will make responsible choices.***

COLORS & MASCOT

School colors are **BLUE AND WHITE**

School mascot is the **HAWK**

SCHOOL SONG

HAWKS has given me honor and pride
The spirit I have will help me to strive
F.B.L.G. spirit will shine through my life ...(2x)
...all the time (after second refrain)

Blue and White spirit - we're strong!
HAWKS in our blood makes right from wrong
Let everybody know - we're apart from the rest
Shout, "F.B.L.G. HAWKS!" - we're the best!

Schoolwide Learner Outcomes (SLOs)

F.B. Leon Guerrero Middle School students are expected to be:

High Level Thinkers

- Synthesize information from all subject areas
- Evaluate education and career options as they relate to what they have learned
- Use technology to accomplish tasks
- Seek solutions in and out of class
- Practice critical thinking skills

Accomplished Communicators

- Express themselves both verbally and non-verbally
- Use technology to communicate locally and globally
- Accept constructive criticisms
- Listen objectively to other viewpoints
- Are responsible in the appropriate use of social media

Worthwhile Contributors

- Respect themselves and others
- Have pride in school and home environment
- Are aware of the effect technology has on daily life
- Are involved in school and community

Knowledgeable about Themselves Physically and Emotionally

- Able to identify school resources that can assist in areas of concerns
- Ask for help when needed
- Use self-control in situations
- Are aware of and have good grooming and personal hygiene habits

Study Skills Masters

- Exhibit good time management
- Apply note-taking skills
- Use technology effectively as a tool
- Plan for long and short term projects
- Practice active listening skills

DISTRICT Vision Statement

Every Student:

**Responsible,
Respectful, and
Ready for Life**

DISTRICT Mission Statement

Our Educational Community...

Prepares all students for life,
Promotes excellence, and
Provides support

F.B. Leon Guerrero Middle School School Action Plan

Foreword

The F.B. Leon Guerrero Middle School's (FBLGMS) *School Action Plan* derives its vision from the Guam Department of Education's State Strategic Plan (SSP), which is "*Every Student: Responsible, Respectful, and Ready for Life*," as well as the department's mission statement which states that "*Our Educational Community prepares all students for life, promotes excellence, and provides support.*" (Adopted by Guam Education Board, September 2014) This vision works in conjunction with the SSP goals and objectives and the 5 District Level Expectations: (1) the development and use of S.M.A.R.T. (Specific, Measurable, Achievable, Results-based, and Time-bound) Goals, (2) the creation and utilization of Professional Learning Communities (PLC) and Collaborative Teams, (3) the gradual strive to achieve a Guaranteed and Viable Curriculum, (4) the development of Common Formative Assessments (CFA), and (5) the purposeful use of classroom observations and teacher feedback.

The overall mission of our school is to cultivate a vision of accomplishment in every student and equip them with every means to attain academic success. In evaluating and measuring our success as educators, we will look to **our main objective, which is to improve student achievement**. Infusing this objective with the Guam Department of Education's Goals and WASC 2017 Visiting Committee's Critical Areas of Focus (CAF), FBLGMS School Action Plan hopes to focus on the following areas:

- I. Student Academic Performance (CAF#1, CAF#2)
- II. Student Attendance (CAF#5)
- III. Student Discipline (CAF#5)
- IV. School Culture and Environment (CAF#3, CAF#4)

I. Student Academic Performance

F.B. Leon Guerrero Middle School's emphasis on student achievement is its fundamental area of focus, which also allows for overall improvement of student academic performance. With the onset of the implementation of the District-wide Assessments (DWA) and the Guam Standards Based Assessments (as described in the GDOE Comprehensive Student Assessment System, CSAS) in 2014, the school will use the standardized scores from the ACT Aspire from school year 2017-2018 as baseline assessment data. An examination of this data will determine the areas of concern that stakeholders need to address, as a learning community, and will assist in developing and planning curriculum along with the adopted district curriculum guides. Guided by the Common Core State Standards (CCSS) and the district's Priority Standards, Skills, and Topics (PSST), FBLGMS will deliver a Guaranteed, Viable Curriculum to all students.

As FBLGMS teachers develop and implement curriculum aligned with CCSS and GDOE's PSSTs that have been unpacked/translated in order to identify measurable learning objectives, teachers are able to identify and target priority skills (PSSTs) that will be assessed at the beginning and at the end of each quarter or unit timeline (pretest and posttest). Teachers also develop and administer common formative and summative assessments, incorporating Standards-Based Grading (SBG) and proficiency scales, which will help the school address the content area SMART (Specific, Measurable, Attainable, Realistic, and Timely) Goals and identify academic interventions to ensure the overall quality and continued improvement of students' educational experiences.

Integrated into the school's content area instruction are the SMART (Specific, Measurable, Attainable, Results-driven, and Time-bound) Goals, curriculum maps, PSSTs, proficiency scales, and SBG that incorporate the initiatives recommended by the district. In the school's Professional Learning Communities (PLCs) and Collaborative Learning Teams (CLTs), teachers integrate research-based strategies to focus on student progress toward academic achievement. Some of these strategies are: *Classroom Instruction That Works* (CITW), The Big 8 Literacy Strategies, and Sheltered Instruction Observation Protocol (SIOP Model). In content area PLCs and collaborative teams, teachers analyze data from summative and formative assessments, reflect on best practices used in the classroom, and differentiate instruction for targeted groups of students, which are all embedded within the school's uniform Robert J. Marzano's Lesson Plan model that guides classroom instruction.

Furthermore, in order to continually promote student success, FBLGMS continues to connect with parents through the use of parent notes, newsletters, PowerSchool parent portal access, phone calls, email, and individual team meetings with parents. Parent-Teacher Organization (PTO) monthly meetings are also conducted to inform parents of school initiatives, programs, events, and activities and to recognize the academic success of students through A and B Honor Roll, Principal's List, and Top 10 Awards. Students' academic performance is also recognized during team/grade level and school-wide assemblies.

II. Student Attendance and Discipline

FBLGMS continues to create a positive climate conducive to learning and increasing student achievement. The School Climate Cadre (SCC) has been designed to *establish positively stated expectations; to define expectations in the context of routines/settings; to collaboratively create lesson plans and activities that teach school expectations; to increase active supervision in classroom and non-classroom settings; to establish a continuum of strategies to acknowledge appropriate behavior and respond to inappropriate behavior; to improve staff reinforcement systems; and to develop an action plan that will guide student discipline expectations and implement strategies*, as prescribed by the PBIS (Positive Behavioral Interventions and Supports) framework. The SCC generally consists of one teacher from each grade level, counselors, administrator, and the SLF (School Level Facilitator). Following the tenets of Board Policy 380 on the Character Education program in public schools, each teacher has a Team Time period with small groups of

students, where positive behavior is addressed and intervention measures are provided to help students develop good character. Character Education standards taught during Team Time period and also integrated into classroom instruction are in the areas of Responsibility, Trustworthiness, Caring, Civic Virtue and Citizenship, Justice and Fairness, and Respect. The SCC has created and continually revises the school's A-B-C (Activities that Build Character) lesson plans, accompanied by a monthly newsletter (*School Climate Chronicles*), which incorporate these character traits and teach students the effects of positive behavior in school and in their community.

Using a Character Education evaluation rubric, teachers are able to report on the students' attainment of the school's Five Expectations during Team Time, which is part of the mid-quarter progress report, and quarterly report cards that are disseminated to each student and parents. This evaluation also serves as an assessment report on whether a student has demonstrated levels of good behavior, based on the Character Education curriculum standards. During Team Time, the Schoolwide Learner Outcomes are also assessed by teacher observation and by student self-reflection on their levels of achievement through a H-A-W-K-S survey. Data is compiled, shared, and analyzed by teachers to guide next steps of action for improvement.

Each month, interdisciplinary team assemblies are held, by which students are presented their team's discipline referral data collected from PowersSchool, where discipline concerns/issues and infractions for each grade level team are recorded based on the Office Discipline Referral (ODR) forms. School administration, SCC members, and two (2) district PBIS coaches discuss ways and strategies to help students improve their behavior and make positive choices. In each interdisciplinary team, students who demonstrate excellent behavior are awarded.

In previous years, interdisciplinary team teachers have designed and implemented Behavioral SMART Goals to address specific student behaviors and to provide interventions that promote positive behavior within their teams. The fundamental goal of FBIGMS Character Education program, along with the Behavioral SMART Goals, is to aid in decreasing the amount of discipline referrals and infractions incurred by students during the school year and to build a productive and positive school climate. In May 2018, FBIGMS administration, faculty, and staff collaboratively developed the schoolwide behavioral SMART Goals based on areas of improvement regarding student discipline. The schoolwide behavioral SMART Goals was established in order to create a consistent and effective discipline and behavior management system.

III. School Culture and Environment

Recognizing that the school's morale impacts student achievement, FBIGMS faculty and staff, along with the school administrators, Parent-Teacher Organization, Student Body Association, and other community stakeholders, will continue to devise plans to improve the overall school culture and environment. FBIGMS will focus on providing support for its faculty and staff and boosting school morale by collaboratively working on ways to promote a positive school climate and empowering each member of the school

community to contribute to the plans and policies that help improve the school's overall culture and environment.

The impact of employee attendance on student achievement has a correlation with student success. In order for FBLGMS to continue to increase student success, the school will develop an Employee Recognition Program that focuses on increasing employee attendance and improving employee efficacy. Through this program, employees will be able to receive awards and recognition for their value in work and attendance, which will result in an increase of support and success of our students.

