



F.B. LEON GUERRERO MIDDLE SCHOOL
2016-2017
FULL SELF-STUDY REPORT

**533 Juan Jacinto Road
Yigo, Guam 96929**

GUAM DEPARTMENT OF EDUCATION

March 19 - 22, 2017

**ACS WASC/GDOE Focus on Learning,
2016 Pilot Edition**

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

Elected:

Peter Alexis D. Ada (*Chairperson*)
Maria A. Gutierrez (*Vice-Chairperson*)
Lourdes M. Benavente (*Member*)
Lourdes B. San Nicolas (*Member*)
James C. Lujan (*Member*)

Appointed:

Mark C. Mendiola (*Parent Representative*)
Dr. Ronald L. McNinch (*Business Representative*)
VACANT (*Retired Administrator School Representative*)

Ex-Officio (Non-Voting) Members :

Island-wide Board of Governing Students (SY2016-2017) – *Student Representative from each Island-wide Public High School (Rotational)*
Yigo Mayor, Rudy M. Matanane – *Mayors' Council of Guam Representative*
Franklin R. Perez – *Guam Federation of Teachers Representative*
Joseph L. M. Sanchez – *Acting Superintendent of Education and Executive Secretary to the Board*
Leilani M. B. Cruz – *Administrative Officer/Board of Education*

GDOE Leadership Team

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

Joseph L. M. Sanchez
Acting Superintendent of Education

Christopher Anderson
Deputy Superintendent (*Acting*), Assessment and Accountability
Erika R. Cruz
Deputy Superintendent (*Acting*), Educational Support and Community Learning
Sylvia T. Calvo
Deputy Superintendent (*Acting*), Curriculum and Instructional Improvement
Taling Taitano
Deputy Superintendent, Finance and Administrative Services

Yigo (Yigu) Mayor's Council

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

Fax: (671) 653-3434

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 **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.*

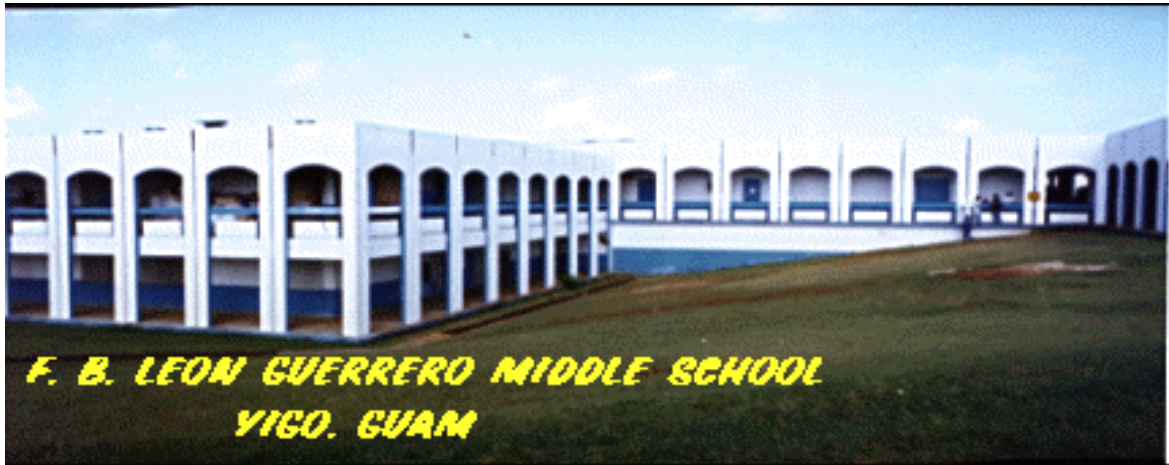
#5 *I will make responsible choices.*

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

Worthwhile 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 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
- Are responsible in the appropriate use of social media

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**

Principal

Mr. Robert G. Martinez

Assistant Principals

Mrs. Arlyn A. Espinosa

Mrs. Mariann T. Lujan

Mr. Keith D. Quiambao

Parent-Teacher Organization (PTO)

Patricia Pangelinan, *President*

Michael Rayo, *Vice President*

Terry Quinata, *Secretary*

Joy Enriquez, *Treasurer*

Accreditation Leadership Team (ALT)

Mrs. Alpha C. Espina, *Accreditation Chairperson*

Mr. Russell F. Cortez, *Accreditation Co-Chairperson*

Ms. Anne K. Sengebau, *Accreditation Co-Chairperson*

Accreditation Leadership Team (ALT) FOCUS GROUP LEADERS

FOCUS GROUP A: Organization	Rowena R. Rafan – <i>Leader</i> Jojean S.N. Quintanilla – <i>Co-Leader</i>
FOCUS GROUP B: Standards-based Student Learning - Curriculum	Paula A. Duenas – <i>Leader</i> Eileen H. Balajadia – <i>Co-Leader</i>
FOCUS GROUP C: Standards-based Student Learning - Instruction	Carroll W. Flores – <i>Leader</i> Ronald E. Deseo – <i>Co-Leader</i>
FOCUS GROUP D: Standards-based Student Learning – Assessment and Accountability	Aileen O. Canos – <i>Leader</i> Veronica S. T. Lizama – <i>Co-Leader</i>
FOCUS GROUP E: School Culture and Support for Student Personal and Academic Growth	Karen J. Carreon – <i>Leader</i> Jocelyn B. Almoguera – <i>Co-Leader</i>

Accreditation Focus Groups

Focus Group A: Organization	<p>Rowena R. Rafan – <i>Leader</i> Jojean S.N. Quintanilla – <i>Co-Leader</i></p> <p>Christian Palomo (RDG) Hilda Tabilas (MA) Tita Taloma (SCI) Emma Alarcon (SS) Colleen Flores (PE) Donna Cruz (SS) Ann Guerrero (CRT) Eileen Jaleco (NURSE) Vince Santiago (S. AIDE) Vanessa Pinault (STAFF) Marina Camacho (LA) Mark Kelley (PA) Carol Roldan (COUN) Amanda Cabrera (STAFF)</p>
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<p>Focus Group B: Standards-based Student Learning – Curriculum</p>	<p>Paula A Duenas – <i>Leader</i> Eileen H. Balajadia – <i>Co-Leader</i></p> <p>Cynthia Dela Cruz (LA) Ramon Marucut (LA) Maria Diaz (RDG) Anne Sengebau (RDG) Debra Sablan (RDG) Katherine Flores (RDG) Edeliene Hernandez (MA) April Borja (MA) Raisa Kakigi (SCI) Lali Thundiyil (SCI) Marvin Dompur (SS) Mandy Pajela (SS) Milven Jamindang (PE) Willisa Williander (CAR. ED) Ryan Shook (ART) Richard Castro (CHAM) Joleen Manibusan (LA) Eileen Balajadia (RDG) Tricia Alconaba (COUN) Leilani Perez (CLERK) Anthony Hernandez (S. AIDE)</p>
<p>Focus Group C: Standards-based Student Learning – Instruction</p>	<p>Carroll W. Flores – <i>Leader</i> Ronald E. Deseo – <i>Co-Leader</i></p> <p>Sonia Prieto (LA) Juan Montenegro (LA) Chirika Fernandez (RDG) Daryl Haun (RDG) Erica Pablo (RDG) Tricia Lizama-Evangelista (MA) Erlinda Young (MA) Brigette Valencia (SCI) Rita Chua (SCI) Dianna Payumo (SS) Virginia Aromin (SS) Cielo Delos Reyes (ART) Camalin Perez (CHAM) Patrick Carlos (PE) Patrick Calilung (HOME EC.) Angelica Blas (LIB) John Perez (CUST) John Camacho (S. AIDE)</p>
<p>Focus Group D: Standards-based</p>	<p>Aileen O. Canos – <i>Leader</i> Veronica S. T.</p>

<p>Student Learning – Assessment and Accountability</p>	<p>Lizama – <i>Co-Leader</i></p> <p>Hannah Galura (LA) Joleen Manibusan (LA) Angela Diaz (LA) Felicitas Angel (RDG) Sabu Kallingal (MA) Frankie Meno (MA) Zerlina Shiroma (MA) Nathaniel Hunter (SCI) Leonard Ventura (SCI) Cheysser Rodriguez (SS) Brett Maluwelmeng (JOUR) Irene Cabral (CHOIR) Dorianne Walker (CULTURE) Emma Tison (HE) Melissa Pablo (ESL) Daniel Tydingco (CUST) Carol Quintanilla (AO)</p>
<p>Focus Group E: School Culture and Support for Student Personal and Academic Growth</p>	<p>Karen J. Carreon – <i>Leader</i> Jocelyn B. Almoguera – <i>Co-Leader</i></p> <p>Piyamas Sablan-Jalique (LA) Anna Soll (RDG) Maria Sardea (MA) Kate Quiambao (SCI) Dr. Arlene Diaz (SCI) Shella David (SS) Jocelyn Molina (PE) Kristine Miral (PA) Therese Flores (BLS) Beridiana Balajadia (CRT) Donna Mendiola (CLERK) Natasha Cruz (CLERK) Helen Sablan (COUN)</p>

Accreditation Home Groups (Content Areas)

LANGUAGE ARTS

Russell Cortez – *Content Area Leader*

Ramon Marucut (6A)
Sonia Prieto (6B)
Joleen Manibusan (6C)
Piyamas Sablan-Jalique (7A)
Jojean Quintanilla (7B)
Russell Cortez (7C)
Marina Camacho (8A)
Rowena Rafan (8B)
Cynthia Dela Cruz (8C)
Angela Diaz (SPED)
Hannah Galura (ESL)

READING

Paula Duenas – *Content Area Leader*

Maria Diaz (Debra Sablan/Military Leave) (6A)
Chirika Fernandez (6B)
Christian Palomo (6C)
Anna Soll (7A)
Paula Duenas (7B)
Anne Sengebau (7C)
Katherine Flores (8A)
Daryl Haun (8B)
Felicitas Angel (8C)
Eileen Balajadia (SPED)
Erica Pablo (ESL)

MATHEMATICS

Maria Sardea – *Content Area Leader*

Edeliene Hernandez (6A)
Tricia Lizama-Evangelista (6B)
Veronica Lizama (6C)
Frankie Meno (7A)
Maria Sardea (7B)
Hilda Tabilas (7C)
April Borja (8A)

Erlinda Young (8C)
Juan Montenegro (SPED)
Zerlina C. D. Shiroma (ESL))

SCIENCE

Kate Quiambao – *Content Area Leader*

Raisa Kakigi (6A)
Rita Chua (6B)
Nathaniel Hunter (6C)
Kate Quiambao (7A)
Tita Taloma (7B)
Lali Thundiyil (7C)
Aileen Canos (8A)
Brigette Valencia (8B)
Leonard-John Ventura (8C)
Therese Flores (BLS)
Donna Cruz (ESL)

SOCIAL STUDIES

Mandy Pajela – *Content Area Leader*

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

PHYSICAL EDUCATION / HEALTH

Milven Jamindang – *Leader*

Milven Jamindang (6A)
Ronald Deseo (6B)
Patrick Carlos (6C)
Emma Tison (7A)
Jocelyn Molina (7B)
Colleen Flores (7C)

CHAMORRO STUDIES

Doriann Walker – *Leader*

Dorianne Walker (6A)
Richard Castro (6B)
Camalin Perez (6C)

FINE ARTS

Ryan Shook – *Leader*

Ryan Shook (7A)
Cielo Delos Reyes (7B)
Irene Cabral (8A)
Carroll Flores (8C)

PRACTICAL ARTS

Patrick Calilung – *Leader*

Patrick Calilung (8A)
Kristine Arcala (8A)
Brett Maluwelmeng (8B)
Mark Kelley (8C)
Willisa Williander (8C)

ANCILLARY (CRTs, Nurse, Counselors, Librarian)

Melissa Pablo – *Leader*

Carol Lynn Roldan (6th Grade Counselor)
Helen Sablan (7th Grade Counselor)
Tricia Alconaba (8th Grade Counselor)
Beridiana Balajadia (CRT)
Ann Guerrero (CRT)
Angelica Blas (Librarian)
Melissa Pablo (ESL Coordinator)
Eileen Jaleco (Nurse)
Alpha Espina (Instructional Coach)

Interdisciplinary Teams

TEAM	TEAM LEADERS
6A	<i>Raisa Kakigi</i>
6B	<i>Chirika Fernandez</i>
6C	<i>Christian Anne Palomo</i>
7A	<i>Shella David</i>
7B	<i>Maria Sardea, Paula Duenas, Jojean Quintanilla, Karen Carreon (Quarterly)</i>
7C	<i>Anne Sengebau</i>
8A	<i>April Borja</i>
8B	<i>Daryl Haun</i>
8C	<i>Virginia Aromin</i>

(CLT) Curriculum Leadership Team

CONTENT	TEACHER
Language Arts	<i>Piyamas Sablan-Jalique</i>
Reading	<i>Chirika Fernandez</i>
Math	<i>Veronica Lizama</i>
Science	<i>Aileen Canos</i>
Social Studies	<i>Jocelyn Almoquera</i>

CCSS (Common Core State Standards) Leadership Cadre

CONTENT	TEACHER
Language Arts	<i>Piyamas Sablan-Jalique</i>
Reading	<i>Chirika Fernandez</i>
Math	<i>Edeliene Hernandez</i>
Science	<i>Aileen Canos</i>
Social Studies	<i>Mandy Pajela</i>
English as a Second Language	<i>Hannah Galura</i>

(CITW) Classroom Instruction That Works© Cadre

CONTENT	TEACHER LEADERS
Language Arts	<i>Piyamas Sablan-Jalique</i>
Reading	<i>Chirika Fernandez</i>
Math	<i>Veronica Lizama</i>
Science	<i>Aileen Canos, Kate Quiambao</i>
Social Studies	<i>Jocelyn Almoquera</i>

The Big 8 Literacy Strategies Cadre

TEACHER LEADERS
<i>Angelica Blas</i>
<i>Aileen Canos</i>
<i>Melissa Pablo</i>
<i>Piyamas Sablan-Jalique</i>

SIOP (Sheltered Instruction Observation Protocol Cadre)

TEACHER LEADERS
<i>Dr. Arlene Diaz</i>
<i>Hannah Galura</i>
<i>Erica Pablo</i>
<i>Melissa Pablo</i>

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

TEACHER LEADERS
<i>Aileen Canos</i>
<i>Rita Chua</i>
<i>Donna Cruz</i>
<i>Raisa Kakigi</i>
<i>Veronica Lizama</i>
<i>Lali Thundiyil</i>

Data Profile Team (DPT)

TEACHERS
<i>Irene Cabral</i>
<i>Eileen Balajadia</i>
<i>Angelica Blas</i>
<i>Dr. Arlene Diaz</i>
<i>Raisa Kakigi</i>
<i>Christian Palomo</i>
<i>Brigette Valencia</i>
<i>Leonard-John Ventura</i>

School Climate Cadre (SCC)

TEAM	TEACHER LEADERS
School Level Facilitator (SLF)	<i>Hannah Galura</i>
6A	<i>Raisa Kakigi</i>
6B	<i>Chirika Fernandez</i>
6C	<i>Cheysser Rodriguez</i>
7A	<i>Anna Soll</i>
7B	<i>Maria Sardea</i>
7C	<i>Russell Cortez</i>
8A	<i>Katherine Flores</i>
8B	<i>Brigette Valencia</i>
8C	<i>Cynthia Dela Cruz</i>

WASC Visiting Committee

Visiting Committee Chair

Carol Shikada
 Educational Specialist
 School Transformation Branch, Hawaii

Visiting Committee Members

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Preface

Explain the school self-study process used to accomplish the expectations of the self-study. By addressing the expectations of the self-study, the school will have addressed:

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

The involvement and collaboration of all staff to support student achievement.

The F.B. Leon Guerrero Middle School (FBLGMS) accreditation self-study process is based on the Accrediting Commission for Schools (ACS), Western Association of Schools and Colleges (WASC) Focus on Learning (FOL) on Target for 21st Century Schools. In February 2016, the ACS/WASC voted unanimously to approve district-level accreditation for the Guam Department of Education (GDOE). According to a press release from the ACS WASC website, “*this marks the first district accreditation approved by ACS WASC and is a step forward*” in addressing improvements on education for Guam public schools. The Guam Department of Education received six-year accreditation status with a two-day visit scheduled for 2019 along with a requirement to submit annual progress reports from 2016 to 2018.

As the district focuses on strengthening its foundation for improving curriculum, instruction, assessment, and intervention efforts, FBLGMS encourages the involvement and collaboration of all staff to support student achievement. Since the last midterm visit on March 2014, continuous training on an ongoing cycle of school improvement has occurred each year on the ACS WASC/GDOE Focus on Learning, 2016 Pilot Edition by using the *Focus on Learning Joint GDOE/ACS WASC Process Guide*. Using the FOL Pilot Edition Process Guide that encompasses the Guam State Strategic Plan, FBLGMS has completed the tasks within the FOL, including the five (5) GDOE/ACS WASC Focus On Learning Schoolwide Criteria (*Category A – Organization: Vision, Mission, Schoolwide Learner Outcomes, Governance, Leadership and Staff, and Resources; Category B – Standards-based Student Learning: Curriculum; Category C – Standards-based Student Learning: Instruction; Category D – Standards-based Student Learning: Assessment and Accountability; and Category E – School Culture (Environment) and Support for Student Personal and Academic Growth*) and the ongoing cycle of review of the School Action Plan (SAP) and its Action Steps (A.S.).

F.B. Leon Guerrero Middle School ACS WASC/GDOE Self-Study Report

In support of student achievement, teachers are afforded many opportunities to meet in Professional Learning Communities (PLCs) throughout the week during content area, grade level, and interdisciplinary designated days. Monthly faculty meetings (also known as Teacher Learning Community, TLC) and school leadership teams (Self-Study Focus and Home Groups; Curriculum Leadership Team (CLT); Accreditation Leadership Team (ALT); Common Core State Standards (CCSS) Leadership Cadre; Classroom Instruction That Works (CITW) Cadre; The Big 8 Literacy Strategies Cadre; Sheltered Instruction Observation Protocol (SIOP) Model Cadre; Science, Technology, Engineering, and Math (STEM) Cadre; School Climate Cadre (SCC); and Data Profile Team) are established in order to analyze data, assess ongoing curricular programs, and plan for continued student growth.

Faculty members are also encouraged to pursue other avenues of professional growth, such as the district's collective middle school and individual school-based professional development days; Balanced Leadership Academy; *Classroom Instruction That Works* (CITW) training; Common Core State Standards and GDOE STEM Academy; Marzano Standards-Based Grading training; Pre-AP Strategies in Science, Social Studies, and Math; Formative Assessments; National Council on Teachers of Mathematics (NCTM); STEM Solutions; Annual Conference on Standards and Assessment; and International Society for Technology (ISTE) off-island conferences in order to heighten teachers' pedagogical experiences that impact student learning. (*SAP Goal IB, A.S.#1*) Teachers are also afforded opportunities to share their experiences with other educators and build capacity in the school and the district by providing training and support for all faculty members regarding *Classroom Instruction That Works* (CITW), The Big 8 Literacy Strategies, *Sheltered Instruction Observation Protocol* (SIOP) Model, and Differentiated Instruction. In addition, school administration conducts informal-classroom observations throughout the year to offer teachers feedback on strengths and growth areas. (*SAP Goal IIB, A.S.#1; Goal IIIB, A.S.#1*)

During Professional Learning Community meetings, groups of teachers collaboratively plan and create Common Formative Assessments, Common Summative Assessments, and SMART (Specific, Measureable, Attainable, Relevant, and Timely) Goals to support student learning. Instructional practices are shared and student data are discussed in order to modify and guide curriculum plans. Professional Learning Communities also allow for experienced teachers to assist novice teachers in assimilating and adapting to the unique characteristics of middle school students.

Interdisciplinary team meetings, also called Professional Learning Community (PLCs), are held during specific days and times each week for teachers to discuss their students' academic and behavioral concerns or accomplishments. During these meetings, teachers are able to collaboratively make decisions regarding interventions; schedule meetings with parents, students, counselors, and/or administrators to examine academic or behavioral options for improvement; plan team activities that enhance student learning through various experiences; and discuss consistent measures in addressing students' specific learner needs. (*SAP Goal IIA, A.S.#4*)

On-site monthly faculty meetings, or Teacher Learning Communities, are utilized to introduce, train, and share with one another best practices in teaching and learning. Each year, the school focuses on specific strategies and methods to be applied in the classroom. For the past three

years, teachers learned and presented *Classroom Instruction That Works* (CITW), The Big 8 Literacy Strategies, and *Sheltered Instruction Observation Protocol* (SIOP) Model strategies and then applied them in the classrooms. Each team was responsible for presenting a specific strategy, which involved collecting student work samples and sharing findings with other teachers.

A leadership cadre of teachers was selected to attend district professional development. Upon completion of training, administration and teachers meet to discuss plans for sharing learned skills, topics, and instructional strategies with other teachers during PLCs, TLCs, and interdisciplinary team meetings. All teachers are highly encouraged to apply new knowledge in their classrooms and evaluate its effectiveness based on student learning outcomes and products.

In order to further encourage the community's involvement in support of student achievement, FBLGMS has made a concerted effort to utilize technology in communicating with parents, students, and the community. Since 2011, a school website linked to the Guam Department of Education's main website has been utilized to provide information to the community about the school's academic and co-curricular activities and events. The school also encourages parents/guardians to access the parent portal in PowerSchool (provides real-time information for parents to obtain students' grades, attendance, assignments, with teachers' comments) and to contact their child's teachers through GDOE's easy-access employee emails. In addition to technological means of communication, faculty and staff utilize student planners, newsletters, bulletin announcements, island newspapers' Educational Update section, phone calls, or notes sent home to parents regarding students' academic progress or behavioral concerns. Furthermore, teachers have assumed the responsibility of displaying banners on the front gate of the school's perimeter fence to advertise or announce upcoming events, such as Parent-Teacher Conferences, Open House (occurs at the beginning of every school year to allow parents to meet teachers and establish rapport), Family Math Night, and monthly Parent-Teacher Organization meetings sponsored by designated interdisciplinary teams. Each school year, FBLGMS students, faculty, staff, and administration participate in events that showcase students' talents, abilities, and skills. Some of these activities include: Special Olympics, HAWKS Day at the Mall, Annual Science Fair and Science Olympics, Family Math Night, Academic Challenge Bowl, Spelling Bee, Geography Bee, island student art exhibitions, and holiday performances by the school's choir and band students.

The Summer School Program at FBLGMS is a four-week instructional plan to help students who are at-risk or not succeeding during the regular school year. The program is available to address students' difficulties in learning math, reading, and language arts, with opportunities to also enroll in physical education, computer science, social studies, and science as supplemental courses. Summer school teachers, on-site coordinator, and a counselor are hired in an effort to increase student achievement and monitor student growth. They also collaborate daily in order to meet the critical needs of each student. Accommodations and differentiated instruction are essential during the four-week period as teachers closely assess students' proficiency levels and measure progress through a variety of formative assessments.

The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards.

The school community has affirmed the Schoolwide Learner Outcomes (SLOs) of FBLGMS with several refinements since its inception in the spring of 1997. FBLGMS has adopted these learning results, included the performance indicators, and aligned them with teachers' daily lesson plans and organization of student body activities. Thus, the Schoolwide Learner Outcomes are evident in students' actions and attitude toward learning.

Since the last Midterm Visit in 2014, the school has been reevaluating its processes in clarifying and measuring what all students should know, understand, and be able to do based on the Schoolwide Learner Outcomes and academic standards. Implementations included the distribution of "High-Five" behavioral tickets to students who displayed one or more of the Schoolwide Learner Outcomes, Five Expectations, or Character Education standard traits. Team Time classroom walk-throughs (*Learning Snapshots*) document which Schoolwide Learner Outcomes, Five Expectations, or character traits the students are exhibiting. Utilizing a rubric created by the School Climate Cadre, quarterly report cards show what students know, understand, and do regarding the Five Expectations and Schoolwide Learner Outcomes. The rubric contains indicators that Team Time teachers use to measure observable behaviors that students display, which can be identified in a 4-point scale. Beyond Team Time, teachers also include the Schoolwide Learner Outcomes in their daily academic lesson plans and reflections. Team academic and behavioral SMART Goals also involve objectives that address the Schoolwide Learning Outcomes, which continually require students to demonstrate high-level thinking, effective communication, and time management skills.

Teachers work in collaborative teams and Professional Learning Communities (PLCs) to revisit and to develop content areas' Common Formative Assessments (CFAs) and proficiency scales (*See Sample Proficiency Scale Appendix C*) to measure academic growth. With the school community endorsing the modified School Action Plan, which is driven by the Schoolwide Learner Outcomes, FBLGMS' ultimate goal is that all school personnel, students, parents/guardians, and other stakeholders understand and embrace the school's learning outcomes expected of all students.

The analysis of data about students and student achievement.

Prior to SY2014-15, the district-wide assessment to measure students' skills and growth was the SAT10. As the Common Core State Standards became the instructional principles that guided Guam Department of Education's curricula, a shift was made with the adoption of the ACT Aspire and Standards Based Assessments (SBA) as the official district-wide assessments for Guam Department of Education (GDOE) students, as prescribed by the GDOE Comprehensive Student Assessment System (CSAS).

Although SAT-10 results in the past have helped teachers determine priority skills through skills item analysis, teachers have selected specific content area diagnostic assessments to establish baseline data as students begin each school year. These assessments help teachers create detailed plans to address critical learner needs and provide measurable means to consistently monitor student growth. Assessments used are the WRAT-4, Gates-MacGinitie Reading Tests, and AIMSweb for math and reading. The data from pretests and posttests are compiled and analyzed to monitor student growth and progress each year at FBLGMS.

Currently, reading and math teachers are analyzing diagnostic assessment data by student cohorts' pre- and posttests to determine instructional plans and placement. ACT Aspire results in English, Reading, and Math are also being examined to gauge student achievement from SY2014-15 to SY2015-16, the two years' inception of the new district-wide assessment since the SAT-10.

Analysis of data on student discipline referrals and frequency of disciplinary actions are performed weekly and monthly by the School Climate Cadre (SCC). During SCC's weekly meetings, office discipline referrals recorded in PowerSchool are summarized and categorized by time, location of incidents, persons referring, students referred (individual, by team, and by grade level), and frequency of problem behaviors (Big 5). Through the data, SCC representatives share the information with the interdisciplinary team teachers and examine ways to address student behaviors. Some methods used for intervention and behavior modification are team mini-assemblies, Team Time discussions, small group counseling by SCC, and parent-student-teacher meetings. Monthly grade level assemblies are also held to inform all students about the behaviors displayed in the school campus and to award teams with the least number of discipline referrals as an approach to motivate positive student conduct. *(SAP Goal VC, A.S.#5)*

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, Accomplished Communicators, and Study Skills Masters, students will increase in math and literacy proficiency levels.

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

The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC criteria.

After the Midterm Visit in 2014, the school began to reorganize leadership, Focus Groups, and Home Groups under an accreditation chairperson and one co-chairperson. Professional Development days and half-days were used by Focus Groups and Home Groups to respond to the indicators and prompts posed by the *Focus On Learning* process. Beginning SY2016-2017, a new Accreditation Chairperson and two co-chairpersons were assigned to complete the accreditation process that the former chairperson had begun. *(SAP Goal IA, A.S.#8)*

During the start of SY2014-2015, new teachers and staff needed to be introduced to the accreditation process, which prompted the school to revisit and revise its School Action Plan (SAP). Through the process, action steps in the SAP that were no longer functional were replaced with steps that would have more impact on student learning. The critical areas of focus recommended by the Midterm Visiting Committee in 2014 were re-examined as the Focus Groups and Home Groups began to refine the school's plan regarding programs and initiatives that needed to be reconsidered.

Upon assessment of all components involved in the Focus on Learning process, such as the School Action Plan in relation to the Schoolwide Learner Outcomes, Critical Areas of Focus, and the district's State Strategic Plan, all efforts reinforced FBLGMS's motto of "Good, Going for GREAT!" From Character Education, Guaranteed and Viable Curriculum, SPED, English as a Second Language, Chamorro Language and Culture, to our Summer School Program and Student Body Organizations, FBLGMS ensures that the Schoolwide Learner Outcomes, academic standards, and ACS WASC criteria are integrated and embodied in each plan and program objectives.

Although inevitable differences in ideologies among faculty/staff occur during the process involved in self-study, the school is able to collaborate and validate assessments with the common goal of improving student achievement.


The alignment of a long-range action plan to the schools' areas of need; the capacity to implement and monitor the accomplishment of the plan.

In September 2015, a proposed School Action Plan (SAP) was disseminated to all faculty and staff for review and revision. Interdisciplinary team teachers discussed the plan's action steps and recommended changes. In August 2016, the SAP was revisited by a set of teacher leaders consisting of a newly assigned Accreditation Chairperson, two (2) Co-Chairpersons, Focus Group leaders and appointed co-leaders, and the principal, as the Accreditation Leadership Team (ALT). After minor revisions recommended by ALT regarding the plan, all faculty and staff were able to re-examine each goal and action step of the SAP during the first school-based professional development. In Focus Groups, faculty and staff discussed, revised, modified, and suggested changes based on the concerns of the school's alignment with its Schoolwide Learner Outcomes, Critical Areas of Focus, and the district's State Strategic Plan. After the ALT, Focus Groups, and Home Groups re-examined and finalized the SAP, all faculty and staff endorsed the revised SAP in October 2016.

With the school's academic and behavioral critical learner needs to be addressed in the School Action Plan, FBLGMS is committed to meet its Adequate Yearly Progress in student academic performance, increase student passing rate and 8th grade promotion rate, improve student attendance, decrease student discipline rate, and promote employee attendance for a long-range plan which will be revisited in 2024. Implementation and monitoring of the success of the School Action Plan will be embedded in Common Formative and Summative Assessments,

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uniform lesson plans, curriculum maps, academic and behavioral SMART Goals, Team Time lessons, Professional Learning Communities, Guaranteed and Viable Curriculum, professional development sessions, parent-teacher meetings, and finally, the accreditation process. *SAP Goal IA, A.S.#8*)



Chapter I: Student/Community Profile

Prepare a student/community profile. Include data and findings for the following:

- Demographic data, including the refined schoolwide learner outcomes
- Disaggregated and interpreted student outcome data
- Perception data summaries, if any.

General Background and History

F.B. Leon Guerrero Middle School (FBLGMS) is 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 gives him the nickname, "Mr. Organic Act."

Located in the northern village of Yigo and in close proximity to Andersen Air Force Base, FBLGMS currently has the second largest population of Guam's eight public middle schools. FBLGMS serves the diverse and growing municipality of Yigo and is considered a learning institution for its children, community services and support, and shelter in times of natural disasters.

WASC Accreditation History

In July 1998, FBLGMS was the first public middle school on Guam to receive a full six-year accreditation term. The school continued its tradition of excellence and received another six-year accreditation terms once in 2004 and another in 2011. FBLGMS further continued its progress in serving the Yigo learning community through several Mid-Term 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!"



STUDENT DEMOGRAPHIC DATA AND FINDINGS

Student Information

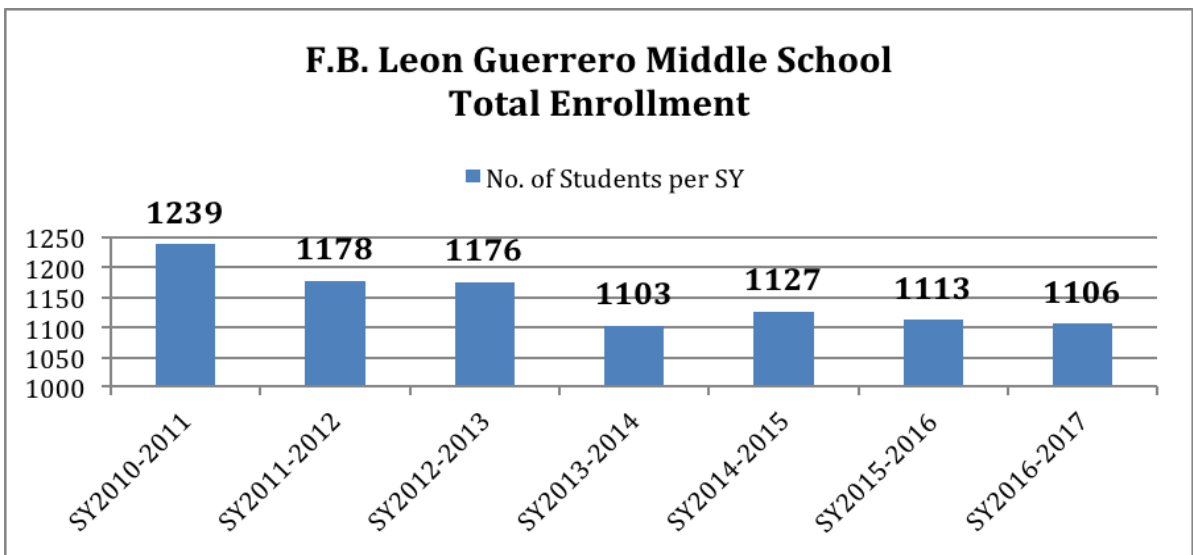
Built originally as an elementary school in 1973 for a capacity of about 800 students, FBLGMS was converted into a middle school in 1982. During the SY2015-16, FBLGMS provided tutelage to about 1,120 students, making it the second largest population of Guam's eight public middle schools today. The school 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

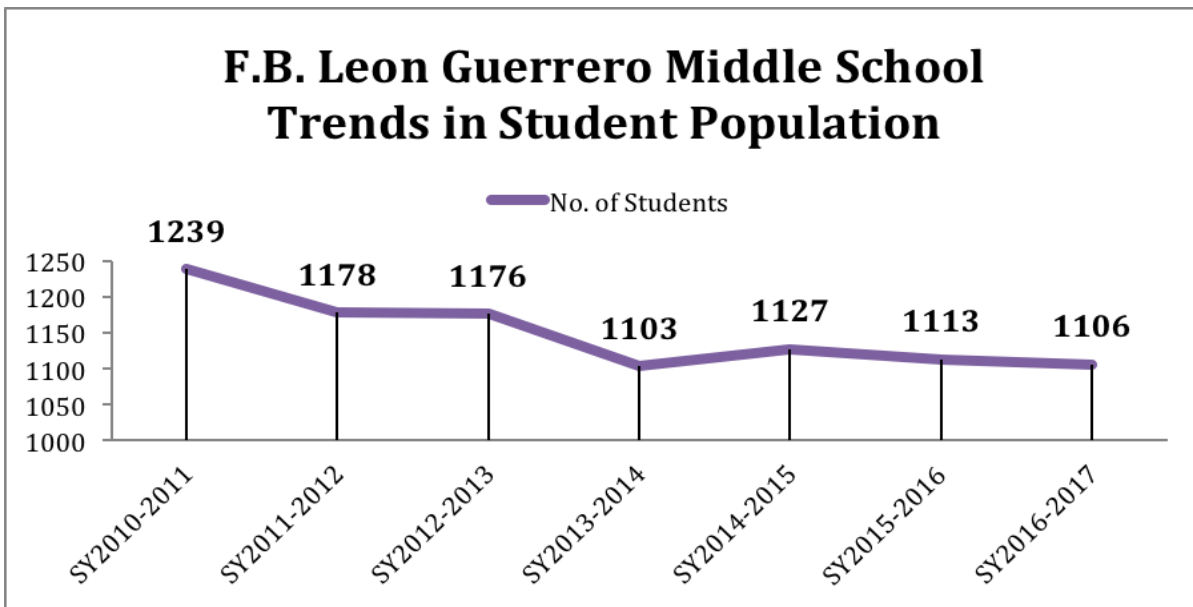
curriculum and positive climate for learning is advantageous for their child’s adolescent development.

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

Annually, FBLGMS student population is among the highest of Guam’s public middle schools. Despite this fact, the population decreased since the last full self-study. In September 2009, FBLGMS had a total population of 1,183 students. As of September 2016, FBLGMS enrollment was 1,106; however, student enrollment varies 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.

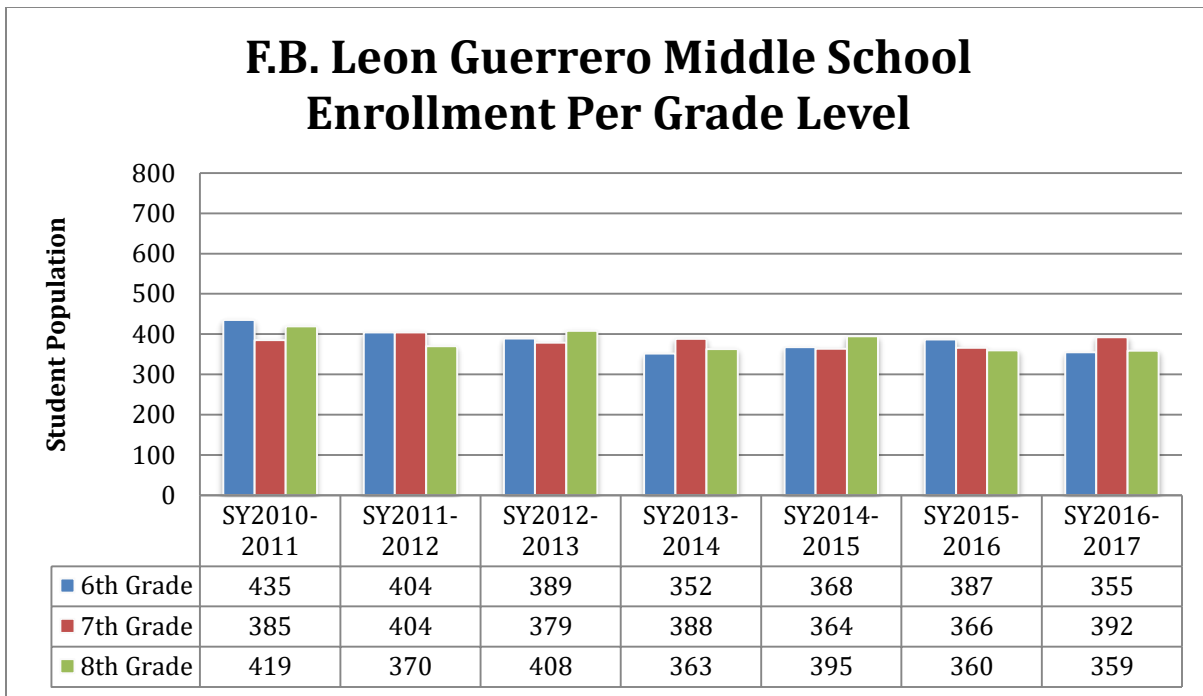
Total Student Enrollment Per Year





Total Student Enrollment Per Grade Level Per Year

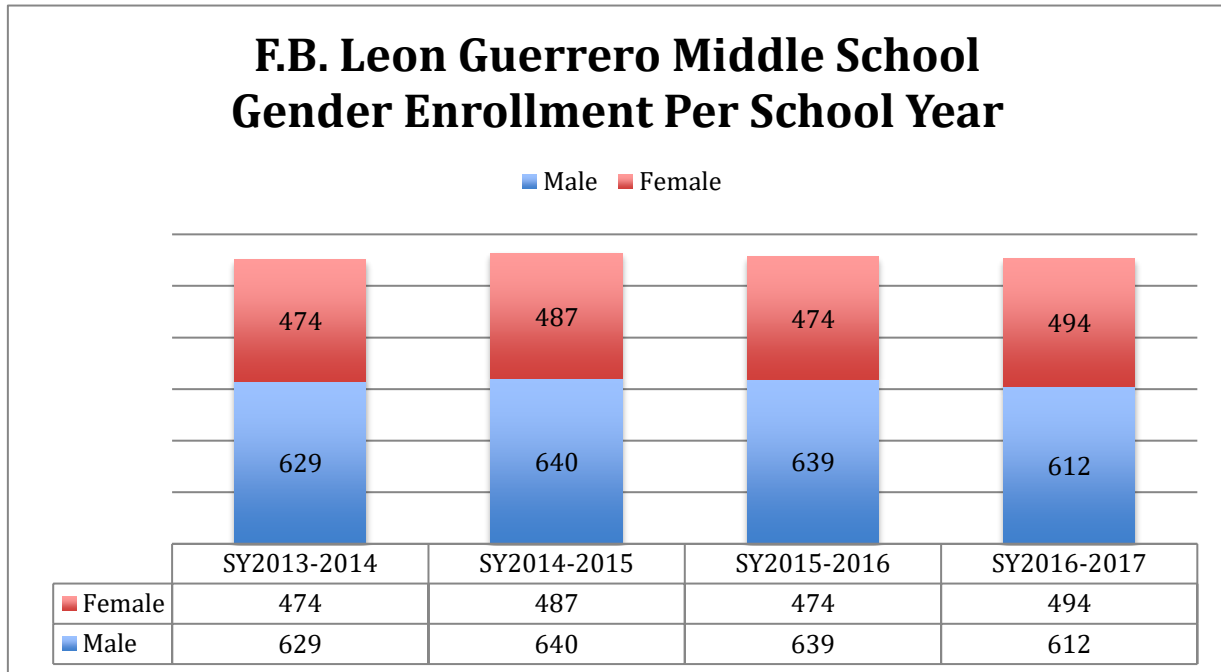
FBLG ENROLLMENT PER GRADE LEVEL & SCHOOL YEAR							
	SY 2010- 2011	SY 2011- 2012	SY 2012- 2013	SY 2013- 2014	SY 2014- 2015	SY 2015- 2016	SY 2016- 2017
6th Grade Enrollment	435	404	389	352	368	387	355
7th Grade Enrollment	385	404	379	388	364	366	392
8th Grade Enrollment	419	370	408	363	395	360	359
Total Enrollment	1,239	1,178	1,176	1,103	1,127	1,113	1,106



Findings:

- The student population of FBLGMS at the beginning of SY2016-2017 was 1,106. There were 355 incoming 6th graders, 392 7th graders, and 359 8th graders.
- From SY2010-2011 to the beginning of SY2016-2017, the student population of FBLGMS has decreased, with SY2013-2014 having the lowest student enrollment of 1,103.
- The highest enrollment within the past six years occurred during SY2010-2011 with 1,239 students, with the largest population being incoming 6th grade students at 435. The difference between the highest to lowest student enrollment within the past six years is 136.
- From SY2010-2011 to the beginning of SY2016-2017, there have been a decreasing number of average enrollments in all grade levels.

Student Enrollment By Gender SY2013-2017



Student Enrollment Per Grade Level By Gender SY2013-2017

FBLG GENDER ENROLLMENT PER GRADE LEVEL & SCHOOL YEAR								
	SY2013-14		SY2014-15		SY2015-16		SY2016-17	
Male/Female	M	F	M	F	M	F	M	F
6th Grade	211	141	213	155	204	183	187	168
7th Grade	205	183	216	148	218	148	211	181
8th Grade	213	150	211	184	217	143	214	145
Total	629	474	640	487	639	474	612	494
	57%	43%	57%	43%	57%	43%	55%	45%

Findings:

- From SY2013-2014 to SY2016-2017, the number of male students was always greater than the number of female students.
- During SY2015-2016, the 8th grade students had the largest ratio at 1.5:1 male students to female students.
- During SY2016-2017, FBLGMS’s male student enrollment was 612, while female student enrollment was 494 giving a total of 1,106 students. There were 118 more male students than female students. While male students outnumber female students in every grade level, the difference per grade level is nominal with the largest difference of 69 in the 8th grade.
- During the past three years, the percentage of male students remained at 57% then decreased to 55% in SY2016-2017.
- Over the past four years, the total average of male student population was 630, and the total average of female students was 482 giving an average ratio of 1.3:1.

Ethnic Distribution

FBLGMS’ student ethnicity demographic indicates that the two largest groups are the indigenous Chamorro and Filipino students. Data on ethnicity also identifies smaller populations, including other Pacific Islanders, Asian ethnicities other than Filipino, Caucasian, African-American, Native American Indian, and other groups. FBLGMS also has a relatively large population of students from the Federated States of Micronesia (FSM), representing approximately one-fourth 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 this influx of outer-island students, as of SY2015-2016, about 308, or (28%) of FBLGMS student population come from the FSM (Pohnpei, Kosrae, Chuuk, and Yap).

Student Enrollment by Ethnic Distribution per Year

FBLG ETHNIC DISTRIBUTION PER SCHOOL YEAR														
	SY 2010-2011		SY 2011-2012		SY 2012-2013		SY 2013-2014		SY 2014-2015		SY 2015-2016		SY 2016-2017	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Chamorro	394	32	400	34	400	34	350	32	379	34	354	32	343	31
Filipino	375	30	377	32	376	32	381	35	378	34	371	33	387	35
Pacific Islander	331	27	318	27	318	27	310	28	313	28	332	30	327	30
Asian	10	1	12	1	12	1	4	-	1	-	6	1	7	1
CNMI	16	1	12	1	12	1	18	2	21	2	23	2	18	2
White Non-Hispanic	9	1	12	1	12	1	5	-	4	-	4	-	5	-
Other	42	3	47	4	47	4	35	3	31	3	23	2	19	2

Findings:

- From SY2010-2011 to SY2012-2013, the largest ethnic group enrollment of students at FBLGMS was Chamorro. During SY2013-2014, SY2015-2016, and beginning of SY2016-2017, the highest student enrollment by ethnicity was Filipino.
- For the past six years, Pacific Islanders were the third largest student group enrolled at FBLGMS. These students do not form one distinctive ethnic group, but come from the islands of Hawaii, American Samoa, Freely Associated States of Micronesia, and the tiny nations of the Marshall Islands and Palau.
- In SY2011-2012 and SY2012-2013, there were 82 more Chamorro students enrolled than Pacific Islander students, which is the highest difference within the past six years. In SY2016-2017, there are only 16 more Chamorro students than Pacific Islander students enrolled.
- The top three highest student enrollments by ethnicity are Chamorro, Filipino, and Pacific Islander with each making up about 30% of the total student population for the last six years, including SY2016-2017.
- From SY2010-2011 to SY2016-2017, there was a gradual increase in the percentage of Pacific Islander population at FBLGMS, from 27% in SY2010-2011 to 30% in SY2016-2017. Simultaneously, there was a gradual decrease in the percentage of the Chamorro population, from 34% in SY2014-2015 to 31% in SY2016-2017.