Another crucial initiative that FBLGMS aims to improve is to increase parental participation and involvement. Working with the school's Parent-Teacher Organization and Student Body Association (clubs and organizations), the school community and other stakeholders will design activities in and out of the instructional days and partake in school beautification projects or community events that encourage parental participation and connection. In order to seek and ensure parental involvement opportunities, FBLGMS has distributed and compiled information from Parent-School Participation Surveys, which allow for parents/guardians to volunteer and contribute to the events and activities of the school.

WASC 2017 FULL SELF-STUDY VISITING COMMITTEE'S CRITICAL AREAS OF FOCUS (CAF)

The Visiting Committee concurs with and builds on the growth areas already identified by the school:

- #1 That the School Leadership and faculty champion the implementation of a schoolwide strategy to differentiate/personalize curriculum, instruction and assessment to address individual students' strengths and growth areas.*
- #2 That the School Leadership and faculty deepen implementation of high-impact instructional strategies in every classroom to ensure that all students engage in rigorous and relevant learning.*
- #3 That the School Leadership, faculty, and staff strategize to sustain the culture of collaboration, communication, and shared decision making between administration, faculty, and staff:*
- #4 That the Administration work with the GDOE, Mayor, parents/community, military and others to secure supplemental resources to address immediate and long-term instructional, non-instructional and facility needs.*
- #5 That the school review the effectiveness of its current school PBIS/discipline and behavior management system (including consequences, supervision, support, and resources) to ensure a safe learning environment for all students, making adjustments to the plan as appropriate.*


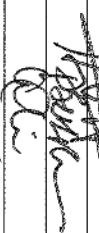


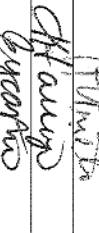


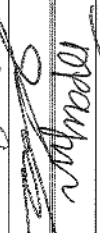







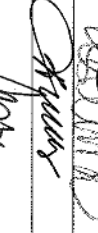



Through analysis of data and collaborative discussions, the school community has been able to establish the following student academic and behavioral critical learner needs (CLN):








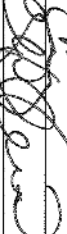
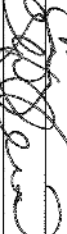













CLN#1: To become High Level Thinkers (H), Accomplished Communicators (A), and Study Skills Masters (S), students will increase in math and literacy proficiency levels.






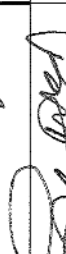




CLN#2: To become Worthwhile Contributors (W) and Knowledgeable about Themselves Physically and Emotionally (K), students will improve in discipline and behavior.


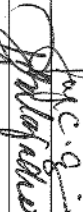


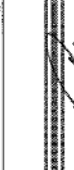









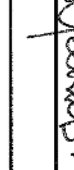





ENDORSEMENT

We, the undersigned do hereby endorse F.B. Leon Guerrero Middle School's School Action Plan.

	Name	Room	Position	Signature
1	Marucut, Ramon	A3	Teacher, Language Arts (6A)	
2	Sablan, Debra	C4	Teacher, Reading (6A)	
3	Cosico, April	A2	Teacher, Math (6A)	
4	Kakigi, Raisa	A1	Teacher, Science (6A)	
5	Almoguera, Jocelyn	A4	Teacher, Social Studies (6A)	
6	Prieto, Sonia	B3	Teacher, Language Arts (6B)	
7	Laniyo, Kathie-Lynn	C2	Teacher, Reading (6B)	
8	Yanger Castro, Elianna	B4	Teacher, Math (6B)	
9	Lubrani, Tara	B1	Teacher, Science (6B)	
10	Payumo, Dianna	B2	Teacher, Social Studies (6B)	
11	Manibusan, Joleen	B8	Teacher, Language Arts (6C)	
12	Palomo, Christian	H7	Teacher, Reading (6C)	
13	Lizama, Veronica	H5	Teacher, Math (6C)	
14	Hunter, Nathaniel	H6	Teacher, Science (6C)	
15	Rodriguez, Cheysson	H8	Teacher, Social Studies (6C)	
16	Sablan-Jalique, Piyamas	H4	Teacher, Language Arts (7A)	
17	Diaz, Angela	C1	Teacher, Reading (7A)	
18	VACANT	H2	Teacher, Math (7A)	
19	Quiambao, Kate	H1	Teacher, Science (7A)	
20	David, Shella	H3	Teacher, Social Studies (7A)	
21	Quintanilla, Jojean	J7	Teacher, Language Arts (7B)	
22	Duenas, Paula	J8	Teacher, Reading (7B)	
23	Sardea, Maria	J6	Teacher, Math (7B)	

24	Rivera, Jamaica	B9	Teacher, Science (7B)	
25	Carreon, Karen	J5	Teacher, Social Studies (7B)	
26	Cortez, Russell	J4	Teacher, Language Arts (7C)	
27	Sengebau, Anne	J2	Teacher, Reading (7C)	
28	Tabillas, Hilda	C3	Teacher, Math (7C)	
29	Thundiyl, Lali	J1	Teacher, Science (7C)	
30	Dompot, Marvin	J3	Teacher, Social Studies (7C)	
31	Rafan, Rowena	E14	Teacher, Language Arts (8A)	
32	Flores, Katherine	E18	Teacher, Reading (8A)	
33	Young, Erlinda	E15	Teacher, Math (8A)	
34	Valencia, Charina	C5	Teacher, Science (8A)	
35	Pajela, Mandy	E14	Teacher, Social Studies (8A)	
36	Camacho, Marina	E14	Teacher, Language Arts (8B)	
37	Haun, Daryl	E13	Teacher, Reading (8B)	
38	Charfauros, Tamalin	E20	Teacher, Math (8B)	
39	Cruz, Francine	C6	Teacher, Science (8B)	
40	Alarcon, Emma	E16	Teacher, Social Studies (8B)	
41	Dela Cruz, Cynthia	E10	Teacher, Language Arts (8C)	
42	De Jesus, Kristine	E8	Teacher, Reading (8C)	
43	Morales, Jayson	E9	Teacher, Math (8C)	
44	Dela Cruz, Angelica	C4	Teacher, Science (8C)	
45	Aromin, Virginia	E12	Teacher, Social Studies (8C)	
46	Smith, Brianna	E2	Teacher, Language Arts (SPED)	
47	Balajadia, Eliceen	E3	Teacher, Reading (SPED)	
48	Evans, Matsue	B5	Teacher, Math (SPED)	
49	Flores, Therese	B6	Teacher, Basic Life Skills (SPED)	

50	Castro, Rowena	E7	Teacher, Language Arts (ESL)	
51	Tajeron, Erica	E6	Teacher, Reading (ESL)	
52	Williander, Willisa	E4	Teacher, Math (ESL)	
53	Leon Guerrero, Coreen	E5	Teacher, Science (ESL)	
54	Dalida, Anjanette	E1	Teacher, Social Studies (ESL)	
55	Jamindang, Milven	GYM1	Teacher, Physical Education	
56	Deseo, Ronald	GYM2	Teacher, Physical Education	
57	Carlos, Patrick	GYM3	Teacher, Physical Education	
58	Valerio, Richard	GYM4	Teacher, Physical Education	
59	Molina, Jocelyn	GYM5	Teacher, Physical Education	
60	Paraliza, Timothy	D3	Teacher, Health	
61	Cabral, Irene	F1	Teacher, Choir	
62	Flores, Carroll	F2	Teacher, Band	
63	Delos Reyes, Cielo	D5	Teacher, Art	
64	Mutuc, Benedict	D6	Teacher, Art	
65	Calliung, Patrick	G4	Teacher, Home Economics	
66	Maluwelmeng, Brett	D1	Teacher, Journalism	
67	VACANT	E11	Teacher, Business	
68	Naz, Giovanni	A5	Teacher, Business	
69	Cabrera, Amanda	A5	Teacher, Cultural Arts	
70	Perez, Camalim	A6	Teacher, Chamorro	
71	Castro, Richard	A7	Teacher, Chamorro	
72	Garrido, Joseph	A8	Teacher, Chamorro	
73	Roldan, Carol Lynn	COUN	Counselor (6th Grade)	
74	Santos, Andrea	COUN	Counselor (7th Grade)	
75	Bais, Mary	COUN	Counselor (8th Grade)	
76	Bias, Angelica	LIB	Librarian	

77	Pablo, Melissa	ESLO	ESL Coordinator	
78	Espina, Alpha	COUN	Math Enrichment Instructor	
79	Balajadia, Beridiana	CRTO	Consulting Resource Teacher	
80	Guerrero, Ann Therese	CRTO	Consulting Resource Teacher	
81	Jaleco, Eileen	NRSO	School Health Counselor	
82	Quintanilla, Carol	OFC	Administrative Officer	
83	Bagoisan, Bernick	COUN	Computer Operator II	
84	Camacho, Francine	OFC	Clerk Typist I	
85	Perez, Leilani	OFC	Clerk Typist I	
86	Mendiola, Donna Mae	OFC	Clerk Typist II	
87	Cruz, Catherine	OFC	Clerk Typist I	
88	Camacho, John	SUPV	School Aide I	
89	Canales, Joey	SUPV	School Aide III	
90	Torres, Rose Marie	SUPV	School Aide I	
91	Ogo, Angela	SUPV	School Aide III	
92	Santiago, Vincent	SUPV	School Aide III	
93	Quinata, Bob	SUPV	School Aide III	
94	Francisco, Patrick	SUPV	School Aide III	
95	Perez, John	BLDG	Building Custodial Supervisor	
96	Tydingco, Daniel	BLDG	Maintenance Custodian	
97	VACANT	OFF	Assistant Principal	
98	Sablan, Jodi B.	OFF	Assistant Principal	
99	Espinosa, Arlyn A.	OFF	Assistant Principal	
100	Mafnas, Melissa D.	OFF	Principal	
101				
102				