Student Special Population

FBLGMS consists of diverse groups of students each of whom have 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.

SCHOOL YEAR	SPED # Of Students		Free/Reduced Lunch Program # Of Students		ESL # Of Students		Total Student Population
SY2010-2011	89	7%	653	53%	713	58%	1239
SY2011-2012	82	7%	860	73%	708	60%	1178
SY2012-2013	82	7%	823	70%	724	62%	1176
SY2013-2014	88	8%	774	70%	677	61%	1103
SY2014-2015	90	8%	812	72%	691	61%	1127
SY2015-2016	81	7%	792	71%	694	62%	1113
SY2016-2017	84	8%	648	59%	695	63%	1106

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 SY2016-17, there are 84 students 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.

Free/Reduced Lunch Program Population

Each year, approximately 70% of the school's student population qualify for free or reduced meals. This is indicative of the socioeconomic status in which most of FBLGMS students come from.

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 2016) services 695 students, with 52 in the sheltered classes and 504 integrated within the general education classrooms.

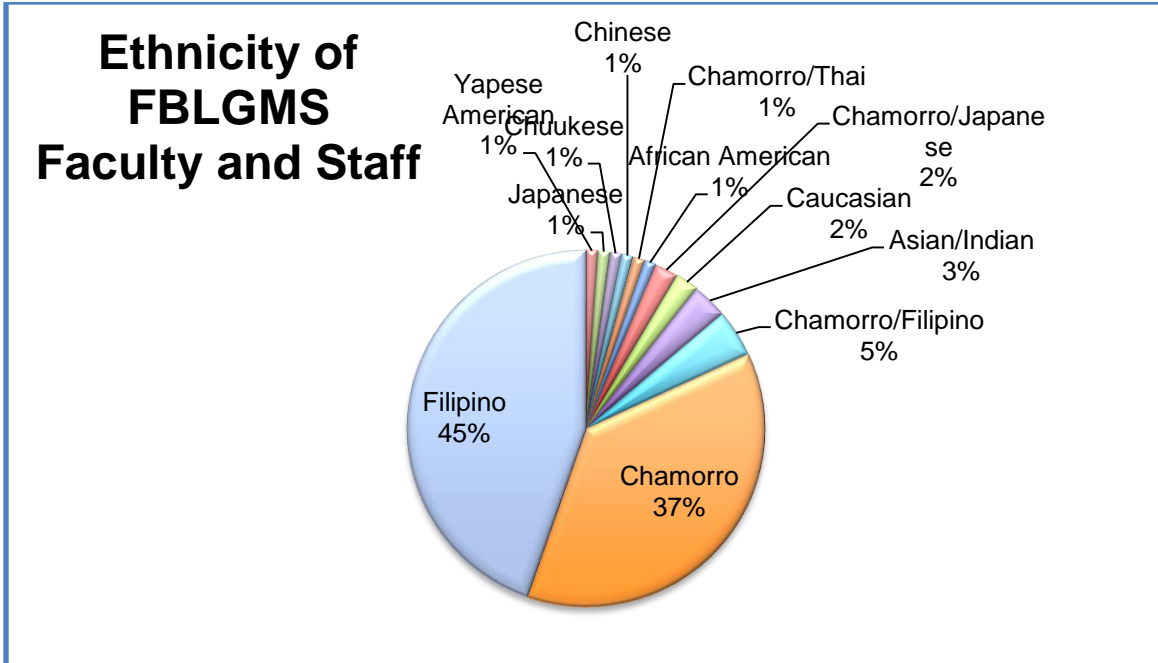


FACULTY/STAFF DEMOGRAPHIC DATA AND FINDINGS

FBLGMS employs highly qualified teachers, administrators, and support staff who are dedicated to providing quality education in a safe and conducive environment for learning. Four school administrators lead FBLGMS: Robert Martinez as principal and Keith Quiambao, Mariann Lujan, and Arlyn Espinosa as assistant principals. FBLGMS has seventy-two (72) teachers, two (2) Consulting Resource Teachers (CRTs), three (3) Guidance Counselors, one (1) School Health Counselor (Registered Nurse), one (1) School Librarian, one (1) English as a Second Language Coordinator, one (1) Instructional Coach, three (3) Office Clerks, one (1) Computer Operator, one (1) Administrative Officer, three (3) Full-time One-to-One Aides, four (4) School Aides, and two (2) Custodians. In SY2012-2013, the district began to outsource janitorial services to Guam Cleaning Masters and cross-leveled custodians throughout Guam Department of Education schools, which left the school with only 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 requirements of the student population as shown below from SY2016-2017 faculty and staff data:

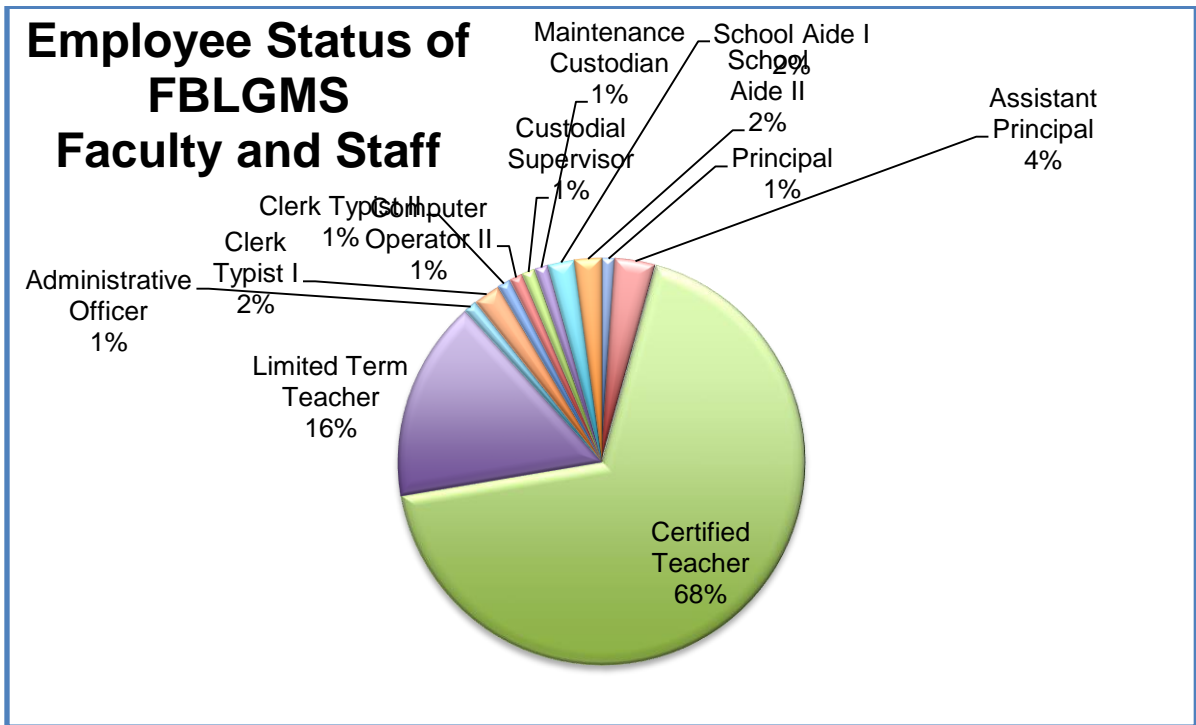


Ethnicity of FBLGMS Faculty and Staff		
Filipino	42	45%
Chamorro	35	37%
Chamorro/Filipino	4	5%
Asian/Indian	3	3%
Caucasian	2	2%
Chamorro/Japanese	2	2%
African American	1	1%
Chamorro/Thai	1	1%
Chinese	1	1%
Chuukese	1	1%
Japanese	1	1%
Yapese American	1	1%
TOTAL FACULTY AND STAFF	94	

Findings:

- Faculty and staff ethnicity is predominantly Filipino (45%) and Chamorro (37%).
- There is only one (1) faculty from the FSM, whereas one-fourth of the student population

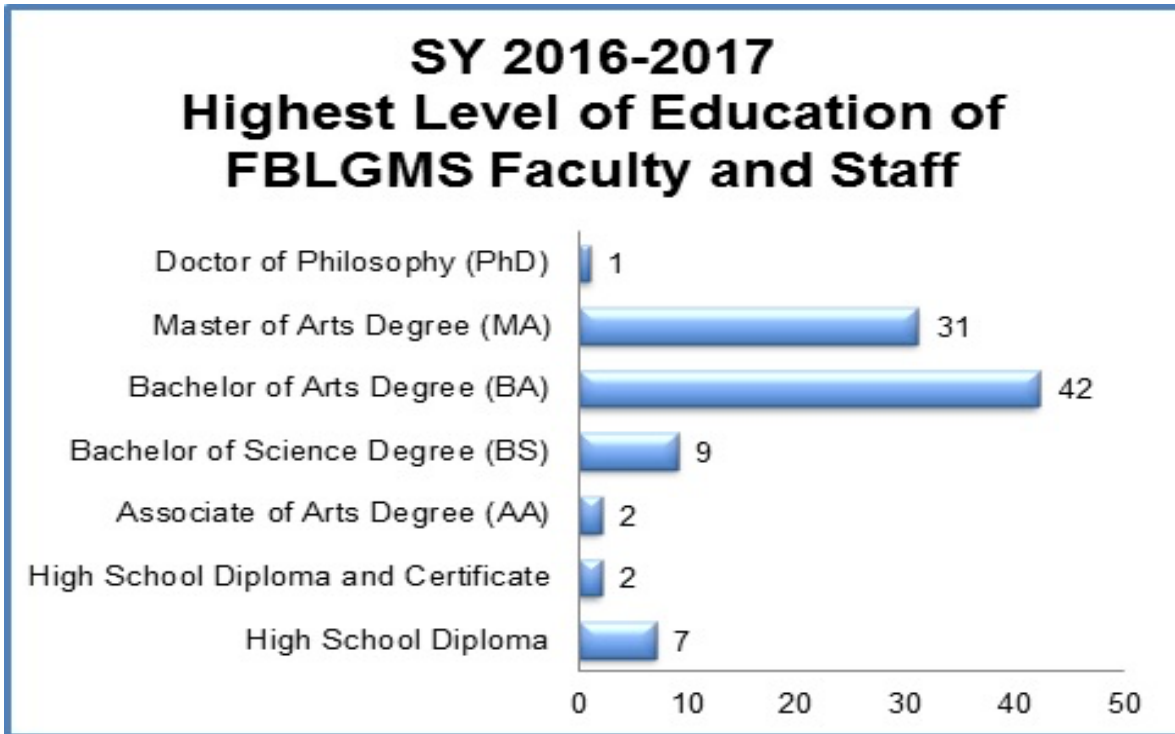
comes from the FSM.



Employee Status of FBLGMS Faculty and Staff		
Principal	1	1%
Assistant Principal	3	4%
Certified Teacher	64	68%
Limited-Term Teacher	15	16%
Administrative Officer	1	1%
Clerk Typist I	2	2%
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 II	2	2%
TOTAL FACULTY AND STAFF	94	

Findings:

- FBLGMS employs 79 teachers for 1,106 students (teacher to student ratio is 1:14).
- Of the 79 faculty members, 19% (15 out of 79) are limited-term teachers.
- There are four (4) school aides supervising students outside the classrooms (school aide to student ratio is 1:277).

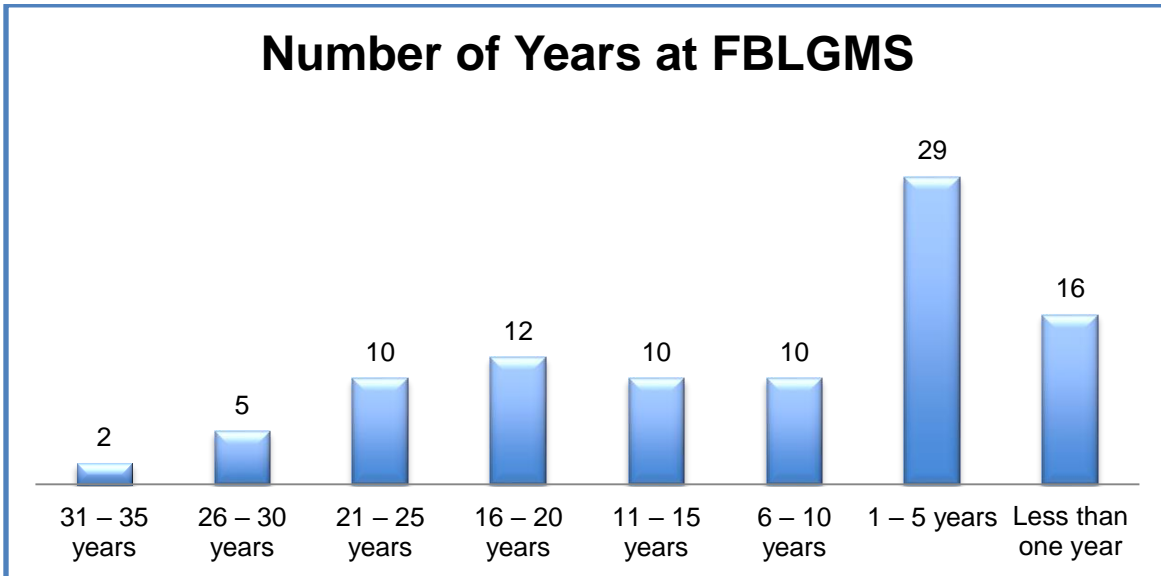


Highest Level of Education of FBLGMS Faculty and Staff		
Doctor of Philosophy (PhD)	1	1%
Master of Arts Degree (MA)	31	33%
Bachelor of Arts Degree (BA)	42	45%
Bachelor of Science Degree (BS)	9	10%
Associate of Arts Degree (AA)	2	2%
High School Diploma and Certificate	2	2%
High School Diploma	7	7%
TOTAL FACULTY AND STAFF	94	

Findings:

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- FBLGMS has 31 employees (33%) with a Master’s Degree, including one (1) with a doctorate degree.
- FBLGMS has 51 employees (54%) with a Bachelor’s Degree.

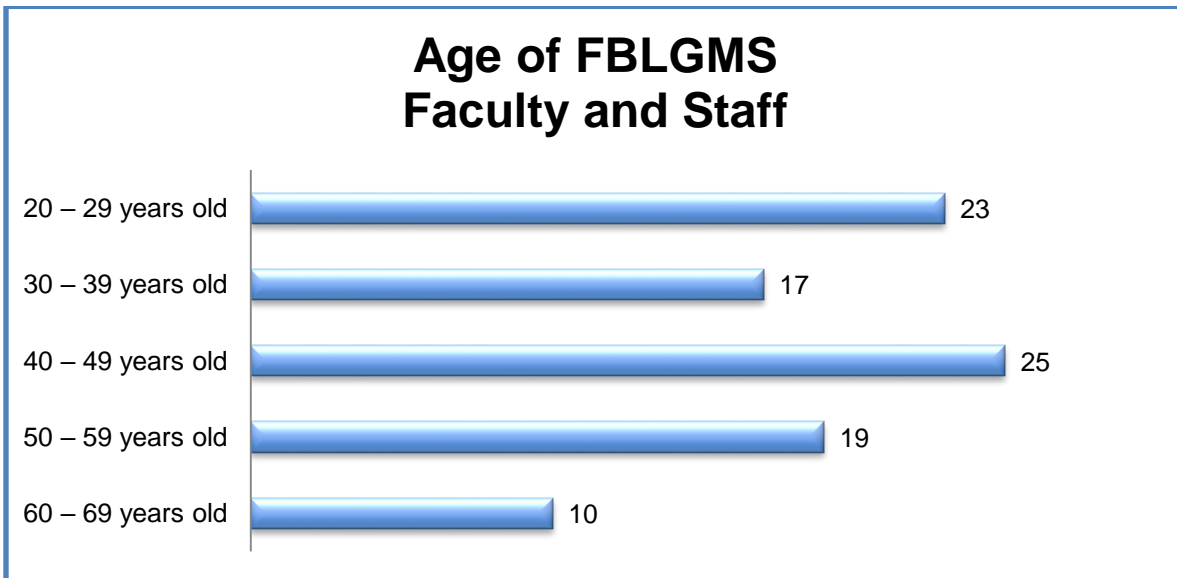


Number of Years the Faculty and Staff Have Been at F.B. Leon Guerrero Middle School		
31 – 35 years	2	2%
26 – 30 years	5	5%
21 – 25 years	10	11%
16 – 20 years	12	12%
11 – 15 years	10	11%
6 – 10 years	10	11%
1 – 5 years	29	31%
Less than one year	16	17%
TOTAL FACULTY AND STAFF	94	

Findings:

- Length of employment at FBLGMS ranges from a few months to 33 years.
- Thirty employees (32%) were not at FBLGMS during the accreditation Mid-term Visit (less than three years at FBLGMS).
- Forty-six (46) employees (49%) were present during the last full-study (at least seven years at FBLGMS).

- There is one (1) faculty member who has been at FBLGMS since it was converted into a middle school in 1982.
- The largest group of faculty and staff are those who have been at FBLGMS for only one (1) to five (5) years.
- There are fifty-five (55) faculty and staff who have been at FBLGMS between 10 or less years, and there are thirty-nine (39) who have 11 or more years.



Age of FBLGMS Faculty and Staff		
60 – 69 years old	10	11%
50 – 59 years old	19	20%
40 – 49 years old	25	27%
30 – 39 years old	17	18%
20 – 29 years old	23	24%
TOTAL FACULTY AND STAFF	94	

Findings:

- The age of the faculty and staff ranges between 23 and 69.
- The average age of the faculty and staff is 42.
- There are 40 employees (43%) under the age of 40.
- There are 54 employees (57%) over the age of 40.

Administration, faculty, and staff at FBLGMS 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, and Guam KUAM’s “A Touch of Class” recognition for exceptional educators.

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,

School Facilities

With a population of 1,106 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 stand-alone and are arranged in rows. In addition, the school has a gymnasium that was built in 1995, a soccer and softball fields, a library, a Sirena Conference Room, CRT Office, band and choir rooms, and home economics lab. There is also the main office (for administrators and administrative assistants), the counseling and nurse offices, and a faculty/staff lounge. However, the school must share a cafeteria with Simon Sanchez High School.



REFINED SCHOOLWIDE LEARNER OUTCOMES

As the Guam Department of Education (GDOE) moves toward district initiatives for improvement, the 5 District-Level Expectations (adopted in SY2014-15) have become an integral part of FBLGMS School Action Plan (SAP) and the Schoolwide Learner Outcomes (SLOs). These 5 District-Level Expectations are derived from the district’s State Strategic Plan (SSP), adopted by the Guam Education Board (GEB) on September 23, 2014. The SSP includes the GDOE Vision and Mission Statements and is the overall reforming vision for all public schools containing a number of specific strategies that are directly related to its Goals and Objectives. (See ***Appendix A***)

With its goals and objectives, Guam Department of Education State Strategic Plan has four major components that directly impact and guide every public school’s focus on learning, planning, instructing, and assessing to improve student achievement, which are: (1) Curriculum-Instruction-Assessment-Interventions, (2) Professional Learning Communities (PLCs) and

Collaborative Learning Teams (CLTs), (3) the Guam Comprehensive Student Assessment System GSAS (See **Appendix B**), and (4) “efforts to continuously improve services with limited funding by increasing efficiency, maximizing the use of current resources, and improved planning” (GDOE, 2014). Aligned with these components, the School Action Plan was revisited and revised in order to ensure that the school’s goals and objectives address the key initiatives set by the district, which directly impact the Schoolwide Learner Outcomes.

The Guam Department of Education State Strategic Plan is also prefaced by its Vision, “*Every Student: Responsible, Respectful, and Ready for Life*” and Mission Statement, “*Our Educational Community... Prepares all students for life, Promotes Excellence, and Provides Support*” (adopted by the Guam Board of Education, September 2014). The school philosophy, School Action Plan, and Schoolwide Learner Outcomes work in conjunction with the five District-Wide Expectations:

(1) S.M.A.R.T Goals

- Each interdisciplinary team and content area teacher develop common SMART Goals that are Specific, Measurable, Attainable, Relevant, and Timely.
- SMART Goals are categorized into academic (content area) and behavioral (interdisciplinary).

(2) Guaranteed and Viable Curriculum

- The school curriculum is created with the collaboration of teachers.
- Each content area identifies eight to ten essential learning outcomes/power standards for the year.
- The school established a learning progression/scope and sequence for each of the course/subject.
- The school identified topics that can be eliminated to provide more time for essential learning.
- The school aligned the essential learning skills with GDOE content standards, Common Core State Standards, ACT Aspire, and Standards Based Assessments. (*SAP Goal IA, A.S.#1*)
- The school developed proficiency scales for each power standard/essential skill. (*See Appendix C for Sample of Proficiency Scale*)

(3) Common Formative / Summative Assessments

- Common Formative and Summative Assessments are developed collaboratively by a team of teachers and not by a single individual.
- Common Formative Assessments are developed per power standard/essential skill.
- Common Formative and Summative Assessments are based on the proficiency scales.
- Common Formative and Summative Assessments are aligned with the design of the district-wide assessments.
- Criteria/rubrics exist for determining the quality of student work.

(4) Collaborative Teams

- The teachers are organized into collaborative teams with a clear mission, vision, goal, and plan of action.
- The teams are organized by interdisciplinary grade level and also by content area.
- The school provides time for teachers to meet in their collaborative teams on a regular basis during the school day.
- Systems are in place to monitor and evaluate the effectiveness of the collaborative teams,

using a *Professional Learning Community Log Sheet* meeting template. (See **Appendix K**)

- The Professional Learning Community uses common formative assessment results to identify students who need intervention. (*SAP Goal IIA, A.S.#4*)

(5) Mini-Observations

- Collectively, the school administration has visited every teacher, at least six times a year.
- The students have been demonstrating higher order thinking skills during the walk-through observations.
- The students are able to articulate and demonstrate the learning goal.
- The teachers have successfully created the environment for learning.
- The mini-observation data is shared with teachers and used to develop SMART goals.
- Immediate feedback is provided to teachers regarding the mini-observations.

Guam Department of Education Vision:

“Every student: Responsible, Respectful, and Ready for Life”

Guam Department of Education 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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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

<u>F</u> orever	<u>H</u> elping young
<u>B</u> ringing	<u>A</u> dolescents
<u>L</u> ight to a new	<u>W</u> in
<u>G</u> eneration and	<u>K</u> nowledge and
	<u>S</u> uccess!

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 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. Surveys and community meetings further reinforced

this process. The school community then adopted the Schoolwide Learner Outcomes with performance indicators that were assigned to help school personnel, students, and parents evaluate how the Schoolwide Learner Outcomes are demonstrated and achieved. The school continues to create an operational rubric to efficiently measure student achievement of the Schoolwide Learner Outcomes. The Schoolwide Learner Outcomes are consistently reinforced through alignment with teachers' daily lesson plans and organization of student body activities, thus they are evident in students' work and attitude towards learning. As the school community promotes the Schoolwide Learner Outcomes, it is the goal that all personnel, students, parents/guardians, and other stakeholders embrace and exemplify the Schoolwide Learner Outcomes for FBLGMS.

Thus, the Guam Department of Education State Strategic Plan along with FBLGMS'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

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, and use 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.
- Utilizing a variety of instructional methods, such as inquiry-based learning, self-assessments, *Classroom Instruction That Works* (CITW), The Big 8 Literacy Strategies, *Sheltered Instruction Observation Protocol* (SIOP) Model, and Differentiated Instruction.
- Evaluating student progress through various alternative assessments, such as portfolios, journals, projects, presentations, and performance-based tasks.
- Organizing school and community events, such as the Annual Science Fair, Science Olympics, Family Math Night, HAWKS Day at the Mall, and Social Studies Night for all students.
- Sponsoring activities, such as the schoolwide Spelling Bee, Academic Challenge Bowl, Math Counts, and poster/essay contests.
- Providing elective courses in the arts, including a three-year Honor Choir, Honor Band, and Jazz Band.
- Offering an Advanced Math class (per grade level, per interdisciplinary team) and an Advanced Science Robotics class (eighth grade students).
- Providing elective courses in humanities, which include computer science, career education, journalism, business, cooking, and sewing.

Accomplished Communicators

Express themselves both verbally and non-verbally, use technology to communicate locally and globally, accept constructive criticisms, listen objectively to other viewpoints, and 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.
- 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; Academic Challenge Bowl; and art contests, which require students to communicate their ideas and to explain responses to others' questions.
- Showcasing students' talents (singing, dancing, speech making) during school activities and community events, such as the HAWKS Day at the Mall.
- Improving access to technology and providing adequate infrastructure to support teaching and learning with technology.

Worthwhile Contributors

Respect self and others, have pride in school and home environment, are aware of the effect technology has on daily life, and 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.
- 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, 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-wide collection of Box Tops for Education.
- 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 food to families in need.

Knowledgeable 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, and 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.
- 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.
- Holding team parent-teacher-administrator meetings, Parent-Teacher Conferences, and Parent-Teacher Organization meetings.
- Organizing classroom presentations by the grade level counselors.
- Providing Team Time small group intervention sessions led by the School Climate Cadre team representatives.
- Inviting and involving guest speakers and outside agencies through programs, such as Education Talent Search, 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, GHD in the Community (GITC), Guam Energy Office, Youth for Youth Conference, and the University of Guam's 4-H organizations that conduct awareness presentations.
- Sustaining a strong interscholastic sports program.
- Obtaining technological equipment (iPad and laptop class sets) through grants for student use in the library and classrooms.

Study Skills Masters

Exhibit good time management, apply note-taking skills, use technology effectively as a tool, plan for long and short-term projects, and apply active listening skills.

FBLGMS helps students become Study Skills Masters by:

- Providing homework assistance and tutorial services from College Access Challenge Grant Program (CACGP) and WestCare Pacific through Guam Community College (GCC) and Educational Talent Search and TRIO programs through University of Guam.
- Providing lunchtime tutoring by the school's assigned Teacher Assistants in the cafeteria in lieu of disciplinary detention and individual content area teacher in the classrooms.
- Promoting Team Time activities and utilizing the A-B-C (Activities that Build Character) lesson plans.
- Encouraging peer tutoring within and outside the classroom setting.
- Providing and using the school's 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 before and during school hours.
- Instituting homework, attendance, and behavioral contracts with students.
- Providing instruction to students in test taking strategies and study skills.
- Providing life skills instruction to students by the University of Guam 4-H organization.

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

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

B U S (Arrival/ Departure)	<input type="checkbox"/> Wait for my bus/car in designated areas only. <input type="checkbox"/> Listen to the bus driver. <input type="checkbox"/> Share my seat with others. <input type="checkbox"/> Keep all body parts to myself and inside the bus. <input type="checkbox"/> Use positive and appropriate language.	<input type="checkbox"/> Wake up on time in order to catch the bus/arrive on time. <input type="checkbox"/> Report to the bus/pick-up area immediately after the school bell rings. <input type="checkbox"/> Be seated immediately upon boarding the bus. <input type="checkbox"/> Bring my materials on and off the bus.	<input type="checkbox"/> Sit quietly throughout the bus ride. <input type="checkbox"/> Stay seated when the bus is in motion.	<input type="checkbox"/> Keep the bus graffiti-free/vandalism-free. <input type="checkbox"/> Keep trash in my bag until I reach home/school.	<input type="checkbox"/> Be dropped off/picked up inside the school gate. <input type="checkbox"/> Report any unwanted or inappropriate behaviors. <input type="checkbox"/> Look around for things to clean up.
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**DISAGGREGATED AND INTERPRETED STUDENT OUTCOME DATA
AND FINDINGS**

Since 2003, all public school students in the Guam Department of Education (GDOE) were assessed using one summative, norm-referenced assessment instrument known as the Stanford Achievement Test, 10th Edition (SAT-10). As new reform programs and content standards were adopted, the district realized that GDOE’s curriculum, instruction, and assessments were not aligned with the SAT-10. As a result, starting in 2014 GDOE developed a new assessment framework called the Comprehensive Student Assessment System (CSAS). Under the new CSAS, the official District-Wide Assessment (DWA) and Guam Standards Based Assessment (SBA) were selected to monitor student progress and growth. 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 teacher-made Guam Standards Based Assessment (SBA) was used for social studies and science as a criterion-referenced test.

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 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 VA, A.S.#5*) Analysis of academic student results obtained from the district-wide summative and school-wide diagnostic assessments are as follows:

- a) District-wide Summative Assessments - Stanford Achievement Test, or SAT-10 (*last used by the district in SY2013-14*); ACT Aspire for English, Reading, and Math (*currently used by the district since SY2014-15*); Standards Based Assessments (SBA) for Social Studies and Science; and AIMSweb for language arts, reading, and math.
- b) School-wide Diagnostic Assessments – Wide Range Achievement Test, 4th Edition (WRAT-4) for math and Gates-MacGinitie Reading Tests (GMRT).

Behavioral student outcome data acquired from the School-Wide Information System (SWIS) - which is no longer used, and PowerSchool discipline input (*currently used*) guide the monitoring and addressing of student behaviors during weekly School Climate Cadre (SCC) meetings and monthly grade level assemblies. Discipline data is also analyzed to create specific plans for intervention and support for students, to present during monthly assemblies, and to reward teams that demonstrate good or exemplary behaviors. Using the data, the School Climate Cadre further provides grade-level Activities that Build Character (A-B-C) lessons, based on the Character Education standards, and strategies to implement during Team Time with the goal of decreasing discipline referrals.

The Stanford Achievement Test, 10th Edition (SAT-10)

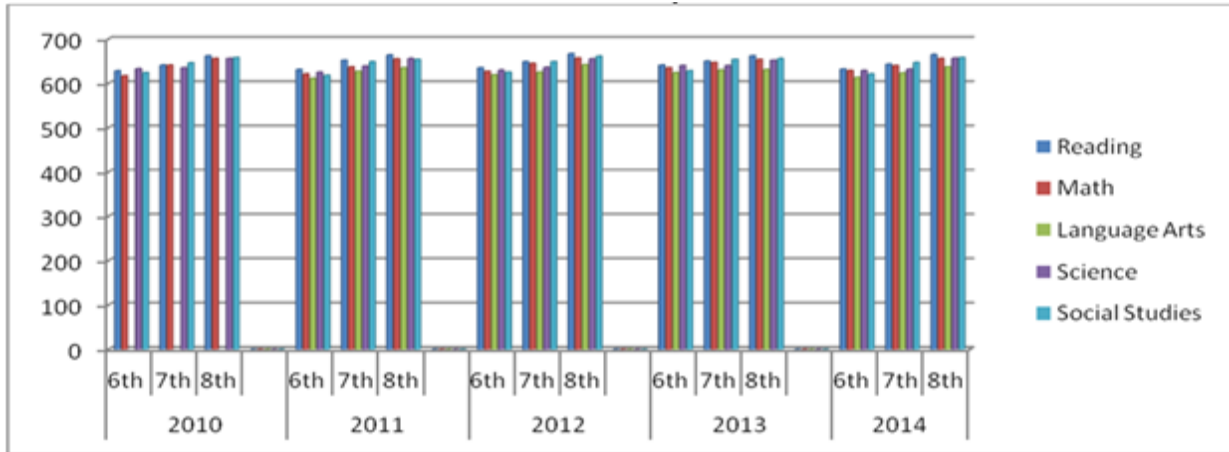
The Stanford Achievement Test, 10th Edition (SAT-10) was the district's standardized test administered to all Guam Department of Education students from SY2010 – SY2014. SAT-10 is an untimed, standardized, norm-referenced test that compares students' results with the results from a national sample of students in the same grade level taking the test at the same time of the year. It was used to provide student achievement scores and helped the community to better understand how students perform in the areas of Language Arts, Reading, Math, Science, and Social Sciences. At FBLGMS, teachers used the item analysis of the test in order to address specific learner needs and determine the critical areas that needed focus and improvement.

As the district adopted the Common Core State Standards, the shift to a new district-wide assessment system was necessary in order to align curriculum, instruction, intervention, and means of monitoring student progress. The shift occurred during SY2014-2015, which resulted in the ACT Aspire being used instead of the SAT-10.

The charts and data tables below show FBLGMS cumulative SAT-10 results for SY2010-2014, before the shift to ACT Aspire and SBA district-wide assessments occurred. In addition, SAT-10 historical data for Reading, Math, Language Arts, Science and Social Studies are provided. Mean Scaled Scores are provided, as well, to show how student scores have changed over time in each content area.

FBLGMS SAT-10 Results for SY2010-2014

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6th							7th							8th						
Content	08-09	09-10	10-11	11-12	12-13	13-14	Content	08-09	09-10	10-11	11-12	12-13	13-14	Content	08-09	09-10	10-11	11-12	12-13	13-14
RE	624	628	631	635	641	632	RE	644	641	652	649	650	643	RE	660	662	664	667	662	665
MA	620	617	621	627	635	629	MA	643	641	637	645	647	640	MA	659	656	655	657	654	656
LA	613		611	619	624	613	LA	623		627	625	630	623	LA	629		635	642	631	637
SCI	622	633	625	630	640	629	SCI	641	635	639	636	640	632	SCI	660	656	656	655	652	657
SS	632	624	618	625	628	621	SS	643	646	649	649	654	647	SS	656	658	654	661	656	658

Findings:

6th grade mean scaled scores fluctuated between SY2010-2014 as follows:

- *Reading* - between 624 and 641 or 17 points
- *Math* - between 617 and 635 or 18 points
- *Language Arts* - between 611 and 624 or 13 points
- *Science* - between 622 and 640 or 18 points
- *Social Studies* - between 632 and 618 or 14 points

7th grade mean scaled scores fluctuated between SY2010-2014 as follows:

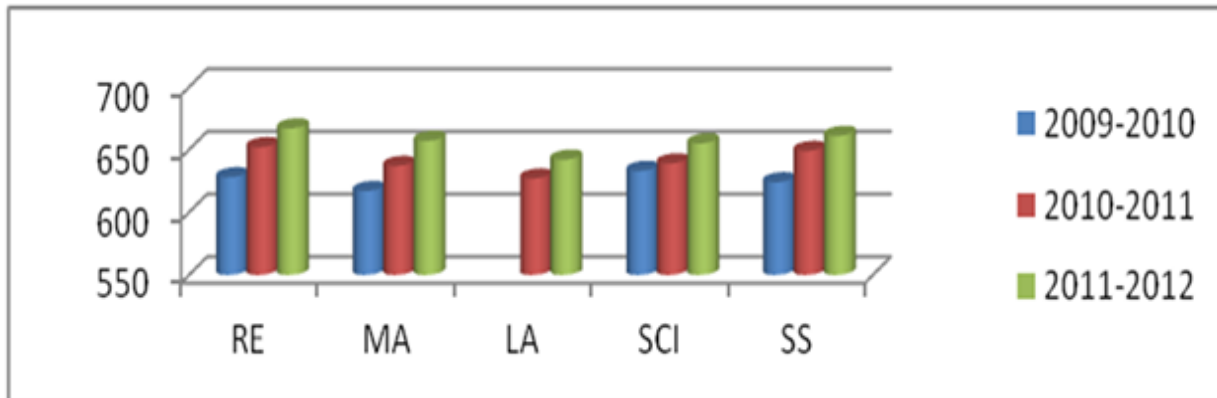
- *Reading* - between 641 and 652 or 11 points (5.6 grade equivalency to a 6.3 grade equivalency)
- *Math* - between 637 and 647 or 10 points (5.7 grade equivalency to 6.6)
- *Language Arts* - between 623 and 630 or 7 points (5.9 grade equivalency to 7.0)
- *Science* - between 632 and 641 or 9 points (5.4 grade equivalency to 6.2)
- *Social Studies* - between 643 and 654 or 11 points (6.6 grade equivalency to 7.6)

8th grade mean scaled scores fluctuated between SY2010-2014 as follows:

- *Reading* - between 660 and 667 or 7 points
- *Math* - between 654 and 659 or 5 points
- *Language Arts* - between 629 and 642 or 13 points
- *Science* - between 652 and 660 or 8 points
- *Social Studies* - between 654 and 661 or 7 points

The charts and data tables below show how each Cohort (A, B, C, and D) Group performed in the SAT-10 in all subject areas starting from SY2009 to SY2014. Mean Scaled Scores are provided to show how each student group scores changed in each subject area.

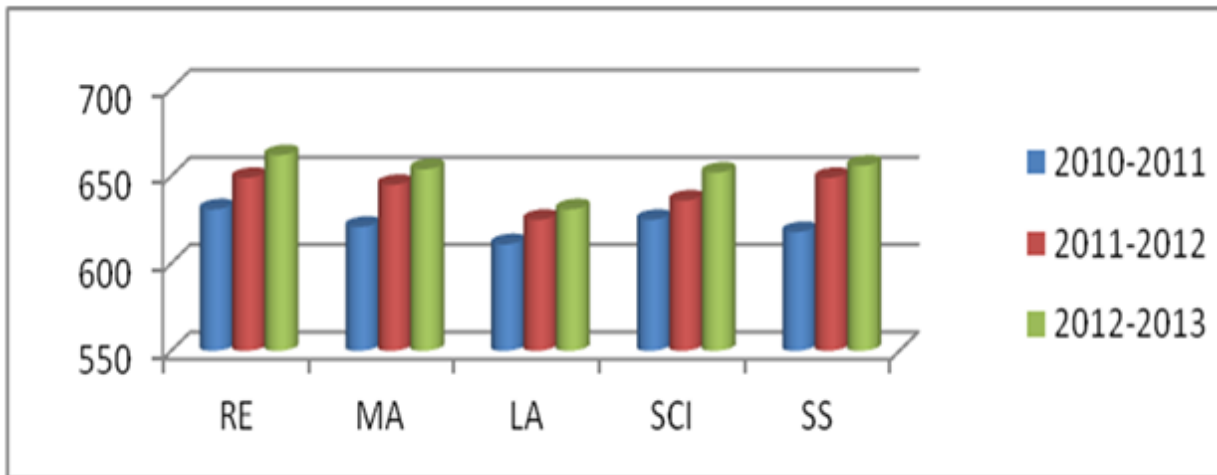
FBLGMS SAT-10 Results Cohort A (SY2009-2012)



Content	2009-2010	2010-2011	2011-2012
RE	628	652	667
MA	617	637	657
LA	627	642	642
SCI	633	639	655
SS	624	649	661

Analysis of SAT-10 Data for **Cohort A** SY2009-2012 (students who were promoted to high school in 2012) showed that each school year, student growth steadily increased over the three years in all subject areas.

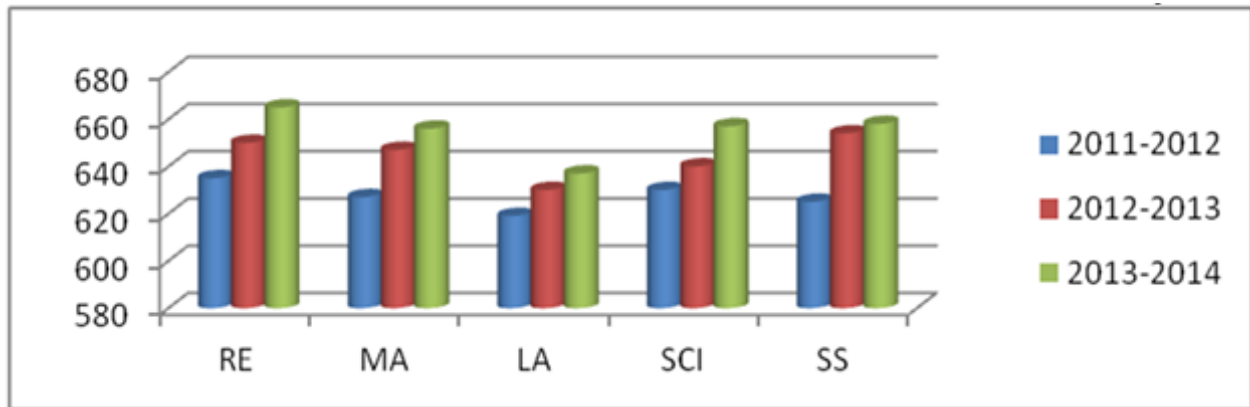
FBLGMS SAT10 Results Cohort B (SY2010-2013)



Content	2010-2011	2011-2012	2012-2013
RE	631	649	662
MA	621	645	654
LA	611	625	631
SCI	625	636	652
SS	618	649	656

Analysis of SAT-10 data for **Cohort B** SY2010-2013 (students who were promoted to high school in 2013) also showed that each school year, student scores were significantly increasing over the three years in all subject areas.

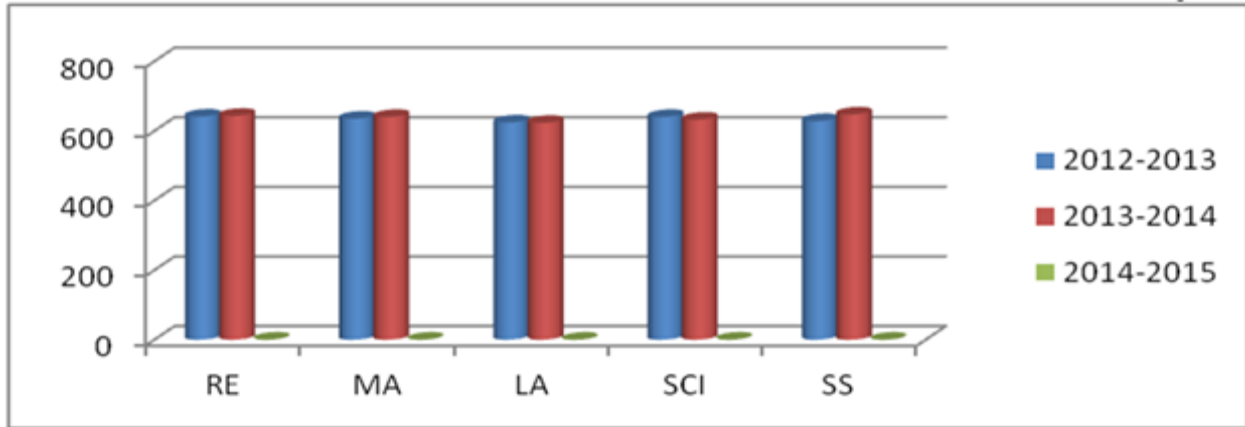
FBLGMS SAT-10 Results Cohort C (SY2011-2014)



Content	2011-2012	2012-2013	2013-2014
RE	635	650	665
MA	627	647	656
LA	619	630	637
SCI	630	640	657
SS	625	654	658

Analysis of SAT-10 data for **Cohort C** SY2011-2014 (students who were promoted to high school in 2014) confirmed that each school year, students further showed significant increase in scores over the three years in all subject areas.

FBLGMS SAT-10 Results Cohort D (SY2012-2014)



Content	2012-2013	2013-2014	2014-2015
RE	641	643	0
MA	635	640	0
LA	624	623	0
SCI	640	632	0
SS	628	647	0

Analysis of SAT-10 Data for **Cohort D** SY2012-2014 (students who were promoted to high school in 2015) revealed that each school year, student results showed a slight increase for most subject areas. In language arts and science, students' scores dropped from SY2012-13 to SY2013-14. Due to the shift in district-wide assessment from SAT-10 to ACT Aspire and SBA, SAT-10 scores were no longer available for Cohort D during SY2014-2015.

With the new district-wide assessments, ACT Aspire and Standards Based Assessment, student scores from SY2014-15 and SY2015-16 will have significant implications on student performance and baseline data results. In the preceding SAT-10 assessment, students answered multiple-choice items without further writing tasks while in ACT Aspire, students are required to answer multiple question types including constructed response and selected response. Thus, it would be inapplicable to compare SAT-10 data with ACT Aspire or SBA results.

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 curriculums, 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 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)

The following ACT Aspire assessment results from SY2014-2015 and SY2015-2016 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:

FBLGMS Subject Proficiency by Grade Level SY2014-2015

June 2015		Exceeding		Ready		Close		In Need of Support		Number of Students Who Took the Test
		#	%	#	%	#	%	#	%	
6th Grade	English	48	13	104	28	130	36	83	23	365
	Reading	8	2	37	10	109	30	212	58	366
	Math	3	1	51	14	148	40	164	45	366
7th Grade	English	60	16	104	29	126	34	78	21	368
	Reading	9	2	60	17	106	29	192	52	367
	Math	7	2	24	7	115	31	222	60	368
8th Grade	English	68	17	126	32	126	32	71	18	391
	Reading	16	4	82	21	106	27	186	48	390
	Math	1	0.3	7	2	45	11	339	86	392

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

FBLGMS Subject Proficiency by Grade Level SY2015-2016

<i>June 2016</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	English	65	18	111	30	142	39	48	13	366
	Reading	9	2	37	11	95	26	225	61	366
	Math	7	2	54	15	169	46	136	37	366
7th Grade	English	48	14	118	33	126	36	61	17	353
	Reading	3	1	44	13	100	29	200	58	347
	Math	1	0.3	14	4	81	23	260	73	356
8th Grade	English	87	25	94	27	96	27	73	21	350
	Reading	20	6	53	15	75	21	201	58	349
	Math	10	3	14	4	37	11	289	83	350

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

The charts below show the increase or decrease in the percentage of students' performance levels in given subjects:

6th Grade (SY2014-15) to 7th Grade (SY2015-16)

	Exceeding	Ready	Close	In Need of Support
English	+1	+5	0	-6
Reading	-1	+3	-1	0
Math	-0.7	-10	-17	+28

7th Grade (SY2014-15) to 8th Grade (SY2015-16)

	Exceeding	Ready	Close	In Need of Support
English	+9	-2	-7	0
Reading	+4	-2	-5	+6
Math	+1	-3	-20	+23

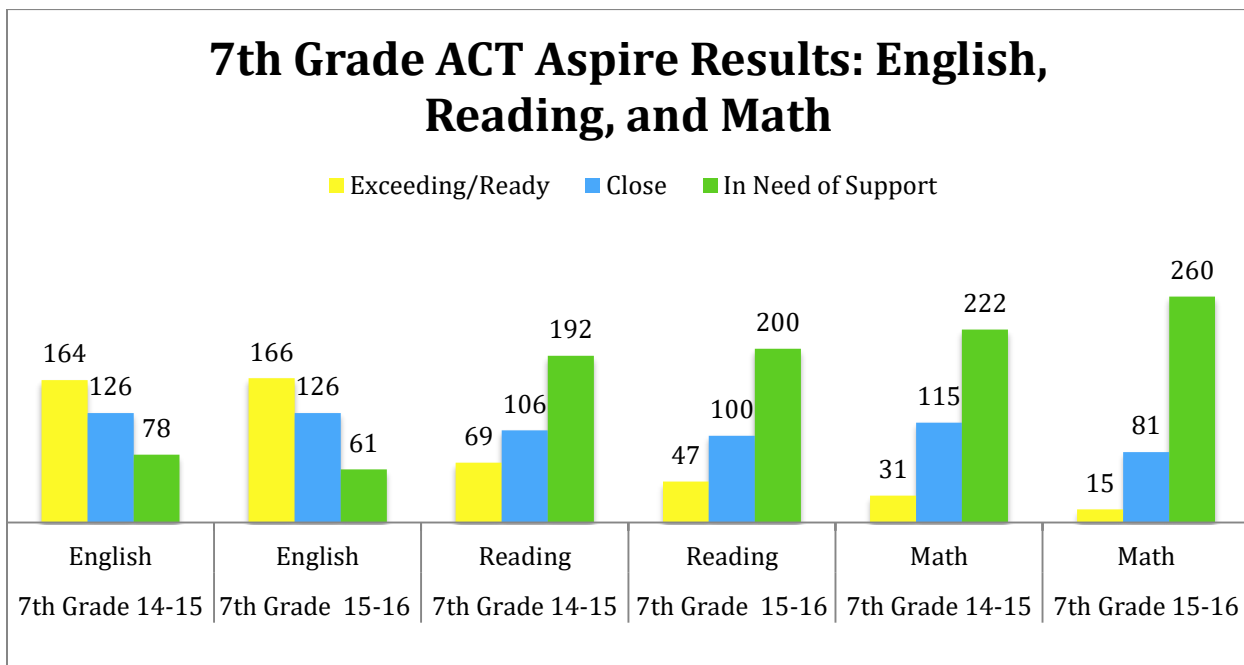
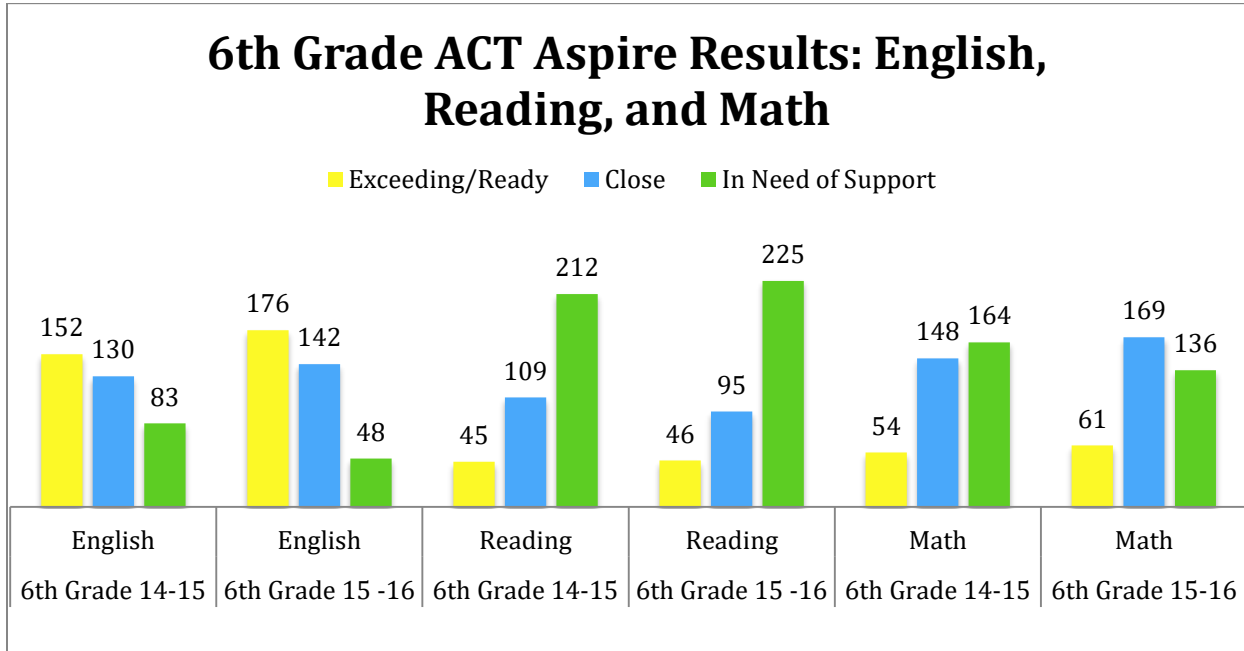
Findings:

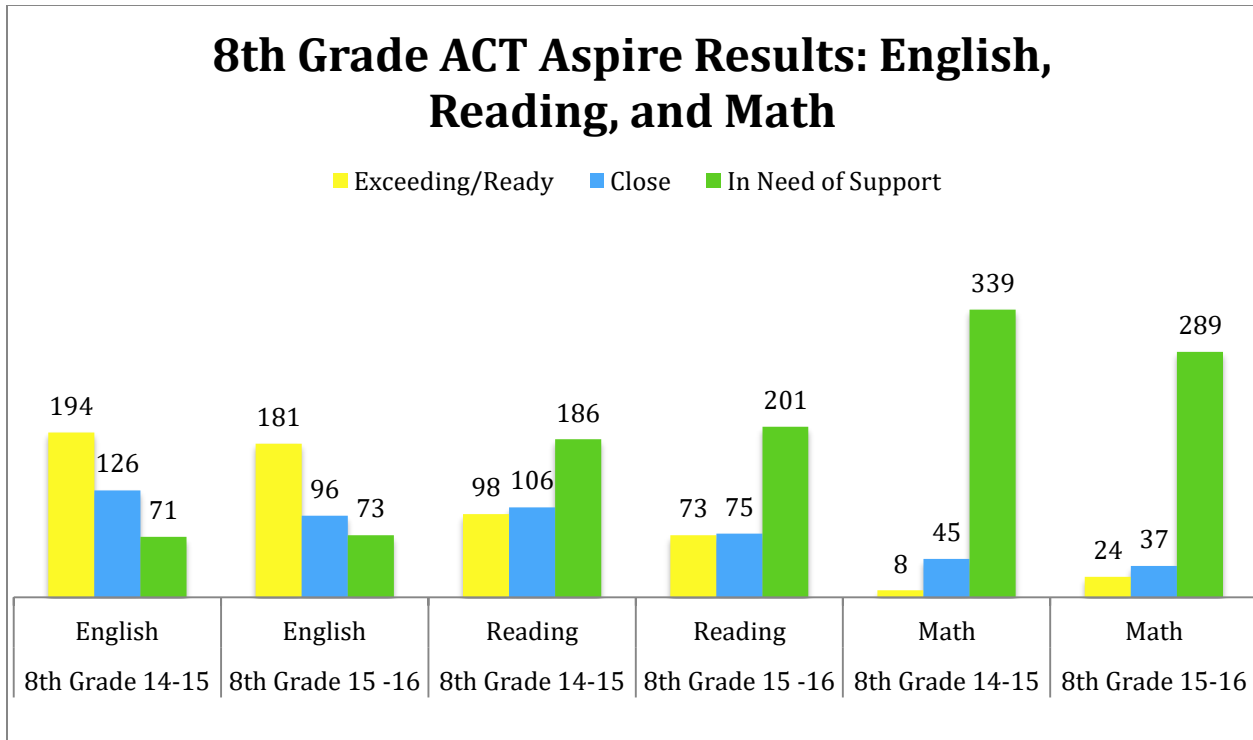
- Of 366 6th grade students in SY2015-16, 318 (87%) were **Close, Ready,** and **Exceeding** (combined) and 48 (13%) were **In Need of Support** in English.
- Of 366 6th grade students in SY2015-16, 141 (39%) were **Close, Ready,** and **Exceeding** (combined) and 225 (61%) were **In Need of Support** in Reading.
- Of 366 6th grade students in SY2015-16, 230 (63%) were **Close, Ready,** and **Exceeding** (combined) and 136 (37%) were still **In Need of Support** for Math.
- Overall 6th grade's SY2015-16 ACT Aspire results shows that the order of proficiency was English then math and reading. Students need support in reading and math in the 6th grade.

- Of 353 7th grade students in SY2015-16, 292 (83%) were **Close, Ready,** and **Exceeding** (combined) and 61 (17%) were **In Need of Support** in English.
- Of 347 7th grade students in SY2015-16, 147 (42%) were **Close, Ready,** and **Exceeding** (combined) and 200 (58%) were **In Need of Support** in Reading.
- Of 356 7th grade students in SY2015-16, 96 (27%) were **Close, Ready,** and **Exceeding** (combined) and 260 (73%) were still **In Need of Support** for Math.
- Overall 7th grade's SY2015-16 ACT Aspire results shows that the order of proficiency was English then reading and math. Students need support in reading and math in the 7th grade.

- Of 350 8th grade students in SY2015-16, 277 (79%) were **Close, Ready,** and **Exceeding** (combined) and 73 (21%) were **In Need of Support** in English.
- Of 349 8th grade students in SY2015-16, 148 (42%) were **Close, Ready,** and **Exceeding** (combined) and 201 (58%) were **In Need of Support** in Reading.
- Of 350 8th grade students in SY2015-16, 61 (18%) were **Close, Ready,** and **Exceeding** (combined) and 289 (83%) were still **In Need of Support** for Math.
- Overall 8th grade's SY2015-16 ACT Aspire results shows that the order of proficiency was English then reading and math. Students need support in reading and math in the 8th grade.
- The school's highest priority need is in the area of math for both school years and across all grade levels.
- There is no significant change of ACT Aspire student results from 6th to 7th grade, except for the increase of approximately 100 students **In Need of Support** in math.
- There was also a slight increase for the number of students **In Need of Support** in the 8th grade, especially in math.

The charts below further show the SY2014-15 and SY2015-16 ACT Aspire student outcome data for each grade level in English, Reading, and Math:





Findings:

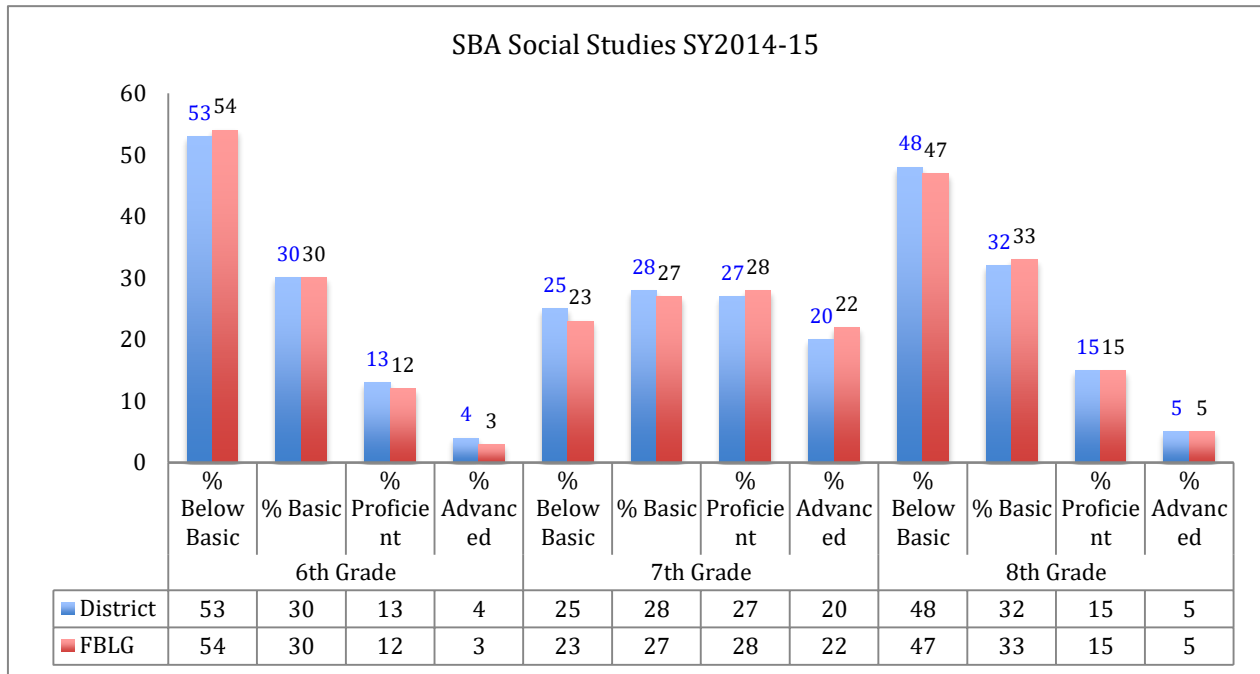
- The number of 6th grade students ***In Need of Support*** in reading slightly increased by 13, but in English declined by 35 from SY2014-15 to SY2015-16.
- The number of 6th grade students ***In Need of Support*** in math decreased slightly by 50 students from SY2014-15 to SY2015-16.
- The number of 7th grade students ***In Need of Support*** in reading and math from SY2014-15 to SY2015-16 increased by 8 and 38, respectively.
- The number of 7th grade students ***In Need of Support*** in English declined from SY2014-15 to SY2015-16.
- There are more 8th grade students who are ***in need of support*** than those who are ***close*** to or ***exceeding*** in math.
- There are more 8th grade students who are ***in need of support*** than those who are ***close*** to or ***exceeding*** in reading.
- There are more 8th grade students who are ***close*** to and ***exceeding*** than those ***in need of support*** in English.
- In all grade levels, more students excelled in English than in reading and math in SY2014-15 and SY2015-16.

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 task appear in the Reading and Math tests. Thus, teachers in Reading and Math must prepare students through instruction that includes short essay answers.

Standards Based Assessment (SBA) in Science and Social Studies

The Guam Standards Based Assessments were first administered to students in SY2014-2015 and are based on the Guam DOE 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.

Percentage of FBLGMS Students Who Scored at Performance Levels in SBA Social Studies SY2014-2015



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

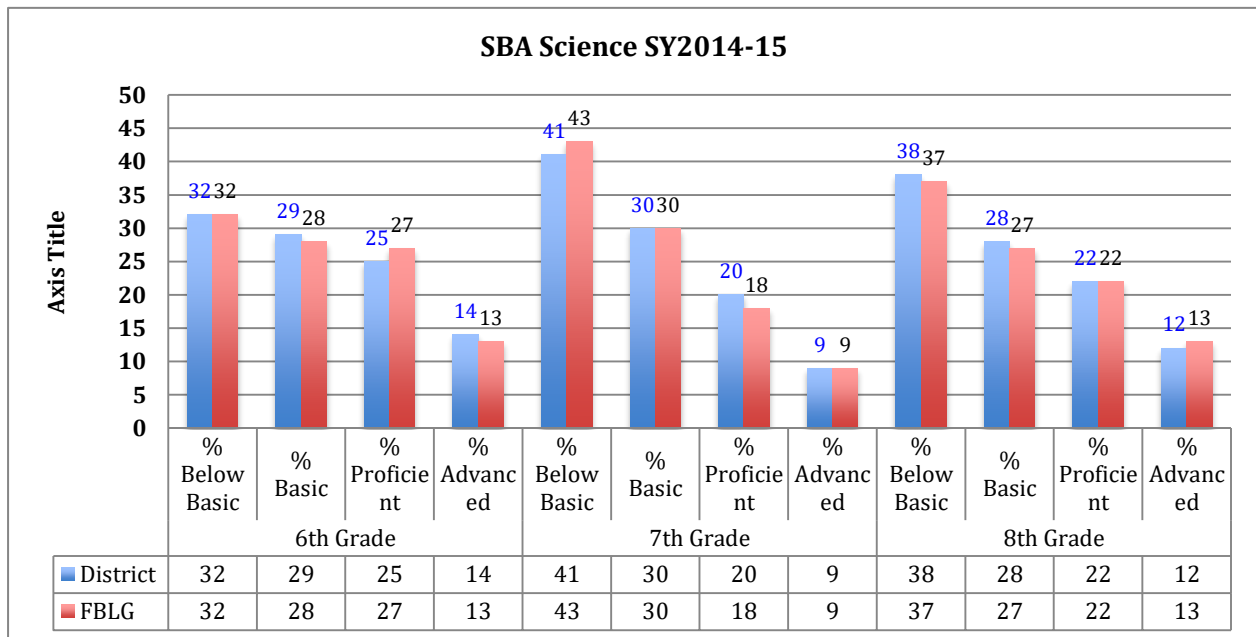
Findings:

- Social Studies SBA performance level scores of FBLGMS students are consistent with the district’s norm.
- 7th grade students scored at *Advanced* level 4-5 times more than those in the 6th or 8th grade in Social Studies.

F.B. Leon Guerrero Middle School ACS WASC/GDOE Self-Study Report

- 6th and 8th grade students who scored at *Below Basic* level in Social Studies are about twice as much as those in the 7th grade.
- 7th grade students who scored at *Proficient* level in Social Studies are twice as much than those in the 6th and 8th grade.
- Overall, SBA data in Social Studies shows a high amount of FBLGMS students who scored *Below Basic* during SY2014-2015 and scored at an average of 18.3% in *Proficient* level.
- In general, average percentage of FBLGMS students who scored at *Advanced* in every grade level in SBA Social Studies is 10%, which is 0.4% higher than the district’s average.
- Percentage of 6th graders who scored *Below Basic* was higher by 1% than the district percentage, and the district was higher by 1% than FBLGMS in *Proficient* and *Advanced* in Social Studies.
- In the 7th grade, FBLGMS had a lower percentage of students in *Below Basic* and *Basic*, but higher percentages in both *Proficient* and *Advanced* in Social Studies.
- In the 8th grade, FBLGMS had 1% lower than the district in *Below Basic*, but was higher by 1% in *Basic* level. Both FBLGMS and the district have the same percentage in *Proficient* and *Advanced* in Social Studies.
- In general, 7th and 8th grade students at FBLGMS showed a better performance in the Social Studies SBA compared to the district.

Percentage of FBLGMS Students Who Scored at Performance Levels in SBA Science SY2014-2015



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

Findings:

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- Science SBA performance level scores of FBLGMS students are consistent with the district's norm.
- The percentage of FBLGMS students and the district are the same in 6th grade *Below Basic*; 7th grade *Basic* and *Advanced*; and 8th grade *Proficient* levels in Science.
- Compared with the district, there are higher percentages of FBLGMS students who scored *Proficient* in the 6th grade; *Below Basic* in the 7th grade; and *Advanced* in the 8th grade Science SBA.
- There is higher percentage of students who scored *Below Basic* in the 7th and 8th grade than 6th grade in Science SBA.
- There are more students in the 7th grade that scored *Basic* than 6th and 8th grade in Science SBA.
- There are more students in the 6th grade that scored *Proficient* than in 7th and 8th grade in Science SBA.
- There is the same percentage of students that scored *Advanced* in 6th and 8th grade than 7th grade. There are fewer students that scored *Advanced* in the 7th grade compared to 6th and 8th grade in Science SBA.
- Overall, FBLGMS's performance data in SBA science from 6th to 8th grade is consistent with the district's student outcomes in SY2014-2015.

The scoring of the Standards Based Assessments (SBAs) 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.

Last school year (SY2015-16) SBAs were administered in April-May 2016. Upon completion of testing, all assessments were sorted, cleaned, and scanned for scoring. However, the FY2015 official Grant Award Notification (GAN) was not issued by the U.S. Department of Education until April 14, 2016. The process for the grant funding begins with GAN received, accounts for the individual grant programs established, then funding can be used. This process takes between three to six weeks. Once the accounts are established, the project directors and program personnel can start utilizing funds.

With the pending release of the GAN, funding was not usable until May 2016. As soon as the funding became available, the bid process for the scoring project began. The procurement process for a Request for Proposal takes between four to six months. For the SBA project, all documentation was prepared before the availability of funding, so once the funding was released, the process was efficient and timely. The bid packet was received, reviewed, published, and a bidder was selected. Once the bidder was selected, negotiations commenced to ensure the scope of services, a management plan, and a timeline were in place. This process takes about a month to complete.

After all negotiations are completed and a cost is determined to fit the needs of the SBA project, all documents are forwarded to the district's legal department for a contract to be completed. The contract review phase then starts and all parties, (end-user/project director, federal programs, and winning bidder) must review the contract for accuracy and ensure all scope of services are specified in the contract. Then the contract requires signatures from the bidder, the Superintendent, Budget Office, and Procurement Office. After all signatures are obtained, the contract is routed to the Attorney General's Office for review and signing then to the Governor's Office for final review and endorsement. Only after the Governor has executed the contract can official work begin on any project.

For SY2015-2016 SBA results, the contract for the project was delivered to the Attorney General's office on August 8, 2016 and remained under review until September 16, 2016. The contract received the Governor's signature on September 22, 2016 and was returned to GDOE for contract execution. On September 30, 2016 the successful bidder (vendor) received the official contract and Notice to Proceed, at which time formal work began.

GDOE has since been working with the vendor in aligning its student information system with the vendor's system to extract student data. All test answer documents have been forwarded to the vendor, along with teacher information, district's content standards, and performance indicators. Thus, SY2015-2016 SBA student outcome data for FBLGMS and its analysis are pending upon receipt of report from the project vendor and GDOE Division of Curriculum and Instruction.

AIMSweb: Academic Improvement Measurement System

One of Guam Department of Education's interim assessments, AIMSweb (Academic Improvement Measurement System) based on the web, is the official form of progress monitoring at the school level. It is a combination of different assessments that are administered throughout and towards the end of the school year. It is designed to provide teachers with assessment data to help improve instruction and to identify students who need specific interventions. This comprehensive system makes use of both the classroom teacher-developed assessments and the standardized assessments to provide teachers and administrators with student outcome data on a regular basis in order to provide appropriate interventions for academic improvement.

AIMSweb's implementation at the school level has been a gradual process and continues to improve at FBLGMS. Beginning SY2013-2014, the reading and math content area teachers were introduced to administering and scoring of the available benchmark test. The test provides useful information that shows growth from the beginning, middle, and end of the school year for each student. The reading test focuses on Automaticity and Comprehension through the Oral and MAZE test, while the mathematics test focuses on computations.

In SY2014-2015, the language arts content area teachers were introduced to administering and scoring of the Written Expression benchmarking test also to be given at the beginning, middle, and end of the school year. For the past two years of administering the test, respective grade level teachers have been reviewing the student outcome data. The data collected influenced the teachers' curriculum planning in order to assist students who did not perform within range of the national norm.

Currently, teachers are continually trained to monitor progress of students who perform below the national norm and are learning the process of creating interventions for student growth during Professional Learning Community meetings. Teachers begin by identifying two students that need intervention, create a goal for the students to achieve, and constantly apply the appropriate interventions that improve their skills in language arts, reading, and math. This process allows teachers to closely monitor their students' progress.

FBLGMS AIMSweb managers are trained to assist teachers with monitoring students' progress based on assessment results. If there is lack of student progress, the teacher formulates a new intervention method for that particular student. Monitoring routines are scheduled in order to observe students weekly or monthly, as determined by the desired goals created by the teacher. The AIMSweb manager may assist or provide guidance if student improvement is not demonstrated after numerous intervention measures have been applied by the teacher. The underlying goal of the use of AIMSweb is to provide continuous feedback to the teacher regarding the student "closing the gap" to meet grade level requirements in reading, language arts, and math. The AIMSweb assessment tool also assists the school in meeting students' performance levels as outlined in the District-Wide Assessment proficiency scales.

Wide Range Achievement Test, 4th Edition (WRAT-4): Math Summative Assessment

The Wide Range Achievement Test 4 (WRAT-4) measures students' math computational skills and converts raw scores into grade level equivalencies based on age and grade referenced norms. The alternate forms (the Blue Form and the Green Form) can be used interchangeably with comparable results that allow teachers to retest within short periods of time.

At the beginning and end of every school year, all math teachers administer the WRAT-4 to all students in order to determine their entrance grade-level equivalency for baseline data and possible placement to Advanced Math. One version of the test (blue pretest) is administered during the first week of school to determine the students' incoming grade level equivalency in terms of performance in mathematics. Another version (green posttest) is administered during the last month of the school year to determine the exit grade-level performance and student growth. At the end of the school year, outgoing sixth and seventh graders who score one grade level above or more than their current grade level are placed in Advanced Math class for the next school year.

Although the WRAT-4 test has been a diagnostic assessment used throughout the years, it has also been an analytical tool that allows teachers to identify students' operational skills as they enter and exit a grade level. The scores also indicate which skill areas to target as grade level curriculum instruction is delivered in the classroom. Through the scores, teachers are able to differentiate instruction and create timelines and plans to address the critical learner need by providing remediation efforts as specified during the Professional Learning Community meetings. As teachers continue to collaboratively collect and analyze WRAT-4 data, other than students' scores, they are in the process of considering more specific demographic data. Efforts to include ethnicity and gender, along with students' scores, are now uploaded in Livebinders.

In a student cohort study, WRAT-4 data shows the following:

WRAT-4 RESULTS for COHORT A (Student group who took the test for 3 consecutive years): SY2013-2016

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School Year	Grade Level	Total # of students tested	Exceeding	%	Ready	%	Close	%	In Need of Support	%
2013-2014	6 th	248 <i>(Pretest)</i>	23	9	50	19	64	26	111	45
2014-2015	7 th	248 <i>(Posttest)</i>	86	35	15	6	47	19	100	40
2015-2016	8 th	248 <i>(Posttest)</i>	63	25	29	12	15	6	141	57
Exceeding: Above current grade level			Close: One below current grade level							
Ready: On grade level			In Need of Support: Two or more below current grade level							

Findings:

- While the number of students “*Exceeding*” increased to 25% over the three-year period, the number of students “*In Need of Support*” also increased to 57%. The groups in the middle “*Close and Ready*” decreased from 18%.
- Thirty students regressed over the three-year period.
- Forty-four percent (44%) of students continued to increase/progress in their grade level equivalency from 6th through 8th grade.
- In SY2013-2014, 248 6th graders were assessed using WRAT-4. Nine percent (9%) *Exceeded* their grade level equivalency. Nineteen percent (19%) were at grade level or *Ready*, and twenty-six percent (26%) scored one grade level below or *Close*. Forty-five percent (45%) scored below their grade level and are *In Need of Support*.
- In SY2014-2015, the same 248 students were administered the WRAT-4 posttest. Thirty-five percent (35%) scored beyond, or *Exceeding*, their grade level. Six percent (6%) were *Ready* or at grade level, and nineteen (19%) scored *Close* to 7th grade level or one grade level below 7th grade. Meanwhile, forty percent (40%) of students scored below their grade level and are *In Need of Support*.
- In SY2015-2016, the same cohort group was administered the WRAT-4 posttest. Twenty-five percent (25%) scored *Exceeding* or beyond their grade level. Twelve percent (12%) scored *Ready* or at grade level, and six percent (6%) scored *Close* or just one grade level below. However, fifty-seven percent (57%) scored below their grade level and are *In Need of Support*.

WRAT-4 RESULTS for COHORT B

(Student group who took the test for 2 consecutive years): SY2014-2016

School Year	Grade Level	Total # of students tested	Exceeding	%	Ready	%	Close	%	In Need of Support	%
2014-2015	6 th	260 <i>(Pretest)</i>	16	6	27	10	35	14	182	70
2015-2016	7 th	260 <i>(Posttest)</i>	71	27	9	4	35	14	145	56
Exceeding: Above current grade level Ready: On grade level				Close: One below current grade level In Need of Support: Two or more below current grade level						

Findings:

- While the “*Exceeding*” group increased to twenty-seven percent (27%), the “*In Need of Support*” group decreased from seventy percent (70%) to fifty-six percent (56%). Both of which are encouraging, despite the large percentage (56%) of students that remained in the “*In Need of Support*” group.
- Students continuously increased/progressed in their grade equivalency level from 6th through 7th grade.
- The WRAT-4 incoming 6th grade students’ pretest results from SY2014-2015 show that out of 260 students, six percent (6%) scored *Exceeding* or above 6th grade level, ten percent (10%) were *Ready* for the 6th grade curriculum, about fourteen percent (14%) were *Close* or one grade below 6th grade, while seventy percent (70%) were deemed *In Need of Support* or remediation.
- At the end of the following school year, SY2015-2016, the same group of 260 students who were already exiting 7th grade took the WRAT-4 posttest. Out of those 260 students tested, twenty-seven (27%) scored *Exceeding* or above 8th grade level, four percent (4%) showed they were *Ready* for 8th grade, about fourteen percent (14%) scored *Close* or one grade level below 8th grade, while fifty-six percent (56%) were *In Need of Support* or remediation.

Sheltered ESL Math instruction is rendered to English Language Learners (ELLs) with English proficiency levels of beginner to beginner-intermediate as well as to those who have less than two years in the Guam Department of Education. ELLs in 6th through 8th grades are heterogeneously grouped in five different ESL MATH classes. ELLs may be mainstreamed into the regular math classes if improvement is made in their English proficiency level or on their WRAT-4 math score. Progress tracking of these students can be inconsistent due to the aforementioned mainstreaming of the ELL population and because of the transitory practice of these students. The progress tracking of different groups of students with at least two consecutive years of WRAT-4 testing is shown in **Appendix E**.

The school’s transient ELL student population enters FBLGMS performing exceedingly below

their grade levels. With smaller class sizes and more explicit instruction in math, many show progress but are still in need of support. These high-risk students are in need of more review and practice of basic math skills.

Gates-MacGinitie: Reading Summative Assessment

Each year, students in regular reading class take the pre- and posttest of the Gates-MacGinitie Reading Tests (GMRT). GMRT are norm-referenced tests, which measure student achievement in both vocabulary and comprehension. In the vocabulary portion of the test, students show understanding of a word by choosing a synonym from a list of five (5) choices. In the comprehension portion of the test, students read passages and answer questions about the passages. The results represent their average grade level equivalency. The first number indicates the grade level, and the second number represents the month in that grade.

Due to the delay of the district-wide assessment results, reading teachers use the GMRT as a way to show student growth from the beginning to the end of each school year. GMRT results also demonstrate student progress throughout the three years they attend middle school. Using the GMRT along with other assessments, classroom observations, and activities, reading teachers are able to gauge the students’ levels and equip them to successfully pass from one grade level to the next. Starting SY2012-2013, students were grouped by cohorts and tracked as they progressed.

Cohorts in A1, B1, and C1 have scores for all three years in middle school, so the sample size is smaller than the actual enrollment for each year.

COHORT A1 – Entered 6 th grade in SY2012-2013 with 3 years of complete data								
	SY2012-2013 6 th Grade Total Tested: 180		SY2013-2014 7 th Grade Total Tested: 180		SY2014-2015 8 th Grade Total Tested: 180			
	Number of Students (Pretest)	%	Number of Students (Pretest)	%	Number of Students (Pretest)	%	Number of Students (Posttest)	%
3 or more grade levels below	85	47%	56	31%	75	42%	41	23%
1 – 2 grade	63	35%	82	46%	54	30%	48	27%

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levels below								
At or above grade level	32	18%	42	23%	51	28%	91	51%
Average Grade Level Equivalency Score	4.2		5.9		6.9		8.5	

Findings:

- **Cohort A1** students started 6th grade in SY2012-2013. There were 180 students who have data from 6th grade to 8th grade. When these students started middle school, forty-seven percent (47%) were 3 or more grade levels below. When they reached 7th grade, the number decreased to thirty-one percent (31%) scoring 3 or more grade levels below. However, the pretest scores in 8th grade showed an increase of forty-two percent (42%) scoring 3 or more grade levels below. The cause of this increase may be attributed to some students not achieving mastery of reading skills throughout the years and relapsed over the summer. By the end of SY2014-2015, twenty-three percent (23%) of students were still 3 or more grade levels below.
- Thirty-five percent (35%) of 6th graders were 1-2 grade levels below. When these students reached 7th grade, the number increased to forty-six percent (46%). However, the pretest scores of 8th grade showed that the number of students scoring 1-2 grade levels below decreased to thirty percent (30%). At the end of SY2014-2015, twenty-seven percent (27%) were 1-2 grade levels below.
- Eighteen percent (18%) of 6th graders were at or above grade level. When these students reached 7th grade, the number of students increased to twenty-three percent (23%). When they reached 8th grade, the number of students scoring at or above grade level increased to twenty-eight percent (28%). At the end of SY2014-2015, fifty percent (50%) of students were at or above grade level.
- The average grade level equivalency in 6th grade was 4.2. It increased to 5.9 in 7th grade. The average pretest score in 8th grade was 6.9. When these students left middle school, they were reading at an average of 8.5 grade equivalency. The average gain over the three years was 4.3 grade levels.

The data indicates that almost half (47%) of the students scored 3 or more grade levels below when they entered FBLGMS in 6th grade, and only eighteen percent (18%) were at grade level or above. As the same group of students left middle school, only twenty-three percent (23%) were at 3 or more grade levels below and almost half (50%) were at or above grade level.

COHORT B1 – Entered 6 th grade in SY2013-2014 with 3 years of complete data								
	SY2013-2014 6 th Grade Total Tested: 126		SY2014-2015 7 th Grade Total Tested: 126		SY2015-2016 8 th Grade Total Tested: 126			
	Number of Students (Pretest)	%	Number of Students (Pretest)	%	Number of Students (Pretest)	%	Number of Students (Posttest)	%
3 or more grade levels below	50	40%	48	38%	41	32%	29	23%
1 – 2 grade levels below	50	40%	51	40%	46	37%	33	26%
At or above grade level	26	20%	27	21%	39	31%	64	51%
Average Grade Level Equivalency Score	4.6		5.9		7.3		8.4	

Findings:

- **Cohort B1** students entered 6th grade in SY2013-2014. There were 126 students that have data from 6th grade to 8th grade. When these students started, forty percent (40%) scored 3 or more grades levels below. When these students reached 7th grade, the percentage decreased only by one (39%). The pretest scores in 8th grade showed that the number of students who scored 3 or more grade levels decreased to thirty-two percent (32%). By the end of SY2015-2016, twenty-four percent (24%) were still 3 or more grade levels below.
- Forty percent (40%) of 6th graders scored 1 - 2 grade levels below. When these students reached 7th grade, the number remained the same. The pretest scores in 8th grade showed a decrease in number of students who scored 1 - 2 grade levels below of thirty-seven percent (37%). The students in this range, for the most part, remained stagnant for the pretest scores. At the end of the SY2015-2016, twenty-six percent (26%) scored 1 - 2 grade levels below.
- Twenty percent (20%) of 6th graders scored at or above grade level. When these students reached 7th grade, the number increased by one percent (21%). When they reached 8th grade, it increased further to thirty-one percent (31%). At the end of SY2015-2016, fifty-one percent (51%) of students scored at or above grade level.
- The average grade level equivalency in 6th grade was 4.6. It increased to 5.9 in 7th

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grade. The average pretest score in 8th grade was 7.3. When these students left middle school, they were reading at an average of 8.4 grade equivalency. The average gain over the three years was 3.8 grade levels.

- The data indicates that roughly forty percent (40%) of the students scored 3 or more grade levels below when they entered 6th grade and only twenty percent (20%) were at grade level or above. As the same group of students left middle school, almost half (51%) scored at or above grade level and only twenty-three percent (23%) were at 3 or more grade levels below.

COHORT C1 – Entered 6 th grade in SY2014-2015 with 3 years of complete data								
	SY2014-2015 6 th Grade Total Tested: 237		SY2015-2016 7 th Grade Total Tested: 237		SY2016-2017 8 th Grade Total Tested: 237 Total Tested Posttest: (pending)			
	Number of Students (Pretest)	%	Number of Students (Pretest)	%	Number of Students (Pretest)	%	Number of Students (Posttest)	%
3 or more grade levels below	85	36%	96	41%	82	35%		
1 – 2 grade levels below	104	44%	99	41%	74	31%		
At or above grade level	48	20%	42	18%	81	34%		
Average Grade Level Equivalency Score	4.6		5.6		7.2			

Findings:

- **Cohort C1** students entered 6th grade in SY2014-2015. There were 237 students who have data from 6th grade to 8th grade. When these students started, thirty-six percent (36%) scored 3 or more grade levels below. When they reached 7th grade, the number increased to forty-one percent (41%). Cause of this increase may be attributed to some students not achieving mastery of reading skills and relapsed over the summer. However, the pretest scores of 8th grade showed that the number of students who scored 3 or more grade levels below decreased to thirty-five percent (35%). The posttest results will not be available until May 2017.

- Forty-four percent (44%) of 6th graders scored 1 - 2 grade levels below. When these students reached 7th grade, the number decreased to forty-one percent (41%). When they reached 8th grade, the number of students who scored 1 – 2 grade levels below decreased to thirty-one percent (31%). The posttest results will not be available until May 2017.
- Twenty percent (20%) of 6th graders scored at or above grade level. When these students reached 7th grade, the number decreased to eighteen (18%). However, the pretest scores of 8th grade showed that the number of students who scored at or above grade level increased to thirty-four percent (34%). The posttest results will not be available until May 2017.
- The average grade level equivalency in 6th grade was 4.6. It increased to 5.6 in 7th grade. The average pretest score in 8th grade was 7.2. The posttest results will not be available until May 2017.
- The pretest results, thus far, indicate that about one-third of the students scored at or above grade level in the 8th grade. However, there is almost the same percentage of students who scored 3 or more grade levels below.

Wide Range Achievement Test, 4th Edition (WRAT-4): ESL and SPED Reading Summative Assessment

The ESL and SPED reading department began administering the Wide Range Achievement Test, 4th Edition (WRAT-4) in SY2013-2014 and SY2014-2015 respectively. The reading WRAT-4 is a norm-referenced test that measures the basic skills of Word Reading, Sentence Comprehension, and Spelling. The reading WRAT-4 begins with words and lists starting with basic level and become increasingly difficult.

- Word reading involves students reading from a list of sight words.
- Sentence comprehension involves students using their prior knowledge and context clues to supply a missing word from a sentence.
- Spelling involves students listening to a word and writing the word.

ESL

The ESL department services students in different grade levels with a variety of backgrounds. These students may speak or read little to no English. The ESL reading teacher may have a total average of 60 students in a year with class sizes ranging from six (6) to fifteen (15) students. Some of these students either get mainstreamed to the general population, stay in sheltered classrooms for all three years of middle school, or leave the island. A high number of transient students attend ESL classes.

Due to the low number of ESL population in comparison to the entire school population, the WRAT-4 data for this group is nominal. Nonetheless, ESL student outcome data show improvement each year in the areas of Word Reading and Spelling but indicate students' needs of growth in Sentence Comprehension. Data charts may be found in **Appendix D**.

SPED

The SPED department also services students in different grade levels with a variety of special needs. The SPED reading teacher may have a total of 50 students in a year with class sizes

ranging from eight (8) to twelve (12) students. Some of these students are placed into the least restrictive environment or stay in the reading resource classroom for all three years of middle school. There is a moderate amount of transient students who attend SPED classes.

Due to the low number of the SPED population in comparison to the entire school population, the WRAT-4 data for this group is nominal. Nonetheless, SPED students' WRAT-4 results show improvement in the areas of Reading Lists and Sentence Comprehension but indicate needs of growth in the area of Spelling.

Student Discipline Data and Positive Behavioral Intervention 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 week 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, good behavioral traits, and monthly themes for Team Time. (*SAP Goal VA, A.S.#2*)

In addition to the A-B-C lessons, the School Climate Cadre also developed a Team Time evaluation 4-point rubric that shows a connection between the Character Education standards and the school's Five Expectations. Team 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*)

At the end of each month, grade level assemblies are held where students are informed of the office discipline referral data, called the "BIG 5," which represents five (5) of the highest discipline concerns and infractions for each grade level. During the monthly grade level assemblies, school administration and the School Climate Cadre discuss with students how their behavior can be improved and how to make positive and responsible choices. Individual team

assemblies and small group behavioral intervention sessions are also 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 grade level 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*) “High-Five” tickets 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.” These tickets are raffled during the grade level assemblies, where students are able to win prizes each month. Prizes include Dress-Down Day (students are given permission to wear acceptable attire to school for a given day other than their uniform) awards, Tarza Waterpark passes, school materials/supplies, athletic equipment, movie theater passes, gift certificates, and other prizes donated from the school and community partners. (*SAP Goal IIC, A.S.#2*)

In each of the interdisciplinary teams, teachers develop and implement 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 2014, 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 created a uniform behavior matrix, which was accessible to teachers, students, and parents through the student planners 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. During the SY2015-2016, 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 disseminated with quarterly academic report cards.
- School-Wide Information System (SWIS) data is used to address targeted behaviors in need of improvement; however, the School Climate Cadre and administration decided that the school will no longer use SWIS but will rely on data provided by Pearson PowerSchool (a student information system, SIS, set up for administrators, counselors,

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office staff, teachers, students, and parents).

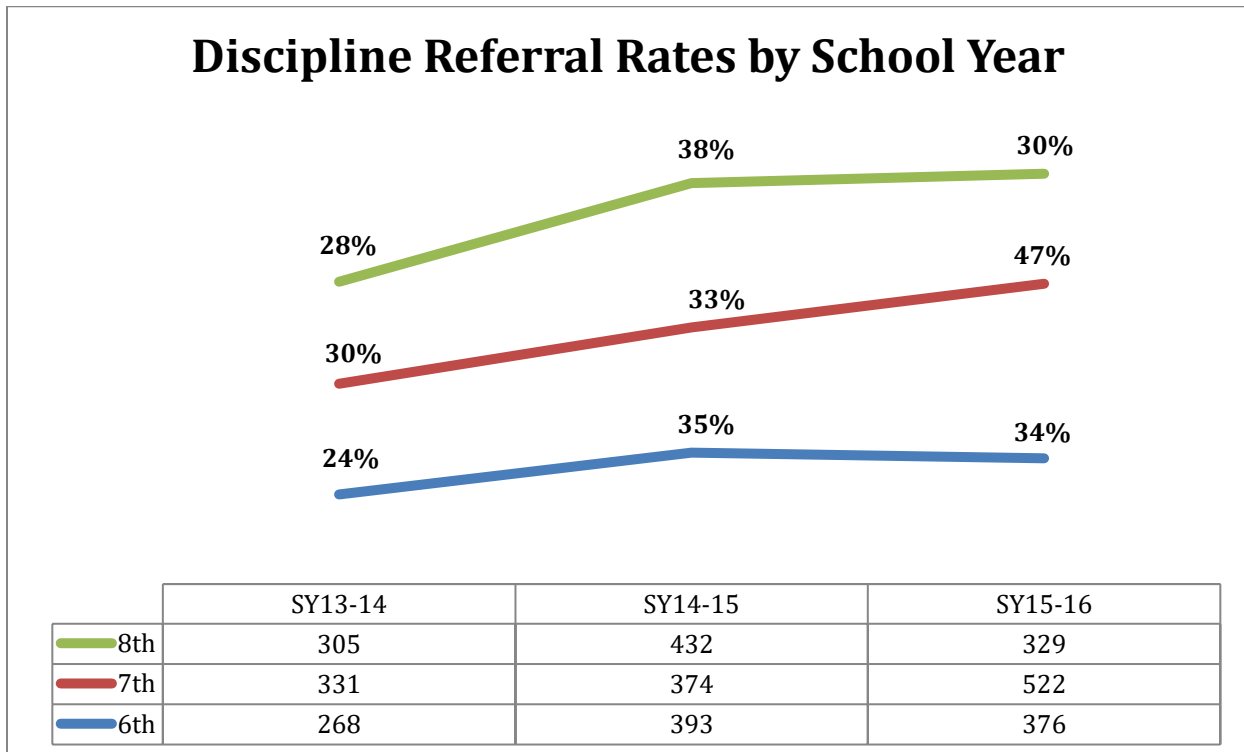
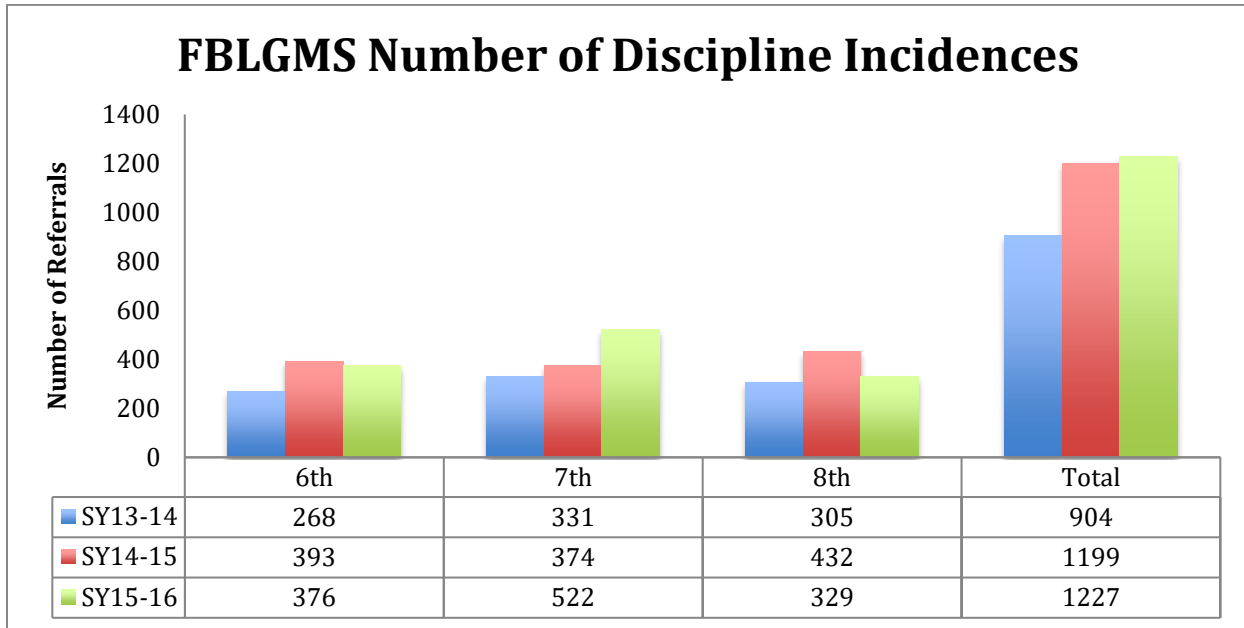
- Parents are requested to give feedback and input regarding the overall school climate during Parent-Teacher conferences through surveys. Social studies teachers administered School Climate Surveys to allow parents the opportunity to express their thoughts and concerns regarding the quality of education students receive and the Character Education program.
- In SY2015-2016, there was a coordinated effort to gain feedback from teachers, students, staff, and parents through a series of surveys and data collection.