PROBLEM STATEMENT	<p>READING: Beginning SY2017 through 2019, 6th, 7th & 8th grade students' District-Wide Assessment (ACT Aspire) results from each year show that more than 50% of the student population scored <i>In Need of Support</i> in Reading.</p> <p>MATH: Beginning SY2017 through 2019, 6th, 7th & 8th grade students' District-Wide Assessment (ACT Aspire) results from each year show that percentage of students scoring <i>In Need of Support</i> in Math have been <u>increasing</u> by an average of 3.5%.</p>						
DISTRICT GOAL	<p>District Goal 2 <i>All Guam Department of Education students will successfully progress from grade and from one level of schooling to another in order to maximize the opportunities to successfully graduate from high school.</i></p> <p>District Goal 3 <i>All Guam Department of Education instructional personnel will meet high standards for qualification and ongoing professional development and will be held accountable for all aligned responsibilities.</i></p> <p>Using SY14-15 District-Wide Assessment, Act Aspire, as baseline data, the school will reach 90% or more in its Adequate Yearly Progress (AYP) by SY2024-2025 using the current District-Wide Assessment.</p>						
SCHOOL GOALS	<p>The school leadership and faculty champion the implementation of a schoolwide strategy to differentiate/personalize curriculum, instruction, and assessment to address individual students' strengths and growth areas. (CAF#1)</p> <p>The school leadership and faculty deepen implementation of high-impact instructional strategies in every classroom to ensure that all students engage in rigorous and relevant learning. (CAF#2)</p> <p><i>In the area of LARM using School Year 2014-15 District-Wide Assessment (ACT Aspire) scores as a baseline, the percentage of students will increase in achievement in the District-Wide Assessment, ACT Aspire (including Alternate Assessment):</i></p>						
MEASURABLE OBJECTIVES	<p>LANGUAGE ARTS</p> <ul style="list-style-type: none"> 2-5% each year for 6th Grade for a period of 10 years from SY2014-15 – SY2024-25. 2-5% each year for 7th Grade for a period of 10 years from SY2014-15 – SY2024-25. 2-5% each year for 8th Grade for a period of 10 years from SY2014-15 – SY2024-25. <p>READING</p> <ul style="list-style-type: none"> 2-5% each year for 6th Grade for a period of 10 years from SY2014-15 – SY2024-25. 2-5% each year for 7th Grade for a period of 10 years from SY2014-15 – SY2024-25. 2-5% each year for 8th Grade for a period of 10 years from SY2014-15 – SY2024-25. <p>MATH</p> <ul style="list-style-type: none"> 2-5% each year for 6th Grade for a period of 10 years from SY2014-15 – SY2024-25. 2-5% each year for 7th Grade for a period of 10 years from SY2014-15 – SY2024-25. 2-5% each year for 8th Grade for a period of 10 years from SY2014-15 – SY2024-25. 						
I. STUDENT ACADEMIC PERFORMANCE – LARM (TO INCLUDE ALL OTHER CONTENT AREAS)							
ACTION STEPS	Schoolwide Learner Outcomes	Critical Area(s) of Focus Addressed	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EVALUATION	TIMELINE	STATUS
A. Standards and Assessment							

<p style="text-align: center;">1</p>	<p>FBLGMS will develop and implement a standards-based curriculum (Standards-Based Grading/Proficiency Scales) focusing in the area of LARM (Language Arts, Reading, and Math), including all other content areas, which will serve as the teachers' classroom planning guide that is aligned with the Common Core State Standards and GDOE Content Standards.</p>	<p style="text-align: center;"><i>High Level Thinkers</i> <i>Study Skills Masters</i></p>	<p style="text-align: center;">#1 Differentiated /Personalized CIA #2 High-Impact Instructional Strategies</p>	<p style="text-align: center;">Administrators Faculty</p>	<p>ACT Aspire Computer Internet Access Common Core State Standards Teacher-made Summative and Formative Assessments Skills Analysis Checklist Standards-Based Grading Training Content Vertical Alignment Documents</p>	<p style="text-align: center;">Curriculum Guides Skills Analysis Checklist End-of-the-year Data Analysis</p>	<p style="text-align: center;">SY 2017-24</p>	<p>District Curriculum Guides were collaboratively created by all the schools' content area teachers, and Priority Standards, Skills, and Topics (PSSST) were finalized.</p> <p>In SY19-20, ACT Aspire science assessments will be based on Next Generation Science Standards (NGSS). Currently, the district's curriculum map does not have NGSS.</p> <p>Although FBLGMS is using SBG to assign grades to students, PowerSchool is not set up for SBG.</p> <p>SY19-20, all teachers are implementing SBG and utilizing proficiency scales in all content/elective classrooms.</p> <ul style="list-style-type: none"> Ongoing
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<p>2</p>	<p>FBLGMS faculty will meet during Content Preparation periods and Team Planning time as a PLC (Professional Learning Community) to discuss and use data to carry out and amend, as needed, Academic/ Behavioral SMART Goals that focus on student achievement.</p>	<p><i>High Level Thinkers</i> <i>Accomplished Communicators</i> <i>Worthwhile Contributors</i></p>	<p>#1 Differentiated /Personalized CIA #2 High-Impact Instructional Strategies #3 Collaboration /Shared Decision Making #5 PBIS/ Behavior Management System</p>	<p>Administrators Faculty</p>	<p>Meeting Time and Place Team SMART Goals (Academic/Behavioral)</p>	<p>Team SMART Goals (Academic/Behavioral) End-of-the-Year Report</p>	<p>SY2017-24</p>	<p>Content and Interdisciplinary Teams continue to meet during designated grade level and content area PLCs (Professional Learning Communities) throughout the duration of this plan of action.</p> <ul style="list-style-type: none"> • Ongoing
<p>3</p>	<p>FBLGMS will create, develop, and implement a school wide “writing rubric” that will be used in all content areas to focus on literacy skills.</p>	<p><i>High Level Thinkers</i> <i>Accomplished Communicators</i></p>	<p>#1 Differentiated /Personalized CIA #2 High-Impact Instructional Strategies #3 Collaboration /Shared Decision Making</p>	<p>Administrators Faculty Language Arts Department</p>	<p>Meeting Time and Place Multimedia Laptop</p>	<p>School wide “Writing” Rubric”</p>	<p>SY2017-24</p>	<p>A Writing Rubric is utilized and incorporated in all content areas to focus on literacy, but documentation of its effectiveness and student progress still needs to be developed. The school will further improve the rubric and provide access and/or feedback regarding its consistency and efficacy.</p>

<p style="text-align: center;">4</p>	<p>FBLGMS will develop and implement formative and summative assessments focusing on LARM and all other content areas that are aligned with Common Core State Standards and GDOE Priority Standards, Skills, and Topics with particular reference to Standards-Based Grading.</p>	<p style="text-align: center;"><i>High Level Thinkers</i> <i>Study Skills Masters</i></p>	<p style="text-align: center;">#1 Differentiated /Personalized CIA #2 High-Impact Instructional Strategies</p>	<p style="text-align: center;">Administrators Faculty</p>	<p style="text-align: center;">ACT Aspire Computer Internet Access District Curriculum Documents Common Core State Standards</p>	<p style="text-align: center;">Summative and Formative Assessments Skills Analysis Checklist End-of-the-Year Data Analysis Standards Based Assessments</p>	<p style="text-align: center;">SY2017-24</p>	<p>Teachers continue to implement and revisit assessments, which are now aligned with Priority Standards, Skills, and Topics, with reference to SBG.</p> <ul style="list-style-type: none"> • Ongoing
<p style="text-align: center;">5</p>	<p>FBLGMS students will be assessed in the areas of LARM and all other content areas at the end of each quarter, or will use teacher-made summative assessments, which are aligned with the Common Core State Standards and GDOE Priority Standards, Skills, and Topics.</p>	<p style="text-align: center;"><i>High Level Thinkers</i> <i>Study Skills Masters</i></p>	<p style="text-align: center;">#1 Differentiated /Personalized CIA #2 High-Impact Instructional Strategies</p>	<p style="text-align: center;">Administrators Faculty</p>	<p style="text-align: center;">Teacher-made Summative and Formative Assessments</p>	<p style="text-align: center;">Skills Analysis Checklist End-of-the-Year Data Analysis Assessment Tool</p>	<p style="text-align: center;">SY2017-24</p>	<p>Students are continually assessed throughout the duration of this plan.</p> <p>Teachers continue to revisit Common Formative / Summative assessments to meet the needs of students.</p> <ul style="list-style-type: none"> • Ongoing

6	<p>FBLGMS will be actively involved in Professional Learning Communities (PLCs), which focus on student progress toward academic achievement.</p>	<p><i>Accomplished Communicators</i> <i>Worthwhile Contributors</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p> <p>#3 Collaboration /Shared Decision Making</p>	<p>Administrators</p> <p>Faculty</p>	<p>ACT Aspire</p> <p>Summative and Formative Assessment Data</p> <p>Computer Internet Access</p> <p>Common Core State Standards</p> <p>Skills Analysis Checklist</p> <p>Team SMART Goals (Academic)</p>	<p>Attendance Sheets Data Analysis</p> <p>Summative and Formative Assessments</p> <p>Skills Analysis Checklist</p> <p>End-of-the-Year Data Analysis</p> <p>PLC Reflections</p> <p>PLC Meeting Minutes and Agenda</p>	<p>SY2017-24</p>	<p>Teachers continue to hold grade level and content area PLC meetings. However, some content areas are unable to meet weekly as a group due to class schedule issues as a result of Block Schedule. Grade level content areas are still able to meet, and content areas may meet after school hours.</p> <ul style="list-style-type: none"> • Ongoing
7	<p>FBLGMS will utilize a uniform Lesson Plan format (Marzano-based) that addresses student achievement.</p>	<p><i>High Level Thinkers</i> <i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p>	<p>Administrators</p> <p>Faculty</p>	<p>Uniform Lesson Plans</p> <p>More training opportunities in creating a Marzano-based lesson plan</p>	<p>Lesson Plans</p>	<p>SY2017-24</p>	<p>GDDE district lesson plan format (Board Policy 378) approved by the Guam Education Board will be implemented in 2020, as it is more teacher-friendly.</p> <p>Current Marzano-based uniform lesson plan format includes the SLO component.</p>