As the school continues its efforts to improve student behavior, suspension rates have decreased from SY2014-2015 to SY2015-2016. 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 inviting outside presenters on curbing high rates of discipline referrals).

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 SY2010-2011 TO SY2015-2016

SCHOOL YEAR	STUDENT TOTAL POPULATION	NUMBER OF SUSPENSIONS <i>(Including out-of-school and Parent-Shadowing)</i>	RATE %
2010-11	1239	545	44%
2011-12	1178	412	35%
2012-13	1176	364	31%
2013-14	1103	413	37%
2014-15	1127	756	67%
2015-16	1113	211	19%



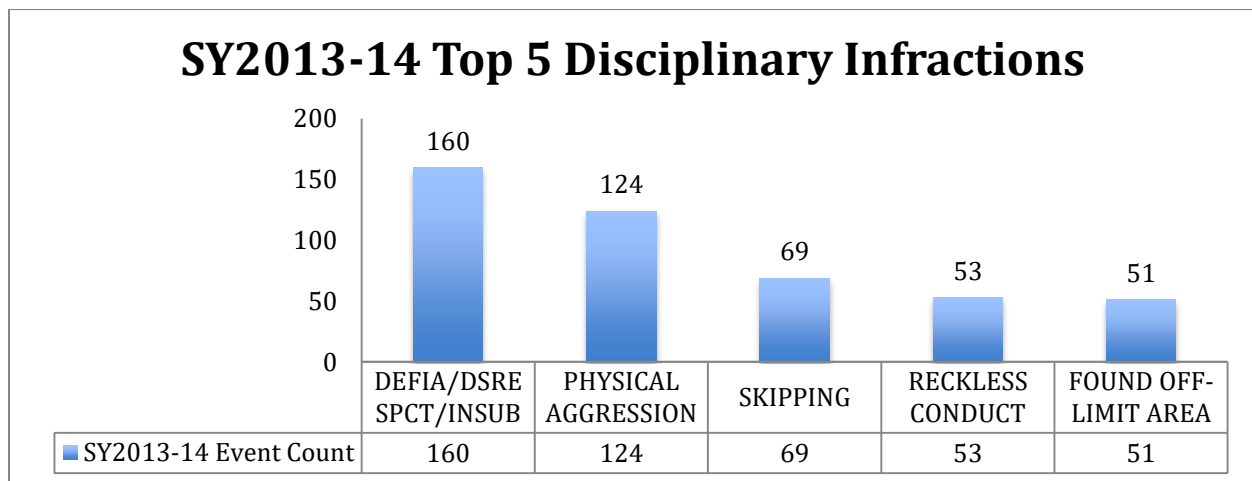
Findings:

- In SY2010-2011, student population at FBLGMS was at 1239 students. There were 545 suspensions, inclusive of work detail, lunch detention, Parent Shadowing, and out-of-school suspension.
- From SY2010-2011 to SY2012-2013 as the population gradually decreased, the number of suspensions also decreased.

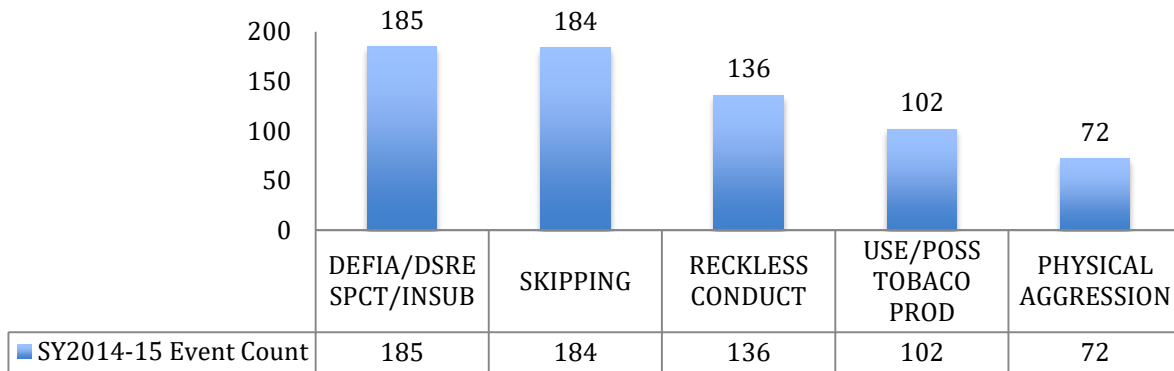
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- Student cohorts from SY2011-12 to SY2013-14 had suspension rates in the 30% range.
- From SY2012-13 to SY2014-15, the suspension rate steadily increased, regardless of the fluctuating student population.
- In SY2013-2014, although the student population decreased from previous years, the suspension rate increased to 37%.
- In SY2013-2014, 7th grade had the highest number of referrals schoolwide, parallel could be seen the next SY2014-2015 with 8th grade having the highest number of referrals schoolwide.
- From SY2013-14 to SY2015-16, the total number of referrals for 6th, 7th, and 8th grade increased by 323 referrals.
- The highest 6th grade referral rate was in SY2014-2015. A correlation can be seen the following year with the highest 7th grade referrals in SY2015-2016.
- During SY2015-2016, student population at FBLGMS dropped to 1113 students. The number of suspensions also dropped to 211.
- In SY2015-2016, the number of discipline referrals was the highest it has been in three years at 1227, but the number of suspensions was at an all-time low at 211. The highest rate of suspensions was 67% during SY2014-2015. In direct contrast, SY2015-2016 had the lowest rate of suspensions at 19%.
- In SY2015-2016, cohort suspension rate dropped to a 6-year low of 19%.
- In SY2015-2016, the number of referrals was at its highest at 522 for 7th grade.

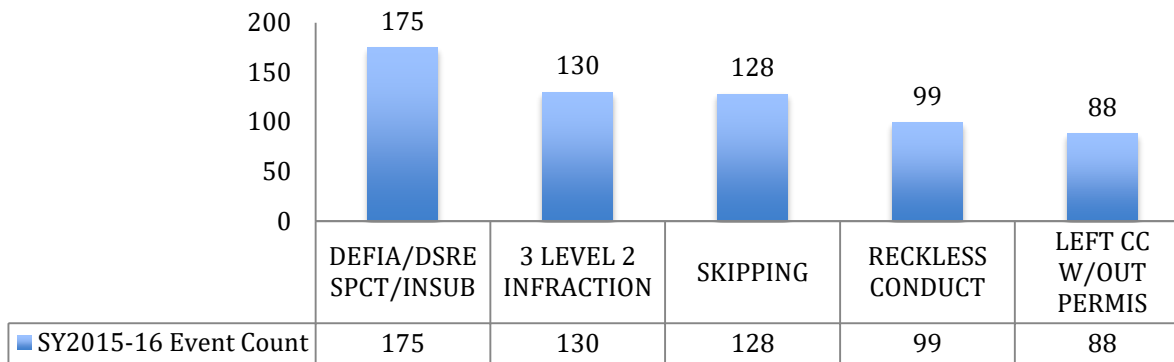
YEARLY TOP FIVE DISCIPLINARY INFRACTIONS SY2013-2016



SY2014-15 Top 5 Disciplinary Infractions



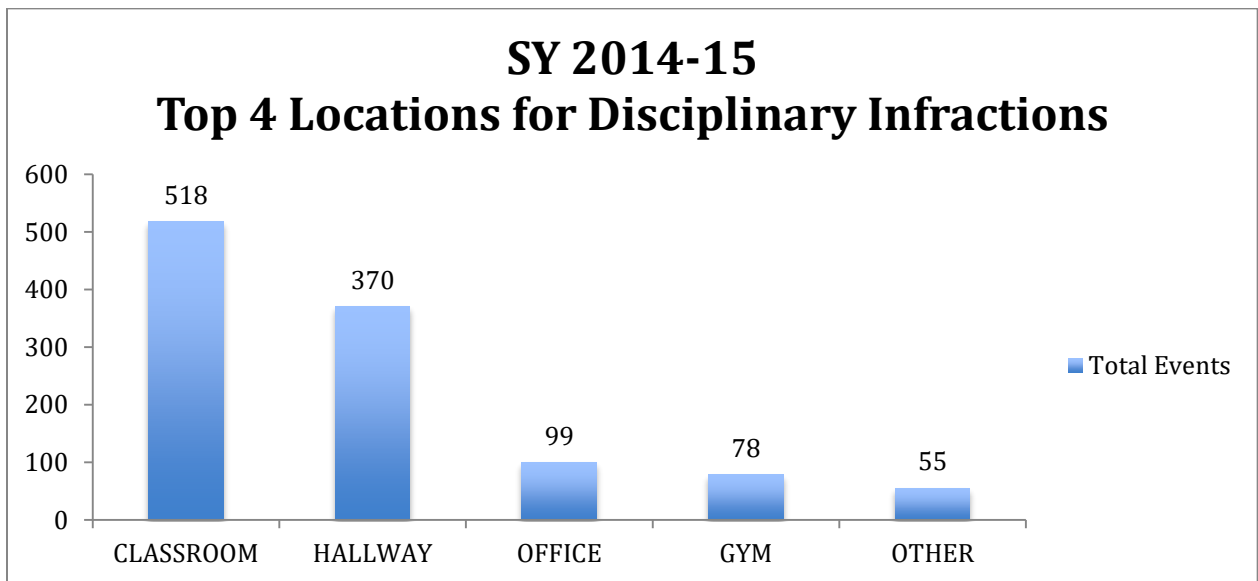
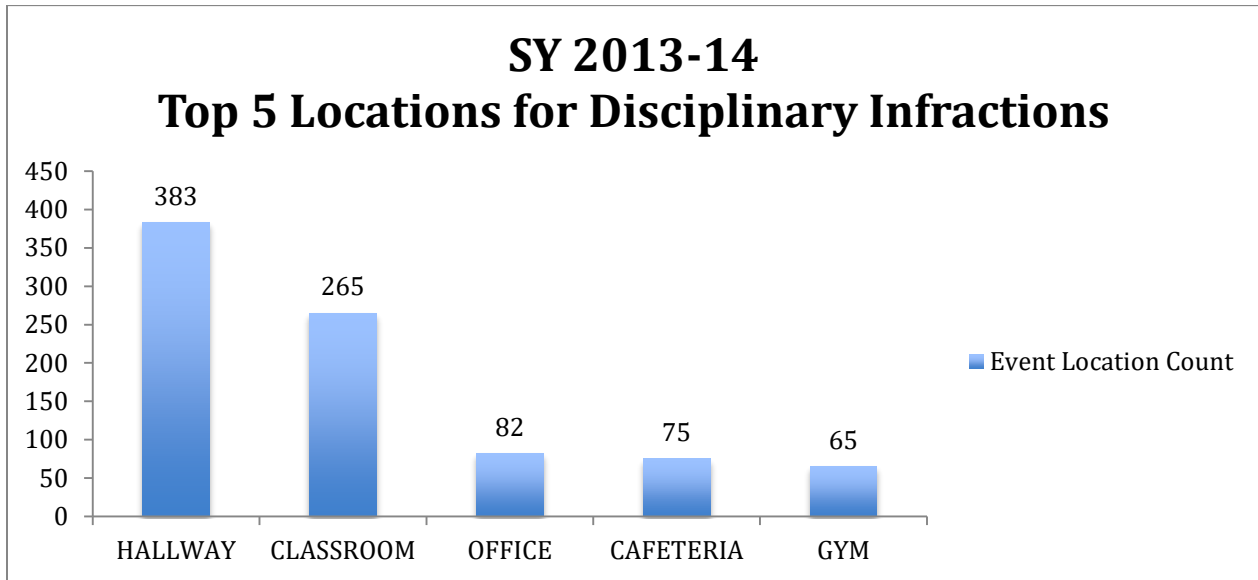
SY2015-16 Top 5 Disciplinary Infractions

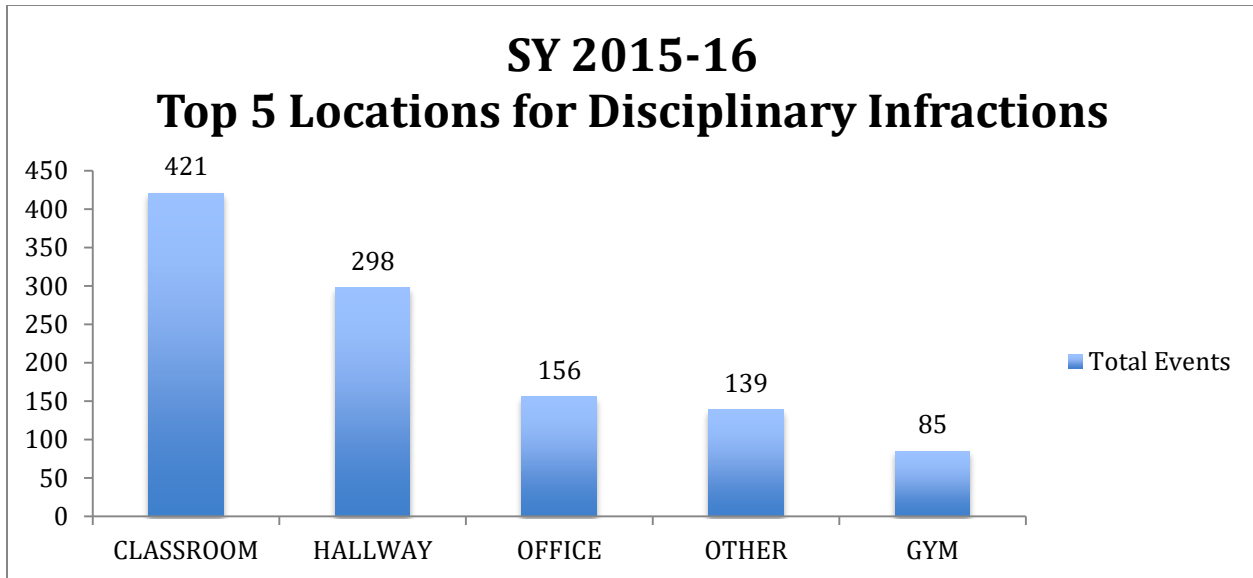


Findings:

- Defiance/disrespect/insubordination are top disciplinary infractions for three consecutive school years (SY2013-14 to SY2015-2016), reaching its highest during SY2014-2015.
- Defiance, skipping, and reckless conduct are common infractions throughout the three years.
- From SY2013-14 to SY2014-15, physical aggression referrals decreased from 124 to 72; however, skipping and reckless conduct referrals almost tripled.
- Skipping had the highest count during SY2014-2015 and the lowest count during SY2013-2014.

**YEARLY TOP FIVE LOCATIONS FOR DISCIPLINARY INFRACTIONS
SY2013-2016**





Findings:

- The top locations that infractions occurred were in the classroom, hallway, office, and gym during the three years (SY2013-2016).
- From SY2013-14 to SY2014-15 the infractions in the classroom almost doubled.
- The infractions that occurred in the office have also increased over the three years (SY2013-2016).
- Classrooms, office, and hallways appear in the top 3 locations for disciplinary infractions for all three years (SY2013-2016).
- In SY2013-2014, most disciplinary infractions occurred in the hallway.
- In SY2014-15 and SY2015-16, most disciplinary infractions occurred in the classroom.



PERCEPTION DATA SUMMARIES

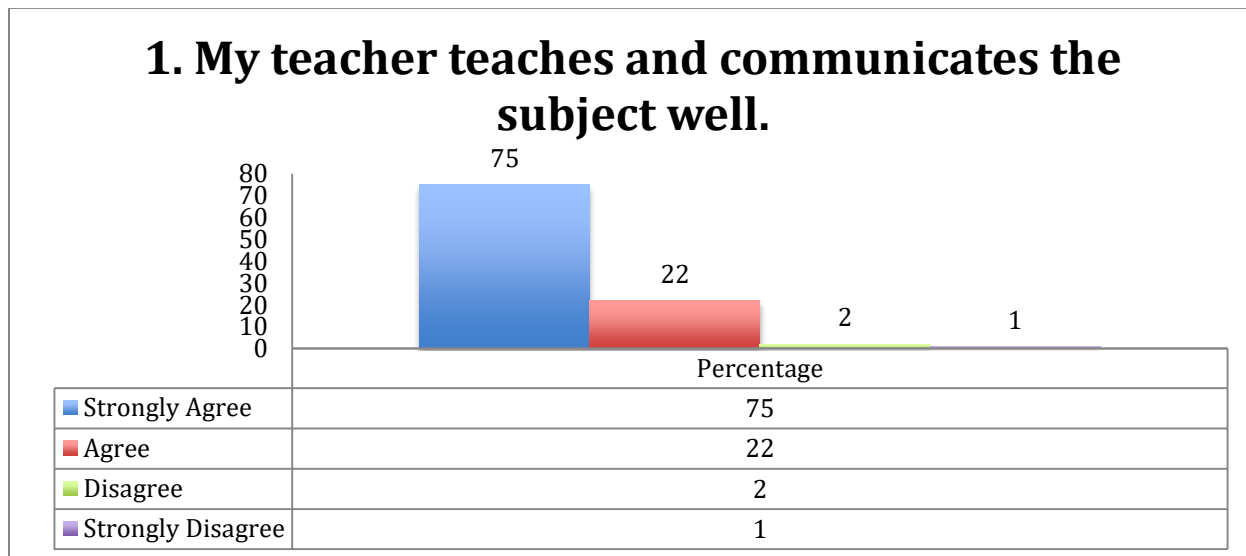
Each school year, all teachers are required as part of the Guam Professional Teacher Evaluation Program (PTEP) to administer Student and Parent Perception Surveys. At FBLGMS, teachers administer the surveys at the end of the first and third quarters in an effort to reflect on instructional practices and assess areas in need of improvement. Through the surveys, teachers are able to collect anonymous students’ and parents’ responses based on three (3) of the Guam Teacher Professional Standards: Planning, Instruction, and Management. As teachers compile the first quarter survey into quantifiable data, they reflect and adapt instructional practices to the learning needs of their students for the remainder of the school year. When the Student and Parent Perception Surveys are administered to students and parents again in the third quarter, survey results are analyzed and normally reflect a more positive response. These results remain in content area Livebinders for future reference and reflection. The data from the surveys also

help teachers set professional goals.

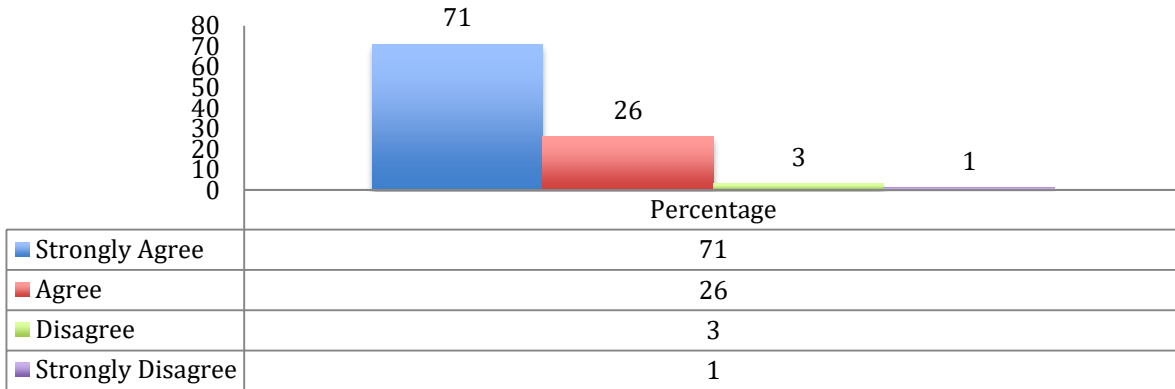
Student Perception Surveys

In SY2016-2017, Student Perception Surveys, along with Parent Perception Surveys, were revised and administered to all students at FBLGMS in October 2016. The surveys were specifically redesigned to give feedback on the ways that teachers developed, delivered and organized the learning environment. Teachers used the results of the survey to modify plans and make curriculum goals that are appropriate for their current students. *(Sample Student and Parent Perception Surveys in Appendix F-1 and Appendix F-2)*

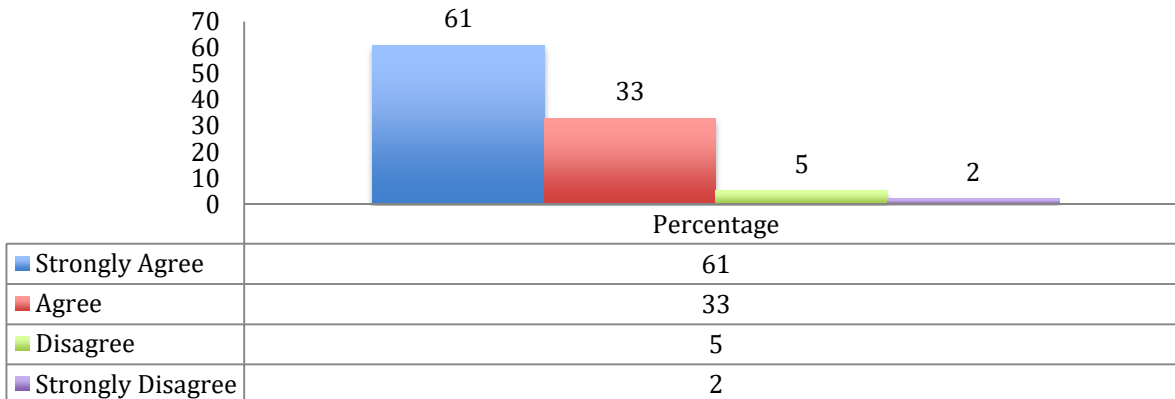
The first part of the survey focused on Standard 1 of the Guam Teacher Professional Standards. Students were asked how their teachers planned the lessons based upon the teacher’s knowledge of subject matter, students, community, and curriculum goals. Among the students surveyed, ninety-seven percent (97%) agreed that their teachers *teach and communicate the subject well and create lessons and activities that help the student learn*. In addition, ninety-four (94%) of the students agreed that their teachers *encourage parent/teacher communication, such as phone calls, emails, progress reports, and planner comments to support and encourage involvement in student learning*.



2. My teacher creates lessons and activities that help me learn.

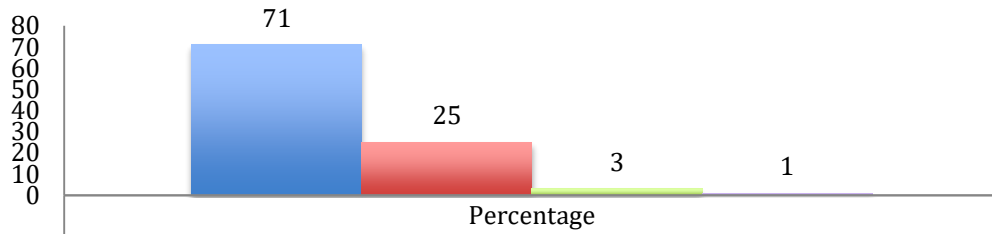


3. My teacher encourages parent/teacher communication to support and encourage involvement in my learning.



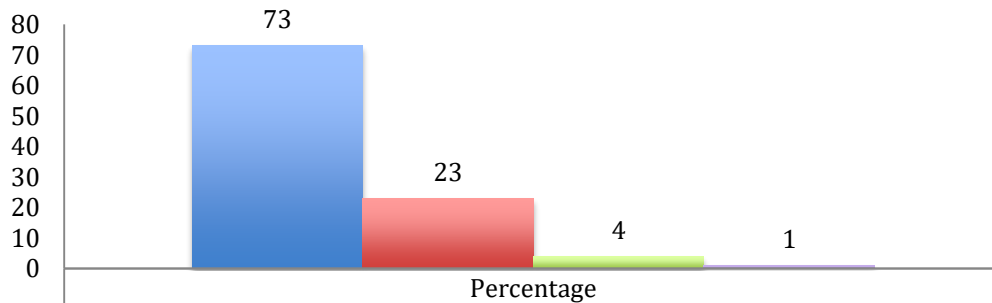
The second part of the survey concentrated on Standard 2 of the Guam Teacher Professional Standards. Questions focused on how their teacher delivered accurate content while involving students in learning activities. Among the students surveyed, ninety-six percent (96%) agreed that their teachers *use different activities to involve all of the students in the learning process*. Over ninety-five percent (95%) of the students agreed that their teachers *measure student learning in different ways*. Over ninety-six percent (96%) of the students agreed that their teachers *keep complete files of student work such as portfolios, notebooks, and folders which their teachers report on the PowerSchool website*.

4. My teacher uses different activities to involve all of us in the



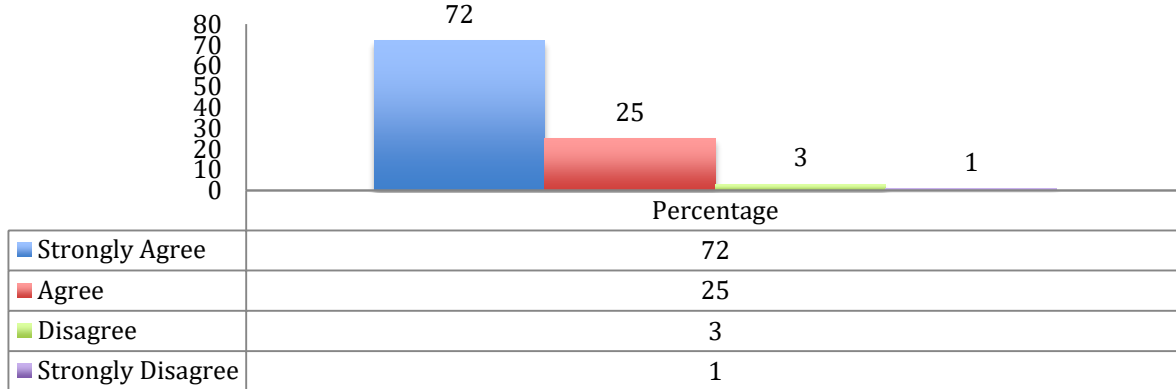
Strongly Agree	71
Agree	25
Disagree	3
Strongly Disagree	1

5. My teacher measures our learning in different ways.



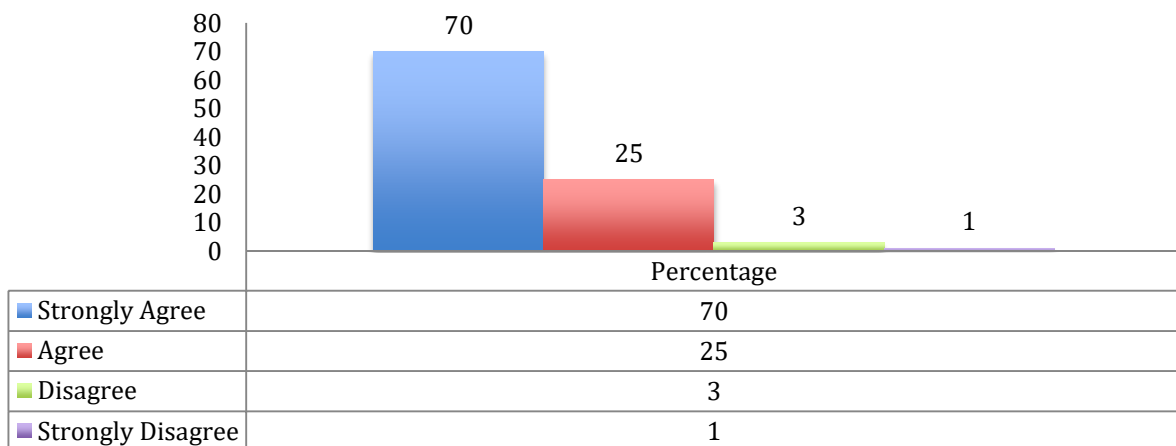
Strongly Agree	73
Agree	23
Disagree	4
Strongly Disagree	1

6. My teacher keeps complete files of our work and makes the reports available on the PowerSchool site.

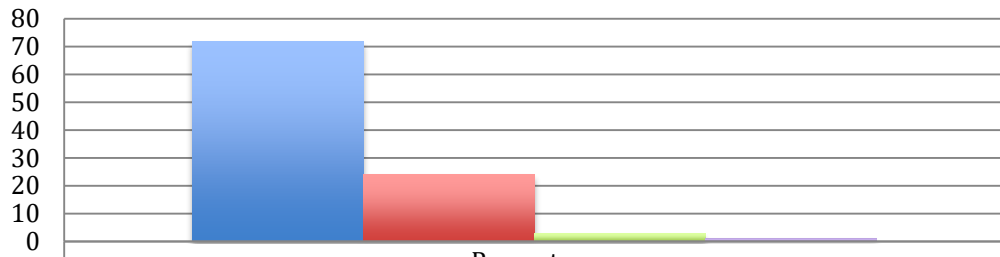


The final part of the survey is based on Standard 3 of the Guam Teacher Professional Standards. Students rated how their teachers organized the learning environment and maintained appropriate student behavior. The data reveals that ninety-six percent (96%) of the students agreed that their teachers *maintain an encouraging learning environment and demonstrate good use of time, space, and activities*. The survey shows that ninety-seven percent (97%) of the students agreed that their teachers *help them to be successful students* and ninety-six percent (96%) agreed that their teachers *are overall positive teachers*.

7. My teacher maintains an encouraging learning environment.

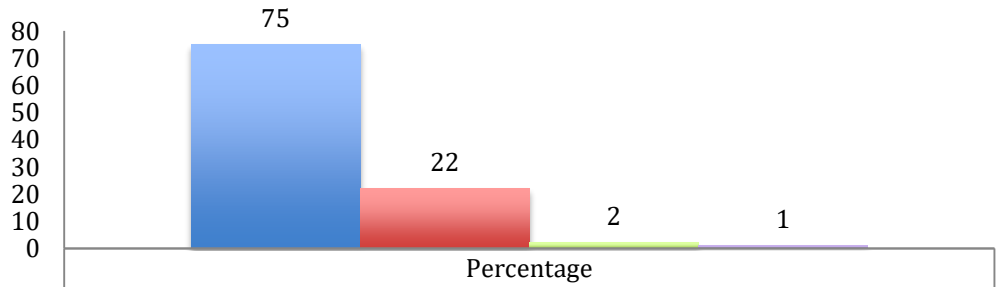


8. My teacher demonstrates good use of time, space, and activities.

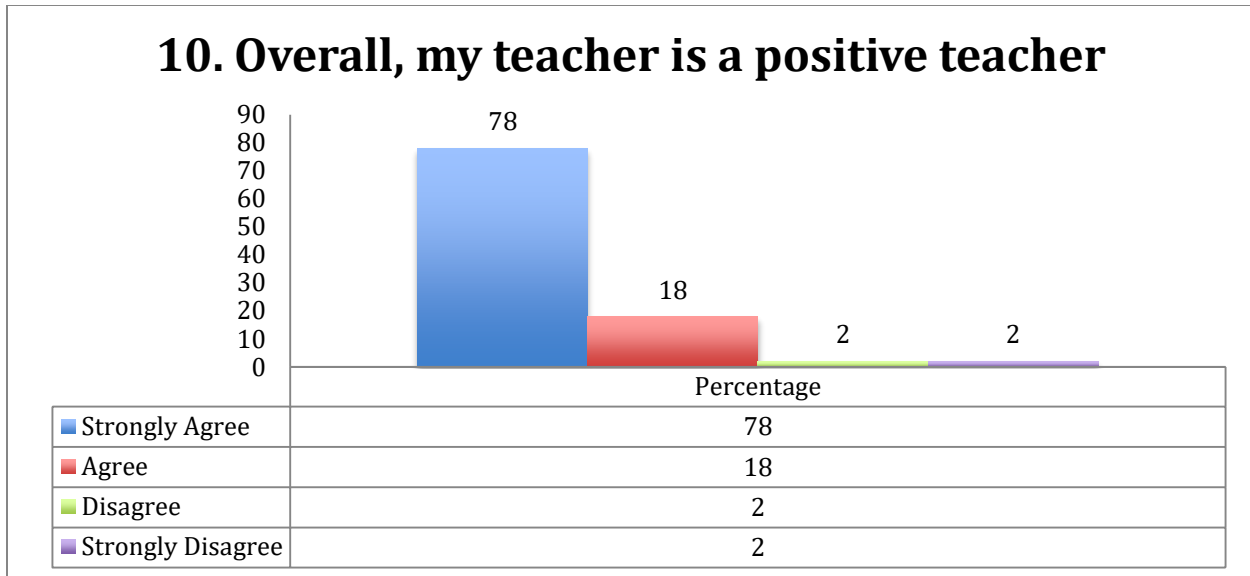


	Percentage
Strongly Agree	72
Agree	24
Disagree	3
Strongly Disagree	1

9. My teacher helps me to be a successful student.



	Percentage
Strongly Agree	75
Agree	22
Disagree	2
Strongly Disagree	1



School Climate Surveys for Character Education

In order to assess the school’s behavioral climate at FBLGMS, surveys were conducted to receive feedback from staff, parents, and students. The surveys were administered to examine the need to revisit and revise the Character Education program and PBIS framework. It also assesses the consistent implementation of all components of the program.

To gain a closer look at the school’s Character Education program and its efficacy, surveys were distributed during SY2015-2016 to teachers, students, parents, and staff to analyze perceptions of the current program. The teacher perception survey, entitled “A Closer Look at our Character Education,” gave teachers an opportunity to specify the best time of the day for Character Education to be effective, the strengths of the current program, and the areas in need of improvement. The goal of the survey was to make the current program more relevant in meeting the students’ needs and accomplishing the school’s mission. *(SAP Goal IIIB, A.S.#5)*

Below are summaries of the teachers’ perception results based on the survey regarding the school’s Character Education program:

- In general, the teachers felt that the Character Education program is an important component of the School Mission. Positive Behavioral Interventions and Supports (PBIS) framework may have been adequate in addressing student discipline issues at the school level. *(SAP Goal VA, A.S.#6)*
- Time allotted to implement Character Education at FBLGMS has changed over the last two (2) school years. Sixty-four percent (64%) of the teachers felt that morning Team Time was more effective than afternoon sessions due to the following reasons:
 - a) Students are more attentive in the morning.
 - b) Teachers can address difficulties students are experiencing at home or with fellow classmates at the beginning of the day. As a result, students can concentrate on education rather than personal problems.
 - c) Teachers are able to set a climate for learning at the beginning of the day, rather than

at the end of the day.

- Seventy-nine percent (79%) of teachers are confident about their ability to facilitate the A-B-C (Activities that Build Character) lessons.
- Twenty-one percent (21%) of teachers need assistance in facilitating A-B-C (Activities that Build Character) lessons.
- Eighty-eight percent (88%) of teachers agreed that the monthly themes are sufficient, but they also felt that they needed the freedom to address student concerns during Team Time.
- Forty-two percent (42%) of the teachers felt that students are not able to apply the character themes they learn during Team Time throughout the day.
- Sixty-four percent (64%) of the teachers felt that the PBIS framework was ineffective in improving behavior of students.

In addition, the survey gave teachers the opportunity to suggest ways to improve Character Education/Team Time by addressing the need for:

- More collaboration, involvement, and support from administration to boost the morale of students and teachers.
- Teacher training on how to be an effective facilitator of Team Time.
- Less number of students in Team Time (i.e., every teacher should have a Character Education class, including SCC teachers).
- More parent involvement in the Character Education program.
- Teachers being a part of the decision-making process in school schedules and Character Education curriculum.

Despite teachers' efforts to implement Character Education, the school's discipline data is indicative of the need to examine different approaches to address students who are repeat offenders and require intensive mediation efforts.

Parent Perception Survey for Character Education

In SY2014-15 and SY2015-2016, content area Parent Perception Surveys were administered in November and April of each school year in every classroom. These surveys have been used to help teachers reflect on their instructional strengths and areas in need of improvement. To gain insight on parents' perception of the school's Character Education program, the accreditation Focus Group on Instruction decided to include a few questions regarding Character Education on the existing Parent Perception Survey. (*Survey Sample in Appendix G*) Parent surveys were administered on November 4, 2015 during the semiannual Parent-Teacher Conference (PTC). Below is an excerpt that was purposefully added to the existing Parent Perception Survey in order to gain insight on parents' perception of the school's Character Education program. The Focus Group received 203 parent surveys and noted the following significant results:

PARENT PERCEPTION SURVEY - Percentage of Responses				
Questions	<i>YES</i>	<i>NO</i>	<i>SOMETIMES</i>	<i>NOT OBSERVED</i>
10. Has your child informed you about learning Character Education this school year?	80%	13%	4%	1%
11. Has your child informed you about monthly grade-level assemblies that highlight Character Education?	79%	13%	5%	1%
12. Has your child shown an increase of positive behavior?	86%	4%	8%	1%
13. What are some of the areas that need improvement in character education?				

In addition to the parents' responses to the questions on the survey, many included comments regarding the school's Character Education program (Question #13). Some comments include:

- Teachers need to communicate with parents when students show signs of having difficulty in class.
- Teachers need to give more "High-Five" tickets to encourage positive behavior.
- Teachers need to email parents more regarding Character Education activities, offer more technology access, and provide a consistent study plan.
- Students need to concentrate more and be more responsible.
- Teachers need to make Character Education more interesting.
- Character Education should be implemented at home.
- All students need to be of good character and have a positive influence on others.

Chapter II: Progress Report

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

Significant Developments and Changes

Since F.B. Leon Guerrero Middle School's Midterm Visit in 2014, the school has been immersed in the changes that have occurred school-wide 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.

Change in School Leadership

During the last WASC Midterm Visit in 2014, FBLGMS experienced an abrupt change in school leadership during the latter part of the school year. GDOE Superintendent Jon Fernandez made a decision to reassign FBLGMS principal, Carla Masnayon, to Simon Sanchez High School for the remainder of the school year as its Acting Principal. Upon meeting with FBLGMS leadership team, the Superintendent felt that the remaining administrators at the school would be able to meet the challenge and appointed Keith Quiambao as Acting Principal of FBLGMS for the remainder of the school year. After SY2013-2014, a new school principal was assigned along with a new assistant principal to join the two remaining administrators at the school. Hence, the new school leadership team was Principal Robert Martinez with Elizabeth Hanzsek, Mariann Lujan, and Keith Quiambao as assistant principals. The sudden transition of the school principal mid-year in 2014 proved to be a challenge for the school's faculty and staff. At the end of SY2015-2016, one of the assistant principals was reassigned as an elementary school principal. In SY2016-17, another change occurred in the school leadership team. The current leadership team consists of Principal Robert Martinez with Mariann Lujan, Keith Quiambao, and Arlyn Espinosa as assistant principals.

Change in Accreditation Chairperson Leadership

Since the Midterm Visit in 2014, the Accreditation Chairperson worked with Focus Groups and Home Groups using the 2016 Pilot Edition of the ACS WASC/GDOE Focus on Learning. From SY2014-15 to SY2015-16, the Accreditation Chairperson and school administration utilized the designated school site half-day professional development sessions to gather and analyze data, and collaborate on a plan for moving forward. Findings were reported to Focus Groups, Home Groups, Professional Learning Communities, and interdisciplinary teams, based on the guidelines outlined in addressing the expectations of the school during the self-study process. However, at the end of SY2015-2016 the Accreditation Chairperson transferred to another school, which left FBLGMS in need of a new Accreditation Chairperson. Thus, at the beginning of SY2016-2017, the school's newly hired Instructional Coach agreed to become the

Accreditation Chairperson, with the assistance of two Co-Chairpersons. The accreditation process continued focusing on the School Action Plan, Schoolwide Learner Outcomes, and the Midterm Exit Report's Critical Areas of Focus. (*SAP Goal IA, A.S.#8*)

Alignment of Curriculum and the Implementation of a Comprehensive Assessment System

FBLGMS teachers recently engaged in the development and full implementation of a district-wide curriculum aligned to the Common Core State Standards and the Guam Content Standards. (*SAP Goal IA, A.S.#1*) This developed curriculum takes into account selected priority standards, which are then translated into measurable learning objectives and skills that are assessed by teacher-made Common Formative Assessments (CFAs) and summative assessments in the classroom.

With the implementation of the District-Wide Assessments (DWA) as described in the Guam Comprehensive Assessment System (GCAS) and the district's shift from the SAT-10 standardized tests to ACT Aspire (English, Reading, Math) and Standards Based Assessment (Social Science and Science), the school has begun to utilize test scores as baseline data that help make curricular decisions at FBLGMS. The content area teachers also recently have been more intent in gathering and disaggregating data results from the Wide Range Achievement Test, 4th Edition (WRAT-4) for math and Gates-MacGinitie Tests for reading. Both of these diagnostic assessments help teachers plan for targeting specific learner needs by assigning particular student groupings and applying appropriate instructional strategies throughout the year. With these diagnostic assessments, teachers are able to closely examine student growth and plan interventions, instructions, and formative assessments with the aim of improving students' DWA results. These assessments and the alignment of curriculum are paving the way for the school and district to move toward a standards-based/referenced curriculum and grading system. With these initiatives, FBLGMS continues to provide a guaranteed and viable curriculum for all students.

Professional Learning Communities (PLCs) and Collaborative Teams

Since the last WASC Midterm Visit in 2014, teachers have been actively involved in the development and discussions regarding Professional Learning Communities (PLCs) and collaborative teams at FBLGMS and district-wide. (*SAP Goal IA, A.S.#6*) Teachers formed PLCs within their content area, as well as 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 the district to encourage collaboration among the eight public middle schools on island.

Introduction of Professional Development for Teachers (CITW, The Big 8 Literacy Strategies, SIOP Model)

FBLGMS is highly engaged in building capacity in the school and in purposeful training for its faculty, to include three main frameworks: *Classroom Instruction That Works!* (CITW), The Big 8 Literacy Strategies, and the *Sheltered Instruction Observation Protocol* (SIOP) Model in order to further promote the benefits of teaching literacy across the curriculum. (*See Appendix H, Appendix I, and Appendix J*) As a result, teachers work diligently to focus on incorporating the new strategies into their classroom instruction. Professional Development activities are

integrated into the school calendar and occur at various times during the school year (eight half-day and two full-day Professional Development sessions during SY2015-2016). FBLGMS has also used time during faculty meetings, also called TLCs (Teacher Learning Communities), to incorporate training and sharing of best practices that display effective means of teaching literacy across the curriculum.