8	<p>FBLGMS will continue with the school accreditation process.</p>	<p><i>High Level Thinkers</i> <i>Accomplished Communicators</i> <i>Worthwhile Contributors</i> <i>Knowledgeable About Selves, Physically and Emotionally</i> <i>Study Skills Masters</i></p>	<p>#1 Differentiated/Personalized CIA #2 High-Impact Instructional Strategies #3 Collaboration/Shared Decision Making #4 Community Supplemental Resources #5 PBIS/Behavior Management System</p>	<p>Administrators Focus/Home Groups Faculty/Staff Parents Students</p>	<p>Accreditation Report</p>	<p>Accreditation</p>	<p>SY2017-24</p>	<p>School underwent Full Self-Study and was visited in March 2017. School is preparing for the Midterm Visit by addressing the steps on the School Action Plan and Critical Areas of Focus recommended by the Full Self-Study Visiting Committee.</p> <ul style="list-style-type: none"> • Ongoing
9	<p>FBLGMS will utilize teaching strategies that incorporate literacy skills: The Big 8 Literacy Strategies, CITW (Classroom Instruction That Works), Differentiated Instruction, and SIOP (Sheltered Instruction Observation Protocol) Model.</p>	<p><i>High Level Thinkers</i> <i>Accomplished Communicators</i> <i>Worthwhile Contributors</i> <i>Knowledgeable About Selves, Physically and Emotionally</i> <i>Study Skills Masters</i></p>	<p>#1 Differentiated/Personalized CIA #2 High-Impact Instructional Strategies</p>	<p>Administrators Curriculum Leadership Team Faculty</p>	<p>Meeting Time and Place Multimedia Laptop Ongoing training on CITW, Big 8 of Literacy, and SIOP Strategies</p>	<p>Lesson Plan Design Google Sites</p>	<p>SY2017-24</p>	<p>Current Marzano-based uniform lesson plan format includes all teaching strategies mentioned in Action Step #9.</p> <ul style="list-style-type: none"> • Ongoing

<p style="text-align: center;">10</p>	<p>FBIGMS will continually evaluate data relating to all school initiatives to ensure that they meet the unique needs of all students in achieving success.</p>	<p><i>High Level Thinkers</i> <i>Accomplished Communicators</i> <i>Worthwhile Contributors</i> <i>Knowledgeable About Selves, Physically and Emotionally</i> <i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA #2 High-Impact Instructional Strategies</p>	<p>School Administrator School Leadership Team</p>	<p>CITW SMART Goals PLC Groups The Big 8 Literacy Strategies Differentiated Instruction Sheltered Instruction Observation Protocol (SIOP) Model Lesson Plan Design ESL/SPED, PBIS, Curriculum Guides</p>	<p>Student Progress and Quarter Report Cards CFAs ACT Aspire Results</p>	<p>SY2017-24</p>	<p>The school reviews District Wide Assessment (ACT Aspire and SBA) results and takes steps in assisting students with math and reading competencies (Critical Learner Needs). In SY2019-20, Team Time is including White Day Fridays as the math literacy-based period to address Critical Learner Needs in math and reading.</p> <ul style="list-style-type: none"> Ongoing
<p style="text-align: center;">11</p>	<p>FBIGMS will participate in the District's Middle School Professional Development days focusing on "Guaranteed and Viable Curriculum," with emphasis on Common Formative Assessments (CFAs), Standards-Based Grading, and Proficiency Scales.</p>	<p><i>High Level Thinkers</i> <i>Accomplished Communicators</i> <i>Worthwhile Contributors</i> <i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA #2 High-Impact Instructional Strategies #3 Collaboration /Shared Decision Making</p>	<p>Administrators Faculty</p>	<p>Multimedia Photocopy Paper Photocopy Machine Handouts</p>	<p>Common Formative Assessments Skills Analysis Checklist</p>	<p>SY2017-24</p>	<p>The Curriculum Leadership Team (SBG Cadre) has been facilitating teacher training in developing Proficiency Scales and converting percentage grades into Standards-Based Grading practices.</p> <ul style="list-style-type: none"> Ongoing

<p>12</p>	<p>FBIGMS will address the critical learner needs by incorporating math-related lessons and literacy-based activities, at least, once a month during Team Time.</p>	<p><i>High Level Thinkers</i> <i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA #2 High-Impact Instructional Strategies #5 PBIS/ Behavior Management System</p>	<p>SCC Math Department- PTEP Goal Administration Team Time Teachers Team's Math Teachers</p>	<p>Resource Materials Photocopy Paper Photocopy Machine Handouts Online Resources</p>	<p>Pre-/Post Assessments Skills Analysis Checklist</p>	<p>SY2017-24</p>	<p>Beginning SY17-18, each interdisciplinary team is tasked with selecting and implementing math-related lessons appropriate for their set of students during Team Time. In SY2018-2020, the Math Department teachers and Math Enrichment Instructor oversee the math literacy-based activities created for Team Time.</p> <ul style="list-style-type: none"> • Ongoing
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<h1 style="text-align: center;">13</h1>	<p>FBIGMS will provide students with intervention/remediation opportunities to help minimize or address student retention rate.</p>	<p><i>Accomplished Communicators</i> <i>Knowledgeable About Themselves, Physically and Emotionally</i> <i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p> <p>#4 Community Supplemental Resources</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>Counselors</p> <p>School Leadership Team</p> <p>Teachers</p> <p>Teacher Assistants</p>	<p style="text-align: center;">Retention Policy</p>	<p>Meeting Logs</p> <p>Tutoring Attendance Logs</p>	<p style="text-align: center;">SY2017-24</p>	<p>Retention policy is enforced, as per Board Policy 339; however, social promotion has also been a common practice among middle schools.</p> <p>In 2018, an Opportunity Room has been revived to allow for intervention/remediation opportunities. In SY2019-20, the Opportunity Room is discontinued due to lack of personnel and instructor for the position.</p> <p>Each team has its own intervention/remediation systems in place (as per behavioral SMART Goals) and may hold their own tutoring sessions within their quad students.</p>
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<h1>14</h1>	<p>FBLGMS will implement a summer school program with emphasis in LARM to assist in increasing student performance levels in language arts, reading, and math (and include all other content area skills/levels).</p>	<p><i>High Level Thinkers</i> <i>Accomplished Communicators</i> <i>Worthwhile Contributors</i> <i>Knowledgeable About Selves, Physically and Emotionally</i> <i>Study Skills Masters</i></p>	<p>#1 Differentiated/Personalized CIA #2 High-Impact Instructional Strategies #3 Collaboration/Shared Decision Making</p>	<p>Administrators Counselors Summer School Site Coordinator Summer School Teachers/Staff</p>	<p>Existing, Additional Funding</p>	<p>Summer School Exit Report</p>	<p>SY2017-24</p>	<p>Summer School Program continues to be provided throughout the duration of this plan, provided that funding is available.</p> <p>Plan needs to be developed for reading/math “double dose” sessions, peer tutoring, and/or NJHS support services.</p> <ul style="list-style-type: none"> • Ongoing
<h1>15</h1>	<p>FBLGMS will adopt Block Schedule and its components, making adjustments to the plan as appropriate.</p>	<p><i>High Level Thinkers</i> <i>Study Skills Masters</i></p>	<p>#1 Differentiated/Personalized CIA #2 High-Impact Instructional Strategies #5 PBIS/Behavior Management System</p>	<p>Block Schedule Committee Administration School Leadership Team Faculty/Staff</p>	<p>Resource Materials Unit/Lesson Plans Photocopy Machine Online Resources Behavioral/Academic SMART Goals</p>	<p>Common Formative/Summative Assessments Discipline Data</p>	<p>SY2018-24</p>	<p>A Block Schedule committee has been formed during SY2017-18 to evaluate the feasibility of the school adopting Block Schedule.</p> <p>Beginning SY18-19, Block Schedule was implemented.</p> <p>In SY2019-20, Block Schedule was reevaluated and refined to further meet the needs of students and staff.</p>

<p style="text-align: center;">16</p>	<p>FBLGMS will provide Advanced Placement (Pre-AP) courses to 8th grade students who meet given criteria (ACT Aspire <i>Exceeding/Ready</i> assessment results and teacher recommendations).</p>	<p style="text-align: center;"><i>High Level Thinkers</i> <i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administration Faculty who received Pre-AP training Counselors</p>	<p>Student Performance Data (ACT Aspire) Resource Materials Unit/Lesson Plans Photocopy Machine Online Resources Specialized Curriculum Teacher Recommendations</p>	<p>Common Formative/ Summative Assessments</p>	<p style="text-align: center;">SY2018-24</p>	<p>In May 2017, the school principal and a team consisting of 8th grade teachers trained in implementing Pre-AP courses have begun planning and organizing students who will be placed in Pre-AP courses for SY18-19.</p> <p>In SY2018-19, Team 8A was designated as the Pre-AP team for students who qualified for the program.</p> <p>In SY2019-20, the school has decided to allow all interdisciplinary teams to teach advanced courses that provide students with the challenge and rigor in any given content area.</p> <ul style="list-style-type: none"> • Ongoing
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B. Personnel Quality and Accountability

<p style="text-align: center;">1</p>	<p>FBLGMS will actively participate in District and School-Site Professional Development days that specifically address areas of academic needs in LARM and all other content areas that will enable teachers to develop a repertoire of instructional strategies that support school reform initiatives.</p>	<p style="text-align: center;"><i>High Level Thinkers</i></p> <p style="text-align: center;"><i>Accomplished Communicators</i></p> <p style="text-align: center;"><i>Worthwhile Contributors</i></p> <p style="text-align: center;"><i>Knowledgeable About Selves, Physically and Emotionally</i></p> <p style="text-align: center;"><i>Study Skills Masters</i></p>	<p style="text-align: center;">#1 Differentiated /Personalized CIA</p> <p style="text-align: center;">#2 High-Impact Instructional Strategies</p> <p style="text-align: center;">#3 Collaboration /Shared Decision Making</p> <p style="text-align: center;">#4 Community Supplemental Resources</p> <p style="text-align: center;">#5 PBIS/ Behavior Management System</p>	<p style="text-align: center;">Administrators</p> <p style="text-align: center;">School Leadership Team</p> <p style="text-align: center;">SBG Cadre</p> <p style="text-align: center;">Curriculum Leadership Team</p>	<p style="text-align: center;">Student Performance Data</p> <p style="text-align: center;">Student Profile Data</p> <p style="text-align: center;">Exemplary Student Work Samples</p> <p style="text-align: center;">Research-Based Programs</p> <p style="text-align: center;">Common Core State Standards</p>	<p style="text-align: center;">Attendance Sheets</p> <p style="text-align: center;">Evaluation of Training by Participants</p>	<p style="text-align: center;">SY2017-24</p>	<p>School continues to conduct teacher-led professional development sessions that focus on Standards-Based Grading (SBG), Proficiency Scales, Technology, Classroom Instruction that Works (CITW), and Positive Behavior Interventions and Supports (PBIS).</p> <ul style="list-style-type: none"> • Ongoing
<p style="text-align: center;">2</p>	<p>FBLGMS will conduct classroom observations for teacher evaluation to improve the delivery of instruction, resulting in improved student performance, using the Guam PTEP (Professional Teacher Evaluation Program).</p>	<p style="text-align: center;"><i>High Level Thinkers</i></p> <p style="text-align: center;"><i>Accomplished Communicators</i></p> <p style="text-align: center;"><i>Worthwhile Contributors</i></p> <p style="text-align: center;"><i>Knowledgeable About Selves, Physically and Emotionally</i></p> <p style="text-align: center;"><i>Study Skills Masters</i></p>	<p style="text-align: center;">#1 Differentiated /Personalized CIA</p> <p style="text-align: center;">#2 High-Impact Instructional Strategies</p> <p style="text-align: center;">#3 Collaboration /Shared Decision Making</p>	<p style="text-align: center;">Administrators</p> <p style="text-align: center;">Teachers</p> <p style="text-align: center;">Data Committee</p>	<p style="text-align: center;">PTEP Evaluation</p>	<p style="text-align: center;">PTEP Evaluation Feedback</p>	<p style="text-align: center;">SY2017-24</p>	<p>Teachers are observed through mini-observations (Power Walkthrough®) - with immediate feedback) while using the PTEP standards to focus on instruction and student progress.</p> <ul style="list-style-type: none"> • Ongoing

3	<p>FBLGMS will utilize a uniform School wide Lesson Plan format (Marzano-based) to formulate daily student activities and provide documentation.</p>	<p><i>High Level Thinkers</i> <i>Accomplished Communicators</i> <i>Worthwhile Contributors</i> <i>Knowledgeable About Selves, Physically and Emotionally</i> <i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA #2 High-Impact Instructional Strategies #3 Collaboration /Shared Decision Making</p>	<p>Administrators Faculty</p>	<p>Lesson Plan Design</p>	<p>Lesson Plan Implementation and Supporting Documents Livebinders (Virtual Online Binder)/Google Sites District Lesson Plan Template (BP378)</p>	<p>SY2017-24</p>	<p>Teachers continue to plan daily classroom instruction and provide learning evidence based on Priority Standards, Skills, and Topics. In SY2019-2020, the school's uniform lesson plan incorporated the Schoolwide Learning Outcomes rubric as part of the template. Beginning 2020, the district will begin to implement a common Lesson Plan template approved and adopted by the Guam Education Board.</p>
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4	<p>FBLGMS Instructional Coach will provide peer assistance and coaching for the schoolwide implementation of district initiatives.</p>	<p><i>High Level Thinkers</i> <i>Accomplished Communicators</i> <i>Worthwhile Contributors</i> <i>Knowledgeable About Selves, Physically and Emotionally</i> <i>Study Skills Masters</i></p>	<p>#1 Differentiated/Personalized CIA #2 High-Impact Instructional Strategies #3 Collaboration /Shared Decision Making</p>	<p>Administrators Instructional Coach</p>	<p>Computer Curriculum Guides USB Drive Google Sites School Action Plan</p>	<p>Performance Evaluation for Instructional Coach</p>	<p>SY2017-24</p>	<p>The Instructional Coach provides professional development and guidance for teachers, while helping build capacity for teacher leadership.</p> <p>The Instructional Coach serves as a mentor/support for 1st to 3rd year teachers and permanent substitute teachers.</p> <ul style="list-style-type: none"> • Ongoing
5	<p>FBLGMS will conduct annual performance observations for staff evaluations to improve services delivered to students and employees.</p>	<p><i>High Level Thinkers</i> <i>Accomplished Communicators</i> <i>Worthwhile Contributors</i> <i>Knowledgeable About Selves, Physically and Emotionally</i> <i>Study Skills Masters</i></p>	<p>#2 High-Impact Instructional Strategies #3 Collaboration /Shared Decision Making #4 Community Supplemental Resources</p>	<p>Administrators Staff</p>	<p>Photocopy Machine Paper</p>	<p>Performance Evaluation Rating</p>	<p>SY2017-24</p>	<p>The school administrators continue to evaluate the staff using the approved evaluation tool.</p> <ul style="list-style-type: none"> • Ongoing

6	<p>FBLGMS certified personnel continue to meet all certification requirements.</p>	<p><i>High Level Thinkers</i> <i>Accomplished Communicators</i> <i>Worthwhile Contributors</i> <i>Knowledgeable About Selves, Physically and Emotionally</i> <i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA #2 High-Impact Instructional Strategies #3 Collaboration /Shared Decision Making</p>	<p>Administrators Faculty/Staff</p>	<p>Data provided by Personnel Services Documents pertaining to Professional Development hours completed, compiled, and accessible to all teachers via Google Docs</p>	<p>Updated Teaching Certification On-File</p>	<p>SY2017-24</p>	<p>Opportunities to earn professional development hours and graduate credits through courses at the University of Guam are highly supported and encouraged.</p> <p>The school administrators continue to work closely with the Division of Personnel Services to recruit certified teachers and inform faculty of opportunities for recertification credits or service hours.</p> <p>Two school-based mentors under the Teacher & Administrator Effectiveness (TAE) Project for SY2019-20 are currently assisting four Initial Certified teachers to receive their Professional Certification by the next school year.</p> <ul style="list-style-type: none"> • Ongoing
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7	<p>FBLGMS will conduct training on writing and developing SMART (Specific, Measurable, Achievable, Realistic, and Time-bound) Goals.</p>	<p><i>High Level Thinkers</i> <i>Accomplished Communicators</i> <i>Worthwhile Contributors</i> <i>Knowledgeable About Selves, Physically and Emotionally</i> <i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p>	<p>Team Teachers</p>	<p>Team SMART Goals (Academic/Behavioral)</p>	<p>SY2017-24</p>	<p>School administration guides teachers in writing SMART Goals, as requested by interdisciplinary or content area teams.</p> <p>In 2017, the school created the unified behavioral SMART Goals for all interdisciplinary teams to adhere to and develop relevant rewards and consequences for their specific group of students.</p> <ul style="list-style-type: none"> • Ongoing
8	<p>FBLGMS will provide training opportunities in technology.</p>	<p><i>High Level Thinkers</i> <i>Accomplished Communicators</i> <i>Worthwhile Contributors</i> <i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p> <p>#3 Collaboration /Shared Decision Making</p> <p>#4 Community Supplemental Resources</p>	<p>Administrators FSAIS (Financial Student and Administrative Information Systems)</p>	<p>Professional Development Attendance Sheets Supplemental Material</p>	<p>Exit Evaluation</p>	<p>SY2017-24</p>	<p>School administrators and personnel assist in technological training, as need arises.</p> <p>A <i>Technology Committee</i> needs to be formed to provide additional and specific technological training.</p>