SCHOOLWIDE CRITICAL AREAS FOR FOLLOW-UP

There were critical areas of focus and recommendations made during the last WASC Midterm visit on 2014. The Visiting Committee reviewed the initial four (4) Critical Areas listed by the 2011 Full Self-Study Visiting Team. To focus the school’s improvement efforts, the Critical Areas have been reworded for clarity and/or combined into three (3) recommendations, with an additional recommendation added. These were taken into consideration as the school revised its School Action Plan to address the school and district goals. The following Critical Areas of Focus are:

- #1: The administration and staff should evaluate all assessments and disaggregated data to create specific plans and timelines to address the improvement of student learning.*
- #2: The administration and staff should help teachers effectively utilize differentiated instructional practices to meet the learning needs of their middle school students.*
- #3: The administration and staff should examine the needs of the revised PBIS program to ensure consistent implementation of all components of the program.*
- #4: The administration and staff should examine the benefits of teaching literacy across the curriculum and implement appropriate strategies to improve reading and writing skills of all students.*

In summarizing the progress on each section of the current School Action Plan that incorporated the schoolwide critical areas, these are the fundamental Action Steps and the school’s attempts to address the Critical Areas of Focus:

Critical Area of Focus	Critical (SAP) Action Steps	Narrative of Progress
#1	FBLGMS will continually evaluate data relating to all school initiatives to ensure that they meet the unique needs of all students in achieving success.	➤ <i>Teachers, specifically those in reading and math content areas, use the WRAT-4 and Gates-MacGinitie as diagnostic assessment tools and evaluate student cohort progress from one grade level to the next in order to disaggregate data, create specific plans, and monitor student</i>

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		<p><i>growth.</i></p> <ul style="list-style-type: none"> ➤ <i>Leadership teams have developed standard Student Perception and Parent Perception Surveys in order for teachers to reflect and evaluate teaching practices that would better meet the unique needs of all students.</i>
#1	<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>	<ul style="list-style-type: none"> ➤ <i>Content Area and Interdisciplinary Teams continue to meet throughout the duration of this plan of action.</i> ➤ <i>Teachers use a uniform PLC Log Sheet as a template for discussion and meeting minutes. (See Appendix K)</i> ➤ <i>Teachers meet to discuss assessment data and create/revise SMART Goals to help improve student learning.</i>
#1	<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 Content Standards.</p>	<ul style="list-style-type: none"> ➤ <i>Students are assessed throughout each quarter using Common Summative Assessments developed by grade level teachers.</i> ➤ <i>Teachers continue to plan and revisit Common Formative / Summative Assessments based on disaggregated data to create specific plans and timelines to address improvement in student learning.</i>
#2	<p>FBLGMS will develop and implement a standards-based curriculum 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>	<ul style="list-style-type: none"> ➤ <i>District Curriculum Guides were created, which are aligned with Common Core State Standards (CCSS), while incorporating pre/post assessments.</i> ➤ <i>Teachers are currently utilizing these guides and documenting changes that may need to be discussed during the grade level PLCs and district professional development days.</i>
#2	<p>FBLGMS will develop and implement formative and summative assessments</p>	<ul style="list-style-type: none"> ➤ <i>Teams continue to implement and</i>

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	<p>focusing on LARM and all other content areas that are aligned with Common Core State Standards and GDOE Content Standards.</p>	<p><i>revise Common Formative and Summative Assessments to address student learning.</i></p> <ul style="list-style-type: none"> ➤ <i>Teachers revisit assessments, which are aligned with the district curriculum documents and the Common Core State Standards.</i>
#2	<p>FBLGMS will be actively involved in Professional Learning Communities (PLCs), which focus on student progress toward academic achievement.</p>	<ul style="list-style-type: none"> ➤ <i>Teachers continue to meet in content area, interdisciplinary, and accreditation Focus and Home Groups during predetermined days of the week to discuss how to address the differentiated needs of diverse learners.</i> ➤ <i>Teachers share instructional best practices and strategies to help one another meet the needs of their students in their classrooms.</i>
#2	<p>FBLGMS will utilize a uniform Lesson Plan format (Marzano) that addresses student achievement. (See Appendix L)</p>	<ul style="list-style-type: none"> ➤ <i>Teachers plan instruction and continue to utilize the Marzano model lesson plan format that delineates standards taught, embedded instructional strategies used, assessment of student learning, and teacher reflections.</i>
#2	<p>FBLGMS will implement a summer school program with emphasis on LARM to assist in increasing student performance levels in language arts, reading, and math (to include all other content area skills/levels).</p>	<ul style="list-style-type: none"> ➤ <i>Summer School Program continues to be provided when funding is available.</i> ➤ <i>Teachers, counselors, and administrators work collaboratively to meet the learning needs of students who participate in the summer school program based on their need for remediation or unique needs due to challenges students face during the regular school year.</i>
#2	<p>FBLGMS will participate in the District’s Middle School Professional Development days focusing on “Guaranteed and Viable Curriculum,” with emphasis on Common Formative</p>	<ul style="list-style-type: none"> ➤ <i>Teachers and administration attend predetermined days set by the Guam Department of Education’s Curriculum and Instruction Division</i>

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	<p>Assessments (CFAs).</p>	<p><i>(with approval from the Guam Education Board) throughout each school year, using half and full professional development days.</i></p> <ul style="list-style-type: none"> ➤ <i>District's Middle School Professional Development days allow for grade level teachers from all public middle schools to collaborate and plan consistent content curriculum with accompanying proficiency level assessments addressing specific Power Standards for each quarter of the school year.</i>
<p>#2</p>	<p>FBLGMS will conduct training on writing and developing SMART (Specific, Measurable, Achievable, Relevant, and Timely) Goals.</p>	<ul style="list-style-type: none"> ➤ <i>Academic and behavioral SMART Goals are continually reviewed and required to be a part of any content area or interdisciplinary team's plan and timeline in order to ensure that objectives are outlined to help student learning.</i> ➤ <i>SMART Goals are also part of the Professional Teacher Evaluation Program's (PTEP) goals and objectives that directly impact classroom planning, instruction, management, reflection, professional development, and learning communities.</i>
<p>#2</p>	<p>FBLGMS will provide students with intervention/remediation programs to help minimize or address student retention rate.</p>	<ul style="list-style-type: none"> ➤ <i>Upon analyzing assessment data, teachers create specific plans and timelines to address improvement of student learning by taking students in need of support and offering lunch time tutoring, applying instructional accommodations in the classroom, monitoring work in school and at home, and keeping open communication with parents/guardians.</i>
<p>#2</p>	<p>FBLGMS will address the critical learner needs by incorporating math-related lessons and literacy-based activities once each week during Team Time.</p>	<ul style="list-style-type: none"> ➤ <i>During the latter weeks of SY2015-16, Team Time students solved math basic operations (specifically multiplication) and word problems</i>

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		<p><i>to equip them with skills necessary for the ACT Aspire assessment.</i></p> <ul style="list-style-type: none"> ➤ <i>Beginning October 2016 with the assistance of the math department, Team Time teachers will utilize one day of each week to focus on math skills and literacy building opportunities in order to address the schoolwide critical learner needs and implement appropriate strategies in reading and writing (with math components) skills of all students.</i>
#2	<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>	<ul style="list-style-type: none"> ➤ <i>During SY2013-16, a selected cadre of teacher leaders had been attending workshops emphasizing the relevance of teaching literacy skills in the classrooms, using researched-based strategies. (SAP Goal IA, A.S.#9)</i> ➤ <i>Trained cadre of teacher leaders conduct on-site workshops during professional days and faculty meetings (TLCs) by displaying exemplary student work and showing the effectiveness of literacy-based teaching strategies used across all content area curricula.</i>
#3	<p>FBLGMS will implement a Character-Based Education program and create Activities that Build Character (A-B-C Lessons), using the district's Character Education program standards, during Team Time period.</p>	<ul style="list-style-type: none"> ➤ <i>Team Time period is purposefully used to implement Character Education throughout the school year.</i> ➤ <i>SCC interdisciplinary team's representatives create, revise, and provide A-B-C (Activities that Build Character) lessons that engage the Team Time class in meaningful discussions and instill positive behavior traits to ensure consistent implementation of all components of the Character Education program and PBIS framework.</i>
#3	<p>FBLGMS will utilize an evaluation</p>	

	<p>system to monitor and assess student progress in Character Education.</p>	<ul style="list-style-type: none"> ➤ <i>SCC team representatives oversee the consistent implementation of the lessons through observations (Learning Snapshots) and provide support when needed. (See Appendix N for Learning Snapshot Template)</i> ➤ <i>SCC revised the criteria and evaluation for students meeting the Character Education standards. During SY2014-15, student report cards included a grade given by the teacher for Team Time, in addition to academic grades. The Team Time grade represented how a student displays the school's Five Expectations but not the Character Education standards. As the school realized that the Team Time evaluation process was not indicative of the Character Education standards taught, it further examined how the Team Time's evaluation process can be improved by creating a more relevant rubric and criteria that best meet the purpose of Character Education and its implications on student behavior, using the PBIS framework.</i> ➤ <i>In October 2016, SCC revised the Team Time rubric for student evaluation and reporting, which includes the school's Five Expectations (with indicators) aligned to the Character Education standards.</i>
<p>#3</p>	<p>FBLGMS will implement Positive Behavioral Intervention and Supports (PBIS) framework initiatives school-wide.</p>	<ul style="list-style-type: none"> ➤ <i>SCC and interdisciplinary teams continue to meet regarding consistent student criteria on receiving the "Character Champs Award" and recognition during the monthly grade level assemblies.</i> ➤ <i>In SY2015-16, "Character Champs Awards" were changed to "Student of the Month Awards." However, in SY2016-17 teachers opted to use</i>

		<p><i>“Character Champs” in order to refer specifically to awards given for demonstrating good character traits and behavior.</i></p> <ul style="list-style-type: none"> ➤ <i>Since SY2012-15, the school used the “High-Five” Tickets as incentives for students who display the Five Expectations throughout the school campus. The “High-Five” Tickets were used as raffle tickets during the assemblies, when several students are able to win tangible prizes.</i> ➤ <i>Also in SY2015-16, SCC decided to change the “High-Five” Tickets to “Caught Being Good” Tickets, which were similar to the “High-Five” Tickets. For consistency purposes, SY2015-16 faculty voted and decided to revert back to using the “High-Five” Tickets instead of “Caught Being Good” Tickets.</i>
<p>#3</p>	<p>FBLGMS will establish criteria/rubric for Character Education awards and recognize students during monthly grade level or team assemblies (<i>Character Champs</i>).</p> <p>FBLGMS will recognize students monthly for their demonstration of positive behaviors (<i>Character Champs</i> and <i>High-Five Tickets</i>).</p>	<ul style="list-style-type: none"> ➤ <i>SCC is still in the process of producing a uniform criteria/rubric for each interdisciplinary team to follow in order to be consistent with the recognition process used by teachers who decide each team’s monthly “Character Champs Awards.”</i>
<p>#3</p>	<p>FBLGMS will recognize students by interdisciplinary teams, based on the least discipline referrals received each month.</p>	<ul style="list-style-type: none"> ➤ <i>The school has been consistent with presenting the discipline data to faculty and students during the monthly grade level assemblies.</i> ➤ <i>“Dress-Down Day” privileges have been given to teams who receive the least number of discipline referrals during each grade level assembly month.</i>

#4	<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>	<ul style="list-style-type: none"> ➤ <i>The language arts department has created a coherent “writing rubric” and trained all content area teachers for its use in assessing student writing in 2016. (See Appendix O)</i> ➤ <i>Teachers continue to instill literacy skills across the curriculum and use a consistent system of evaluating student writing in all content areas, using the “writing rubric.”</i>
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The following are the four (4) critical areas for follow-up, along with a summary of the progress that the school has undertaken in addressing each area:

Critical Area #1
The administration and staff should evaluate all assessments and disaggregated data to create specific plans and timelines to address the improvement of student learning.

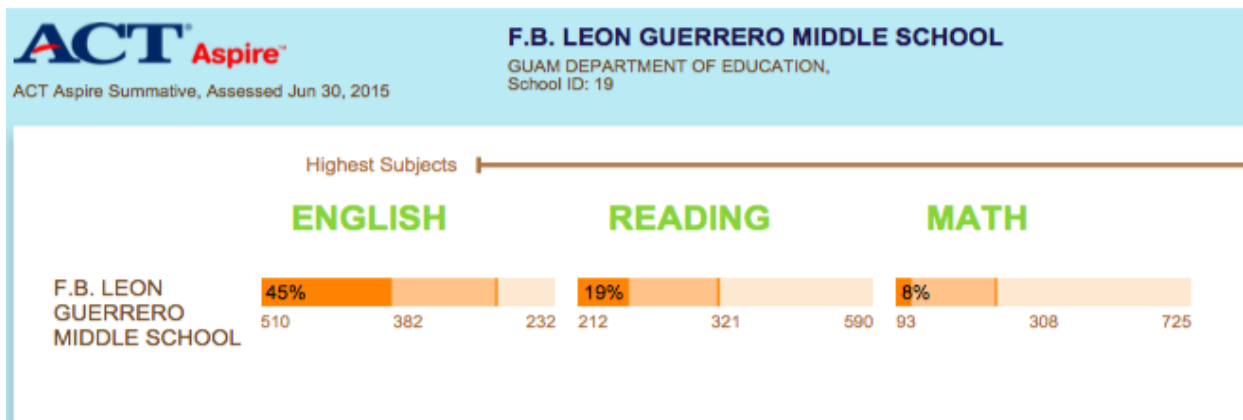
The administration and staff of FBLGMS have addressed improvement of student learning and process of monitoring student progress by reliably administering diagnostic assessment tools in language arts (AIMSweb), reading (AIMSweb, Gates-MacGinitie and WRAT-4), and math (AIMSweb and WRAT-4) content areas, 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, and math have been able to utilize and rely annually on the Gates-MacGinitie Test (reading) and WRAT-4 (math) 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 in basic spelling, vocabulary, comprehension, number operations, and algorithms. In efforts to analyze student growth, the reading and math teachers have followed data results of student cohort groups from one grade level to the next and determine placement (i.e., Advanced Math) for students who show rapid learning progress. For students whose data results show that remediation is needed, teachers purposefully place them in heterogeneous classes in order to allow for effective collaborative learning, grouping, and peer tutoring using differentiated instruction methods. Throughout the school year, teachers also support student

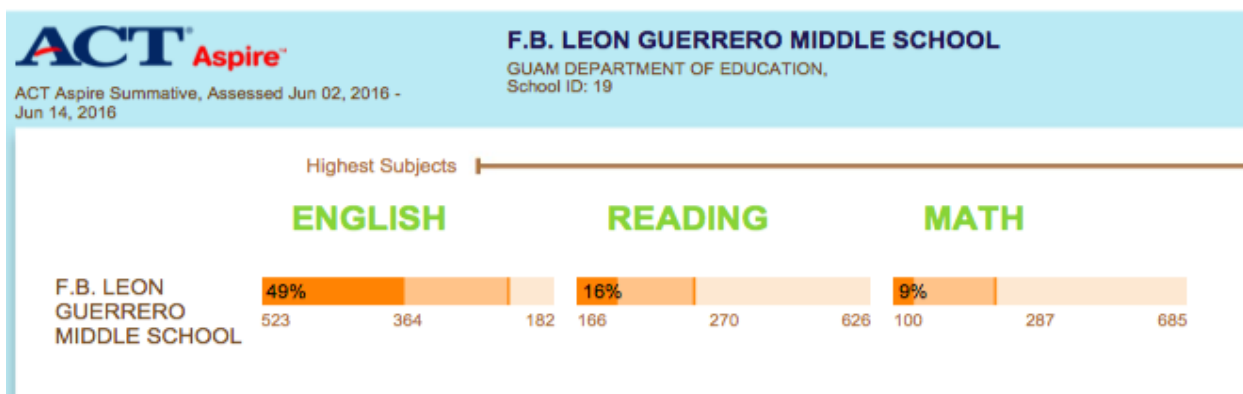
learning by administering Common Formative and Summative Assessments and by addressing immediate learner needs through modified instruction or teaching strategies.

As the district-wide assessment shifted from the SAT-10 to ACT Aspire and SBA starting SY2014-2015, FBLGMS has been able to create baseline data on the initial proficiency levels of students through the results from the new tests. Upon receiving SY2014-15 and SY2015-16 ACT Aspire results from the district, administration and teachers have begun to organize two assessment data sets and examine student growth of individual students from one year to the next. However, the SBA results have not been readily available to teachers from the district for data comparisons or analysis due to pending release of funds. Based on the ACT Aspire results from both initial years of administering, 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 was identified: ***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.

ACT Aspire Subject Proficiency By Grade Level SY2014-2015



ACT Aspire Subject Proficiency By Grade Level SY2015-2016



Evidence:

- Gates-MacGinitie Tests (Pretest and Posttest Results)
- WRAT-4 (Pretest and Posttest Results)
- Teacher-made Common Formative Assessments
- ACT Aspire Test Results (SY2014-15 and SY2015-16)
- Standards Based Assessments

Critical Area #2

The administration and staff should help teachers effectively utilize differentiated instructional practices to meet the learning needs of their middle school students.

During SY2013-14 through SY2015-16, teachers have been attending workshops initiated by the district and school-site professional developments that promote the relevance of differentiated instruction in the classroom. (*SAP Goal IB, A.S.#1*) In order to assist teachers in further understanding and applying differentiated instruction, 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. Throughout SY2013-14, school-based training during monthly faculty meetings, also referred to as Teacher Learning Communities (TLCs), involved teachers reviewing the nine (9) components of *Classroom Instruction That Works* (CITW), groups presenting each component by sharing effective practices through exemplary student work evidence, and uploading presentation content on Livebinders for future references.

In SY2014-15, faculty meetings were held as TLC opportunities to help teachers in applying The Big 8 Literacy Strategies in the classroom. These strategies support differentiated instruction practices and promote literacy building in all content areas. Teachers were able to share best practices, present findings, and document successes through the Livebinders. In SY2015-16, a faculty member who has attained a doctoral degree in language teaching, with much training experience in the SIOP (Sheltered Instruction Observation Protocol) Model and considered a SIOP Coach, was joined by other ESL teachers to lead training during the monthly TLC meetings' professional development sessions. Content area teachers were able to examine the benefits of recognizing diverse learners, especially those with language barriers, and responding to their individual needs to maximize learning. Student work samples were also shared and uploaded in Livebinders.

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.

Evidence:

- Livebinders
- Lesson Plans
- Faculty Meetings' PowerPoint Presentations
- Exemplary Student Work
- Mini-observation Feedback and Notes
- Professional Teacher Evaluation Program (PTEP)
- Curriculum Walk-Through Checklist

Critical Area #3
The administration and staff should examine the needs of the revised PBIS program to ensure consistent implementation of all components of the program.

The Positive Behavioral Intervention 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 from each grade level interdisciplinary team, which also includes an administrator, support staff, and counselors who meet weekly 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 (30-minute period) by providing *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 last midterm visit in 2014, 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 (See **Appendix R**), 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 (three different School Level Facilitators within three years), 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 Learning Snapshot observation process into the Character Education Walk-Through, a checklist of how the teachers are addressing the school’s Mission, what the students are displaying using the Schoolwide Learner Outcomes indicators, and which Five Expectations and character traits are demonstrated. Using data from the walk-through checklist, quantifiable outcomes will be reviewed and will assist SCC in determining the areas for improvement and implementation.

Since SY2013-14, a Program Coordinator (PBIS Coach) from GDOE’s Educational Support and Community Learning has been assigned to assist the SCC with monitoring and interpreting discipline data from the School-Wide Information System (SWIS). The PBIS Coach attends SCC meetings and provides 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.

Evidence:

- Livebinders
- A-B-C Lesson Plans
- Student Behavioral Data from PowerSchool
- Team Time Student Work Samples
- School Behavior Matrix
- Perception Surveys / School Climate Surveys
- Team Time Learning Snapshots (by SCC)
- Character Education Walk-Through Checklist

Critical Area #4

The administration and staff should examine the benefits of teaching literacy across the curriculum and implement appropriate strategies to improve reading and writing skills of all students.

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*) Since the WASC Midterm Visit in 2014, the uniform “writing rubric” developed by the language arts teachers 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 Marzano model lesson plan that includes instructional implementation of the CITW, SIOP, and The Big 8 Literacy Strategies and activities that apply 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 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 are:

- “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, and etc.)
- Use of current events in assignments through articles via the internet, television, and other media 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)

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- Participation in the school-wide Science Fair and All-Island Science Fair.
- Participation in sports and health-related events

Evidence:

- Uniform Writing Rubric
 - Lesson Plans
 - Student Work Samples
 - “Newspaper Math” articles
 - “Exit Tickets”
 - “Bell Work” Prompts
- 

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

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

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



OVERALL PROFILE DATA SUMMARIES

Overall Summary from the Student Demographic Data, including Faculty/Staff Information Analysis

Implications of the Student Demographic Data:

- ❖ There is an overall decrease in student enrollment over the past three school years (SY2013-2016). This may be attributed to many transient families moving from Yigo to other villages or off-island.
- ❖ For the past three years, there have been more males enrolled than females.
- ❖ The highest percentage of the student population of FBLGMS is Chamorro, Filipino, and Pacific Islanders. There has been a slight increase in the Pacific Islanders population of students enrolled at FBLGMS and Filipino students have increased in number throughout the years. This may be attributed to more families from the Philippines moving to Yigo and neighboring islands (Chuuk, Yap, Pohnpei, and Kosrae) migrating to Guam under the Compact of Free Association.
- ❖ There has been an increase of English Language Learners enrolled at FBLGMS for the past six years. This may be attributed to more families migrating from Philippines, outer islands, and other Asian countries.

Overall Summary from the Disaggregated Student Outcome Data Analysis

Implications on SAT-10:

- ❖ FBLGMS SAT-10 results for SY2010-2014: Using Cohort SY2008-2009, SY2009-2010, SY2010-2011, SY2011-2012 upon 8th grade completion, there were significant improvements in reading, math, science, and social studies. With SAT-10 results, teachers were able to prioritize skills through item analysis that were readily available from student reports. Classroom instruction and planning have prepared students for items that were covered by the SAT-10.
- ❖ Following Cohort SY2010-2011 and SY2011-2012, there were improvements in language arts.
- ❖ During their 6th and 7th grade years, all core subjects in SY2008-2013 increased in SAT-10 results. However, a decrease was seen in SY 2013-2014.
- ❖ Since SAT-10 is no longer the district-wide assessment, data will be used for comparative analysis with ACT Aspire and SBA. The data implies that there is still a need to support student learning in the classroom; increase promotion of the Schoolwide Learner Outcomes (**High Level Thinkers** and **Study Skills Masters**); continue to prepare students by teaching test-taking skills; and improve curriculum, instruction, and assessment practices.

Implications on District-Wide Assessments (DWA):

ACT Aspire

- ❖ The number of students who scored *Exceeding/Ready* in the ACT Aspire increased in English, math, and 6th grade reading, but decreased in 7th and 8th grade reading from SY2014-15 to SY2015-16.
- ❖ The number of students who received *Close* performance level scores decreased in English, reading, and 7th and 8th grade math from SY2014-15 to SY2015-16.
- ❖ The number of students who are *In Need of Support* decreased in English and math (6th and 8th grade), but increased in reading from SY2014-15 to SY2015-16.
- ❖ In the 6th grade for both assessment years (SY2014-15 and SY2015-16), the 6th grade students' performance level in SY2014-15 was *Close*, and in SY2015-16, the 6th graders were *Ready*.
- ❖ In the 7th and 8th grade for both assessment years (SY2014-15 and SY2015-16), 7th graders scored *Close* in English and *In Need of Support* in reading and math, while 8th graders scored *Ready* in English, *Close* in reading, and *In Need of Support* in math.
- ❖ For SY2014-15 and SY2015-16, math scores show that by 8th grade, the number of students *In Need of Support* increased 80% to 86%, compared to 7th grade, which was 60% to 70% of students *In Need of Support*. The 6th graders had the least number of students (37% - 45%) *In Need of Support*.
- ❖ For SY2014-15 and SY2015-16, reading scores show that by 8th grade, 42% - 52% of students were *Close* or *Ready* in readiness level. The 7th graders had 42% - 48% of students *Close* or *Ready* and 6th graders had 38% - 42% of students *Close* or *Ready* in readiness level. For all grade levels for the same school year, more than half of the students were *In Need of Support*; therefore, they were not prepared for the next grade level.
- ❖ Scores show that students performed best in English across all grade levels. For SY2014-15 and SY2015-16, 77% - 87% of students were *Close* or *Ready* in readiness level. Less than 25% of students in 6th - 8th grade during SY2014-15 and SY2015-16 were *In Need of Support*.
- ❖ Overall, 7th grade students in both assessment years are *In Need of Support* in reading and math.
- ❖ Based on recent data, FBLGMS needs to address reading and math as its critical learner needs.

Standards Based Assessment (SBA)

- ❖ In comparison to Guam's District-Wide Assessments for the SBA social studies, FBLGMS scored either a difference of negative 1% or positive 1% or matched district scores in all proficiency levels in 6th and 8th grade.
- ❖ The 7th grade SBA scores in social studies were within 2% of Guam's district norm. Although district norms are still below national norms, a higher percentage of FBLGMS students scored *Proficient* and *Advanced* in SY2014-2015.
- ❖ Overall, 6th to 8th grade performance in the SBA social studies during SY2014-2015 is consistent with the district's performance.
- ❖ In comparison to Guam's District-Wide Assessments for the SBA science, FBLGMS scored either a difference of negative 2% or positive 2%, or matched district scores in both the 6th grade and 7th grade.
- ❖ The 8th grade SBA scores in science were within +1%,-1%, or equal to the district norm.
- ❖ SBA social studies and science assessment scores in 6th, 7th, and 8th grade for SY2014-15 were consistent with the district scores. There were more 6th grade students *below basic* in social studies than in science. Overall, the social studies scores seemed more varied than the science scores.
- ❖ FBLGMS assessment results reflect the overall island district norms. The school, in most grade levels, has been close to the district's norm scores. This may be attributed to the teachers' involvement in creating the assessment, knowing which grade level standards contain priority skills to be taught, and scoring the tests based on agreed upon criteria.

After the Midterm Visit in 2014, greater emphasis has been placed to align curriculum across all content areas. Teachers have been meeting during Professional Learning Communities, at least twice a week, to share resources, strategies, equipment, and to review assessments. This is evident in the content area and team Livebinders, which contain teachers' syllabi, students' work samples, and the results of the diagnostic tests. Additionally, field trips with cross-curricular themes were used as an extension to the lessons taught via real life experiences.

In 2012, GDOE adopted the Common Core State Standards and teachers from all schools attended numerous workshops and training. Training consisted of developing curricular alignment within all content areas and ensured uniform instruction in reading, language arts, math, social studies and science. Teachers from content areas in the school district also met to create a district Curriculum Map. By May 2012, all content areas completed grade level consensus maps that prioritized skills per quarter. By August 2013, the district curriculum maps for language arts, reading, and math were circulated. From the inception of SY2013-2014, teachers have been working collaboratively to align unit lesson plans following the district curriculum maps. Teachers in each grade level from all schools in the GDOE district are utilizing the district maps to plan and schedule lessons in their respective content areas. This minimized the disruption of learning experiences, especially among migrant students. School-wide efforts, in conjunction with district goals, have helped FBLGMS achieve curriculum articulation and coordination at the school level; therefore, curriculum alignment at FBLGMS is evident in consensus maps, lesson plans, PowerSchool, and other academic documents. In SY2014-2015, teachers began to identify priority standards, which focused instruction on relevant content and increased rigor and endurance in skills taught. Teachers met and created intentional unit plans that focused on the priority standards. In SY2015-2016, teachers developed Common Formative and Summative Assessments and continued to prioritize

standards, to create proficiency scales, and to align Power Standards with Common Core State Standards.

As a result of implementation of these processes, the school has shown increase and decrease in student growth throughout the years in the areas of language arts, reading, math, social studies, and science.

Overall Summary from the Positive Behavioral Intervention and Supports (PBIS) Discipline Data Analysis

Implications on Student Discipline Data:

- ❖ Referral rates have increased each year. Limited number of school aides may have played a role in the increase of referrals resulting from less adult supervision in the hallways and access areas in the school campus.
- ❖ Based on student suspension rates for SY2011-2016, although there was an increase of about 67% in SY2014-2015, the number of suspensions has since decreased to 19% in SY2015-2016. This may be attributed to the intervention measures that were applied when referrals were submitted and deterred levels of infractions from becoming major offenses that warranted suspension.
- ❖ Based on the 6th grade discipline referral data, there was an increase in SY2014-2015; however, it decreased in SY2015-2016. 7th grade discipline data from SY 2013-14 to SY2015-16 shows that referrals have been increasing each year. 8th grade discipline referrals from SY 2013-2014 increased, but decreased in SY 2015-2016.
- ❖ Defiance, disrespect, and insubordination were consistently the school's top disciplinary action for the last 3 years.
- ❖ Skipping, reckless conduct, and physical aggression fluctuated in the top five through the last 3 years. This may be due to high turnover of teachers, lack of staff, or ineffective interventions.
- ❖ The top five locations for disciplinary infractions are in the classrooms, hallways, office, gym, and other locations. The classroom is where majority of the disciplinary infractions occur.
- ❖ The school needs to examine the background of students who are frequently referred and repeatedly suspended from school. There is also a need to emphasize effective classroom management and create programs that utilize other professionals who have the expertise intervening with adolescent behavioral issues and can help the school design preventive measures that promote positive behavior, especially for 12- to 13-year-old students.

Overall Summary from the Perception Data Analysis

- ❖ Based on Student Perception Surveys on October 2016, students generally feel that their teachers are effective in planning, delivering, and organizing learning activities and are positive influences in the classroom. (*SAP Goal IC, A.S.#4*)
- ❖ FBLGMS needs to continue to improve its efforts to instill positive behavior through Team Time's Character Education program and having a more effective PBIS implementation so as to affect a decline in the number of discipline referrals.



CRITICAL STUDENT LEARNING NEEDS

Academic Critical Learning Need

Based on the SAT-10 assessment data gathered from the SY2009-2014 and the ACT Aspire assessment results from SY2014-2016, the school has identified math and reading as its critical learner needs. More specifically, students would need to work on solving problems involving basic operations with rational numbers, explaining and reasoning, critical thinking, and modeling the skills through the grades. More attention and current interventions need further development to help the students identified as *In Need of Support*. Thus, Critical Learner Need (CLN#1) is: ***To become High Level Thinkers, Accomplished Communicators, and Study Skills Masters, students will increase in math and literacy proficiency levels.***

Behavior Critical Area of Need

Based on data gathered from SY2010-11 to SY2015-16, due to the increase of student discipline referrals, the school has identified improving student behavior as a critical area of need with particular attention to refining the school's current Character Education program, revising team behavioral SMART Goals, and reevaluating the schoolwide implementation of PBIS. Thus, Critical Learner Need (CLN#2) is: ***To become Worthwhile Contributors and Knowledgeable about Themselves Physically and Emotionally, students will improve in discipline and behavior.***



List important questions that have been raised by the analysis of the student performance, demographic, and perception data to be used by Home and Focus Groups in their study.

- Upon analysis of the ACT Aspire results regarding Reading, should FBLGMS open an advanced class to challenge students reading above grade level? By consciously working

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on math and literacy skills during Team Time, how much growth can we expect in our students' math and reading levels?

- 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?
- After three years of middle school, students are showing an improvement in their Gates MacGinitie scores, but still showing a high number of students who are 3 or more grades below grade level. Is it feasible for FBLGMS to open a remedial class, using a different curriculum, for those students?
- How does Character Education affect students who already exemplify good character stemming from supportive home climate? Should there be another program for those students? Would it be possible to offer Character Education for at-risk students and enrichment courses for the general student population?
- 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?
- 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?
- Although Schoolwide Learner Outcomes are posted in various locations around the school campus, how can we further instill the daily application of Schoolwide Learner Outcomes during instruction and know that our students understand the purpose of the SLOs?
- With the school using a uniform writing rubric, how do we monitor and evaluate 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?

Chapter IV: Self-Study Findings

The Five Criteria Categories are:

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



Category A: Organization

A1. VISION, MISSION, AND SCHOOLWIDE LEARNER OUTCOMES CRITERION

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

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

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

Findings	Supporting Evidence
<p>The development of the school’s Vision and Mission were based on the diversified population that exists in FBLGMS throughout each year and the varied representation of students with unique needs and learning styles. Having one of the highest middle school populations on Guam consisting of ethnic backgrounds made up of mainly Chamorros, Filipinos, and Pacific Islanders, FBLGMS needs a relevant Mission to <i>respond to the unique needs of our students while exploring areas of individual potential.</i></p> <p>According to National Education Association (NEA), “<i>public education, the cornerstone of our republic, is the only avenue through which today’s students – tomorrow’s workers – can attain global competence.</i>” (2010) As state policies for educators to promote global</p>	<ul style="list-style-type: none"> ● Marzano Uniform Lesson Plan Format ● Posters Visible in all Classrooms ● Student Planners/Handbook ● Five District-Wide Expectations ● National Education Association (NEA) Policy Brief (2010)

competence in students occur, NEA also urges America’s public education system to “*develop goals that provide equal education opportunity for all students to realize their full potential.*” (2010)

FBLGMS needs to ensure that teachers, staff, administrators, students, parents, and community members understand and are equally committed to the school’s Mission and Vision. To achieve this, the school’s Mission, Vision, Motto, Five Expectations, Schoolwide Learner Outcomes, and school song are strategically placed throughout the school and are taught to the students.

FBLGMS has a firm belief that all students, regardless of ethnicity or gender can learn and resolves to equip them with the tools necessary to attain academic success. The School Action Plan’s main objective is to improve student achievement in both academics and behavior. The School Action Plan is aligned with GDOE State Strategic Plan, the Schoolwide Learner Outcomes, and the Critical Areas of Focus. All students have access to a guaranteed, challenging, and relevant curriculum due to the creation of the curriculum maps, SMART Goals, and the ongoing development of the proficiency scales.

The School Action Plan has also been impacted by current educational research, which prompts teachers to include in their Marzano uniform lesson plan format the of CITW (*Classroom Instruction That Works*), The Big 8 Literacy Strategies, SIOP (Sheltered Instruction Observation Protocol) Model, and Differentiated Instruction to *cultivate lifelong learning skills* and enhance students’ comprehension and abilities in reading, writing, mathematics, and other subjects. Utilizing these research-based strategies help students become **High Level Thinkers** and **Study Skills Masters**.

Data is collected monthly to gain information regarding student achievement and behavior. This information provides evidence to the success of the school’s Mission and Vision, and is a means to plan research necessary to alter some of the

<p>school's established programs in order to reach schoolwide goals.</p>	
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Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes, and Schoolwide Action Plan

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

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

<p>Findings</p>	<p>Supporting Evidence</p>
<p>Each year, the FBLGMS stakeholders have an opportunity to revisit the school's Mission, Vision, School Action Plan, and Schoolwide Learner Outcomes, which are usually done during one of the district's planned professional development days. In SY2013-2014 for the accreditation Midterm Visit, all faculty and staff were placed into two groups: a Home Group (content teachers and staff) and a Focus Group (teachers and staff representing different content areas). All Focus and Home Group members are encouraged to contribute to the overall school goals for the year. Parents and other community members are also encouraged to contribute their thoughts and concerns during Parent-Teacher Organization meetings. Teachers and students are encouraged to discuss the School Action Plan during Team Time.</p> <p>The school's Mission, Vision, and Schoolwide Learner Outcomes are in student planners and on the school website. Viewing the Mission, Vision, Schoolwide Learner Outcomes, and Five Expectations helps students become aware of their academic and behavioral expectations and prompts them to be responsible for their actions in and outside of the classroom.</p> <p>Although FBLGMS promotes its school Mission, Vision, Schoolwide Learner Outcomes, and Five Expectations during grade level assemblies and displayed on its facilities, more parental input needs to be solicited to establish relevancy and effectiveness.</p>	<ul style="list-style-type: none"> ● Monthly PBIS Grade Level Assemblies ● Accreditation Meeting Agenda and Minutes ● Monthly Parent-Teacher Organization Meeting Minutes ● Team Time Lesson Plans ● Professional Development Agenda and Log Sheets

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

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

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

Findings	Supporting Evidence
<p>FBLGMS has clearly stated Vision and Mission statements aligned to principles based on student needs, current educational research, and the belief that all students can achieve success at high academic levels. The Schoolwide Learner Outcomes and high academic standards further define the school’s purpose. Teachers infuse the Vision, Mission, and Schoolwide Learner Outcomes into the curriculum and students are expected to demonstrate and apply these in their coursework. As students learn about the school’s Mission, Vision, Schoolwide Learner Outcomes, Five Expectations, and the School Action Plan components during Team Time, they demonstrate their understanding through class discussions and assignments. The School Climate Cadre (SCC) representative conducts observations to ensure that students are engaged and are actively participating during Team Time discussions. Team Time lessons help to foster school unity. Furthermore, students are constantly reminded of these ideals at every school assembly or activity. In addition, these same principles support the foundation of all lessons in all content areas at FBLGMS.</p> <p>SCC meetings also include student leaders (Student Body Association) during discussions that pertain to the school’s data and how its Mission, Vision, and Schoolwide Learner Outcomes are achieved. Students are able to provide recommendations and input regarding issues that arise or activities planned to promote school unity and student achievement. Students lead the grade level assemblies and are able to influence their peers to make responsible choices and realize their full potential to be Worthwhile Contributors and Knowledgeable about</p>	<ul style="list-style-type: none"> ● Student Planners/Handbook ● Marzano Lesson Plans ● Team Time Lessons ● School Climate Cadre (SCC) <i>Learning Snapshots</i> ● SCC Meeting Minutes ● Posters Visible in all Classrooms ● Parent-Teacher Organization Meetings ● Parent-Teacher Conferences ● HAWKS Day at the Mall Photos or Sign-In Sheets ● Grade Level Assembly Agenda ● Student/Parent Perception Surveys ● School Newsletters ● Livebinders

<p>Themselves Physically and Emotionally.</p> <p>Parents demonstrate their commitment to the school’s Mission, Vision, Five Expectations, and Schoolwide Learner Outcomes by attending and participating in Parent-Teacher Organization meetings, Parent-Teacher Conferences, and themed events such as Family Math Night and HAWKS Day at the mall. During Family Math Night, students bring their parents to participate in math activities while displaying High Level Thinking and Mastering Study Skills. HAWKS Day at the mall consists of art displays and performances by the band, choir, and student groups, clubs, and organizations. Students and parents who participate by sharing their talents and demonstrating their skills to the community are Worthwhile Contributors and Knowledgeable about Themselves Physically and Emotionally.</p> <p>Parent perception surveys are distributed twice a year, which demonstrates the parents’ collaboration and support of the school’s Vision, Mission, Schoolwide Learner Outcomes, and School Action Plan. Teachers compile their surveys, analyze the data, and reflect on the results. Teachers use the reflections for self-improvement. Evidence of the surveys can be found in content area Livebinders. In order to involve more parents to be aware of and commit to the school’s Mission, Vision, and School Action Plan, FBLGMS will be conducting small group meetings with interested parents throughout the year.</p>	
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Regular Review and Revision

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

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

Findings	Supporting Evidence
At the beginning of each school year, stakeholders are encouraged to review the existing Mission,	<ul style="list-style-type: none"> WASC Accreditation Reports (1998, 2002, 2005, 2011, 2014)

<p>Vision, and Schoolwide Learner Outcomes to determine its relevance or need for revision.</p> <p>As the school Mission has been slightly revised throughout the years during each accreditation visit, its essence has remained unaltered from inception in 1998 due to its relevance. In 1998 when FBLGMS first began its WASC Accreditation Full Self-Study process, the school Mission was “<i>Forever Bringing Light to a new Generation & Helping young Adolescents Win Knowledge and Success.</i>” (FBLG HAWKS) After review of the school’s Mission during the 2011 WASC Accreditation Full Self-Study, the former school Mission became the Vision and the school Mission was changed to “<i>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</i>” in order to meet the student needs in an evolving global society.</p> <p>FBLGMS continues to strive in <i>bringing light to a new generation and exploring areas of individual potential</i> in order to help adolescents attain knowledge and success. In October 2016, the faculty and staff reviewed and endorsed the Mission, Vision, Schoolwide Learner Outcomes, and Five Expectations as it is stated in the School Action Plan.</p>	<ul style="list-style-type: none"> ● School Personnel Endorsement of Revised School Action Plan ● Accreditation Meeting Agenda ● Former School Improvement Plans
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Schoolwide Learner Outcomes and Vision and Mission

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

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

Findings	Supporting Evidence
<p>FBLGMS teachers implement the Schoolwide Learner Outcomes and promote high academic standards in their classroom curriculum and instruction; Common Formative and Summative Assessments; uniform lesson plans; and Team Time A-B-C lesson plans to promote High Level Thinkers and <i>explore areas of individual potential</i> in all students. Interventions and advanced curriculums are created to <i>respond to</i></p>	<ul style="list-style-type: none"> ● Common Formative and Summative Assessments ● A-B-C Lesson Plans ● Uniform Marzano Lesson Plans ● Parent and Student Perception Surveys ● Mid-Quarter Progress Reports and Quarterly Report Cards ● Professional Learning Community Meeting Log Sheets

<p><i>the unique need of students</i> and foster students' potential to be Study Skills Masters. In each respective class, it is evident that FBLGMS teachers make accommodations for students in every learning spectrum in order to reflect the school's Mission to <i>cultivate lifelong learning skills</i> beyond the classroom walls by providing differentiated instruction; promoting cooperative learning through interaction; and reinforcing effort and providing recognition.</p> <p>Elements of the Schoolwide Learner Outcomes are established in the school's Mission and Vision. As High Level Thinkers and Study Skills Masters, students demonstrate their lifelong learning skills by synthesizing information from all subject areas, evaluating education and career options, and exhibiting good time management. As Accomplished Communicators, students demonstrate their potential by using technology to communicate locally and globally. When teachers respond to students' unique needs, they allow students to express themselves verbally and non-verbally. They demonstrate to students how they can be Worthwhile Contributors and Knowledgeable About Themselves Physically and Emotionally by allowing students to identify school resources that can assist them, by asking for help when needed, or by respecting themselves and others.</p> <p>In order to exemplify the school Vision and Mission, Student and Parent Perception Surveys are administered semiannually to enable teachers to gather feedback in order to formulate better lesson plans and assessments to meet the unique needs of their students.</p> <p>FBLGMS administration and teachers collaborate in meeting students' needs through Professional Teacher Evaluation Program feedback, evaluation of Professional Learning Community meeting Log Sheets, assessment data, and Marzano lesson plan format (featured on respective content area Livebinders). Administration, students, teachers, and staff incorporate the school Mission and Vision into all activities within the school. Each interdisciplinary team creates SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goals for behavior and each content area creates</p>	<ul style="list-style-type: none"> ● Academic and Behavioral SMART Goals ● Schoolwide Learner Outcomes ● Professional Teacher Evaluation Program Goals
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<p>SMART Goals for academics. These SMART Goals incorporate the Schoolwide Learner Outcomes as well as the school’s Mission and Vision.</p>	
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A2. Governance Criterion

Understanding the Role of the Governing Authority

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

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

Findings	Supporting Evidence
<p>According to 17 Guam Code Annotated Education, the governing authority’s role and duties are as follows:</p> <ul style="list-style-type: none"> a) Select and appoint a Superintendent and support him/her in the discharge of his/her duties; b) Receive, evaluate, and act upon the recommendation and reports of the Superintendent; c) Adopt an annual budget and control expenditures accordingly; review periodic financial reports and modify the budget, if and when necessary; d) Adopt student performance standards and assessment models; e) Ensure that the Superintendent addresses the proper administration of all mandated responsibilities; f) Adopt attendance areas and school boundaries; g) Sue and/or defend itself in suits at law; h) Report routine complaints and concerns related to the Department’s operations directly to the Superintendent for appropriate investigation and response; i) Have no business or pecuniary interest which will conflict with the activities of the Board; j) Establish student discipline policy; k) Establish a school calendar; l) Establish graduation standards; 	<ul style="list-style-type: none"> ● Community Media (Pacific Daily News, Radio, Local News Outlets) ● Guam Education Board Website ● Guam Department of Education Email regarding Guam Education Board Information ● School Newsletters ● Guam Education Board Meeting Agenda ● Parent-Teacher Organization Meeting Agenda ● Board Policy 300, 303, 342, 401, 405, and 338 ● Composition and Terms of Office for Board Members Pursuant Section 3102.2 ● Guam Public Law 26-171

<p>m) Periodically review established policies for refinement and improvement;</p> <p>n) Serve as Guam’s State Education Policy/Governing Board for Federal programs where such a board is required by Federal law, to include, but not be limited to, the Head Start Program;</p> <p>o) Act as the approving authority on behalf of the Department for collective bargaining agreements;</p> <p>p) Make recommendations to I Maga’lahen Guahan or I Liheslaturan Guahan for changes, additions or deletions to Guam Education Laws;</p> <p>q) Each newly elected or appointed Board member shall complete, during the first year of that member’s first term, a training program to be prepared and offered by the University of Guam and the Department, regarding the skills and knowledge necessary to serve as a local school board member. The training program shall include:</p> <ol style="list-style-type: none"> (1) Review of the Guam Code Annotated and other laws pertaining to GDOE; (2) Roberts Rules of Order; (3) The budgeting procedures and guidelines of the government of Guam and the Department; and (4) Difference(s) between policymaking and micromanagement of the affairs of the Department. <p>r) The role of the Board, as with any legislative body, is to act collectively, not individually. Any Board member shall report to I Liheslaturan Guahan any potential or alleged violation of this Subsection; The Board shall not:</p> <ol style="list-style-type: none"> (1) Interfere in or micro-manage the affairs of the Department, or schools within the Department; or (2) Involve itself with student discipline cases, unless expressly authorized by public law, and only to the extent authorized by public law. <p>s) Adopt a policy concerning the use of electronic security systems on school campuses, to include, but not limited to, emergency contact protocols.</p>	
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***SOURCE: Added by P.L. 30-183:2 (Aug. 25, 2010). Amended by P.L. 31-019:1 (Apr. 18, 2011). Subsection (s) added by P.L. 32-009:4 (Apr. 11, 2013).*

FBLGMS administration, faculty, staff, students, and community stakeholders are aware of the presence of a governing authority for the school. The Guam Education Board (GEB) oversees the district's education policies and address issues that occasionally arise in various schools. GEB holds meetings, in rotation, at school sites to provide access to parents and other stakeholders who may wish to attend. Parents are given opportunities to be scheduled and to speak for five (5) minutes in public forums before the GEB public meetings begin.

Community members are allowed to share their concerns regarding matters that pertain to district educational policies or academic/behavioral concerns that have not been addressed at the school level. Board Policy also mandates parental involvement, addresses grievance procedures, and promotes use of PowerSchool for parental monitoring of student attendance or grades.

Administrators, faculty, staff, students, and parents are informed of GEB meetings through radio announcements, social media, email, or school newsletters and are encouraged to attend to provide input and keep abreast of district-wide educational goals and concerns.

FBLGMS faculty and staff are also aware of a teacher's union known as the Guam Federation of Teachers (GFT). The GFT provides legal support for teachers in areas that affect personnel working conditions and existing standard operating procedures. GFT representatives from FBLGMS regularly share information regarding updates, announcements, or policies that impact teaching and learning. Although there is no contract in place, GDOE adheres to existing Collective Bargaining Agreement and the policies agreed upon by representatives from GDOE and GFT.

Relationship Between Governing Authority and School

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

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

Findings	Supporting Evidence
<p>The Guam Education Board (GEB) has established policies that set forth GDOE’s educational policies and procedures that espouse the importance of the equal treatment of students and a shared goal of a quality educational experience for all GDOE students. As a part of the GDOE school system, FBLGMS abides by and practices these policies.</p> <p>The overall community at FBLGMS acknowledges the roles of the Guam Education Board (GEB) and Guam Department of Education (GDOE) Superintendent and Deputy Superintendents (Deputy Superintendent of Educational Support and Community Learning, Deputy Superintendent of Assessment and Accountability, Deputy Superintendent of Curriculum and Instructional Improvement, Deputy Superintendent of Finance and Administrative Services). Stakeholders are informed of the actions and decisions of these governing authorities through emails, social media, professional development trainings, committee meetings, and newspaper articles. The school administration meets with GDOE officials regularly to discuss directives and formulate plans to facilitate their implementations. Changes are conveyed to the faculty, staff, parents, and students of FBLGMS via email, newsletters, television, radio, or special announcement letters sent home with students. In addition, information is made available during PTO meetings, emails, or phone calls.</p> <p>Some of the governing authority’s decisions, expectation, and initiatives that guide the work of FBLGMS are the following:</p> <ul style="list-style-type: none"> • <i>District-Wide Assessments</i> – a shift from SAT-10 was made with the adoption of the ACT Aspire and Standards Based Assessments (SBA) as prescribed by the 	<ul style="list-style-type: none"> • Community Media (Pacific Daily News, Radio Stations, Local News Outlets) • Professional Development Attendance Sheets • Parent-Teacher Organization Meetings • District-Wide Expectations • Monitored School Performance through Annual School Report Cards • Guam Department of Education State Strategic Plan • Guam Education Board Website • PowerSchool • Approved School Year Calendar • Content Area Proficiency Scales • Board Policy 411, 726, 350, 346, 338, 351, and 330

<p>GDOE Comprehensive Student Assessment System (CSAS) from the GDOE State Strategic Plan. The shift also requires for FBLGMS to focus on Common Core State Standards instruction and assessments in the classroom.</p> <ul style="list-style-type: none"> • <i>Character Education</i> – 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. • <i>Guam Department of Education State Strategic Plan</i> – a revision of the District Action Plan that sets the course for the department over the next six years by establishing goals and objectives for student success and prepares the next generation of young adults for post-secondary education, the workforce, and life. • <i>PowerSchool</i> – the Department of Education’s mandated information data system that used by all 41 GDOE public schools to enter all information for all students from Kindergarten through 12th grade. It contains student demographics, academic records, health information/medical alerts, attendance records, discipline and truancy records, incident reporting, and extra curricular records. • <i>Full and Half Day Professional Development</i> – the Guam Education Board and GDOE have established Professional Development days and incorporated within the school calendar specific research-based training (i.e., CITW, SIOP, Differentiated Instruction, Big 8 Literacy Strategies) and collaborative tasks (i.e., curriculum guide, curriculum mapping) that guide classroom instruction. 	
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<ul style="list-style-type: none"> • <i>Standards-Based Grading</i> – GDOE’s major shift in how it grades student performance. By 2019, FBLGMS should have been trained in the new model and GDOE policy should be changed to reflect its implementation. • <i>Proficiency Scales</i> – GDOE will begin to assess instructional effectiveness on the basis of results rather than intention. FBLGMS teachers have begun to meet during district-wide professional development and content area Professional Learning Community meetings to discuss and design proficiency scales to be used in the classroom. Teachers seek relevant data and information and use that information to promote continuous improvement. 	
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Faculty, Staff, and Governing Authority

A2.3. Indicator: There is clear understanding about the relationship between the governing authority and the responsibilities of the faculty and staff.