C. Home-School Connection

<p>1</p>	<p>FBLGMS will develop and disseminate Student Handbooks that outline student academic/behavioral expectations.</p>	<p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p> <p><i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#3 Collaboration /Shared Decision Making</p> <p>#4 Community Supplemental Resources</p> <p>#5 PBIS/ Behavior Management System</p>	<p>GDOE District Office</p> <p>Administrators</p> <p>School Leadership Team</p>	<p>Teacher/Staff Input</p> <p>Guam Education Board Policies</p>	<p>Teacher-Made Planners</p> <p>School-produced Student Handbooks</p>	<p>SY2017-24</p>	<p>Due to financial constraints, Student Planners/ Handbooks previously provided by the district have been discontinued in 2016, was reinstated in SY2017-18, but ceased in SY2018-19.</p> <p>Student Handbooks have now been created and printed at the school and distributed to all students at the beginning of each school year.</p> <ul style="list-style-type: none"> • Ongoing
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<p style="text-align: center;">2</p>	<p>FBLGMS will regularly communicate through phone calls and emails, and encourage parent portal access to PowerSchool to inform families of their child's academic progress across the disciplines to include, but not limited to, social behaviors and performance level expectations.</p>	<p><i>Accomplished Communicators</i> <i>Knowledgeable About Themselves, Physically and Emotionally</i></p>	<p>#1 Differentiated /Personalized CIA #2 High-Impact Instructional Strategies #4 Community Supplemental Resources</p>	<p>Administrators Faculty</p>	<p>Parent Portal Access to PowerSchool</p>	<p>Daily Monitoring of Students Teacher/Parent Input /Feedback Monthly Newsletters Log Sheets</p>	<p>SY2017-24</p>	<p>Beginning SY2016-17, teacher-made, weekly Student Planner sheets have been utilized by teams to help communicate with parents and to encourage students to be responsible for tracking their effort and work habits.</p> <ul style="list-style-type: none"> Ongoing
<p style="text-align: center;">3</p>	<p>FBLGMS will prepare and distribute the Student Handbook at the beginning of the school year.</p>	<p><i>Accomplished Communicators</i> <i>Worthwhile Contributors</i> <i>Knowledgeable About Selves, Physically and Emotionally</i> <i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA #3 Collaboration /Shared Decision Making #4 Community Supplemental Resources #5 PBIS/ Behavior Management System</p>	<p>Administrators School Leadership Team</p>	<p>Teacher/Staff Input</p>	<p>Student Handbook (with Parent/Guardian Signatures)</p>	<p>SY2017-24</p>	<p>Each year, every student receives a Student Handbook prepared and provided by the school.</p> <ul style="list-style-type: none"> Ongoing

<p style="text-align: center;">4</p>	<p>FBLGMS will establish criteria and implement student academic/social awards in LARM, and all other content areas, to recognize student achievement.</p>	<p style="text-align: center;"><i>High Level Thinkers</i></p> <p style="text-align: center;"><i>Knowledgeable About Selves, Physically and Emotionally</i></p> <p style="text-align: center;"><i>Study Skills Masters</i></p>	<p style="text-align: center;">#1 Differentiated /Personalized CIA</p> <p style="text-align: center;">#4 Community Supplemental Resources</p> <p style="text-align: center;">#5 PBIS/ Behavior Management System</p>	<p style="text-align: center;">Administrators Faculty</p>	<p style="text-align: center;">Teacher/Staff Input Photocopy Paper Certificates</p>	<p style="text-align: center;">Criteria for Academic/Social Awards Awards Ceremony</p>	<p style="text-align: center;">SY2017-24</p>	<p>A School Leadership Team has recently been reinstalled and hopes to develop the academic/social awards criteria.</p> <p>Interdisciplinary teams continue to recognize student achievements within their monthly quad assemblies.</p> <ul style="list-style-type: none"> • Ongoing
<p style="text-align: center;">5</p>	<p>FBLGMS will have team-sponsored, monthly Parent-Teacher Organization meetings that recognize student achievement (social/academic) in LARM and all other content areas.</p>	<p style="text-align: center;"><i>Accomplished Communicators</i></p> <p style="text-align: center;"><i>Worthwhile Contributors</i></p> <p style="text-align: center;"><i>Knowledgeable About Selves, Physically and Emotionally</i></p>	<p style="text-align: center;">#1 Differentiated /Personalized CIA</p> <p style="text-align: center;">#3 Collaboration /Shared Decision Making</p> <p style="text-align: center;">#4 Community Supplemental Resources</p> <p style="text-align: center;">#5 PBIS/ Behavior Management System</p>	<p style="text-align: center;">Administrators Faculty Parents</p>	<p style="text-align: center;">Meeting Agenda Student Listing Certificates Teacher/Staff Input Photocopy Paper</p>	<p style="text-align: center;">Sponsorship of PTO Meetings Photos on Livebinders (Virtual Online Binder)/ Google Sites School Newsletters Sign-In Sheets (Attendance Logs)</p>	<p style="text-align: center;">SY2017-24</p>	<p>Beginning January 2018, the teams recognized student achievement during PTO meetings.</p> <p>Monthly PTO meetings continue to be held as officers are installed annually.</p> <ul style="list-style-type: none"> • Ongoing

<p style="text-align: center;">6</p>	<p>FBLGMS will organize 1st and 3rd quarter Parent-Teacher Conferences to allow discussions regarding student academic progress in LARM and all other content areas.</p>	<p><i>Accomplished Communicators</i> <i>Knowledgeable About Selves, Physically and Emotionally</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p> <p>#3 Collaboration /Shared Decision Making</p> <p>#4 Community Supplemental Resources</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators Faculty</p>	<p>Photocopy Paper</p>	<p>Parent Sign-in Sheets Parent and Student Perception Surveys</p>	<p>SY2017-24</p>	<p>Parent-Teacher Conferences are held every end of 1st and 3rd quarters throughout the duration of this plan.</p> <ul style="list-style-type: none"> • Ongoing
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7	<p>FBLGMS faculty will continue to administer and analyze Parent and Student Perception Surveys that provide data on the overall classroom instructional practices.</p>	<p><i>Accomplished Communicators</i> <i>Worthwhile Contributors</i> <i>Knowledgeable About Selves, Physically and Emotionally</i></p>	<p>#1 Differentiated /Personalized CIA #2 High-Impact Instructional Strategies #3 Collaboration /Shared Decision Making #4 Community Supplemental Resources #5 PBIS/ Behavior Management System</p>	<p>Administrators Teachers</p>	<p>Photocopy Machine Student Perception Survey Template Parent Perception Survey Template Laptop Paper</p>	<p>Data Results of Perception Surveys</p>	<p>SY2017-24</p>	<p>Teachers continue to administer the Student and Parent Perception Surveys during November and April of each academic year, as required by the content PTEP Goals.</p> <p>Teachers compile and summarize the data through an end-of-the-year teacher reflection included in the e-portfolios.</p> <ul style="list-style-type: none"> Ongoing
8	<p>FBLGMS has working rapport with the Parent Outreach Coordinator to continue working towards student success.</p>	<p><i>Accomplished Communicators</i> <i>Worthwhile Contributors</i></p>	<p>#1 Differentiated /Personalized CIA #3 Collaboration /Shared Decision Making #4 Community Supplemental Resources #5 PBIS/ Behavior Management System</p>	<p>Administrators Faculty/Staff Parent Outreach Coordinator</p>	<p>Photocopy Machine Laptop Paper</p>	<p>Meeting Logs Attendance Log Student Academic/ Behavior Monitoring Sheets</p>	<p>SY2017-24</p>	<p>Teachers and counselors continue to seek assistance from the Parent Community Outreach personnel in order to facilitate home visits and ease communication challenges.</p> <ul style="list-style-type: none"> Ongoing

<p style="text-align: center;">9</p>	<p>FBLGMS will disseminate Mid-Quarter Progress and Quarterly Report Cards to provide parents information on their child's academic and behavioral progress, including intervention/ remediation efforts.</p>	<p><i>Accomplished Communicators</i> <i>Knowledgeable About Oneselves, Physically and Emotionally</i> <i>Study Skills Masters</i></p>	<p>#1 Differentiated/Personalized CIA #2 High-Impact Instructional Strategies #3 Collaboration /Shared Decision Making #4 Community Supplemental Resources #5 PBIS/ Behavior Management System</p>	<p>Administrators Faculty</p>	<p>Photocopy Paper Photocopy Machine Access to PowerSchool</p>	<p>Percentage of Mid-Quarter Progress and Quarterly Report Cards Signed by Parents</p>	<p>SY2017-24</p>	<p>Mid-Quarter Progress and Quarterly Report Cards are disseminated throughout the duration of this plan.</p> <ul style="list-style-type: none"> Ongoing
<p style="text-align: center;">10</p>	<p>FBLGMS will recognize student achievement by establishing criteria for student academic/social awards in LARM and all other content areas.</p>	<p><i>High Level Thinkers</i> <i>Accomplished Communicators</i> <i>Worthwhile Contributors</i> <i>Knowledgeable About Oneselves, Physically and Emotionally</i> <i>Study Skills Masters</i></p>	<p>#1 Differentiated/Personalized CIA #4 Community Supplemental Resources #5 PBIS/ Behavior Management System</p>	<p>Administrators Faculty</p>	<p>Teacher/Staff Input Photocopy Paper Awards (e.g., certificates, medals, trophies, etc.)</p>	<p>Criteria for Academic/Social Awards</p>	<p>SY2017-24</p>	<p>Interdisciplinary teams continue to recognize students' achievements within their quad assemblies.</p> <ul style="list-style-type: none"> Ongoing

<h1 style="text-align: center;">11</h1>	<p>FBLGMS will provide training and access to PowerSchool for parents to monitor their child's academic and behavioral progress.</p>	<p><i>Accomplished</i> <i>Worthwhile Contributors</i></p>	<p>#3 Collaboration /Shared Decision Making</p> <p>#4 Community Supplemental Resources</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators Faculty</p>	<p>PowerSchool Access (on cellphones)</p>	<p>PowerSchool Net Access Summary</p>	<p>SY2017-24</p>	<p>Each school year, parents are encouraged to request for PowerSchool parent portal access information from the Main Office in order to direct them to view their child's academic and behavioral progress at any time.</p> <ul style="list-style-type: none"> • Ongoing
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<p>PROBLEM STATEMENT</p>	<p>Beginning SY2016-17 to SY2018-19, an average rate of 91.8% of the student population attended school daily. There is a need to increase the percentage of average daily rate of student attendance every school year.</p>							
<p>DISTRICT GOAL</p>	<p>District Goal 4 <i>All members of the Guam Department of Education community will establish and sustain a safe, positive and supportive environment.</i> All middle schools will reach “Satisfactory” performance (90% or more) of its students attending school on a daily basis.</p>							
<p>SCHOOL GOAL</p>	<p>Each school year, the school will ensure a safe learning environment for all students, making adjustments to the plan as appropriate. (CAF#5)</p>							
<p>MEASURABLE OBJECTIVES</p>	<p><i>For SY2016-17 until SY2024-25, FBLG Middle School's Average Student Daily Attendance rate will be greater than 90%.</i></p>							
<p>II. STUDENT ATTENDANCE</p>								

ACTION STEPS	Schoolwide Learner Outcomes	Critical Area(s) of Focus Addressed	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EVALUATION	TIMELINE	STATUS
A. Student Attendance Rate							
<p>1</p> <p>FBLGMS will enforce a schoolwide attendance policy that is aligned with Guam Law and Board Policy 411 to increase the attendance rate or decrease absences of students.</p>	<p><i>Accomplished Communicators</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#4 Community Supplemental Resources</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>Leadership Team</p> <p>Truancy Officer</p>	<p>Annual Attendance Data</p> <p>Photocopy Paper</p> <p>Office Truancy Referral Form (OTRF) per Teacher</p> <p>Letter for Students that Exceeded 6 Parent Notes/Tardy Notes</p>	<p>Attendance Rate</p> <p>Student Truancy Referrals</p>	<p>SY2017-24</p>	<p>Attendance Policy (3-6-9-12) is currently aligned with Guam Law and Board Policy to increase the attendance rate or decrease absences of students.</p> <p>The school will update attendance policy (technical absence – student may miss 50% of one class period, but does not affect truancy).</p> <p>Teachers are highly encouraged by the school administrators to stand outside their classrooms during passing times to help guide students to be in class on time.</p>

<p>2</p> <p>FBLGMS will recognize students who achieved perfect attendance quarterly and at the end of the year.</p> <p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p> <p>#1 Differentiated /Personalized CIA</p> <p>#3 Collaboration /Shared Decision Making</p> <p>#5 PBIS/ Behavior Management System</p> <p>Administrators</p> <p>Computer Operator Faculty Counselors</p> <p>Teacher/Staff Input</p> <p>Photocopy Paper</p> <p>PowerSchool Data</p> <p>Awards Ceremony</p> <p>Quarterly Student Recognition during Team Assemblies</p> <p>SY2017-24</p> <p>Team recognition of students' perfect attendance will be implemented, beginning SY2019-20 and will continue throughout the duration of this plan.</p>							
B. Personnel Quality and Accountability							
<p>1</p> <p>FBLGMS will provide faculty and staff training to focus on the district's attendance policy.</p> <p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p>#1 Differentiated /Personalized CIA</p> <p>#3 Collaboration /Shared Decision Making</p> <p>#5 PBIS/ Behavior Management System</p> <p>Administrators</p> <p>Attendance Officer</p> <p>Annual Attendance Data</p> <p>Photocopy Paper</p> <p>Multimedia Projector</p> <p>Office Truancy Referral Form (OTRF)</p> <p>Attendance Rate</p> <p>Student Office Truancy Referrals</p> <p>SY2017-24</p> <p>Training is provided to faculty/staff regarding the district's attendance policy every beginning of the school year.</p> <ul style="list-style-type: none"> • Ongoing 							

<p>2</p>	<p>FBLGMS will recognize faculty and staff for perfect attendance at the end of the year.</p>	<p><i>Accomplished Communicators Worthwhile Contributors</i></p>	<p>#1 Differentiated /Personalized CIA #3 Collaboration /Shared Decision Making #4 Community Supplemental Resources</p>	<p>Administrators Administrative Officer School Leadership Team</p>	<p>Teacher/Staff Input Photocopy Paper</p>	<p>Employee Attendance Record</p>	<p>SY2017-24</p>	<p>Recognition of employees' perfect attendance has been implemented during some years; however, it has been given out irregularly. Teachers who attend off-campus district initiative training were still eligible for the recognition.</p>
<p>C. Home-School Connection</p>								

<p>1</p>	<p>FBLGMS will enforce and disseminate Student Handbooks that outline the school's attendance policy.</p>	<p><i>Accomplished Communicators</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p> <p>#3 Collaboration /Shared Decision Making</p> <p>#4 Community Supplemental Resources</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators School Leadership Team</p>	<p>Teacher/Staff Input Paper Photocopy Machine</p>	<p>Student Handbooks Training Schedule Intervention List Faculty/Staff Handbook</p>	<p>SY2017-24</p>	<p>Student Handbooks are created, printed, and distributed at the school for all students at the beginning of each school year.</p> <ul style="list-style-type: none"> • Ongoing
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<p style="text-align: center;">2</p>	<p>FBLGMS will create intervention plans, including consequences to address truancy issues (tardiness). The school will review and provide training to faculty/staff.</p>	<p><i>Accomplished Communicators</i> <i>Worthwhile Contributors</i> <i>Knowledgeable About Selves, Physically and Emotionally</i></p>	<p>#3 Collaboration /Shared Decision Making #5 PBIS/ Behavior Management System</p>	<p>Administrators School Leadership Teams School Climate Cadre</p>	<p>Teacher/Staff Input Paper Photocopy Machine Online Resources</p>	<p>Student Planners Student Handbooks Training Schedule Intervention List Faculty/Staff Handbook</p>	<p>SY2017-24</p>	<p>In 2017, the faculty/staff developed the unified Behavioral SMART Goals, which are refined in each interdisciplinary team and its members. The School Leadership Team hopes to draft more refined schoolwide intervention plans that address consequences for specific truancy issues.</p>
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<p style="text-align: center;">2</p>	<p>FBLGMS will implement a Character-Based Education program using Activities that Build Character (A-B-C Lessons), incorporating the district's Character Education program standards.</p>	<p><i>Accomplished Communicators</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>School Climate Cadre</p> <p>Faculty/Staff</p>	<p>Annual Discipline Data</p> <p>Photocopy Paper</p> <p>A-B-C Lesson Plans (hard copy and on previous years' LiveBinders)</p> <p>Character Monthly Newsletters</p> <p>Google Sites</p> <p>District Character Education Program Standards</p>	<p>Discipline Rate Data</p> <p>Student Referrals</p> <p>Student Work Samples on LiveBinders/ Google Sites</p> <p>Incentives (Dress Down Tickets, Tarza Waterpark Field Trips)</p>	<p>Team Time period is used to implement Character Education standards throughout the duration of this plan.</p> <p>A-B-C (Activities that Build Character) Lessons and other materials that target prevalent behavioral issues are provided to all teachers, including the School Climate Chronicles that are published twice a month.</p> <p>Monthly quad assemblies are held to discuss behavioral progress of the teams, including student recognition for positive reinforcements.</p> <ul style="list-style-type: none"> • Ongoing
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<p style="text-align: center;">3</p>	<p>FBLGMS will utilize an evaluation system to monitor and assess student progress in Character Education.</p>	<p><i>High Level Thinkers</i></p> <p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p> <p><i>Study Skills Masters</i></p>	<p>#2 High-Impact Instructional Strategies</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>School Climate Cadre</p> <p>Faculty</p>	<p>Character Education Rubric</p> <p>Character Education Standards</p>	<p>Discipline Rate Data</p> <p>Student Referrals</p> <p>Learning Snapshots</p>	<p>SY2017-24</p>	<p>School Climate Cadre (SCC) continues to seek more effective ways to monitor and evaluate student progress in Character Education.</p> <p>SCC observes student progress in Character Education by conducting Team Time visitations and by using logs and Learning Snapshots for documentation.</p> <p>SCC monitors the school's monthly discipline data to determine student behavior progress.</p> <p>Awards, such as the HAWKS Bucks, are given to students to purchase items in the Hawk Store. SCC tallies the number of HAWKS Bucks redeemed each semester.</p> <ul style="list-style-type: none"> • Ongoing
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4	<p>FBLGMS will integrate the “Play By the Rules” curriculum into the 7th Grade social studies curriculum and Team Time lessons, as a supplement.</p>	<p><i>High Level Thinkers</i> <i>Accomplished Communicators</i> <i>Worthwhile Contributors</i> <i>Knowledgeable About Selves, Physically and Emotionally</i> <i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA #2 High-Impact Instructional Strategies #5 PBIS/ Behavior Management System</p>	<p>Administrators 7th Grade Social Studies Teachers School Climate Cadre Team Time Teachers</p>	<p>“Play By the Rules” workbooks Photocopy Paper</p>	<p>Student Perception Surveys Pretest and Posttest Results</p>	<p>SY2017-24</p>	<p>The school will continue to update “Play By the Rules” Program information and utilize existing materials in 7th grade social studies classes and Team Time.</p> <ul style="list-style-type: none"> • Ongoing
5	<p>FBLGMS will develop and implement Behavioral SMART (Specific, Measurable, Achievable, Realistic, and Time-bound) Goals in every content and interdisciplinary team that focus on decreasing the school’s discipline referral rate.</p>	<p><i>High Level Thinkers</i> <i>Accomplished Communicators</i> <i>Worthwhile Contributors</i> <i>Knowledgeable About Selves, Physically and Emotionally</i> <i>Study Skills Masters</i></p>	<p>#2 High-Impact Instructional Strategies #3 Collaboration /Shared Decision Making #5 PBIS/ Behavior Management System</p>	<p>Administrators Faculty</p>	<p>Annual Discipline Data Photocopy Paper</p>	<p>Discipline Rate Data Student Referrals Behavioral SMART Goal (Content/Interdisciplinary Team)</p>	<p>SY2017-24</p>	<p>I n 2017, the school developed the unified Behavioral SMART Goals for all interdisciplinary teams to adhere to and create team-specific awards and consequences relevant to their group of students’ immediate needs.</p> <p>Content area teams continue to revise Academic SMART Goals throughout the year, based upon their students’ assessment data.</p> <ul style="list-style-type: none"> • Ongoing