A2.3. Prompt: *To what degree is there clear understanding about the relationship between the governing board and the responsibilities of the faculty and staff?*

Findings	Supporting Evidence
<p>The duties and responsibilities of the Guam Education Board (GEB), among other duties in accordance with applicable law, are as follows:</p> <ol style="list-style-type: none"> Select and appoint a Superintendent and support him/her in the discharge of his/her duties; Receive, evaluate, and act upon the recommendation and reports of the Superintendent; Adopt an annual budget and control expenditures accordingly; review periodic financial reports and modify the budget, if and when necessary; Adopt student performance standards and assessment models; Ensure that the Superintendent addresses the proper administration of all mandated responsibilities; Adopt attendance areas and school boundaries; Sue and/or defend itself in suits at law; 	<ul style="list-style-type: none"> • Annual State of Public Education Report (ASPER) through the Superintendent’s Address • Guam Education Board Policies • Guam Department of Education Website • 17 Guam Code Annotated http://www.guamcourts.org/compileroflaws/GCA/17gca/17gc053.pdf • Faculty Handbook • Student Planners/Handbook • Professional Workday Agenda, PowerPoint Presentation, and Attendance Sheets • Teacher Learning Community Meeting Agenda (Google Drive) • School Action Plan

<ul style="list-style-type: none"> h) Report routine complaints and concerns related to the Department's operations directly to the Superintendent for appropriate investigation and response; i) Have no business or pecuniary interest which will conflict with the activities of the Board; j) Establish student discipline policy; k) Establish a school calendar; l) Establish graduation standards; m) Periodically review established policies for refinement and improvement; n) Serve as Guam's State Education Policy/Governing Board for Federal programs where such a board is required by Federal law, to include, but not be limited to, the Head Start Program; o) Act as the approving authority on behalf of the Department for collective bargaining agreements; p) Make recommendations to I Maga'lahaen Guahan or I Liheslaturan Guahan for changes, additions or deletions to Guam Education Laws; q) Each newly elected or appointed Board member shall complete, during the first year of that member's first term, a training program to be prepared and offered by the University of Guam and the Department, regarding the skills and knowledge necessary to serve as a local school board member. The training program shall include: <ul style="list-style-type: none"> (5) Review of the Guam Code Annotated and other laws pertaining to GDOE; (6) Roberts Rules of Order; (7) The budgeting procedures and guidelines of the government of Guam and the Department; and (8) Difference(s) between policymaking and micromanagement of the affairs of the Department. r) The role of the Board, as with any legislative body, is to act collectively, not individually. Any Board member shall report to I Liheslaturan Guahan any potential or alleged violation of this Subsection; The Board shall not: <ul style="list-style-type: none"> (3) Interfere in or micro-manage the affairs of the Department, or schools 	
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<p>within the Department; or</p> <p>(4) Involve itself with student discipline cases, unless expressly authorized by public law, and only to the extent authorized by public law.</p> <p>s) Adopt a policy concerning the use of electronic security systems on school campuses, to include, but not limited to, emergency contact protocols.</p> <p><i>**SOURCE: Added by P.L. 30-183:2 (Aug. 25, 2010). Amended by P.L. 31-019:1 (Apr. 18, 2011). Subsection (s) added by P.L. 32-009:4 (Apr. 11, 2013).</i></p> <p>Every year, through social media and the GDOE email system, teachers and staff at FBLGMS are informed of district-wide expectations from the Superintendent and the Guam Education Board. Teachers and administrators meet in their respective leadership teams and address changes in curriculum and policies. Collaborative discussions result in changes made in the faculty and student handbook. Throughout the school year, faculty and staff work together enforcing current policies from the governing board through Teacher Learning Community and leadership cadre meetings</p> <p>Every new school year begins with a professional workday where the district action plan (GDOE State Strategic Plan) is clearly explained to new and returning teachers. Responsibilities of faculty and staff are clearly outlined in the faculty handbook. An annual PowerPoint presentation outlines the relationship between the governing board and the responsibilities of the faculty and staff. This PowerPoint presentation is made available to faculty and staff on Google Docs as a resource for teachers to use at any time.</p>	
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A3. Leadership and Staff Criterion – Data-Informed Decision-Making

Broad-Based and Collaborative Planning Process

A3.1. Indicator: The school’s planning process is broad-based, collaborative, and has the

commitment of the stakeholders, including the staff, students, and parents.

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

Findings	Supporting Evidence
<p>FBLGMS leadership teams and staff consistently make decisions and initiate activities that enable students to meet the school’s Mission, Vision, Schoolwide Learner Outcomes, and academic standards. Administration, teachers, counselors, and support staff collectively play an integral role in the school planning process.</p> <p>The principal meets with the leadership teams to plan activities, evaluate data, and review the School Action Plan. The administration prepares data for analysis, which is then shared with the rest of the faculty leadership team and its members. The leader of each team works with the teachers in their groups to continue analysis of data and plan activities accordingly.</p> <p>During PLC (Professional Learning Community) meetings, content area leaders meet with their respective teachers to further analyze student data and gather input from all members. Teachers report findings and evidence to the school principal or designated administrator. <i>(SAP Goal IA, A.S.#2)</i></p> <p>Teachers and staff are grouped together as “Home Groups” (teachers and staff who have similar content areas and have the same preparation periods) and “Focus Groups” (teachers and staff grouped together representing a wide range of subject areas). During monthly Teacher Learning Community meetings and semiannual professional development workshops, these groups analyze student data to determine which areas (academic or social) need to be addressed each school year. Results help the school share concerns with parents during PTO (Parent-Teacher Organization) meetings and Parent-Teacher Conferences (PTCs).</p> <p>FBLGMS reviews and revises its School Action</p>	<ul style="list-style-type: none"> ● Data from School Administration (Behavior, Attendance, Academic) ● Professional Learning Community Meeting Agenda Format ● Teacher Learning Community Meeting Agenda ● Accreditation Leadership Team Meeting Minutes ● School Action Plan ● Team Time and School Climate Cadre Agenda ● Parent Meeting Attendance Listing ● Home and Focus Group Meeting Agenda and Attendance Sheets

<p>Plan in order to meet the changing needs of students and school community. The process of revision involves all teachers given opportunities to review, confer, and modify components in the School Action Plan through Home and Focus Group discussions. Suggestions are compiled by the Accreditation Leadership Team and presented back to the faculty and staff for revisiting and approval before endorsement. After faculty and staff endorsement, the School Action Plan is discussed with parents through special meetings and with students through Team Time.</p>	
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Correlation between Student Learning and the Schoolwide Action Plan

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

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

Findings	Supporting Evidence
<p>Each school year, FBLGMS reviews student/parent perception surveys, demographic, student achievement, and discipline data to analyze the school’s progress in achieving its annual goals in the District Action Plan (DAP), the School Action Plan (SAP) and in content area SMART Goals. FBLGMS leaders and teachers work collaboratively to review the data and use the information to review, revise, and/or improve upon the School Action Plan and content area SMART goals.</p> <p>The School Action Plan is formulated and monitored through leadership and content area meetings; common formative and summative assessments; Team Time and classroom instruction periods; and student assemblies. It also impacts course-specific collaboration and data analysis.</p> <p>During monthly PBIS assemblies, discipline and behavioral data is shared with all students to inform them of areas of progress and areas of need. In addition, students known as monthly “Character Champs” and students receiving High-Five behavioral tickets are recognized for</p>	<ul style="list-style-type: none"> ● National Junior Honor Society Meeting Minutes ● Marzano Lesson Plan ● A-B-C Lesson Plans ● Student Planners/Handbook ● High-Five Tickets ● Monthly Grade-Level/Team Mini-Assemblies ● Parent-Teacher Organization Meetings ● Top SAT-10 Scoring Students with Every Quad ● Top Ten Students Academic Award ● 8th Grade Top Ten Awards ● District-Wide Assessments ● Common Formative and Summative Assessments

<p>accomplishing Schoolwide Learner Outcomes and demonstrating the PBIS monthly character themes. (<i>SAP Goal VC, A.S.#4</i>)</p> <p>In addition, FBLGMS utilizes multiple instructional strategies, such as CITW (<i>Classroom Instruction That Works</i>), The Big 8 Literacy Strategies, SIOP (Sheltered Instruction Observation Protocol) Model, and Differentiated Instruction to ensure that student learning is improving through the application of these various teaching strategies attained through professional development workshops. (<i>SAP Goal IB, A.S.#1</i>)</p> <p>Furthermore, FBLGMS implementation of peer observation feedback, curriculum mapping, Marzano lesson plan format, A-B-C lesson plans, SMART Goals, and PBIS framework contribute to ensure that the analysis of the data is progressive. Schoolwide Learner Outcomes and academic standards are incorporated into the School Action Plan and impact the development, implementation, and the monitoring of the plan.</p> <p>School administration, leadership teams, and faculty use a variety of assessment tools to review student performance, teacher instructional and evaluation practices.</p>	
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Alignment of All Resources and the Schoolwide Action Plan

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

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

Findings	Supporting Evidence
<p>Each year, the school prepares, submits, and presents a budget request to Guam Department of Education. The primary indicator of the school's budget is to support the district-wide and school goals. A stakeholders' meeting is held to gather input and recommendations regarding the budget. Allocations are based upon established</p>	<ul style="list-style-type: none"> ● School Inventory ● Instructional Resources and Equipment ● Teacher-Student Ratio ● Annual Budget ● Personnel Payroll Sheets ● School Action Plan ● Team Matriculation Plans

inventories and approved according to school priorities.

Faculty and staff meetings are also held to give everyone an opportunity to provide input and feedback regarding resources needed to support classroom instruction and school operations. Determining allocation of time/fiscal/personnel/material resources in support of the School Action Plan at FBLGMS has been an ongoing process during Professional Learning Community and Teacher Learning Community meetings. The meetings offer opportunities for school administration and faculty to make decisions on how time, personnel, and financial resources may be effectively used to address the School Action Plan's objectives that meet specific student learner needs and to fulfill SAP goals aligned with the Guam Department of Education State Strategic Plan.

Time, personnel, and material resources have been used to accomplish the School Action Plan goals that affect student achievement through extensive training on CITW (*Classroom Instruction That Works*), The Big 8 Literacy Strategies, and SIOP (Sheltered Instruction Observation Protocol) Model. Time and personnel resources have also been committed to the accreditation self-study process as Focus Groups and Home Groups (including content area groups) continue to meet during Thursday Professional Learning Community meetings and after school.

Through federal funding opportunities, Guam Department of Education has been able to further support programs and provides much needed resources and equipment for FBLGMS. In the last five years, FBLGMS has received six (6) Promethean Boards with software and training support, Active Expression Responders, ELMO projectors, multimedia projectors, nine (9) laptop carts, iPad cart, and other resources. In addition, much of the professional development training workshops provided by the district, such as Standards-Based Grading, CITW (*Classroom Instruction That Works*), The Big 8 Literacy

<p>Strategies, SIOP (Sheltered Instruction Observation Protocol) Model, and Differentiated Instruction have been supported through federal funding provided through Guam Department of Education. (<i>SAP Goal IB, A.S.#1</i>)</p> <p>Although financial, personnel, and material resources have been limited throughout the district, FBLGMS faculty, staff, and administration continue to provide a safe learning environment and quality education for all students. Faculty and staff find ways to maximize available resources and occasionally offer personal means to meet learner needs.</p> <p>During the occasional absence of personnel or during off-campus professional development training, a solution was implemented to address the personnel shortage in classroom supervision. The process of <i>matriculation</i> was introduced to seek teachers' assistance in supervising a colleague's students during their absence. However, <i>matriculation</i> presents challenges and requires further discussion. As the school explores means of providing the necessary supervision for our students, we must be cognizant of the overall goal of providing our students with a quality education. Thus, monitoring and accomplishing the School Action Plan must be paramount. Guam Department of Education must plan more efficient means of conducting professional development that does not disrupt classroom instruction.</p>	
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Progress Monitoring of the Schoolwide Action Plan

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

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

Findings	Supporting Evidence
<p>Monitoring the progress of the implementation of the School Action Plan is one of the predominant roles of the school's leadership team. The leadership team consists of interdisciplinary and</p>	<ul style="list-style-type: none"> ● District-Wide Action Plan ● Professional Teacher Evaluation Program (PTEP) ● Mini-Observations/Informal

<p>content area leaders who meet to discuss timely and pertinent information that enables teacher leaders to offer feedback and recommendations regarding academic, social, and behavioral issues that affect the school.</p> <p>From SY2014 to present, the leadership team regularly meets to revisit and to update the SAP in order to effectively implement, monitor, and accomplish the action steps necessary for continual school improvement based on observations from previous years.</p> <p>Each year, school administration requires teachers to use one of the Professional Teacher Evaluation Program (PTEP) goals to target an area in need of improvement regarding the instructional needs of students.</p> <p>Over a three-year period, the district has mandated the implementation of the following initiatives: CITW (<i>Classroom Instruction That Works</i>), The Big 8 Literacy Strategies, SIOP (Sheltered Instruction Observation Protocol) Model, and Differentiated Instruction SMART Goals, Curriculum Mapping, Marzano Lesson Plans, Standards Based Assessments, ACT Aspire, and AIMSweb. Trainings for these district initiatives occurred during professional development, and the effectiveness of the trainings were measured and monitored through teacher evaluations. Regular monitoring of the school's improvement process is also based upon observations and perception surveys.</p>	<ul style="list-style-type: none"> ● Parent and Student Perception Surveys ● School Faculty/Student Handbook ● Academic SMART Goals ● PTEP Goal Setting Forms
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A4. Leadership and Staff Criterion – Schoolwide Organization for Student Achievement

Qualifications of Staff

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

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

Findings	Supporting Evidence
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<p>FBLGMS teachers are required to have appropriate teaching certification and are considered as highly qualified teachers. A mentorship program supports newly hired teachers through contracts with the New Teacher Project, which the district started five years ago. This contract provides one year of mentoring and teaching support for new teachers.</p> <p>Completed applications and accompanying documents (police clearances, court clearances) are submitted to GDOE’s Central Office Human Resource Division. Applications for positions within the departments are initially reviewed and recommended to schools by the personnel department. Applicants are then interviewed and evaluated by the administration of the school the individual has been referred to.</p>	<ul style="list-style-type: none"> ● Teacher Certification Office ● Professional Staff Evaluation ● Professional Teacher Evaluation Program ● Praxis I and Praxis II Tests ● Teacher Mentoring Program ● Teacher Learning Communities ● Interdisciplinary Team Meetings ● Content Area and Department Meetings ● Professional Development ● School Site Professional Development ● Board Policy 900 Series
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Maximum Use of Expertise

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

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

Findings	Supporting Evidence
<p>FBLG Middle School ensures that its staff members are prepared for their responsibilities to promote quality student learning and to teach utilizing a variety of methods. Teacher orientations provide a unique opportunity for teachers to build camaraderie while learning about policies and procedures. Teacher interviews provide a one-on-one opportunity for teachers to speak directly to the administration and learn about what is expected to maintain proficiency in the profession.</p> <p>The professional learning community building process, utilized by the school’s content area teachers and teams, enables each teacher to provide input about what is best for the team/content area. Norms, goals, and expectations are developed in democratic manner,</p>	<ul style="list-style-type: none"> ● Teacher Orientation ● Teacher Interviews ● Team/Department Planning of Norms, Goals, and Expectations ● Teacher Goal Sheet

<p>allowing each teacher to have a voice in her/his team/department.</p> <p>Each year, teachers collaborate with school administration to complete a Teacher Goal Sheet that focuses on the year’s objectives. Teachers submit these goals to their assigned administrator in a PTEP conference. When both the administrator and the teacher have reviewed the goals, they sign it in acknowledgement.</p>	
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Defining and Understanding Policies and Procedures

A4.3. Indicator: The school has clear written policies and procedures that define responsibilities and expectations, operational practices, and decision-making processes for administrators and staff.

A4.3. Prompt: *Evaluate the written policies and procedures that define responsibilities, operational practices, decision-making processes for administrators and staff. Determine the degree of clarity and understanding of these by administration and staff.*

Findings	Supporting Evidence
<p>Board Policy 900 Series and the GFT board union contract define the responsibilities, operational practices, and decision-making processes for administrators and staff.</p> <p>Professional staff works collaboratively at the school level in regards to implementing strategies and goals towards student achievement. FBLGMS administration presents the faculty with a “Teacher Toolkit” that includes digital copies of the school handbooks, district procedural guides, district guiding documents, board policies, the board-union contract, business and curriculum forms, and other helpful tools that teachers may need throughout the school year. Administration encourages teachers to continuously refer to the toolkit throughout the year for appropriate procedures and documentation.</p> <p>Each school year, the school administration conducts scheduled training to faculty and staff regarding standard operating procedures in dealing with Office Discipline Referrals (ODRs), Office Truancy Referrals (OTRs), non-appropriated funds, Emergency Response Plan</p>	<ul style="list-style-type: none"> ● Faculty/Student Handbook ● Board Policy 900 Series ● Board-Union Contract ● Teacher Toolkit

<p>(ERP), Special Education/English as a Second Language reporting systems, PowerSchool, Positive Behavioral Interventions and Supports (PBIS), customer service, and sexual harassment.</p> <p>In both the faculty and student handbook, FBLGMS has policies and procedures that define responsibilities and expectations, operational practices, and decision-making processes for administrators, faculty, and staff that are aligned with Guam Education Board policies and mandates. These policies and procedures are also easily accessible to administrators, faculty, and staff on Google Drive.</p>	
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Internal Communication and Planning

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

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

Findings	Supporting Evidence
<p>Consistent leadership meetings, faculty meetings (TLCs), professional learning communities (PLCs), email, and surveys help in accomplishing professional communication between administration, faculty, and staff at FBLGMS. All employees at FBLGMS have access to the internet and email, which is the most common and efficient way of disseminating information. The leadership meetings provide the opportunity for administration, content area leaders, and team leaders to discuss important issues and events. The content area and team leaders share relevant topics of discussion with their teachers during content area and team meetings. During team meetings, teachers are able to gather feedback, as well as data. Data collected is shared during leadership meetings. With teacher input, the leadership team and administration are able to make decisions and take necessary actions for the advancement of the school.</p> <p>All staff members attend regular meetings to address school-wide policies and issues that affect all stakeholders. Furthermore, FBLGMS also</p>	<ul style="list-style-type: none"> ● PD 360 (Edivate) ● Google Forms ● Teacher Surveys ● Emails ● Faculty Meetings/Teacher Learning Communities

<p>employs many additional forms of communication, such as Google Drive and Google Forms to improve the communication and planning process within the school.</p>	
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Staff Actions/Accountability to Support Learning

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

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

Findings	Supporting Evidence
<p>The main goal of FBLGMS is to promote student learning through collaboration, assessments, data analysis, and best practices. To support student learning, teachers and staff of FBLGMS attend regular content area meetings and trainings. Teachers participate in professional development activities to enrich student learning. For FBLGMS to create an effective learning environment, the school participates in monthly professional development (TLCs) activities, as well as collaborating with other middle schools within the district. School administration and teachers carry out a variety of professional development activities throughout the school year.</p> <p>A mentorship program supports newly hired teachers through contracts with the New Teacher Project, which the district started five years ago. This contract provides one year of mentoring and teaching support for new teachers. All teachers are required to observe classrooms twice per quarter through the use of <i>Learning Snapshots</i> in order to encourage improvement.</p>	<ul style="list-style-type: none"> ● Livebinders ● Learning Snapshots ● Content Area/Interdisciplinary Team Meetings ● Teacher Learning Communities ● Team Time (PBIS/Character Education)

A5. Leadership and Staff Criterion – Research and Professional Development

Support of Professional Development

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

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

Findings	Supporting Evidence
<p>FBLGMS provides monthly professional development sessions and faculty meetings (TLCs) to promote student learning and achievement. FBLGMS also participates in district-wide professional development days with other middle schools. (<i>SAP Goal IA, A.S.#11; Goal IIA, A.S.#6</i>)</p> <p>For the past three years, an emphasis was placed on all public schools to use monthly faculty meetings for professional development. In addition, GDOE saw a need for more professional development as a means to address students' low assessment scores. Prior to SY2014-2015, there were only two (2) professional development days built into the school calendar (two separate full days when students did not attend school, and teachers received training). During SY 2014-2015, GDOE placed monthly half days into the calendar, when the students came to school only in the afternoon. The faculty participated during morning half-day professional developments. Research-based teaching strategies were introduced and modeled to the faculty. (<i>SAP Goal IB, A.S.#1</i>) During this particular year, FBLGMS embraced <i>Classroom Instruction That Works</i> (CITW) and The Big 8 Literacy Strategies. Once introduced, teachers implemented the strategies in the classroom, and either made a video or shared student work with the faculty. The discussions included how the featured strategy was used or modified in the different content areas.</p> <p>During SY2015-2016, GDOE reversed the professional training half days. Monthly professional development took place in the afternoon. Students were sent home at 12:00 noon. The focus of research-based learning strategies for this particular year was Sheltered Instruction Observation Protocol (SIOP) Model. Once again, teachers were encouraged to utilize</p>	<ul style="list-style-type: none"> ● CITW, The Big 8 Literacy, and SIOP Model Strategies Training ● Standards-Based Grading Training ● Curriculum Mapping ● Proficiency Scales Designing

<p>these strategies in their daily lessons, while continuing the implementation of CITW (<i>Classroom Instruction That Works</i>) and The Big 8 Literacy Strategies. Also during this particular year, Standard-Based Grading was introduced. Three (3) teachers, one in each grade level, opted to pilot this new grading system. These teachers provided additional guidance and training to the entire faculty during team PLCs.</p> <p>This year, SY2016-2017, GDOE moved away from monthly half days for professional development; and instead, implemented eight (8) full days set aside for training. While training is still ongoing for Standard-Based Grading and other strategies, most of the year's professional development allows FBLGMS faculty and staff to evaluate data and prepare for accreditation.</p> <p>During these past three years, GDOE committed to align content in all public schools and in all grade levels. The middle schools paved the way to serve as a model for the other levels. Twice a year, all public middle school teachers met to develop curriculum maps, design consensus maps, and develop proficiency scales. Teachers were organized by grade level and content area in order to complete the tasks. The overall goal was to bring about consistency in all schools so that transient students would not fall behind as the skill being taught at all schools would be the same. This is a strategy that the Guam Department of Education hopes will help align public schools to promote excellence and prepare students to acquire necessary skills for success in national exams.</p>	
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Supervision and Evaluation

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

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

Findings	Supporting Evidence
School supervision and evaluation procedures may be an area of growth that FBLGMS can include in its ongoing improvement process.	<ul style="list-style-type: none"> ● Professional Teacher Evaluation Program Observations ● Professional Development Attendance

<p>Although administrators have provided additional training and support for teachers and staff in regards to attendance policies, PowerSchool, Special Education, NAF/TAF, PBIS, Emergency Response Training, and other pertinent standard operating procedures, there needs to be a more effectual system of communication and collaboration.</p> <p>In April 2012, a teacher evaluation committee of Guam Department of Education administrators and Guam Federation of Teacher educators convened to improve the Professional Teacher Evaluation Program (PTEP). This document was revised in April 30, 2014. This revised document presents standards and indicators to guide the preparation of beginning teachers and the continuing development of experienced teachers. Each year, teachers are evaluated on two (2) goals selected from these five (5) professional standards: (1) Planning, (2) Instruction, (3) Management, (4) Reflection and Professional Development, and (5) Learning Communities. The goal is to have teachers meet each of these standards within a three-year time frame.</p> <p>At FBLGMS, each teacher selects one (1) goal towards professional growth. School administration selects the second goal to create a sense of consistency and accord within the school. Each teacher must meet with his/her designated administrator for a pre-evaluation conference to solidify and refine these two goals for the year. This must be done prior to October 15th of any given school year. Once the administrator and teacher agree on a set of goals, the administrator will conduct up to six (6) classroom mini-observations throughout the year. Feedback is presented to the teacher during a meeting or via emails. The teacher continues to collect student growth data, perception surveys, and additional supporting evidence. During the final teacher workday, each teacher meets with his/her assigned administrator for a final conference and evaluation.</p>	<p>Logs</p> <ul style="list-style-type: none"> ● Teacher Learning Community Meeting Attendance ● Guam Department of Education Email Intranet ● The Guam Professional Teacher Evaluation Program, Revised Version, 2014
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Measurable Effect of Professional Development

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

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

Findings	Supporting Evidence
<p>Accountability is an integral part of FBLGMS's process that has a direct positive impact on student learning. During the past three years, emphasis was placed on acquiring new teaching strategies during monthly PLCs and sharing best practices and student success during faculty TLCs. Teachers shared videos of how the featured teaching strategy was used in their classrooms. Teachers also brought examples of student work and created student Learning Snapshots to be included in LiveBinders.</p> <p>Common Formative Assessments helped teachers gather immediate feedback regarding student comprehension and understanding of their lessons. Teachers often shared with the group about the efficacy of using CFAs to identify both <i>In Need of Support</i> and <i>Exceeding</i> students. Utilizing more frequent, but shorter forms of CFAs helped teachers gain insight and direction into whether the content is mastered or needs to be retaught. Based on student interviews and observation, students seemed to be more receptive to shorter, but more frequent, assessments as seen on photos and videos in the LiveBinders.</p>	<ul style="list-style-type: none"> ● Livebinders ● Skills Analysis Checklist ● Proficiency Scales ● Marzano Lesson Plan Format

A6. Resources Criterion

Allocation Decisions

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

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

Findings	Supporting Evidence
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<p>Despite Guam Department of Education’s limited budget allocation for schools, FBLGMS continually tries to manage its grant resources, Department of Interior (DOI) funding, and the availability of funding by the legislature. Grants and DOI funding are item- specific, so the school must make decisions in accordance to the requirements of each grant and the detailed features of DOI funding. Some of the allocated funds were used to increase the school’s technology inventory. One teacher from each content area was provided a Promethean Board in the classroom. A Promethean Board and an iPad class set were also purchased for the library. Multimedia projectors, laptops, multimedia carts, and some office supplies were also acquired through the allocated funds.</p> <p>Throughout the district, other federal grant funding is also provided to FBLGMS through USDOE (i.e., consolidated, Special Education) and USDA (for school breakfast and lunch).</p> <p>Obtaining enough resources to meet the needs of all FBLGMS students has always been a challenge; however, teachers are resourceful in meeting students’ needs by fundraising and even using personal finances to provide support and purchase necessary materials for their students and classrooms.</p> <p>Teachers continue to be creative in integrating and exposing students to technology in the classroom, despite limited budget, by incorporating technology into their lesson plans and giving students opportunities to view PowerPoint for lessons, engage in interactive review games, as well as research new information that would help them construct their projects or complete their assignments. <i>(SAP Goal IB, A.S.#9)</i> Teachers encourage and expose students to the use of technology, which encourages students to practice being High Level Thinkers. They are able to use technology to accomplish their tasks as Study Skills Masters, in which they use technology as a tool in learning new concepts and skills.</p>	<ul style="list-style-type: none"> ● Promethean Board (for each content area) ● Class Sets of iPads (Library) ● Multimedia Projectors ● Guam Department of Education Issued Laptops ● ELMO Equipment for each Math and Science Teacher ● Uniform Lesson Plans
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Allocation Involvement

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

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

Findings	Supporting Evidence
<p>The school staff has the opportunity to attend local budget hearings during the summer. The local budget hearing minutes provide a written account of those in attendance for each meeting.</p> <p>The allocation decision-making process is mainly conducted at the administrative level, with input from faculty and staff. (See Appendix M for schoolwide expenditures chart) The school administration and faculty also share resources that have been allocated through local funding, Department of Interior (DOI), and teacher fundraisers. Some resources that are shared are: Promethean Boards, iPads, ELMO equipment, and multimedia projectors. Many of the faculty termed as Highly Qualified Teachers, under the High Quality Program, were allotted five hundred dollars (\$500) worth of purchase orders for instructional supplies, materials, and approved equipment during school years 2011 and 2012.</p> <p>The impact that these allocations of resources made at FBLGMS created an environment that supports teaching and learning by allowing teachers to integrate the use of technology in their classrooms. It also provided resources and materials for their students to use to practice the skills and concepts taught.</p>	<ul style="list-style-type: none"> ● Public Hearing Minutes ● Promethean Boards (for each content area) ● Class Sets of iPads (Library) ● Multimedia Projectors ● \$500 Allotment and/or Purchase Orders given to Teachers for Supplies and Equipment ● Request for Withdrawal of Funds Form (NAF Vouchers) ● Uniform Lesson Plans

Practices

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

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

mishandling of institutional funds.

Findings	Supporting Evidence
<p>To ensure protection against the mishandling of institutional funds, proper processes and procedures are set in place for developing an annual budget at the beginning of the school year. The following procedures are in place to ensure protection against mishandling of institutional funds:</p> <ul style="list-style-type: none"> a) District budget committee (consisting of GDOE Business Office personnel, Deputy Superintendents, and Human Resources Personnel) meets to make recommendations for next fiscal year budget guidelines for all GDOE schools. b) Budget call is created for all schools in the district. Budget guidelines are posted online for public perusal. c) Teacher reclassification and staffing pattern are submitted to the GDOE Human Resources Division. Teachers, staff, and stakeholders are also consulted regarding their instructional needs for the annual school year budget. d) Completed budget packets are presented to the Superintendent of Education and Guam Education Board for approval. e) Final budget adjustments are made, reviewed, and certified by the Superintendent of Education. f) Superintendent of Education submits the GDOE fiscal year budget to the Guam Legislature and the Governor of Guam g) GDOE has an external audit that is conducted annually, as well as a team of internal auditors. Internal auditors conduct risk assessment, which includes input from schools (MIC) as well as provide oversight of NAF/TAF. Internal audit team may be asked to look into areas of concern. <p>FBLGMS administration, administrative officer, and clerks undergo annual Non-Appropriated Funds (NAF) and Trust Agency Funds (TAF) training to ensure that the school adheres to district guidelines and standard operating procedures regarding student funds. NAFs are</p>	<ul style="list-style-type: none"> ● Club/Organization Ledger ● School Ledger ● School Budget ● NAF Vouchers (Withdrawal) ● Student Activity Voucher Request Form (Activity Form) ● School NAF/TAF Standard Operating Procedures ● District NAF/TAF Standard Operating Procedures (Board Policy 715) ● GDOE Budget Guidelines

<p>funds generated for student organizations and use for that particular school year. Funds are generated through club or organization fundraising events (i.e., after-school food sales, themed dances, themed grams, carnival booths, car wash, community pizza nights). TAFs are funds used at the discretion of school administration to support classroom instruction, daily operations, and school improvement projects. TAFs are obtained through in-kind donations, vending machines, and inactive student club or organization accounts.</p> <p>FBLGMS faculty and staff are provided training on the processes and procedures involved in completing proper Non- Appropriated Funds (NAF) and Trust Agency Funds (TAF) forms. Training is provided by school administration during the first few weeks of every school year. Furthermore, a Money Committee is assigned to oversee the activities and expenditures of the school clubs and organizations based on the yearly updated school NAF/TAF standard operating procedures to ensure that they adhere to their constitution and budget goals. A voucher request is required for any monies that are to be withdrawn and expended for school activities. In order for monies to be disbursed, the following procedures must be adhered to:</p> <ol style="list-style-type: none"> a) Student organizations meet with designated advisors to create minutes for voucher requests. b) Voucher requests are submitted to the Money Committee. c) Money Committee meets to determine whether or not student organization requests meet their constitutional guidelines and budget goals. d) Once approved, voucher requests are given to the school cashier to disperse requested amounts. <p>Student organizations are required to complete and submit their organization's ledgers and receipts to the school treasurer.</p>	
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Facilities Conducive to Learning

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

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

Findings	Supporting Evidence
<p>Each of the sixty-nine (69) classrooms at FBLGMS is supported with adequate academic learning space, positive interior environments, and satisfactory visual reinforcements. The school’s gymnasium; band and choir rooms; cafeteria; library; main office; counseling, nurse, and CRT offices; and hallways provide students with appropriate community spaces and positive visual reinforcements for supporting high-quality learning. GDOE public schools follow specific guidelines set by the Adequate Education Act to ensure that each classroom is provided with comfortable learning atmosphere (i.e., electricity, water, air-conditioning, and basic forms of security).</p> <p>Classrooms and school grounds are clean and well maintained by GDOE custodians and Guam Cleaning Masters personnel. Through a bidding process, Yigo Mayor’s Office secures a contractor that maintains the schoolyard.</p>	<ul style="list-style-type: none"> ● Structurally-Sound Foundation (Typhoon-Proof) ● Air-Conditioners in Classrooms ● Promethean Boards Installed in 5 Classrooms and the Library ● Multimedia Projectors ● Internet and Phone Line (installed in every classroom) ● Security Cameras (Installed in Strategic Areas Around the School) ● Gated Facility

Instructional Materials and Equipment

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

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

Findings	Supporting Evidence
<p>The Guam Department of Education operates on minimal funding from the Guam Legislature. Although student textbooks are limited, teachers are provided with class sets, which may be used by all of the students within the team. Teachers are resourceful in providing the necessary learning materials by allowing students to practice note-taking and photocopying handouts or summaries to supplement student learning. Teachers also purchase supplies and equipment using personal</p>	<ul style="list-style-type: none"> ● Availability of Funds for Supplies and Equipment ● Internet Censorship Software ● Financial, Student, Administration and Information Services (FSAIS) Technicians (during school hours)

<p>funds. Furthermore, teachers are resourceful in finding free educational material on the Internet to supplement instruction (i.e. free audio readings of text, free printable practice worksheets, free educational games). Some teachers have also received resources and equipment through grants, which include IRA (International Reading Association), STEM (Science, Technology, Engineering and Math), and E-rate grants. Other resources and equipment are obtained through participation in local and national competitions, such as iRecycle; eCyber-mission; phone book roundups; Read-A-Thon; Art-A-Thon; and band and choir competitions through Guam Chamber of Commerce.</p> <p>The Learning Resource Center, located in Tiyan near the Guam Department of Education offices, also provides supplies and services, such as paper and photocopying privileges.</p> <p>To maintain Internet safety and additional technical support, the Financial, Student, Administration and Information Services (FSAIS) is available for teachers, staff, and administration to contact and seek technological advice. FSAIS is also made available for teachers and staff who seek technical assistance or maintenance of their technology tools.</p> <p>For technological instructional needs, teachers and students are provided with electronic resources that are available to the school, such as multimedia projectors, nine (9) laptop carts, iPads, ELMO equipment, and Promethean Boards installed in five (5) classrooms and the library, as well as Internet service in most classrooms.</p>	
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Qualified Personnel

A6.6. Indicator: Resources are available to hire, retain qualified personnel for all programs.

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

Findings	Supporting Evidence
FBLGMS is granted an annual school budget set	Availability of funds or human resources

<p>by the Guam Department of Education and approved by the Guam legislature. The budget provides appropriate staffing to meet the needs of the student population. Due to financial constraints of GDOE, all public schools must accept the challenge of operating safe schools with limited school aides employed at individual job sites. According to the “Americas, Guam, & Puerto Rico School Level Staffing Standards – Unit School 1 of 3 School Year 2016-2017” (<i>taken from the Internet on School Staffing Patterns</i>), there should be at least 7 school aides employed on the campus. FBLGMS currently employs four (4) school aides. Nevertheless, teachers help keep the school safe by monitoring hallway traffic between classes, in the morning, prep times, and after school.</p> <p>GDOE system consists of teachers who are certified and highly qualified to teach. All GDOE teachers are required to meet proper teaching certification requirements, or must be in the process towards full certification, in order to stay employed as a professional educator. FBLGMS employs 64 certified, limited-term, and contract teachers, with one (1) who has a doctorate degree and 31 with master’s degrees. GDOE Mentor Program supports new teachers by helping orient them to the school community and to teaching, which impacts teacher retention. (<i>SAP Goal IB, A.S.#7; Goal IIB, A.S.#5</i>)</p>	
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**ACS WASC Category A. Organization:
Summary, Strengths, and Growth Areas**

Summary (including comments about the student learning needs):

FBLGMS has clearly stated Mission, Vision, Motto, Five Expectation, and Schoolwide Learner Outcomes that are advocated by the administrators, faculty, staff, students, and parents. The school’s curriculum, academic standards, and the Schoolwide Learner Outcomes further define the School Action Plan, guided by the Guam Department of Education State Strategic Plan. During PLCs and TLCs, regular review and evaluation of the action steps contained in the School Action Plan are discussed while student outcome data is analyzed to determine the plan’s effectiveness.

The school’s programs and operations are aligned with district-wide initiatives, Guam

Education Board's policies, and GDOE's rules, regulations, and procedures. The school's Character Education program and application of instructional strategies, such as CITW (*Classroom Instruction That Works*), The Big 8 Literacy Strategies, 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. (*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*)

The school leadership team consisting of content area and interdisciplinary team teachers and staff make decisions that focus on the Schoolwide Learner Outcomes and student achievement. The School Action Plan, which is collaboratively developed by school leadership, faculty, and staff, is driven by the student learner needs and motivated by the accountability held by the school community. Resources allocated to the school are prioritized in order to accomplish the objectives and support the implementation of the School Action Plan.

FBLGMS employs qualified faculty and staff that are committed to the school's Mission, Vision, Schoolwide Learner Outcomes, Five Expectations, and the implementation of the School Action Plan. In the beginning of each school year, all faculty and staff are trained in the standard operating procedures, personnel policies, and preparation processes to ensure student safety and academic/behavioral achievement. All faculty members are assigned into interdisciplinary teams where more experienced teachers mentor novice teachers and provide appropriate orientation of their responsibilities that guides quality student learning and teaching. FBLGMS has strong teacher leaders trained to help facilitate professional development and build competency in the school as a learning community. However, the school needs to examine effective procedures for communicating upcoming events that ensures timely dissemination of information.

FBLGMS effectively supports professional development learning through a variety of district-wide and school-wide training sessions that teachers are required to attend. Some of the prevalent workshops that impact teaching and student performance are CITW (*Classroom Instruction That Works*), The Big 8 Literacy Strategies, SIOP (Sheltered Instruction Observation Protocol) Model, and Differentiated Instruction strategies. As teachers apply strategies that stem from the professional development workshops, students display awareness of the lessons' objectives (through "I CAN" statements), demonstrate growth in their Common Formative/Summative Assessments, excel in Advanced Math and Advanced Science (Robotics) classes, participate in Cooperative Learning groups, and exhibit understanding of Nonlinguistic Representations, Summarizing, and Note Taking skills.

Other professional development workshops for specific content area teachers are Common Core State Standards, Formative Assessments, Balanced Leadership, Learning Forward, AP/Pre-AP Summer Institutes, and STEM Institutes, just to name a few. School leadership implements effective supervision and evaluation procedures to promote professional growth through mini-observations, PTEP goals, SMART Goals, compiled learning evidence on Livebinders, uniform lesson plans, and Professional Learning Community meeting log sheets. (*SAP Goal IB, A.S.#2*) Teachers observe one another through *Learning Snapshots* and SCC Team Time Walk-Throughs promoting peer support and encouraging collegiality.

Despite limited resources, teachers continue to provide quality learning. Some of the ways teachers are involved in the school's efforts to "maximize the critical uses of limited resources and meet high standards of accountability" (GDOE State Strategic Plan, Goal #5) is through classroom instruction that avails of free Internet resources (i.e. free audio readings of text, free printable practice worksheets, free educational games); Summarizing and Note Taking (CITW) strategies during class discussions; using PowerPoint to present ideas, content, and skills; integrating technology in the lessons by the use of laptop carts, iPad class sets, or multimedia; and concurring to the process of *matriculation* during the absence of colleagues.

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

1. FBLGMS employees share the goals of providing and creating a safe learning environment while facilitating student success. All employees ensure that student safety is the school's highest priority. This unified vision provides the foundation for the school's strong camaraderie.
2. Teachers provide quality education with limited resources through innovative instructional methods.
3. Teacher leaders are actively involved in professional development and in training others to be proficient in the classroom.
4. Teachers use various forms of technology and resources (iPads, laptops, ELMO, Promethean Board, multimedia projectors, Active Expression Responders) to extend students' learning.
5. The employees of FBLGMS work to provide effective instruction, adequate resources, and a social and cultural climate in which education is celebrated and valued.
6. The school provides extensive professional development to teachers based on research proven methods. FBLGMS has provided extensive training on CITW (*Classroom Instruction That Works*), The Big 8 Literacy Strategies, and SIOP (Sheltered Instruction Observation Protocol) Model in an effort to augment teachers' instructional repertoires.
7. Teachers meet weekly during their content area and grade level PLCs to discuss student achievement data, use of various instructional strategies, proficiency scales, lesson planning, and skills alignment. With the established PLC meeting dates, teachers work collaboratively planning instruction, creating and reviewing assessments, and examining student work.

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

1. The high discipline referral rate is an indication that the current Character Education curriculum may need to be revisited. FBLGMS needs to seek other options and collaboratively discuss a character-building program that provides more consistent and effective results.

2. Parental involvement and support need to be fostered in order for school programs or initiatives to be successful. Parent accountability is a concern that should be addressed not only at the school level, but at the district level as well.
3. Although effective modes of communication are available (email, newsletters, specialized personal device apps, PowerSchool), FBLGMS needs to establish a procedure that ensures more consistent and timely in-house notifications and parental notifications.
4. FBLGMS has room to grow when it comes to the collaboration process for school-based decisions. The decision-making process needs to include more faculty and staff in order for changes to be fully supported and positively accepted. Purpose and rationale of proposed changes or revised plans needs to be clearly stated and understood by all.
5. Faculty, staff, and administration need to reevaluate the advantages and disadvantages of *matriculation* regarding student safety, instruction, and accountability. All students are a shared responsibility of the school, and supervision strategies need to be supported by all in order for the initiative to be effective.
6. The technological resources available for student use have grown significantly in the past three years; however, there is a necessity to continue improving teacher and student access to technology.



**Category B:
Standards-based Student Learning: Curriculum**

B1. CURRICULUM CRITERION – STUDENT PARTICIPATION IN A STANDARDS-BASED CURRICULUM

Current Educational Research and Thinking

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

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

Findings	Supporting Evidence
<p>Student achievement is the primary focus of FBLGMS. Teachers stay current and informed on research-based strategies. Teacher Learning Communities and Professional Learning Communities are utilized to train teachers in CITW (<i>Classroom Instruction That Works</i>), The Big 8 Literacy Strategies, SIOP (Sheltered Instruction Observation Protocol) Model, and Differentiated Instruction. These strategies are embedded in the lesson plans and continue to be a part of teachers’ repertoire of best teaching practices. During the half-day professional development in SY2014-15 to SY2015-16, each content area teachers presented to the faculty how these strategies were used in their classrooms. Evidence of continual use of these best practices can be found in Livebinders, lesson plans, SMART Goals, and student Learning Snapshots.</p> <p>In September 2015, February 2016, and August 2016, all GDOE middle school teachers attended district-wide professional development work sessions to collaborate, update, and/or revise content area curriculum maps in an effort to create a consensus map. In each Professional Learning Community, proficiency scales were designed and a record of the meetings were uploaded to Livebinders using a school-wide template. (<i>SAP Goal IA, A.S.#11; Goal IIA, A.S.#6</i>)</p>	<ul style="list-style-type: none"> ● Livebinders (including Lesson Plans with Student Work Samples) ● Professional Learning Community Attendance and Agenda ● Consensus Map

<p>FBLGMS Curriculum Leadership Team facilitated monthly Standards-Based Grading training within their respective Professional Learning Communities in preparation for the upcoming district-wide transition in student work evaluation. Lesson plans reflect the Power Standards established in the district-wide consensus maps.</p>	
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Academic Standards for Each Subject Area

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

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

Findings	Supporting Evidence
<p>FBLGMS’s Schoolwide Learner Outcomes are diverse and embody a well-balanced, globally competent learner. Teachers’ lessons, which have CITW (<i>Classroom Instruction That Works</i>), The Big 8 Literacy Strategies, SIOP (Sheltered Instruction Observation Protocol) Model, and Differentiated Instruction strategies embedded in them, endeavor to exemplify and impact the values represented in the Schoolwide Learner Outcomes.</p> <p>To further articulate Schoolwide Learner Outcomes, academic standards, and behavioral expectations for each content area, teachers create and distribute the course syllabus to all students and parents. Each course syllabus delineates content standards; evaluation processes; school and classroom procedures and rules; academic and behavioral expectations; and means of home-school communication (via email, phone calls, or notes on student planners) throughout the year. During the first weeks of the school year, FBLGMS teachers explicitly discuss each component of the course syllabus with the students and request for students and parents to read, sign, and return the</p>	<ul style="list-style-type: none"> ● Student Planners ● Marzano Lesson Plans ● <i>HAWKS Pride</i> Posters and Video (School Mission, Vision, Motto, Schoolwide Learner Outcomes, Five Expectations, and School Song) ● Behavioral Matrix Posted in Classrooms and Office Walls ● Data from School Climate Cadre (i.e., <i>High Five</i> Tickets) ● Content Area Course Syllabus with Student and Parent Signatures ● PowerSchool ● Grade Level Assembly Agenda

<p>section with signatures. Throughout the year, teachers consistently refer to the syllabus during parent meetings and in the classroom for ongoing clarification of academic and behavioral expectations for all students.</p> <p>Behavior matrices (<i>HAWKS Behavior Expectations</i>) are posted throughout the school with a list of the expected behaviors in the classrooms, restrooms, and hallways. Monthly grade level assemblies allow students to recite the school's identity (<i>HAWKS Pride</i>), which includes the school's Mission, Vision, Motto, Five Expectations, Schoolwide Learner Outcomes, and school song. In addition, the behavior matrix is found in the student planners distributed to all students. (<i>SAP Goal IIC, A.S.#1</i>)</p> <p>During Team Time, teachers review the behavioral matrix with students focusing on how to conduct themselves both in and out of the classroom. There is an expectation that the students will consider these positive behaviors throughout the school day. Students that display these learner expectations throughout the day may receive <i>High Five</i> Tickets, by which they are eligible to receive a monthly raffle prize during the monthly grade level assemblies. Each team's School Climate Cadre representative compiles all <i>High Five</i> Tickets collected each month, and the results are presented during the monthly grade level assemblies. Data from <i>High Five</i> Tickets indicates where and when good behavior was observed; who made the observation; which interdisciplinary team the student belongs to; and which Schoolwide Learner Outcomes and Five Expectation students displayed. (<i>SAP Goal VC, A.S.#2 and #4</i>)</p> <p>The School Climate Cadre is also provided with monthly PowerSchool discipline referral data, which is shared with all students during the grade level monthly assemblies.</p>	
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Congruence

B1.3. Indicator: The school has mapped/paced written curricula in all content areas that are

congruent to the academic standards and the schoolwide learner outcomes.