6	<p>FBLGMS will implement Positive Behavioral Intervention and Supports (PBIS) framework initiatives schoolwide.</p>	<p><i>High Level Thinkers</i> <i>Accomplished Communicators</i> <i>Worthwhile Contributors</i> <i>Knowledgeable About Selves, Physically and Emotionally</i> <i>Study Skills Masters</i></p>	<p>#5 PBIS/ Behavior Management System</p>	<p>Administrators School Climate Cadre School Level Facilitator (SLF) Faculty/Staff District Level Coordinator</p>	<p>Annual Discipline Data Photocopy Paper District Level Coordinators' Feedback (Mr. Frank Limtiaco/ Ms. Connie Santiago) Meeting Time and Place</p>	<p>Discipline Rate Data Student Referrals Team Behavioral SMART Goals</p>	<p>SY2017-24</p>	<p>School Climate Cadre (SCC) continues to analyze discipline data and supports Team Time implementation by providing activities that address behavioral issues, with assistance from GDOE PBIS Coaches. Teams continue to teach Character Education standards and behavior expectations based on discipline data.</p> <ul style="list-style-type: none"> Ongoing
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B. Personnel Quality & Accountability

<p style="text-align: center;">1</p>	<p>FBLGMS will provide faculty and staff training regarding the schoolwide discipline policy.</p>	<p><i>Accomplished Communicators</i> <i>Worthwhile Contributors</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#3 Collaboration /Shared Decision Making</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>School Leadership Team</p>	<p>Annual Attendance Data</p> <p>Photocopy Paper</p> <p>Multimedia Projector</p> <p>Office Discipline Report (ODR)</p>	<p>Discipline Rate Data</p> <p>Student Referrals</p>	<p>SY2017-24</p>	<p>Training is provided to faculty/ staff regarding school-wide discipline policy, including district policies and standard operating procedures regarding student discipline.</p> <ul style="list-style-type: none"> Ongoing
<p style="text-align: center;">2</p>	<p>FBLGMS School Climate Cadre (SCC) will conduct walk-throughs (Learning Snapshots) and observe implementation of A-B-C lessons, School Mission, SLOs, and Five Expectations during Team Time activities.</p>	<p>High Level Thinkers</p> <p>Accomplished Communicators</p> <p>Worthwhile Contributors</p> <p>Knowledgeable About Selves, Physically and Emotionally</p> <p>Study Skills Masters</p>	<p>#1 Differentiated /Personalized CIA</p> <p>#3 Collaboration /Shared Decision Making</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>School Climate Cadre</p> <p>School Level Facilitator (SLF)</p> <p>Faculty/Staff</p>	<p>Annual Discipline Data</p> <p>Photocopy Paper</p> <p>Meeting Time and Place</p> <p>A-B-C Lesson Plans</p>	<p>Discipline Rate Data</p> <p>Implementation Data</p> <p>Team Behavioral SMART Goals</p>	<p>SY2017-24</p>	<p>SCC visits Team Time periods and observes implementation of Character Education lessons.</p>
C. Home-School Connection								

<p style="text-align: center;">1</p>	<p>FBLGMS will develop and disseminate Student Handbook that outlines student behavioral expectations.</p>	<p><i>Accomplished Communicators</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#3 Collaboration /Shared Decision Making</p> <p>#4 Community Supplemental Resources</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>School Leadership Team</p>	<p>Teachers/Staff Input</p>	<p>Student Handbook</p>	<p>SY2017-24</p>	<p>Beginning SY2018-19, Student Handbooks have been created, printed, and distributed at the school for all students to have and bring home at the beginning of each school year.</p> <ul style="list-style-type: none"> • Ongoing
<p style="text-align: center;">2</p>	<p>FBLGMS will establish criteria/rubric for Character Education awards and recognize students during monthly grade level or team assemblies (Character Champs).</p>	<p><i>Accomplished Communicators</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#3 Collaboration /Shared Decision Making</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>Faculty</p>	<p>Teachers/Staff Input</p> <p>Photocopy Paper</p> <p>Tangible Incentives</p>	<p>Criteria for Academic/ Social Awards</p>	<p>SY2017-24</p>	<p>Interdisciplinary team teachers develop the criteria/rubric for Character Education awards relevant to their team students.</p> <p>Monthly grade level assemblies have been discontinued since SY2016-17.</p>

<p style="text-align: center;">3</p>	<p>FBLGMS will recognize students who achieved Most Improved within interdisciplinary teams.</p>	<p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p> <p>#3 Collaboration /Shared Decision Making</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>Interdisciplinary Team Teachers</p>	<p>Teachers/Staff Input</p> <p>Photocopy Paper</p>	<p>Criteria for Most Improved Awards by Teams</p>	<p>SY2017-24</p>	<p>Beginning SY2016-17, interdisciplinary teams plan, organize, and hold their individual quad assemblies including giving awards to their own team students.</p>
<p style="text-align: center;">4</p>	<p>FBLGMS will recognize students monthly for their demonstration of positive behaviors (Character Champs).</p>	<p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#3 Collaboration /Shared Decision Making</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>Faculty</p> <p>School Climate Cadre</p>	<p>Teachers/Staff Input</p>	<p>Monthly "Character Champs" Awards</p>	<p>SY2017-24</p>	<p>The SCC will revisit current formats for presenting PBIS data/results and positive behavior incentives (e.g., team assemblies).</p>

<p>5</p>	<p>FBLGMS will recognize students by interdisciplinary teams, based on the least discipline referrals received each month.</p>	<p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p>	<p>#3 Collaboration /Shared Decision Making</p> <p>#4 Community Supplemental Resources</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>Teachers</p> <p>School Climate Cadre</p>	<p>Teachers/Staff Input</p> <p>Student Discipline Referral Rates</p>	<p>Monthly Team/Quad Assemblies</p>	<p>SY2017-24</p>	<p>SCC grants an interdisciplinary team per semester an award for having the least amount of discipline referrals by giving the students a free Tarza Waterpark pass for the entire team.</p>
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<p>PROBLEM STATEMENT</p>	<p>From SY2018-19 to SY2019-20, an average of 7.4% of the employees of FBLG Middle School did not report to work daily. There is a need to maintain or decrease this percentage every school year. The percentage of 90% or higher attendance rate will be monitored until SY2024-25.</p>							
<p>DISTRICT GOAL</p>	<p><u>District Goal 5</u> <i>All GDOE operation activities will maximize the critical uses of limited resources and meet high standards of accountability.</i> All middle schools will reach “Satisfactory” performance (90% or more) of its employees reporting to work on a daily basis.</p>							
<p>SCHOOL GOALS</p>	<p>Each year, the school leadership, faculty, and staff strategize to sustain the culture of collaboration, communication, and shared decision-making between administration, faculty, and staff. (CAF#3) The Administration will work with the GDOE, Mayor, parents/community, military and others to secure supplemental resources to address immediate and long-term instructional, non-instructional and facility needs. (CAF#4)</p>							

MEASURABLE OBJECTIVES

*For SY2016-17 until SY2024-25, FBLG Middle School's average employee daily attendance rate will be **greater than 90%**.*

IV. SCHOOL CULTURE AND ENVIRONMENT

ACTION STEPS	Schoolwide Learner Outcomes	Critical Area(s) of Focus Addressed	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EVALUATION	TIMELINE	STATUS
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A. Employee Attendance Rate

<p>1</p> <p>FBLGMS will develop and implement an Employee Recognition Program that focuses on employee attendance.</p>	<p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p>	<p>#3</p> <p>Collaboration /Shared Decision Making</p> <p>#5</p> <p>PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>Administrative Officer</p> <p>School Leadership Team</p> <p>Faculty and Staff</p>	<p>Photocopy Paper</p> <p>Multimedia Projector</p> <p>Employee Attendance Sheets</p>	<p>Employees with Perfect Attendance for the entire School Year</p>	<p>SY2017-24</p>	<p>It has been the school's ongoing effort to form a committee to collaborate and develop an Employee Recognition Program guide and operating procedures to be used to award employees based on attendance.</p>
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B. Personnel Quality and Accountability

<p>1</p>	<p>FBLGMS will conduct annual staff evaluations to improve services delivered to students and employees.</p>	<p><i>High Level Thinkers</i> <i>Accomplished Communicators</i> <i>Worthwhile Contributors</i> <i>Knowledgeable About Selves, Physically and Emotionally</i></p>	<p>#3 Collaboration /Shared Decision Making #4 Community Supplemental Resources #5 PBIS/ Behavior Management System</p>	<p>Administrators</p>	<p>Photocopy Machine Paper</p>	<p>Performance Evaluation Rating</p>	<p>SY2017-24</p>	<p>Administrators will provide immediate feedback to the staff after evaluation is conducted.</p> <ul style="list-style-type: none"> • Ongoing
<p>2</p>	<p>FBLGMS will implement the Employee Recognition Program that focuses on employee community involvement and performance.</p>	<p><i>Worthwhile Contributors</i> <i>Knowledgeable About Selves, Physically and Emotionally</i></p>	<p>#3 Collaboration /Shared Decision Making #5 PBIS/ Behavior Management System</p>	<p>Administrators School Leadership Team Faculty and Staff</p>	<p>Certificates of Recognition</p>	<p>Awards Presentation Criteria for Employee Recognition Program</p>	<p>SY2017-24</p>	<p>It has been the school's ongoing effort to form a committee to collaborate and develop an Employee Recognition Program guide and operating procedures to be used to award employees based on community involvement and performance.</p>