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

Findings	Supporting Evidence
<p>FBLGMS curriculum is guided by the Common Core State Standards (CCSS). In SY2012-2013, teachers aligned the GDOE content standards and the SAT-10 skills to the CCSS. In the spring of 2013, representatives from each grade level in math, reading, language arts, science, social studies and elective courses convened to create a district Curriculum Guide, which organized content quarterly skills to be addressed throughout the school year. All teachers were given the opportunity to review the Curriculum Guide and to provide their input prior to its adoption.</p> <p>During SY2014-2015, all the middle schools were urged to attend and participate in a district-wide professional development. (<i>SAP Goal IA, A.S.#11</i>) Teachers from each subject and grade level developed a consensus map with the intent that all grade level content area teachers impart the same quarterly skills in every school. The consensus map consists of grade level quarterly skills and, at least, three (3) <i>Power Standards</i> (based on CCSS) that should be taught and was agreed upon by the teachers.</p> <p>Respective Professional Learning Communities have designed unit plans with uniform pretest and posttest assessments to measure students' mastery of skills. Thus, teachers in each content area developed Common Formative and Summative Assessments based on the skills from the consensus map. (<i>SAP Goal IA, A.S.#4</i>) Teachers adapt their lessons and use appropriate instructional strategies to help meet the needs of all students. Students who perform below assessment standards are retaught the skills, thereby helping them to be Study Skills Masters by applying note taking skills and exhibiting good time management during their tutoring sessions. Assessment data can be found in each content area Livebinders.</p>	<ul style="list-style-type: none"> ● Consensus Maps ● District-Wide Curriculum Guide ● Common Formative Assessments (Pre- and Posttests) ● Common Summative Assessments (with Student Results and Data in Content Area Livebinders) ● Professional Learning Community Attendance Sheets ● District-Wide Professional Development Attendance Logs ● Unit/Lesson Plans ● Livebinders

<p>With assessments, teachers conduct data analysis. Data analysis provides a snapshot of what students know, what they should know, and what can be done to meet their academic needs. With appropriate analysis, teachers of FBLGMS make informed decisions that positively affect student outcomes.</p>	
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Student Work – Classroom Learning Targets

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

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

Findings	Supporting Evidence
<p>The Common Core State Standards and GDOE Content Standards guide teachers’ curricula and lesson plans. Formative and summative assessment data direct teachers with their lesson planning and delivery. Interventions and supplemental activities are based on individual student mastery. Assessment tools guide in creating lessons for the school year and ensure that all students become High Level Thinkers and Study Skills Masters.</p> <p>During SY2015-2016, FBLGMS created a Curriculum Leadership Team (CLT) consisting of one (1) teacher per content area to attend Robert J. Marzano’s educational research and theory training sessions. The cadre was tasked with sharing the training sessions’ information with their colleagues, while individual cadre teacher presented the training modules to their respective content area Professional Learning Community (PLC) as an introduction to standards-based grading. A complete record of the training attendance is available from the CLT teacher.</p> <p>During the district-wide professional development held in February 2016, teachers from each grade level created proficiency scales for quarterly skills</p>	<ul style="list-style-type: none"> ● Marzano Lesson Plans ● Livebinders ● Curriculum Leadership Team Training Attendance ● Professional Learning Community Log Sheet ● Proficiency Scales ● Peer Observations ● Professional Development Attendance Sheets

<p>taught. The proficiency scales were based on each PLC’s consensus map and consisted of student-friendly performance indicators phrased with “I can...” statements that identify quarterly objectives. The scales were also modeled after Marzano’s sample proficiency scales. The goal of each scale is for students to score a 3.0 to demonstrate mastery in skills taught. Appendix C contains a sample proficiency scale chart corresponding with a percentage grade scale. The chart was shared with all FBLGMS teachers, and many have opted to use it in their classroom and curriculum.</p> <p>Currently at FBLGMS, proficiency scales are being developed and revised within the school’s Professional Learning Community meetings. Student work samples are used as anchor papers to determine levels of difficulty and how to assess student-learning evidence based on given proficiency scales. Examination of student work samples will ensure that proficiency scales are consistent among all teachers, which will be the foundation of Standards-Based Grading. In SY2016-2017, the school’s Curriculum Leadership Team is required to fully implement Standards-Based Grading within their classroom. They will also facilitate in further trainings that would assist the school with the full implementation in SY2019-2020.</p>	
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Accessibility of All Students to Curriculum

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

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

Findings	Supporting Evidence
<p>The district’s curriculum and consensus maps provide a guaranteed and viable curriculum. These maps provide consistency of instruction in all schools by guiding all Guam Department of Education teachers from each grade level and content area to impart the same</p>	<ul style="list-style-type: none"> ● District Curriculum Maps ● Content Area Consensus Maps ● Summative Assessment Pretest and Posttest Scores ● Quarterly Common Formative

<p>quarterly skills across the district. FBLGMS teachers are also continually developing and completing proficiency scales that will lead into Standards-Based Grading.</p> <p>English as a Second Language (ESL) students and learners with special needs (SPED) also have access to a rigorous, relevant, and coherent curriculum. These students are provided with additional educational services, such as different approaches to teaching, the use of technology, and differentiated instruction whether they are in sheltered classrooms, resource room, or mainstreamed in general education classes. Likewise, students who have intellectual giftedness are placed in Advanced Math classes per grade level and Advanced Science (Robotics) in the eighth grade. Honor Band and Honor Choir are also available for students who have enhanced interests and abilities in music. FBLGMS is in the process of identifying and providing advanced or accelerated curriculum for the other content areas.</p> <p>FBLGMS teachers participate in peer observations, called “<i>Learning Snapshots</i>.” This process allows teachers to visit colleagues’ classrooms, from the same content area and/or other content areas, to enhance pedagogy and to observe various instructional practices for professional growth and improvement. In addition, FBLGMS administration conducts mini-observations, approximately six (6) times a year, to provide feedback to teachers regarding their Professional Teacher Evaluation Program (PTEP) goals determined at the beginning of the school year.</p> <p>FBLGMS teachers administer pretest and posttest Common Formative Assessments (CFAs) in each grade level content area. The results from these assessments measure student learning and growth.</p> <p>By utilizing curriculum and consensus maps, developing proficiency scales, participating in peer observation <i>Learning Snapshots</i>, being informally observed by administration, and administering pre- and post- CFAs, FBLGMS teachers are able to facilitate and provide opportunities for success of all students.</p>	<p>Assessments (for Grade Level and Content Area) Pretest and Posttest Scores</p> <ul style="list-style-type: none"> ● Administration Mini-Observation Feedback ● <i>Learning Snapshots</i> ● Completed Proficiency Scales
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Integration Among Disciplines

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

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

Findings	Supporting Evidence
<p>In order to streamline writing development across the curriculum at FBLGMS, the language arts department developed a uniform writing rubric that can be applied to most subject areas. (SAP Goal IA, A.S.#3) The writing rubric is comprised of five (5) traits: Focus/Details, Organization, Word Choice, Voice, and Structure/Grammar. These traits are ranked on a scale of 1 to 4, with 4 being the highest and 1, the lowest. All teachers have access to the writing rubric, which can be utilized for assessing written essays, reports, Bell Work, or other writing prompts and assignments. Before submission of the assignment, students may use the writing rubric as a guide to review and edit written work. (SAP Goal IA, A.S.#3)</p> <p>During school-site Professional Development days, FBLGMS teachers were introduced to CITW (<i>Classroom Instruction That Works</i>), The Big 8 Literacy Strategies, SIOP (Sheltered Instruction Observation Protocol) Model, and Differentiated Instruction strategies. These approaches encompass reading and writing across the curriculum. An example of The Big 8 Literacy Strategies incorporates <i>Write to Learn</i>, which involves students writing about a topic in summary form or use of Quick Write (when students are given a short period of time to respond to an open-ended question or prompt posed by the teacher). An example of Classroom Instruction That Works incorporates <i>Summarizing and Note Taking</i>.</p> <p>During Team Time, math and literacy based lessons contribute to students and teachers integrating curriculum into character development. Reading about various topics from story problems and solving real-world situations allow students to make connections among disciplines. Students also discuss in small groups how to solve the problems (Accomplished Communicators and Worthwhile Contributors) practice comprehension and computational skills in order</p>	<ul style="list-style-type: none"> ● Uniform Writing Rubric ● Livebinders ● Marzano Lesson Plans ● Annual Chamorro Carnival Plans and Schedules ● Team Fieldtrips with Lesson Plans ● Team Time Plans with Math and Literacy-Based Lessons ● Professional Development Day Agenda ● Student Work Samples

<p>to be High Level Thinkers.</p> <p>FBLGMS teachers offer intrinsic and extrinsic motivators. A great number of students are motivated with rewards such as educational fieldtrips. Teams integrate interdisciplinary lessons through the use of fieldtrips or special events. Fieldtrips require the submission of integrated lesson plans from each content area. Within these lesson plans, each content area teacher details the student learning objectives and goals that are met through the field trip experiences.</p> <p>Special events, such as Chamorro Month or <i>Mes Chamorro</i>, integrate Guam’s culture, legends, and language among disciplines. One of the culminating activities is the Chamorro carnival. During the carnival, interdisciplinary teams participate by showcasing an aspect in their content area lesson and incorporating one or more characteristics of the Chamorro culture within their displays or artifacts.</p>	
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Curricular Development, Evaluation, and Revisions

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

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

Findings	Supporting Evidence
<p>Every school year the faculty reviewed the SAT-10 results in order to evaluate the effectiveness of its curriculum. However, since the district shifted to administering the ACT Aspire and Standards Based Assessment as its district-wide assessment system in SY2014-15, not all results are available in a timely manner or contain specific content skills to help monitor individual student growth and determine areas in need of improvement. Students receive an individual profile report of their test results that show students’ college readiness levels of <i>Exceeding, Ready, Close, or In Need of Support</i>.</p>	<ul style="list-style-type: none"> ● Student Score Sheets ● Summative Assessment Pretests and Posttests ● Common Formative Assessments ● Assessments’ Item Analysis ● Common Formative and Summative Assessment Results Uploaded into Livebinders

<p>These benchmarks are aligned with the existing ACT College Readiness Benchmarks.</p> <p>In previous years, FBLGMS presented the results of the district-wide assessments during Parent-Teacher Organization meetings; however, not many parents were present. Currently, parents receive copies of individual student's assessment reports. Other information regarding district-wide assessment results is published in local newspapers.</p> <p>Each content area develops and administers a common summative pretest to all students at the beginning of the school year. The summative assessment is comprised of the skills that the students will be learning throughout the school year. At the end of the year, the posttest is given and teachers analyze data results. The reading and math departments administer norm-referenced diagnostic assessments: the Gates-MacGinitie and Wide Range Achievement Test, 4th Edition (WRAT-4). Pretest results are disaggregated, analyzed, and charted. At the end of each year, the posttest is given and the results are further interpreted and used for curriculum planning, revision, or modification.</p> <p>Each content area also includes Common Formative Assessments (CFAs). The CFAs are more frequent and provide immediate feedback than summative tests. Teachers use CFA data result along with other classroom activities and assignments to determine if a student has mastered taught skills. Based on data results, the teacher may also decide what interventions are appropriate or needed.</p>	
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Articulation and Follow-up Studies

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

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

Findings	Supporting Evidence
<p>Middle school teachers participate in island-wide Professional Development (PD) sessions. PDs have been used to discuss the content area consensus maps, curriculum guides, summative assessments, and proficiency scales. Starting SY2016-2017, teachers have agreed that curriculum should not only align horizontally, but vertically as well, in order to establish scaffolding of one skill to another, from one grade level to the next.</p> <p>Currently, there is no existing formal process to organize follow-up studies of students as they progress from middle to high school or college. The University of Guam administers placement tests in English and math, which is able to indicate the number of students who place above or below college level benchmarks; however, schools are not provided with results for tracking student scores. FBLGMS should consider pursuing former students' high school district-wide assessment or college placement results and examine the effectiveness of the curricular program based on student outcomes.</p>	<ul style="list-style-type: none"> ● Professional Development Attendance Log Sheets ● Consensus Maps ● Curriculum Guides ● School-Based or District-Wide Professional Development Agenda and Attendance Sheets

B2. CURRICULUM CRITERION – PLANNING AND MONITORING STUDENT LEARNING PLANS

Variety of Programs – Full Range of Choices

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

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

Findings	Supporting Evidence
<p>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</p>	<ul style="list-style-type: none"> ● Marzano Lesson Plans ● Livebinders ● Islandwide Music Competitions' Participation Listing

<p>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 and culture courses. FBLGMS offers Advanced Math for all grade levels and Advanced Science, Robotics in the 8th grade for students who meet the criteria. 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:</p> <ul style="list-style-type: none"> • Band • Jazz Band • Honor Band • Choir • Honor Choir • Business/Marketing • Journalism • Art • Home Economics/Sewing • Career Education <p>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. A number of school administration, faculty, and staff have been former students of FBLGMS, which may suggest that the school promotes career areas in the field of education.</p> <p>The school curriculum prepares and allows students to participate and explore the opportunities for academic competition and events, such as the Annual Science Fair, Family Math Night, Academic Challenge Bowl, 4-H Club (agriculture), WAVE Club (tourism), LEO Club Camp-Out (humanitarian), Chamorro chant group (Famagu'on Lalai), the Scripps-Howard Spelling Bee, island-wide music competitions, annual Youth for Youth Conference (counseling), and the National Junior Honor Society Leadership Conference, just to name a few.</p>	<ul style="list-style-type: none"> • Attendance Listing of Islandwide Annual Science Seminars for Students • Academic Challenge Bowl Participation List • Enrollment Listing in Marketing, Journalism, Visual Arts, Honor/Jazz Band, Honor Choir, Advanced Math, Business Math, Science, and Consumer Family Sciences (Sewing/Cooking) • Participation Listing in Academic Challenge Bowl, Spelling Bee, Science Fair, Interscholastic Sports, Membership Listing for 4-H Club (Agriculture), Chamorro Chant Group (Language and Culture), WAVE Club (Tourism), Leo Club Camp-Out (Humanitarian), Youth for Youth Conference (Counseling), National Junior Honor Society (Leadership), Student Body Association (Politics) • Islandwide Music Competitions' Participation Listing
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<p>Moreover, 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 SY2016-17, the grade level counselors are organizing and reviving a Career Day that had been a part of FBLGMS's efforts to create awareness by exposing students to career options.</p> <p>Within interdisciplinary teams in SY2014-15 and SY2015-16, engineers from Guam Contractor's Association and GHD (a professional services company operating in the global markets of water, energy and resources, environment, property and buildings, and transportation) presented to students regarding job descriptions and qualifications, while demonstrating simulated activities for hands-on experiences.</p>	
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Student-Parent-Staff Collaboration

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

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

Findings	Supporting Evidence
<p>FBLGMS takes an active role in monitoring a student's personal learning plan. Counselors, administration, parents, and teachers continually work together in ensuring that all students will complete middle school required courses, including several elective courses that students take based on their interests. Students' individual learning plans are also dependent on parent requests for certain electives. FBLGMS ensures that interdisciplinary teams and content area teachers meet regularly to discuss students' performance, as well as teaching methods used in the classroom. In each classroom, teachers are mindful of how students' abilities affect their learning.</p>	<ul style="list-style-type: none"> ● Parent-Teacher Organization Meetings' Attendance and Announcements (Emails and School Newsletters) ● Mid-Quarter Progress and Quarterly Report Cards ● PowerSchool Parent and Student Portal Access Registration ● Individualized Education Program (IEP) Meeting Attendance and Documents ● Team Meeting Minutes ● Intervention Records or Parent Contact Log Sheets

Counselors identify *at-risk* students who are consistently failing core content classes. These students are provided with a notice of their academic status and closely monitored by teachers and counselors. For students who are observed to experience significant academic and/or social/emotional difficulties after all efforts of intervention are exhausted, they may be referred to the Child Study Team (CST) for an evaluation by submitting a written request to the Consulting Resource Teachers (CRTs) and the district. After review of relevant data, series of assessments, and observations, a child may be eligible to receive special education and related services specified in the child's Individualized Education Program (IEP). The IEP describes a child's specific instructional needs and includes detailed and measurable annual goals and short-term objectives or benchmarks.

Teams also conduct individualized parent-teacher conferences to discuss specific academic and behavior issues of identified students who are not eligible to receive special education or related services. (*SAP Goal IIB, Action A.S.#2*) These conferences address students' individual needs, and counselors provide steady academic guidance as a method of intervention. Guidance counselors provide behavior or academic contracts where teachers sign for each period that the student attends and behaves. Students are also given opportunities for lunchtime tutoring by individual teachers, WestCare Pacific services, or the school's teacher assistants.

Parents have opportunities to monitor their child's grades through mid-quarter progress reports and quarterly report cards with Parent-Teacher Conferences scheduled twice a year. (*SAP Goal IIB, A.S.#2*) Parents are also encouraged to meet with their child's teachers upon request. In addition to face-to-face meetings, PowerSchool's parent portal provides access for online communication along with teachers' email addresses readily available at the GDOE website. (*SAP Goal IIC, A.S.#4*) Parents are also informed about Parent-Teacher Organization (PTO) meetings through email or notes sent home with students. (*SAP Goal IIC,*

A.S.#3)	
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Monitoring/Changing Student Plans

B2.3. Indicator: The school implements processes for monitoring and making appropriate changes in students’ personal learning plans (e.g., classes and programs) and regularly evaluates them.

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

Findings	Supporting Evidence
<p>FBLGMS math department has been offering Advanced Math classes for the past five (5) years. Upon entering 6th grade, all students are administered the WRAT-4 and are placed in 6th grade Advanced Math class if their grade equivalency result is above grade level. At the end of each year, all students are administered the WRAT-4 posttest to determine enrollment for the next grade level’s Advanced Math class. By the time they reach 8th grade, advanced students are enrolled in Algebra I. Based on district-wide assessment results, however, there is a great need for students to improve in math.</p> <p>Students also have the opportunity to enroll in Advanced Science in the 8th grade upon meeting set criteria. The Advanced Science class exposes students to STEM (Science, Technology, Engineering, and Math) integrated curriculum and instruction with a focus on robotics. Students who were previously in the Gifted and Talented Education (GATE) program have the opportunity to take Robotics. Students who are interested and have good academic standing may also enroll.</p> <p>FBLGMS needs to examine the implementation of the Response to Intervention (RTI) program that helps the school with early identification and supports students with learning and behavioral needs by monitoring and making appropriate changes in students’ personal learning plans. Students who continue to fail one or more classes due to lack of responsibility or motivation to submit required work are given Homework</p>	<ul style="list-style-type: none"> ● Student Schedules ● WRAT-4 Results ● Robotics Curriculum ● Common Formative Assessments ● Summative Assessments ● Present Level of Academic Achievement and Functional Performance (PLAAFP) Statements ● Individualized Educational Plans ● Student Consultation Forms ● Behavior Management Plans ● Marzano Lesson Plans ● CITW (<i>Classroom Instruction That Works</i>), The Big 8 Literacy Strategies, and SIOP (Sheltered Instruction Observation Protocol) Model Strategies Implementation Documents ● Homework Contracts

<p>Contracts to be signed daily by each class period's teacher and parents. When students show improvement and independently submits work, they may no longer need daily Homework Contracts.</p> <p>For SY2015-16, all Team Time teachers will be incorporating math and literacy skills once a week with materials provided by the SCC team.</p>	
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Transitions

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

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

Findings	Supporting Evidence
<p>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. The aim of the SY2016-2017 professional development days is to not only align content area curriculum horizontally, but also vertically. Aligning the curriculum vertically will improve the transition for students from one grade level to the next and from middle school into high school.</p> <p>Math and science teachers both offer advanced classes for their students in order to help prepare them for higher educational level and post-high school options with ease. The science department is considering offering 6th and 7th grade advanced classes, which will focus on green-STEM. The reading department proposes that an advanced reading and remedial reading classes be offered, as well.</p> <p>Teachers continue to apply the CITW (<i>Classroom Instruction That Works</i>), The Big 8 Literacy Strategies, SIOP (Sheltered Instruction Observation Protocol) Model, and Differentiated</p>	<ul style="list-style-type: none"> ● Gates-MacGinitie Pretest and Posttest Scores ● WRAT-4 Pretest and Posttest Scores ● Curriculum Maps ● Lesson/Unit Plans ● Homework Contracts ● CITW (<i>Classroom Instruction That Works</i>), The Big 8 Literacy Strategies, SIOP (Sheltered Instruction Observation Protocol) Model, and Differentiated Instruction Strategies Implementation Plans

<p>Instruction strategies in students’ learning goals. Although there still may be a large number of students performing below the national proficiency level, data from Gates-MacGinitie and WRAT-4 assessments shows that most student cohorts indicate a gradual increase in academic performance in reading and math from 6th to 8th grade at FBLGMS. Interventions for at-risk students are provided within each team, such as lunchtime tutoring in the classrooms; Homework Contracts; student planner as means of daily communication with parents; parent-teacher team meetings; referral to counselors for one-on-one sessions; and established student work accountability based on learning difficulties. In SY2015-16, teachers were provided with teacher assistants’ support in the classrooms as a means of intervention by having them assist in tutoring at-risk students.</p>	
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B3. CURRICULUM CRITERION – MEETING ALL CURRICULAR REQUIREMENTS

Real World Applications – Curriculum

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

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

Findings	Supporting Evidence
<p>At FBLGMS, all courses provide students with exposure to real-world opportunities through teacher-designed classroom activities that are aligned with the school curriculum and/or schoolwide expectations. To train students with technology skills, the school is equipped with nine (9) laptop carts containing laptops or iPads. These nine (9) laptop carts are accompanied with portable routers, which make internet connection available for each student to use in the classroom. With this resource, students have access to world news information—conducive for research, presentation tools (PowerPoint, Prezi, etc.), word processing applications, and virtual group interaction. Having technology available helps</p>	<ul style="list-style-type: none"> ● HAWKS Day at the Mall Participation ● Youth for Youth Conference Attendees ● Membership Listing for 4-H Club, WAVE Club, Leo Club, Yearbook Club, Bible Club, Chess Club, NJHS, Anime Club, Academic Challenge Bowl ● Nine (9) Laptop Carts Grant Reports

students with career and college readiness.

FBLGMS also provides students a variety of schoolwide activities, which encourage them to share and learn from each other's accomplishments, abilities, skills, and talents. Schoolwide activities that display and demonstrate students' abilities and help embrace all cultures and talents include HAWKS Day at the Mall, Chamorro Month, School Talent Shows, Annual Science Fair, and the Robotics Fair. In addition, FBLGMS student clubs interact with other schools and outside organizations that support student activities. These relations allow opportunities for students to be aware of and be exposed to other real world interactions. Such clubs or activities include WAVE Club (with Guam Visitors' Bureau), LEO Club (with Guam Chapter Lions' Club), National Junior Honor Society, Spelling Bee, and the Academic Challenge Bowl.

The school's Mission is, *to respond to the unique needs of our students*, which entails the school establishment to provide a variety of elective courses, such as Jazz Band, Advanced Band, Home Economics, and Art. If elective classrooms are not filled to capacity, a student who is interested in the course may request for a counselor to accommodate them. In addition to electives, several clubs and organizations are available to provide for the unique needs and interests of students outside of required school courses. These clubs and organizations also offer opportunities for groups of students with common interests to participate and be **Worthwhile Contributors** by joining a variety of specialized clubs, such as 4H Club, Bible Club, Leo Club, Yearbook Club, Chess Club, Anime Club, Combo Band, and WAVE Club. These clubs provide a learning environment to expand on students' interest.

Currently, all teachers confer with one another, either through content area departments or grade level teams, to determine if students' interests are identified and addressed through Professional Learning Communities. (*SAP Goal IA, A.S.#6*) Teachers use PLCs to collaborate on different strategies to maximize the delivery of information

<p>to each student.</p> <p>Teacher-designed uniform lesson plans incorporate and embed the Schoolwide Learner Outcomes and Common Core State Standards' different levels of rigor to address student academic and behavioral needs at FBLGMS. Uniform lesson plans for educational field trips to a variety of locations reflect all core content courses' skills and curriculum standards. Uniform lesson plans of elective courses, such as art, music, and career education may also be included and applied. This practice ensures exploring areas of students' individual interest and potential. Lesson plans prepared by all courses are also formatted in the same manner, providing guaranteed and viable curriculum to all FBLGMS students.</p>	
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Meeting Graduation Requirements (or end of grade span requirements)

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

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

Findings	Supporting Evidence
<p>FBLGMS partnered with the Guam Community College (GCC). Students from GCC have provided tutoring sessions during student lunch hours. Tutors assisted in the following subject areas: math, reading, science, social studies, and language arts. In SY2015-16, 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.</p> <p>Extracurricular programs and activities, such as Academic Challenge Bowl (reviewing content area knowledge); Annual Science Fair (generating and testing hypotheses); eCybermission competition (applying technology); peer tutoring with National Junior Honor Society (communicating); STEM (Science, Technology, Engineering, and Math), aqua-ponics, and Robotics programs; Geography</p>	<ul style="list-style-type: none"> ● Tutoring Service Attendance Listing (1:1 Assistance and Group Guidance) ● AIMSweb Data ● WRAT-4 Student Scores ● Gates-MacGinitie Tests Student Scores ● Extracurricular Program and Activity Participation Listing ● Teacher Assistants' Tutorial Log Sheets ● Lunchtime Tutoring Attendance Sheets

<p>Bee (reviewing world facts); Spelling Bee; 4-H Club (exploring agricultural benefits); and Career Day (discovering career options) also give students opportunities to obtain academic support in preparation for graduation or end of grade span requirements.</p> <p>Teachers at FBLGMS provide individualized tutoring sessions, as needed. Students may choose to participate during the morning or lunchtime tutoring. Teachers in specific content areas closely monitor student progress through series of diagnostic tests, such as the Gates-MacGinitie Tests for reading and WRAT-4 for math. AIMSweb universal screening, progress monitoring, and data management system is also used to support language arts, math, and reading efforts to provide necessary intervention measures and improve students' rate of improvement. Data collected identifies the school's critical learner needs and helps determine appropriate student learning plans for progress.</p>	
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**ACS WASC Category B. Standards-based Student Learning: Curriculum:
Summary, Strengths, and Growth Areas**

<p>Summary (including comments about the student learning needs):</p>
<p>Common Core State Standards guide instruction at FBLGMS. The curriculum guides and maps have been aligned to these standards. Content areas have Power Standards that are emphasized each quarter. These guides and maps guarantee that students are exposed to a rigorous, relevant, and coherent curriculum across all programs. To align the curriculum even further, the district is in the process of developing content area proficiency scales. The completion of these scales is necessary as the district transitions into Standards-Based Grading.</p> <p>There are guidelines that middle school students adhere to for promotion into the high school. Along with the core content areas (language arts, reading, math, science, and social studies), students must also take physical education, health, and Chamorro studies. There are also advanced classes in math and science for students who meet the requirements. In addition, FBLGMS offers a variety of elective courses that reflect students' interests, which provides opportunity for honing talents, abilities, and skills and exploring students' areas of individual potential. Additionally, there are clubs for specific disciplines that cultivate lifelong learning skills, such as National Junior Honor Society, 4-H Club, and Student Body Association, to name a few.</p>

Teachers within similar grade levels administer the Common Formative and Summative Assessments to all students. These tests, along with other classroom observations and interventions, are indications of student achievement and mastery of skills.

FBLGMS strives to continually train teachers regarding current and research-based strategies. Teacher Learning communities and content area PLCs are dedicated to engage teachers in CITW (*Classroom Instruction That Works*), The Big 8 Literacy Strategies, and SIOP (Sheltered Instruction Observation Protocol) Model strategies, including Differentiated Instruction methods. These strategies and methods are embedded in the uniform lesson plan and have become a part of teachers' repertoire of instructional processes and approaches.

Category B: Curriculum: Areas of Strength

1. Teachers at FBLGMS utilize the curriculum map and guide agreed upon during district-wide professional developments. Lesson plans incorporate the Power Standards that should be taught each quarter. This ensures that the school provides guaranteed and viable curriculum.
2. There is teacher collaboration in developing proficiency scales, not only at the school level but also as a district. These proficiency scales are necessary as the district transitions into Standards-Based Grading.
3. Teacher Learning Communities and Professional Learning Communities have been focused to continually inform teachers of current instructional theories and trends, best practices, and research-based strategies.
4. Teachers are trained and highly encouraged to apply CITW (*Classroom Instruction That Works*), The Big 8 Literacy Strategies, and SIOP (Sheltered Instruction Observation Protocol) Model, including Differentiated Instruction methods, in the classroom. These strategies and methods are embedded in the uniform lesson plans and have become an integral part of teachers' repertoire of instructional processes and approaches.
5. In addition to the curriculum maps, the use of Common Formative and Summative assessments, along with other classroom observations and evaluation processes are the guiding influence to ensure that students are achieving and mastering skills taught. (*SAP Goal IA, A.S.#4*)
6. Consistent mid-quarter progress and quarter report cards given to parents and students assist in developing, monitoring, and making appropriate changes in students' personal learning plans to affirm student growth and to respond to their unique needs. (*SAP Goal IC, A.S.#6; Goal IIA, A.S.#2 and #3; Goal IIIA, A.S.#2*)
7. FBLGMS offers a variety of exploratory courses, such as Honor Band to Marketing, to assist students with their individual learning plans. There are also courses, such as Advanced Math and Advanced Science Robotics for students who meet the criteria. FBLGMS also creates opportunities for clubs and organizations to cater to students' interests.

Category B: Curriculum: Areas of Growth

1. Although there are advanced placement courses for math and science, FBLGMS need to

examine and consider Pre-AP courses for students in other subjects who score above grade level or remedial classes for those who score below grade level.

2. Every school year, the faculty reviews the results of the district-wide assessments. However, SY2015-2016 SBA results are not available for review in a timely manner due to procurement issues. Reporting systems, since the district replaced SAT-10 with ACT Aspire, are currently not able to provide specific content skills that determine students' areas of growth.
3. Students are given their individual ACT Aspire and SBA results upon availability, but parents also need to be informed about interpreting student results through effective communication with the school. Although training is continually provided and made available by the district for all stakeholders to understand and to interpret DWA results, there have been a low number of parents who attend the meetings.
4. Currently, there is no formal process in place used as follow-up studies for students who have left middle school. FBLGMS may need to examine means to track the students who proceed to high school, attend college or other post-high school options in order to regularly evaluate the effectiveness of the strategies and programs at FBLGMS.



**Category C:
Standards-based Student Learning: Instruction**

**C1. INSTRUCTION CRITERION – STUDENT ACCESS TO LEARNING
*Differentiation of Instruction***

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

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

Findings	Supporting Evidence
<p>A wide range of research-based teaching strategies, CITW (<i>Classroom Instruction That Works</i>), The Big 8 Literacy Strategies, SIOP (Sheltered Instruction Observation Protocol) Model, and Differentiated Instruction, are utilized in daily instruction as evidenced in all lesson plans, LiveBinders, and student Learning Snapshots. Currently, FBLGMS uses a uniform lesson plan format that addresses learning objectives for simpler target and advanced content. (<i>SAP Goal IA, A.S.#7</i>) Teachers are able to provide activities for learners with difficulties and enrichment activities that challenge the advanced learners in the classrooms. Although FBLGMS does not have specialized programs currently in place for content areas other than math and science, the school is able to satisfy all levels of learning in individual classes.</p> <p>Gifted/Proficient students are given unique experiences through Honor Choir, Honor Band, and Jazz Band, which allow gifted students other channels to showcase their talents and abilities. The school-wide Annual Science Fair encourages students who are interested in the fields of science.</p> <p>Multicultural relevant lessons encapsulate the unique and different cultures of Guam at FBLGMS through lesson plans and activities that embrace culture.</p> <p>Teachers are able to incorporate technology since</p>	<ul style="list-style-type: none"> ● Shared Learning Snapshots of Differentiated Instruction ● FESTPAC (Festival of the Pacific Arts) Participation ● Signed Technology User Agreements ● Cooperative Learning Groups ● Guest Speakers ● Field Trip Lesson Plans ● CITW (<i>Classroom Instruction That Works</i>), The Big 8 Literacy Strategies, SIOP (Sheltered Instruction Observation Protocol) Model, and Differentiated Instruction Implementation Plans ● Livebinders ● Advanced Math Classes for all Grade Levels ● Advanced Science (Robotics) in the 8th Grade ● Honor Choir, Honor Band, Jazz Band, Academic Challenge Bowl (ACB) ● Team Time Lessons ● SMART Goals ● <i>Learning Snapshots</i> ● A-B-C Lesson Plans ● School Safety Survey (Parents, Teacher, and Student)

the acquisition of a class set of thirty (30) laptops in a cart, nine (9) laptop carts, document cameras (ELMOs), projectors, and Promethean Boards. Students are able to learn simple computer operations and programs, such as Microsoft Word and PowerPoint. Students may complete research tasks, utilize online presentation tools, and access educational websites through the school's internet connection supported by FSAIS (Financial, Student and Administrative Information Systems). Each of the laptop carts is also accompanied with a wireless router.

As an interdisciplinary team, teachers create SMART goals to address student behavior and academic success. (*SAP Goal IB, A.S.#8*) During a team's weekly Professional Learning Community meeting, interdisciplinary teams are able to discuss the SMART goals they set forth at the start of the new school year. (*SAP Goal IB, A.S.#8*) Students' and/or the teams' unique needs are addressed. The team may decide if a Child Study Team needs to be established, should a learner need an Individualized Education Plan or an English as a Second Language curriculum. Through behavior data, teams may discuss implementing interventions to address behavioral concerns for the whole interdisciplinary team or for an individual student.

FBLGMS has a Curriculum Leadership Team that will be piloting Standards-Based Grading. The school, as a whole, will be implementing Standards-Based Grading, which includes utilization of Proficiency Scales. Proficiency Scales focus on all levels of student learning, from students that are emergent, proficient, or advanced. The Proficiency Scales offer leveled activities that satisfy all learning levels.

All students are participating in a Character Education program, known as Team Time, which utilizes PBIS as a framework. School Climate Cadre (SCC) representatives from each team and grade level create and revise A-B-C (Activities that Build Character) lesson plans that teach the monthly Character Education theme. (*SAP Goal VB, A.S.#2*) The SCC reviews monthly discipline

<p>data to make decisions regarding the Character Education lesson plans and monthly activities. Teachers utilize research-based strategies. Guest speakers share their knowledge about common issues affecting students as a way for students to find solutions. At the end of each quarter, students are evaluated in Character Education, using a standard rubric that was developed based on the Schoolwide Learner Outcomes. Student grades are entered in PowerSchool and included in the quarterly report cards. <i>(SAP Goal IIC, A.S.#4)</i></p>	
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Student Understanding of Performance Levels

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

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

Findings	Supporting Evidence
<p>Middle school district-wide Professional Developments enable teachers to collaborate, not just in their respective schools, but also across the district to create their consensus maps. Teachers use the consensus maps and curriculum guides that are comprised of the big ideas and standards taught each quarter. <i>(SAP Goal IA, A.S.#11)</i></p> <p>Teachers create uniform formatted lesson plans in which goals, objectives, instructional strategies, and the Schoolwide Learner Outcomes are articulated prior to every lesson taught. The objectives are expressed in student-friendly words, “I Can” statements, which are posted in the classroom. The Schoolwide Learner Outcomes are posted in the classrooms, as well.</p> <p>Selected teachers from each content area formed the Curriculum Leadership Team. They attended Robert J. Marzano’s trainings and are currently using proficiency scales in their classes. Lessons are designed to meet the academic needs of students by addressing the levels of academic rigor utilizing Marzano’s following Proficiency Scales:</p>	<ul style="list-style-type: none"> ● Marzano Lesson Plans ● Livebinders ● Course Syllabus ● Posted “I CAN” Statements ● Proficiency Scales ● Pretests and Posttests ● Common Formative and Summative Assessment Scores ● Posted Schoolwide Learner Outcomes

<ul style="list-style-type: none"> • 2.0 Foundational Knowledge and Skills: (Basic knowledge) • 3.0 Learning Goal (On target) • 4.0 More Complex Knowledge and Skills (Meeting the needs of advanced students) <p>These scales act as a guide to help teachers gauge students' present levels. Teachers also use them to familiarize themselves with Standards-Based Grading (SBG). SBG will be implemented at FBLGMS in SY2017-2018.</p> <p>Teachers administer pretests and posttests through Common Formative and Summative Assessments. Scores are used as a basis for progress monitoring and for further interventions to help students improve their skills. When students are not in mastery level, teachers may choose to re-teach, tutor specific students, or use other methods to assist the students to achieve levels of mastery.</p>	
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Students' Feedback

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

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

Findings	Supporting Evidence
<p>Student knowledge and application in the content areas are constantly being evaluated through Common Formative and Summative Assessments. Various methods and strategies are used to assess student understanding and learning during and after lessons. Student scores are used to guide instruction, whether to proceed to the next lesson or re-teach. These scores indicate the strengths and areas of improvement on lessons that help the teachers adjust techniques or strategies used to teach the lesson. Formative assessments such as Bell Work, Exit Tickets, or even "Thumbs-Up" are ways to get immediate feedback about topics.</p> <p>Student perception of the school climate and environment is assessed on a regular basis. Teachers created Student and Parent Perception Surveys in SY2014-2015. The student and parent surveys were administered twice a year, in November and April during each of the Parent-</p>	<ul style="list-style-type: none"> • Grade Level Common Formative Assessments • Pretests and Posttests • Bi-Annual Student Perception Surveys • Teacher and Counselor Interviews • Daily Sharing of Opinions during Class and Team Time • Exit Tickets / Bell Work

<p>Teacher Conferences. Surveys were tallied, summaries were made, and the results were posted in Livebinders. Teachers reflect on the results of the surveys and modify their methods of instruction, as needed.</p>	
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C2. INSTRUCTION CRITERION – RIGOROUS AND RELEVANT

Current Knowledge

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

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

Findings	Supporting Evidence
<p>Professional development is largely focused on research-based instructional strategies. Professional development at the school level involves all teachers at FBLGMS. In addition to school-based professional development, FBLGMS teachers participate in the semiannual district-wide professional development focused on curriculum alignment. With educational tools, such as rubrics and uniform Marzano lesson plans, teachers practice a unified form of assessing student progress and productivity. The uniform lesson plan format implemented in the classroom indicates the types of instructional strategies the teacher is utilizing to teach the content related to the Common Core State Standards required by the Guam Department of Education. (<i>SAP Goal IB, A.S.#3</i>)</p> <p>All teachers are supported with technological equipment at FBLGMS. All teachers are able to request for the use of nine (9) laptop carts, multimedia projectors, iPad cart, and ELMOs in the classroom. Promethean Boards were installed in five (5) classrooms and the library and are readily available for instructional purposes. In the initial distribution of the Promethean Boards, one of each content area classroom (math, reading, language arts, social studies, and science) was equipped with one Promethean Board.</p> <p>The most recent professional training for teachers is Standards-Based Grading. The Curriculum</p>	<ul style="list-style-type: none"> ● CITW (<i>Classroom Instruction That Works</i>), The Big 8 Literacy Strategies, SIOP (Sheltered Instruction Observation Protocol) Model, and Differentiated Instruction Implementation Plans ● Marzano Uniform Lesson Plans ● Standards-Based Grading ● Course Assignment Rubrics ● Proficiency Scales ● Assessment Skills Analysis ● Consensus Maps ● Curriculum Maps ● Priority Standards / Power Standards ● Email Groups and Correspondence ● Promethean Boards ● ActivInspire Lessons (Blends Real-Time Assessment and Real-World Experience into the Learning Process) ● Guam Department of Education Issued Laptops (Available to All Teachers) ● Monthly Teacher Learning Community Meetings

<p>Leadership Team at FBLGMS was given the opportunity to attend these trainings, and was tasked to present the practices and learned expertise on Standards-Based Grading.</p>	
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Student Engagement

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

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

Findings	Supporting Evidence
<p>A wide range of research-based teaching strategies, such as CITW (<i>Classroom Instruction That Works</i>), The Big 8 Literacy Strategies, SIOP (Sheltered Instruction Observation Protocol) Model, and Differentiated Instruction, are utilized in daily instruction as evidenced in all lesson plans, LiveBinders, and student Learning Snapshots. Teachers use engaging activities in the classroom to motivate and challenge students. The following are some examples of activities:</p> <ul style="list-style-type: none"> • Performance-based tasks and assessments • Graphic Organizers – concept maps, KWLs, Foldables, Frayer Model, Thinking Maps, Sequence Maps, and Story Maps • Cooperative Learning • Reader Response • Jigsaw • Portfolios • Thinking Frames • Essay Writing • Science Experiments <p>FBLGMS offers advanced math and science classes for students that are proficient in skills and content. These advanced classes utilize Socratic teaching and inquiry-based learning methods to stimulate critical thinking and draw out ideas through small group discussions and tasks.</p> <p>FBLGMS teachers encourage their students to participate in extracurricular activities and content</p>	<ul style="list-style-type: none"> • Science Fair Participation • Family Math Night Attendance Sheets • Academic Challenge Bowl Participants • Special Olympics Participants • Interscholastic Sports Athletes • Chamorro Month Celebration (Puema, Dilitreha) Listing • Spelling Bee Contestants • HAWKS at the Mall Attendance Listing • Tumon Bay Music Festival Participants • Art Competition Entrees • Essay Competition Entrees • Superintendent’s Annual Festival of the Arts Participants • Youth for Youth Conference Participants • 4-H Club Members • WAVE Club Members • Livebinders • Unit / Lesson Plans • Student Work Samples • <i>Learning Snapshots</i> • Wide Range Achievement Test, 4th Edition (WRAT-4)

<p>area events that require various levels of thinking. Students are offered opportunities in school to participate in the Annual Science Fair, Read-a-Thon, Family Math Night, Spelling Bee, Geography Bee, or the Chamorro Month celebrations. Students are offered opportunities to participate in out-of-school events, such as the HAWKS Day at the Mall, Tumon Bay Music Festival, NJHS Leadership Seminars, Superintendent’s Annual Festival of the Arts, and Youth for Youth Conferences.</p> <p>Students are also encouraged to display their creativity and demonstrate critical thinking, while exercising their writing skills and art skills through school-wide art and essay competitions. Numerous clubs, such as the 4-H Club, WAVE Club, National Junior Honor Society, and Academic Challenge Bowl are also available to promote intellectual activities for students to join.</p>	
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Teachers as Facilitators of Learning

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

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

Findings	Supporting Evidence
<p>FBLGMS teachers lead student-centered classrooms as role models and facilitators of teaching strategies that require students to play an active role in their learning. In order to create this learner-centered environment, teachers allow more activities that encourage collaboration with regard to what students will learn and how they will demonstrate their knowledge. Evidence of such student collaboration and student-teacher collaboration can be seen through lesson plans that include student-generated research questions and projects, as well as group and individual projects. Students demonstrate their skills through topics and cultural points of view that they find relevant to their lives using the following:</p> <ul style="list-style-type: none"> • Collaboration in group work • Choice Boards • Socratic Method / Fish Bowl • Performance-based assessments 	<ul style="list-style-type: none"> • CITW (<i>Classroom Instruction That Works</i>), The Big 8 Literacy Strategies, SIOP (Sheltered Instruction Observation Protocol) Model, and Differentiated Instruction Strategies Student Work Samples • Marzano Uniform Lesson Plan Format • Livebinders • A-B-C Lesson Plans

<ul style="list-style-type: none"> • Class-developed rubrics • Board demonstrations • “Think-Pair-Share” • Learning Maps • Foldables • Portfolios • Journals • Completion of assignments through online submissions (applications, websites, etc.) • In-class competitions for trivia inclusive of illustrations <p>Teachers also utilize student-centered collaboration during Team Time activities and lessons, which demonstrate students’ understanding of Schoolwide Learner Outcomes.</p>	
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Variety of Strategies

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

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

Findings	Supporting Evidence
<p>Technology is incorporated to enhance instruction and lessons by providing more resources available to engage students. The school has nine (9) laptop carts and an iPad cart that students can use to do research on different subjects. With the laptops and online accessibility, students can create projects using PowerPoint, Prezi, or other electronic media. These projects can be presented to the class and graded on a rubric system by the teachers. Five classrooms and the library are equipped with a Promethean Board. Students can learn to use the boards and do presentations on them, as well.</p> <p>Research-based strategies, such as <i>Classroom Instruction That Works</i> (CITW), The Big 8 Literacy Strategies, SIOP (Sheltered Instruction Observation Protocol), and other strategies that differentiate instruction are also used to support</p>	<ul style="list-style-type: none"> • Group Projects • Science Fair Tri-Fold Boards and Presentations • Interviews of Community Leaders and Elders • Peer Assessments • Metacognition Exercises • Graphic Organizers to Expand Instructional Content • Nine (9) Laptop Carts (Projectors, iPads, Laptops) • Promethean Boards

student acquisition of skills and communication of understanding.	
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C2.5. Indicator: Student work demonstrates the utilization of tools and resources (e.g., technology, on-line resources, etc.) to research, discover, and build knowledge about the world.

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

Findings	Supporting Evidence
<p>Student work, such as PowerPoint presentations, video productions, and virtual reality demonstrations, demonstrates FBLGMS teachers' utilization of technological tools and resources to encourage students to research, discover, and build knowledge about the world. Teachers also utilize online lessons and resources to prompt students to become more knowledgeable about the world. Students are tasked with research assignments that promote discovery of other cultures through activities, such as cultural mapping in Social Studies, writing poems in Language Arts, and creating culturally charged pieces in Art.</p> <p>Students are also aware of community issues through various events around the island. While making contributions to these events and learning about them, students demonstrate that they are Worthwhile Contributors and Knowledgeable About Themselves Physically and Emotionally. Science content area teachers collect phonebooks and aluminum cans while discussing the importance of recycling. The School Climate Cadre collects Box Tops for Education. Teachers encourage students to buy items with box tops and, in turn, the school receives a percentage of the total amount collected.</p>	<ul style="list-style-type: none"> ● Student-Made PowerPoint Presentations ● Student-Made Video Productions ● Virtual Reality Demonstrations ● Online Lessons ● Library Books ● Online Resources ● Student Sample Work ● PowerPoint Presentations ● Livebinders ● Recycling of Phone Books and Aluminum Cans ● Box Tops for Education Drive ● Coastal Clean-Up Participants ● Valentine's Day Letters for Veterans and Soldiers ● Relay For Life (Cancer Research and Medical Assistance Donations) ● School Uniform Donations

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

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

Findings	Supporting Evidence
<p>FBLGMS teachers involve students in opportunities that demonstrate critical thinking, reasoning, and problem solving. Teachers engage students in class discussions by taking into consideration their students’ cognitive, social, emotional, and physical needs. A variety of teaching strategies, which include CITW (<i>Classroom Instruction That Works</i>), The Big 8 Literacy Strategies, and SIOP (Sheltered Instruction Observation Protocol) Model, are used to differentiate instruction and meet the Schoolwide Learner Outcomes. Common Formative and Summative Assessments help teachers to assess and document student progress at a more efficient rate. Assessments are posted in PowerSchool weekly, which allows parents to track and monitor their child’s success in class. (<i>SAP Goal IIC, A.S.#4</i>)</p> <p>FBLGMS teachers also involve their students in a variety of collaborative approaches to learning, such as Project-Based, Problem-Based, and Design-Based Learning. Teachers engage and reinforce student learning with the use of technology and interactive online resources.</p> <p>FBLGMS teachers recognize the need to implement assessment systems that support cooperative and inquiry-based approaches in student learning. These approaches are evident in the classroom when the teacher exposes students to rubrics, solution reviews, whole class discussions, performance assessments, written journals, <i>Think-Pair-Share</i> activities, portfolios, weekly reports, and self-assessments.</p> <p>Teachers also encourage students to be aware of their learning progress through the use of proficiency scales and Standards-Based Grading, which is made visible in teachers’ classrooms.</p> <p>Team Time activities using math and literacy-based problems stimulate students’ thinking, reasoning, and problem solving in small group settings. During discussions and discourse, students are High Level Thinkers by organizing thought processes and solving problems through multiple ways. They demonstrate their thinking and reasoning through their solutions to the story</p>	<ul style="list-style-type: none"> ● CITW (<i>Classroom Instruction That Works</i>), The Big 8 Literacy Strategies, SIOP (Sheltered Instruction Observation Protocol) Model, and Differentiated Instruction Implementation Plans ● Marzano Uniform Lesson Plan Format ● Standards-Based Grading Rubrics ● Proficiency Scales ● Assessment Skills Analysis ● <i>Think-Pair-Share</i> Activity Procedures ● Cooperative Learning Group Products ● Individual Projects ● Team Time Word Problems and Student Solutions

<p>problems and prove levels of literacy through their reading and writing skills.</p>	
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Real World Experiences

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

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

Findings	Supporting Evidence
<p>There are different opportunities for real world experiences for students at FBLGMS in terms of community projects. Students can attend the University of Guam’s Charter Day as an out-of-school fieldtrip. During those events, students learn about the different programs that the University of Guam offers and the educational path or higher education that students may choose to continue after high school.</p> <p>Students also have the opportunity, as 8th graders, to join WAVE (Welcoming All Visitors Enthusiastically) Club. Members learn more about the island, commit to keeping it clean, and work collaboratively with their counterparts from other schools to find solutions to promote Guam’s tourism while addressing environmental issues and concerns as Worthwhile Contributors in the community.</p> <p>Students can also be a part of Youth for Youth Conferences where students meet with other adolescents from different schools and island community leaders. One of their goals is to keep Guam’s youth alcohol and drug-free.</p> <p>4-H Club (supported by research and extension functions of the University of Guam) allows students opportunity for hands-on experience in the field of agriculture. Students are taught how to start their plant nurseries, and as soon as the plants are ready for distribution, they are placed around the school as part of the FBLGMS beautification project. Advisors invite guest speakers from the community to discuss farming</p>	<ul style="list-style-type: none"> ● Field Trip Lesson Plans ● Guest Speakers Correspondence ● 4-H Programs and Participants ● Membership Listing for WAVE Club, Youth for Youth Conference, Guam Trades Academy, Department of Youth Affairs, University of Guam Charter Day

processes on Guam and conduct science experiments in agriculture.	
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ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Areas

Summary (including comments about the student learning needs):

Based on the Learning Snapshots, FBLGMS strives to provide a wide variety of learning strategies and differentiated instruction to meet the unique needs of learners. Some of these include: CITW (*Classroom Instruction That Works*), The Big 8 Literacy Strategies, and SIOP (Sheltered Instruction Observation Protocol) Model strategies. Every teacher provides students with a detailed syllabus at the beginning of the school year. Pretests are administered at the beginning of every quarter, semester, or annually based on the content area standards. “I Can” objective statements are posted for every lesson to help students understand the learning targets.

Lessons are modified to meet the different student abilities represented at FBLGMS. Some of these include: Robotics, Advanced Math Classes, Honor Band, Honor Choir, Jazz Band, after school programs, Interscholastic Sports, Academic Challenge Bowl, Chanters (La’lai), lunch time tutoring, Basic Life Skills class, resource rooms, and ESL (sheltered) classrooms. In addition, Team Time can be used to help students celebrate their uniqueness and commonalities.

Category C: Instruction: Areas of Strength

1. FBLGMS recognizes the diversity of the student population; therefore, the administration, faculty, and staff work together to provide the students with a variety of academic and extracurricular activities.
2. FBLGMS takes great pride in its ability to differentiate instruction necessary to address the unique needs of students by incorporating interventions, modifications, and accommodations in lessons and classroom activities. Advanced classes are available for math, science, Honor Choir, Honor Band, and Jazz Band to meet the needs of gifted students.
3. Professional Development days have helped FBLGMS’s faculty to be well versed in training modules as prescribed by the district and to have an increased ability to articulate and understand district initiatives. This afforded teachers the opportunity to explore a variety of teaching strategies to help students become **High Level Thinkers** and **Study Skills Masters** with the goal to increase math and literacy proficiency levels across the curriculum.
4. FBLGMS teachers provide unit, semester, or annual pretests and posttests in the form of Common Formative and Summative Assessments to increase awareness and focus of classroom goals and objectives. The results of these tests are included in a skills

analysis or evaluation and help to guide curriculum planning for all teachers at FBLGMS on whether to proceed to the next lesson, review the previous lesson, or re-teach particular skills and content.

5. Daily Team Time for Character Education helps to promote students to become **Worthwhile Contributors** and **Knowledgeable About Themselves Physically and Emotionally**. FBLGMS has developed an adequate Character Education program featuring monthly themes set by the School Climate Cadre (SCC). (*SAP Goal VC, A.S.#2*) The SCC also promotes behavior through various programs and initiatives.
6. Uniform Parent and Student Perception Surveys help teachers reflect on their teaching strategies. (*SAP Goal IC, A.S.#4*) Data is collected from all surveys and can be used to strengthen the school's overall quest to create specific plans and timelines to address the improvement of student learning.
7. FBLGMS implements SMART Goals in all lesson plans to maintain focus of its critical learner needs (academic and behavior). Teachers are encouraged to review and assess their SMART Goals throughout the school year. Assessments and disaggregated data help teachers evaluate the success or need to adjust annual SMART Goals as the school year progresses.
8. FBLGMS stakeholders have tremendous school pride. In addition, the cohesiveness amongst faculty and staff is evident. Faculty and staff work well with each other to help meet schoolwide learner outcomes and School Action Plan goals.

Category C: Instruction: **Areas of Growth**

1. FBLGMS must take a closer look at its discipline rate. Teachers offer lessons during Team Time to help students become **Knowledgeable About Themselves Physically and Emotionally**, and yet, the school continues to have a staggering amount of discipline referrals. FBLGMS stakeholders must continue to explore new interventions to help decrease the discipline rate and improve student behavior.
2. Although FBLGMS has made great strides to record and collect data on discipline, more effort needs to be done to keep all stakeholders informed about the critical areas of discipline. Stakeholders need to know what the critical schoolwide discipline problems are in order to strategize solutions. In addition, the school needs to continue to reevaluate PBIS implementation and behavioral SMART Goals to help address behavioral schoolwide issues.
3. Technology has helped to improve communication between administration, staff, and faculty; however, there is always room for improvement when it comes to communication. Although the school uses emails, iPhone WhatsApp, and a whiteboard in the office, not all teachers have reliable access to the internet or do not have telecommunication/roaming signal in their classrooms. The school can improve by posting the information on student disciplinary actions (i.e., suspensions) in a timely manner and making more efforts to send notices home to parents regarding Parent-Teacher Organization meetings, Parent-Teacher Conferences, and other school activities.
4. Teachers are not given sufficient time to conduct peer observations, or Learning Snapshots, due to numerous meetings, training sessions, student intervention conferences, tutoring, repairing school equipment, and preparing documents required to be submitted in a timely manner. Teachers are encouraged to engage in peer

observations and to help each other develop effective instructional strategies; however, teachers encounter difficulties in designating time to observe each other.

5. Standards-Based Grading is new for the teachers at FBLGMS. While the faculty has had some training, most teachers agree that more training in Standards-Based Grading is needed. In addition, for the teachers who already implement this system of grading, PowerSchool does not have a system in place for teachers to input grades using proficiency scales.
6. Technological equipment, such as ELMO, multimedia projectors, and Smart (Promethean) Boards are not readily available for all teachers. Also, some of FBLGMS's classrooms do not have reliable access to the Internet, and teachers have difficulties using technology in their lessons.



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

D1. ASSESSMENT AND ACCOUNTABILITY CRITERION – REPORTING AND ACCOUNTABILITY PROCESSES

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

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

Findings	Supporting Evidence
<p>At FBLGMS, a variety of assessment tools are used, such as Common Formative Assessments, Common Summative Assessments, AIMSweb (reading, language arts, and math), WRAT-4 (reading and math) and Gates-MacGinitie Tests (reading). These tools are excellent ways to evaluate how students are progressing. By analyzing and reviewing annual reports, such as the District-Wide Assessments (ACT Aspire and Standards Based Assessments) the school is able to effectively gauge whether or not the school’s goals are met and get a broader representation of the performance of students. Through careful analysis of assessment results, critical learner needs have been identified in the areas of math (e.g., rational numbers and word problem solving) and reading (e.g., comprehension and vocabulary).</p> <p>In SY2013-2014, the reading and math content area teachers have begun to collect pretest and posttest scores (Gates-MacGinitie and WRAT-4 Tests) for each student and used data to create cohort groups that help track students’ progress from 6th to 8th grade. Teachers analyze each cohort’s progress for gains and losses. In addition, demographics of low performers were part of the evaluation process. The pretest and posttest scores in math also helped the teachers determine which students may be placed into each interdisciplinary team’s Advanced Math class.</p> <p>For future improvement, the reading and math content area teachers would like to create an item</p>	<ul style="list-style-type: none"> ● School ACT Aspire Report Cards (Reading, Language Arts, and Math) ● District-Wide Standards Based Assessment (SBA) Report Cards (Social Studies and Science) ● Quarterly Progress Reports and Report Cards ● School-Wide Newsletters ● AIMSweb (Reading, Language Arts, and Math) ● Gates-MacGinitie Tests (Reading) ● WRAT-4 (Math) ● Common Formative and Summative Assessments

<p>analysis on skills that are tested in the pretests and posttests, or collectively select another diagnostic assessment that would further help track student growth in each skill area.</p>	
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Basis for Determination of Performance Levels

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

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

Findings	Supporting Evidence
<p>To effectively evaluate the determination of performance levels within FBLGMS, teachers work collaboratively in Professional Learning Communities (PLCs) to develop and implement Common Formative and Summative Assessments (CFAs / CSAs). (<i>SAP Goal IA, A.S.#4</i>) These CFAs and CSAs help teachers identify areas in their content that need to be further addressed during classroom instruction. In addition, by analyzing reports from District-Wide Assessments (i.e., ACT Aspire and Standards Based Assessment - SBA), teachers use the data provided to adapt their lessons to address growth areas identified through the testing.</p> <p>For students within the Special Education Program who do not take the District-Wide Assessments, a Multi-State Alternate Assessment is given.</p> <p>In SY2015-2016, FBLGMS teachers were introduced to Standards-Based Grading (SBG) and its implementation process. Ongoing training in SBG modules is still being provided. In SY2016-2017, Curriculum Leadership Teachers (CLTs) will begin piloting and implementing SBG in their classrooms. For all other teachers, full implementation of SBG will not begin until SY2017-2018.</p> <p>Since SY2014-2015, district-wide Professional Development workshops were held and focused on creating a Guaranteed Viable Curriculum (GVC) for all middle schools. Through these workshops, content area teachers from all public</p>	<ul style="list-style-type: none"> ● Content Area Common Formative and Summative Assessments ● WRAT-4 (Math) ● AIMSweb (Language Arts, Reading, and Math) ● Gates-MacGinitie Tests (Reading) ● Standards Based Assessment (SBA) Results (Social Studies and Science) ● ACT Aspire Test Results (English, Reading, and Math) ● Alternate Assessment for Students with Severe Cognitive Disabilities ● Standards-Based Grading (SBG) Training ● Content Area Curriculum Maps ● Drafts of Content Area Proficiency Scales ● Professional Learning Community (PLC) Meetings ● Livebinders

<p>middle schools work together within their grade levels to determine Power Standards, Curriculum Maps, and Proficiency Scales. The collaborative products developed through these workshops are being used at FBLGMS to ensure consistency across and within grade levels and content areas.</p>	
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Modifications Based on Assessment Results

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

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

Findings	Supporting Evidence
<p>By analyzing assessment results from Gates-MacGinitie Tests (reading) and WRAT-4 (math) pretests, teachers have been able to identify areas of strength and needs of improvement within student groups in the beginning of the school year. In math, the pretest scores are used to help determine a student’s placement into the Advanced Math classes offered within each interdisciplinary team. In the near future, the reading department is proposing to follow suit and use the Gates-MacGinitie pretest to establish an Advanced Reading class.</p> <p>A need for Science, Technology, Engineering and Math (STEM) focused education programs resulted in the offering of an Advanced Science class to 8th grade science students. During second semester of SY2012-2013, an Advanced Science class was offered through an enriched science curriculum by allowing students to be exposed to STEM curriculum, with a focus on robotics. Due to the Gifted and Talented Education (GATE) program of GDOE funding the school’s robotics program, enrollment into the course is offered to students who were previously enrolled in an elementary GATE program. In addition, students who show an interest in the class and have a good academic standing may also enroll into the class. Through funding from the GDOE STEM program in April 2016, 6th and 7th grade students will soon be offered a science curriculum with a focus on</p>	<ul style="list-style-type: none"> ● School ACT Aspire Report Card (Reading, English, and Math) ● District-Wide Standards Based Assessment (SBA) Report Cards (Social Studies and Science) ● Mid-Quarterly Progress Reports and Quarterly Report Cards ● School Performance Report Cards (SPRC) ● AIMSweb (Language Arts, Reading, and Math) ● Gates-MacGinitie Cohort Test Results (Reading) ● WRAT-4 Cohort Test Results (Math) ● Samples of Student Work Showcase at Public Events (i.e., HAWKS Day at the Mall, GATE Day, Family Math Night, etc.) ● Marzano Uniform Lesson Plan Format

<p>Green-STEM. The focus of this program is to build and sustain an Aquaponics system within the school setting.</p> <p>Results from SAT-10 scores from SY2012-13 and SY2013-14 showed that FBLGMS had a high percentage of students scoring in the Basic (Level 2) and Below Basic (Level 1) levels in the areas of Reading and Language Arts. To help increase students' scores in these areas, school-based professional development sessions and monthly Teacher Learning Community meetings for SY2013-2016 focused on training teachers in research-based instructional programs such as <i>Classroom Instruction That Works</i> (CITW), The Big 8 Literacy Strategies, and Sheltered Instruction Observation Protocol (SIOP). Currently, the uniform school lesson plan template (Marzano) incorporates the utilization of these research-based instructional strategies into every teacher's lesson planning.</p> <p>With the recent shift of GDOE's District-Wide Assessment to ACT Aspire, FBLGMS teachers are still continuing to collect and analyze students' results on this assessment. However, there is a need to improve the processing time in obtaining assessment results so that teachers can begin to analyze their students' progress sooner. In addition, teachers would further like to be provided with the ACT Aspire skills scores that show detailed information on students' areas of strengths and needs of improvement in order to assist them in developing specific content skills.</p> <p>Starting in SY2014-2015, FBLGMS began to examine results obtained from the AIMSweb online testing in reading, math, and language arts. Tests are administered, and results are collected to record learning progress of students throughout the school year. Since training in AIMSweb is still ongoing, FBLGMS is in its early stages in understanding the implications of the results on student growth and monitoring process are yet to be examined and reported. AIMSweb testing is limited to only reading, math and language arts content areas.</p>	
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Monitoring of Student Growth

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

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

Findings	Supporting Evidence
<p>At FBLGMS, teachers regularly use Common Formative Assessments (CFAs) to continually monitor students’ progress in meeting academic standards. In addition, teachers may also utilize Common Summative Assessments (CSAs) as a pretest and posttest tool to monitor student progress on a quarterly, by semester, or yearly basis. (<i>SAP Goal IA, A.S.#5</i>) Pretest and posttest results from CSAs are charted to show individual student’s progress on priority skills based on grade level curriculum maps.</p> <p>Since SY2015-2016, district-wide Professional Development workshops focused on creating a Guaranteed Viable Curriculum (GVC) for all middle schools. Through these workshops, content area teachers from all middle schools work together within their grade levels to determine Power Standards, Curriculum Maps, and Proficiency Scales. The development of proficiency scales (Levels 1.0 to 4.0) helps to provide a consistent manner to evaluate a student’s proficiency in mastering a given learning standard. The collaborative products developed through these district-wide workshops are being used at FBLGMS to ensure consistency across and within district middle schools, grade levels, and content areas through horizontal and vertical alignment of priority standards and skills.</p>	<ul style="list-style-type: none"> ● Gates-MacGinitie Cohort Test Results (Reading) ● WRAT-4 Cohort Test Results (Math) ● Mid-Quarterly Progress Reports and Quarterly Report Cards ● AIMSweb (Reading, Language Arts, and Math) ● Marzano Uniform Lesson Plan ● Content Area Teachers’ Priority Skills Checklist ● Pretest and Posttest Itemized Skills Analysis Report ● Guam Department of Education Curriculum Maps and Pacing Guides ● Finalized District-Wide Proficiency Scales in each Content Area ● Common Formative and Summative Assessments

D2. ASSESSMENT AND ACCOUNTABILITY CRITERION – CLASSROOM ASSESSMENT STRATEGIES

Appropriate Assessment Strategies

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

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

Findings	Supporting Evidence
<p>At FBLGMS, teachers regularly use Common Formative Assessment (CFA) strategies to continually monitor students' progress in meeting academic standards. CFA strategies commonly practiced within the school may include, but are not limited to, teacher-made worksheets, questioning strategies, Exit Slips/Tickets, clickers, white boards, quizzes, quick writes, gaming activities, and other strategies. These CFAs ensure that the school follows a Guaranteed Viable Curriculum (GVC), align classroom instruction with student learning, and provide immediate feedback results. Results from CFAs help guide and adapt teachers' instruction. Teachers may re-teach, provide corrective instruction, and/or provide enrichment on the lesson.</p> <p>By analyzing assessment results from WRAT-4 (math) pretests, math teachers are able to identify areas of strengths and needs of improvement within students from the start of the school year. In math, the pretest scores are also used to help determine a student's placement into the Advanced Math classes offered within each interdisciplinary team.</p> <p>At the beginning and end of every school year, reading teachers assess students using the Gates-MacGinitie Tests. These tests help to measure a student's level in reading, comprehension, and vocabulary.</p> <p>Language arts, reading, and math teachers have begun to utilize the AIMSweb online test to measure student progress throughout the school year. However, due to the lack of training and materials, results have yet to be used and further analyzed. Therefore, this assessment may not be appropriate to measure student progress at this time.</p>	<ul style="list-style-type: none"> ● Gates-MacGinitie Cohort Test Results (Reading) ● WRAT-4 Cohort Test Results (Math) ● Samples of Content Area Common Formative Assessment Strategies ● Samples of Student Work ● Mid-Quarterly Progress Reports and Quarterly Report Cards ● AIMSweb (Reading, Language Arts, and Math) ● Advanced Math Placement ● Guam Department of Education Curriculum Maps and Pacing Guides

Using Assessment Data

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

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

assessment data.

Findings	Supporting Evidence
<p>Teachers use data collected from Common Formative Assessments (CFAs) to modify lessons, adapt teaching strategies, and address specific learner needs. Depending on the students' mastery level of content standards, teachers may differentiate instruction by re-teaching, providing corrective or direct instruction, and/or providing enrichment activities with the lessons.</p> <p>CFA strategies commonly practiced in school may include, but are not limited to, teacher-made worksheets, questioning strategies, Exit Slips/Tickets, clickers, white boards, quizzes, quick writes, gaming activities, and the like. These CFAs ensure that the school follows a Guaranteed Viable Curriculum (GVC), align classroom instruction with student learning, and provide immediate feedback results.</p> <p>Within Professional Learning Communities (PLCs), teachers discuss and analyze assessment data gathered through pretests and posttests given quarterly and/or by semester. (<i>SAP Goal IA, A.S.#6</i>) Teachers use students' skills checklists to evaluate prior knowledge and identify areas of learner needs as they plan classroom instruction.</p> <p>Results from SAT-10 scores from SY2012-13 and SY2013-14 showed that FBLGMS had a high percentage of students scoring in the (Level 2) <i>Basic</i> and (Level 1) <i>Below Basic</i> in the areas of reading and language arts. In SY2014-15 and SY2015-16, ACT Aspire results showed that about 60% of FBLGMS students are <i>In Need of Support</i> in reading and math. Results from the Standards Based Assessment in SY2014-2015 overall data showed about 50% of 6th and 8th grade social studies and about 40% of science students scored <i>Below Basic</i>. To help increase students' scores in these areas, professional development and monthly faculty meetings for SY2013-2016 focused on training teachers to use and implement research-based instructional programs, such as <i>Classroom Instruction That Works</i> (CITW), The Big 8 Literacy Strategies, and Sheltered Instruction Observation Protocol</p>	<ul style="list-style-type: none"> ● Pretest and Posttest Scores ● Skills Item Analysis Checklists ● Student Work Samples ● Common Formative Assessments ● Lesson and Unit Plans ● Livebinders ● Professional Learning Community Meeting Minutes ● AIMSweb (Reading, Language Arts, and Math)

<p>(SIOP). Currently, the uniform school lesson plan template incorporates the utilization of these research-based instructional strategies into every teacher’s lesson planning.</p> <p>Starting in SY2014-2015, FBLGMS administered and recorded results obtained from the AIMSweb online testing in language arts, reading and math. However, due to the lack of training and materials, results have yet to be used and further analyzed. Therefore, this assessment may not be appropriate to measure student progress at this time.</p>	
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Demonstration of Student Achievement

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

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

Findings	Supporting Evidence
<p>At FBLGMS, quarterly and/or by semester pretests and posttests are utilized to evaluate students’ comprehension of each content area’s academic standards. Each content area teachers collaboratively develop Common Summative Assessments that align with Common Core State Standards (Math, English, and Language Arts) or GDOE Content Area Standards (all other subject areas). Within the Common Summative Assessments that teachers create, critical thinking questions are embedded, along with other process and procedural test items. These critical thinking questions help students grow into High Level Thinkers by the time they exit FBLGMS.</p> <p>In addition, subject areas such as Band, Choir, Fine Arts, Chamorro, and Science, have opportunities for students to display and demonstrate their learning of content standards. The Fine Arts Department coordinates a showcase of student artwork and performances with band and choir as they organize and promote the annual HAWKS Day at the Mall (now held in Agana Shopping Center). The Chamorro Studies</p>	<ul style="list-style-type: none"> ● Pretests and Posttests in all Content Areas ● AIMSweb (Reading, Language Arts, and Math) ● Gates-MacGinitie Test Results (Reading) ● WRAT-4 Test Results (Math) ● Livebinders ● Common Formative and Summative Assessments ● HAWKS Day at the Mall Showcase ● GATE Day Showcase ● FBLGMS Annual Science Fair ● Islandwide Science Fair ● Chamorro Month Activities and Competitions ● Monthly Assemblies for Character Education / PBIS

<p>teachers also encourage students to demonstrate their knowledge of the Chamorro culture as they plan festivities for the Annual Chamorro Month. Science teachers promote the Annual Science Fair where students submit and present scientific research project and demonstrate experiments that they conducted at the school level with guest judges from the community (i.e., University of Guam instructors, local banks, media celebrities, senators, village mayors, private business owners, GDOE administrative personnel). Top science projects are recognized at school during the Annual Science Fair. The Advanced Science class showcases their robotic creations and programs as they participate in the annual HAWKS Day at the Mall and Gifted And Talented Education (GATE) Day. Each of these activities helps students achieve the Schoolwide Learner Outcomes, as they become Accomplished Communicators and Worthwhile Contributors.</p>	
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Teacher Feedback to Students

D2.4. Indicator: Teachers provide timely, specific, and descriptive feedback in order to support students in achieving learning targets, academic standards, and schoolwide learner outcomes.

D2.4. Prompt: *How effective is teacher feedback in supporting students in achieving learning targets, academic standards, and schoolwide learner outcomes?*

Findings	Supporting Evidence
<p>Teacher feedback at FBLGMS is essential to ensure that the school supports students in achieving learning targets, academic standards, and the Schoolwide Learner Outcomes.</p> <p>At the beginning of each quarter and/or semester, teachers review pretest results with students, inform them of their current levels, and discuss students’ target goals.</p> <p>Teachers at FBLGMS provide immediate feedback in the form of <i>reinforcing effort and providing recognition (CITW strategy)</i> through written or verbal modes of communication, notes in planners, Common Formative Assessment results, progress reports, quarter grades, teacher/student conferences, parent communications, and scores on PowerSchool.</p>	<ul style="list-style-type: none"> ● Student and Parent Perception Surveys ● Parent and Student Portal in PowerSchool ● Student Planners (forthcoming for SY2016-2017) ● Monthly Grade Level Assemblies (Positive Behavioral Intervention and Supports) ● Parent-Teacher Conference Attendance Log Sheets ● Student Portfolios ● Proficiency Scales and Rubrics

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

Summary (including comments about the student learning needs):

FBLGMS's leadership and instructional staff employ a variety of effective assessment processes to collect, disaggregate, analyze, and report state and school performance data to all stakeholders. This analysis of data helps to guide the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the School Action Plan.

A variety of assessment tools are used at the school to show stakeholders how students are progressing. By analyzing and reviewing yearly assessment reports (e.g., ACT Aspire, Standards Based Assessment, and AIMSweb), the school is able to effectively evaluate whether or not the school's goals are met and get a broader sense of the performance of all students.

FBLGMS content area teachers collect pretest and posttest scores for each student. These tests help to identify areas of strength and needs of improvement within the students, to create cohort groups that help track students' progress from 6th to 8th grade, and to determine which students may be placed into an advanced content area class. Pretest and posttest results from Common Summative Assessments are charted to show individual student's progress on priority skills based on grade level curriculum maps. In addition, the AIMSweb's online testing helps reading teachers monitor the learning progress of students throughout the school year.

In Professional Learning Communities (PLCs), teachers collaborate to develop and implement Common Formative and Summative Assessments (CFAs / CSAs). These CFAs and CSAs help teachers identify areas in their subjects that need to be further addressed in their classroom instruction and also assist in the continual monitoring of students' progress in meeting academic standards. (*SAP Goal IA, A.S.#5*)

To help increase student achievement in the critical learner needs (math and literacy), professional development and Teacher Learning Community meetings have been designated to focus on training teachers on research-based instructional programs, such as *Classroom Instruction That Works* (CITW), The Big 8 Literacy Strategies, and Sheltered Instruction Observation Protocol (SIOP). Currently, a uniform school lesson plan template incorporates the utilization of these research-based instructional strategies in every classroom teacher's lesson planning.

District-wide Professional Development workshops focused on creating a Guaranteed Viable Curriculum (GVC) for all middle schools. Through these workshops, teachers from all middle school content areas work together within their grade levels to determine Power Standards, Curriculum Maps, and Proficiency Scales.

The development of Proficiency Scales (Levels 1.0 to 4.0) helps to provide a consistent way to evaluate a student's proficiency in mastering a given learning standard. The collaborative products developed through these district-wide workshops are being used at FBLGMS to ensure consistency across and within district middle schools, grade levels, and content areas.

A need for Science, Technology, Engineering and Math (STEM) focused education programs resulted in the offering of an Advanced Science class to 8th grade students. The Advanced Science class offers an enriched science curriculum by allowing students to be exposed to STEM curriculum, with a focus on robotics. Through funding from GDOE's STEM program in April 2016, 6th and 7th grade students will soon be offered a science curriculum with a focus on Green-STEM. The focus of this program is to build and sustain an Aquaponics system within the school setting.

FBLGMS teachers were introduced to Standards-Based Grading (SBG) and how it could be implemented and applied into the classroom assessment practices. Currently, SBG training is still ongoing. In SY2016-2017, Curriculum Leadership Teachers (CLTs) will begin piloting and implementing SBG in the classrooms. For all other teachers, full implementation of SBG will not begin until SY2017-2018.

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

FBLGMS regularly uses Common Formative Assessment (CFA) strategies to continually monitor students' progress in meeting academic standards. CFA strategies commonly practiced within the school may include, but are not limited to, teacher-made worksheets, questioning strategies, Exit Slips/Tickets, clickers, white boards, quizzes, quick writes, gaming activities, and the like. These CFAs ensure that the school follows a Guaranteed Viable Curriculum (GVC), align classroom instruction with student learning, and provide immediate feedback results. Teachers regularly collect data from Common Formative Assessments (CFAs) to modify lessons, guide instruction, and adapt teaching/learning processes to help student growth. Depending on students' mastery level of content standards, teachers may differentiate instruction by re-teaching, providing corrective or direct instruction, and/or offering enrichment activities on the lessons.

Within the school's Professional Learning Communities (PLCs), assessment data are discussed and analyzed based on pretests and posttests administered quarterly and/or by semester. (*SAP Goal IA, A.S.#6*) By analyzing student Skills Analysis Checklists, teachers are able to evaluate a student's prior knowledge and use this information to focus on critical learner needs as classroom lessons are planned.

To evaluate students' success in achieving the Schoolwide Learner Outcomes, teachers utilize quarterly and/or by semester pretests and posttests in each content area to gauge students' comprehension of subject academic standards. Content area teachers collaboratively develop Common Summative Assessments that align with Common Core State Standards (Math, ELA) or GDOE Content Area Standards (all other subject areas). (*SAP Goal IA, A.S>#5*) Within these teacher-generated Common Summative Assessments are questions that encourage students to use critical thinking skills. These critical thinking questions help students cultivate skills in becoming **High Level Thinkers** by the time they exit FBLGMS. In addition, subject areas such as band, choir, art, Chamorro Studies, and science, have opportunities for students to showcase and demonstrate their learning of content standards. Each of these activities helps students achieve the Schoolwide Learner Outcomes, as they become **Accomplished Communicators** and **Worthwhile Contributors**.

Teacher feedback at FBLGMS is essential to ensure that the school supports students in

achieving learning targets, academic standards, and the Schoolwide Learner Outcomes. Teachers provide immediate feedback by reinforcing effort and providing recognition through written and verbal modes of communication, notes in planners, Common Formative Assessment results, progress reports, quarter grades, teacher/student conferences, parent communications, and scores on PowerSchool.

According to the findings and supporting evidence, it is apparent that school improvement efforts are ongoing. FBLGMS will continue to make changes and developments in instructional assessment practices and feedback to students and parents by meeting collaboratively with all stakeholders.

Category D: Assessment and Accountability: Areas of Strength

1. FBLGMS teachers effectively utilize data from district-wide tests, pretests and posttests, AIMSweb, and teacher-generated assessments to plan lessons deliberately and purposefully. This data helps guide teachers in determining student academic needs.
2. With the implementation of the school's Common Formative and Summative Assessments, FBLGMS teachers are able to address critical learner needs in content skills and differentiate instruction by either re-teaching, providing corrective or direct instruction, and/or providing enrichment activities within the lessons.
3. Professional Learning Communities (PLCs) at FBLGMS work collaboratively and cooperatively when addressing student academic and behavioral skills. PLCs work together on a weekly basis to plan lessons, create Common Formative and Summative Assessments, and analyze data to help better address students' learning needs. (*SAP Goal IA, A.S.#6*)
4. FBLGMS uses data to plan professional development sessions and monthly Teacher Learning Community meetings. These training sessions provide focus on research-based instructional programs such as *Classroom Instruction That Works (CITW)*, *The Big 8 Literacy Strategies*, *Sheltered Instruction Observation Protocol (SIOP)*, and *Standards-Based Grading (SBG)*.
5. FBLGMS uses both research and data to plan curriculum to help meet the needs of advanced math learners and STEM science learners.

Category D: Assessment and Accountability: Areas of Growth

1. More time is needed in terms of analyzing data gleaned from assessments.
2. Teachers need full access to AIMSweb throughout the school year. In addition, more training on how to effectively use the AIMSweb online tests and results need to be conducted with math, reading, and language arts teachers.
3. Results from previous year's District-Wide Assessments (ACT Aspire, SBA) should be released earlier in the following school year.
4. Advanced courses should be made available for all content areas. Placement would be based on results from pretests administered at the beginning of the school year.



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

E1. PARENT AND COMMUNITY ENGAGEMENT CRITERION

Parent Engagement

E1.1. Indicator: The school implements strategies and processes for the regular engagement of parents and community stakeholders. Parents and community stakeholders are active partners in the teaching/learning process for all students.

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

Findings	Supporting Evidence
<p>FBLGMS considers parent communication a vital component in a student’s learning process. Parents have the opportunity to comment about different courses through teachers’ syllabi. Parents update their contact numbers and email addresses through the syllabi’s acknowledgement section. Teachers utilize electronic communication, such as email, home phone calls, and PowerSchool’s Parent Portal. Teachers may also send letters home with the student regarding missing assignments, attendance, or behavioral concerns.</p> <p>FBLGMS hosts the annual Open House in the beginning of each school year that gives parents, teachers, and students an opportunity to have a brief “meet-and-greet” time. Additionally, FBLGMS continually encourages parent involvement during Parent-Teacher Organization meetings.</p> <p>FBLGMS holds Parent-Teacher Conferences per semester that allows parents, teachers, and students to discuss learning progress. (<i>SAP Goal IIIA, A.S.#3</i>) Parents are also encouraged to schedule individualized meetings with teachers at another given time if they are not able to attend the regular Parent-Teacher Conference day.</p> <p>FBLGMS organizes community events that promote family involvement in content area awareness activities, themed-events, and</p>	<ul style="list-style-type: none"> ● Livebinders (including Attendance Sheets and Pictures of Open House Events) ● Attendance Sheets of Parent-Teacher Conferences for 1st and 3rd Quarters ● School Newsletters ● Access to PowerSchool (Parent Portal) ● Newspapers (Hard Copy and Digital) ● Email Correspondence with Parents and Guardians ● Student Planners ● Parent and Student Perception Surveys ● Course Syllabus ● Letters to Parents (i.e., missing assignments, attendance, etc.) ● Quarterly Report Cards ● Two-Week Planner Sheets

<p>interscholastic sports. One of the school’s themed events is the Family Math Night. Students along with their families can participate in math games and learn skills and concepts through the activities. Another event is the HAWKS Day at the Mall. Teams showcase to parents and the community samples of student work and accomplishments they have achieved in the classrooms. Band and choir students also perform, while art students display their creative projects. Robotics students demonstrate their creations and STEM projects.</p> <p>FBLGMS encourages parents and other stakeholders to access parent portal in PowerSchool and provides educational updates in the Pacific Daily News, school calendars, and newsletters that are provided by the school administration.</p> <p>Parents are able to express their concerns and opinions regarding their concerns through the school planners. Though planners are not immediately available at the beginning of the school year, students do receive them by 2nd quarter. During SY2016-2017 due to limited budget, official student planners were not distributed; however, students were given photocopied two-week planner sheets to help students be accountable for their assigned work. Parents and teachers are still able to correspond by writing notes to each other regarding academics and behavior using the planner sheets.</p>	
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Community Resources

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

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

Findings	Supporting Evidence
<p>FBLGMS continually partners with the community for assistance and support by inviting guest speakers from different agencies, such as University of Guam, Guam Community College, Sanctuary, Incorporated, Department of Public Health (for screening), and Guam Police</p>	<ul style="list-style-type: none"> ● Team Pictures ● Nurse’s Log Book ● Email Correspondence with Business Partners ● Main Office Visitor Sign-In Log Book

<p>Department. Other community groups are also requested for assistance and support through informational, safety training, and intervention presentations:</p> <ul style="list-style-type: none"> • Department of Youth Affairs guest speakers appeal to students regarding behavior and disciplinary issues that affect island youths and communities. • The Guam National Guard provides presentations on being drug-free and raising awareness of the Red Ribbon Campaign. • During <i>Mes Chamorro</i> (Chamorro Month), the mayor and his staff partner with the Chamorro teachers to assist in preparation of activities and events. • Guam Muay Thai demonstrates positive perspectives in self-defense, peer groups, and anti-bullying. • The Yigo Mayor’s Office contributes to FBLGMS families who seek assistance and support. • American Red Cross volunteers provide water safety training and information about health. • GHD engineer volunteers conduct interactive presentations with students regarding careers in engineering, architecture, environmental, and construction during Engineers’ Week. <p>FBLGMS has established business partnerships (e.g., Guam Plaza Hotel, Tarza Waterpark) in order to help support the PBIS initiatives rewarding students’ positive behavior and good character.</p> <p>FBLGMS students and parents are able to request for free prescription glasses from the Leo Club, Guam Chapter and may also qualify for free eye examination upon recommendation of the school health counselor.</p>	
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Parent/Community and Student Achievement

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

E1.3. Prompt: *Determine the adequacy and effectiveness of the school’s strategies to ensure*

that parents and school community understand student achievement of the academic standards and schoolwide learner outcomes through the curricular/co-curricular program.

Findings	Supporting Evidence
<p>Teachers provide their course syllabi to parents and students outlining the content area criteria, topics, grading system, and content standards taught each quarter. Parents sign and return a section to acknowledge that they have reviewed and understand the academic and behavioral expectations in the course.</p> <p>FBLGMS distributes mid-quarter progress reports and quarter report cards, which display students' academic and behavioral performance. (SAP Goal IC, A.S.#6; Goal IIA, A.S.#3; Goal IIIA, A.S.#5) Parents are encouraged to attend Parent-Teacher Conferences held twice a year to discuss students' academic and behavioral progress. During SY 2015-2016, the School Climate Cadre designed and implemented a Team Time rubric based on the Schoolwide Learner Outcomes. Each Schoolwide Learner Outcome has 4 criteria indicators, and students may earn a 4 if all criteria are met. Team Time grades are entered into PowerSchool, which parents have access to through the parent portal or the school issued report card.</p> <p>FBLGMS disseminates the district-wide assessments (ACT Aspire and Standards Based Assessments) results to parents and students. ACT Aspire results indicate students' college readiness levels and help to determine if students are on track for readiness at the appropriate grade/subject levels in English, Reading, and Math. Standards Based Assessments are criterion-referenced tests, which are aligned to the GDOE Standards and are based on the course of study in Social Studies and Science that students are currently enrolled in.</p> <p>To further ensure that parents and school community understand student achievement of academic standards and Schoolwide Learner Outcomes, a uniform Parent Perception Survey is administered during Parent-Teacher Conferences that contains academic and behavioral components that the school needs for students to attain. Individually scheduled parent meetings</p>	<ul style="list-style-type: none"> ● Parent Copies of Individual Student Assessment Results ● Signed Course Syllabi ● Parent-Teacher Conference Sign-In Sheets

<p>with interdisciplinary team teachers are also ways to communicate student attainment of academic and behavioral expectations.</p> <p>During grade level monthly assemblies for PBIS, students are recognized on how they have achieved the character traits and demonstrated the Schoolwide Learner Outcomes or school's Five Expectations. At the end of the year, students are also given academic awards (Top Ten), "A" Honor, and "B" Honor Roll recognition.</p>	
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E2. SCHOOL CULTURE CRITERION

Safe, Clean, and Orderly Environment

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

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

Findings	Supporting Evidence
<p>FBLGMS is committed to educating students regarding proper behavior to ensure a safe learning environment. At the beginning of SY 2014-2015, each interdisciplinary team developed behavioral SMART Goals that promote positive behavior and team unity. The intent of the SMART Goals is to decrease student discipline referrals. Teams revise the goals each year to continually meet the behavioral criteria set by the School Climate Cadre (SCC). SCC representatives are tasked to monitor SMART Goals' progress and to discuss its effectiveness with the team.</p> <p>Teachers and staff are trained to follow standard operating procedures and execute various drills for emergency responses to earthquake, fire, bomb threat, lockdown, active shooter, and shelter-in place. Each month, FBLGMS schedules safety drills to ensure that procedures are adhered to.</p>	<ul style="list-style-type: none"> ● Safety Drills Records ● Recorded Audio for Earthquake Drill Practice with Students in All Classrooms ● Technology Contract ● Schoolwide Learner Outcomes and Five Expectations ● Health Presentations ● WestCare Pacific (In-School Tutorial Services) ● Homebase/Team Time Reinforcement of Schoolwide Learner Outcomes and Tracking of Truancy ● School-Wide Anti-Bullying Awareness Month Activities ● Monthly Grade Level Assemblies (PBIS)

<p>Teachers, staff, and students are also encouraged to implement the Schoolwide Learner Outcomes and Five Expectations in order to ensure a safe, clean, and orderly environment that nurtures student learning. However, there is still a need for additional staff to monitor the campus to fully ensure students' safety and welfare.</p> <p>FBLGMS has provided students the opportunity to have access to the internet, provided that parent permission consent forms are submitted. Internet usage by students on school campus is correlated with the approved lessons created by teachers. Students use online sites to prepare presentations, such as Prezi and Powtoons. Nonetheless, Wi-Fi access on campus is limited to specific areas in the school. Websites such as Facebook, Netflix, and other video streaming sites are also blocked from student access.</p> <p>According to Guam Education Board Policy 409 (Prevention and Intervention Against Harassment, Intimidation or Bullying, Cyberbullying, Sexting, and Sexual Harassment), students who attend GDOE schools are "...safe, secure, and can count on being treated with respect." FBLGMS responds to address bullying and harassment by including these topics of discussion with students during Team Time (Character Education) daily lessons and within curriculum courses. Schoolwide, grade level, and individual team assemblies are also held to promote equality and celebrate anti-bullying month in October. All school personnel and students strive and adhere to the Schoolwide Learner Outcomes and Five Expectations to respond to and prevent bullying and harassment. The school administration ensures that report of any type of bullying or harassment is dealt with accordingly.</p> <p>FBLGMS grade level counselors conduct small group workshops regarding bullying, harassment, crisis management, and peer pressure.</p>	
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Discipline and Behavior Management System

E2.2. Indicator: The school has an effective discipline and behavior management system that supports learning, growth, and development.

E2.2. Prompt: *Evaluate the effectiveness of the discipline and behavior management system*

to support student learning, growth, and development.

Findings	Supporting Evidence
<p>FBLGMS is committed to the implementation of its discipline and behavior management system, or Positive Behavior Interventions and Supports. The School Climate Cadre monitors and supports Team Time sessions to focus on teaching Character Education. (SAP Goal VB, A.S.#2) In addition, federal-funded Youth for Youth Conferences and WestCare Pacific assists the school with behavior management and life skills programs that serve to support student learning, growth, and development. However, due to limited space, not all students were able to participate in the WestCare Pacific program and its services.</p> <p>In regards to the effectiveness of school discipline and behavior management system, the school needs to be more stringent with appropriate consequences for students with frequent or major behavior offenses. As mandated by the district, students are either given in-school work detail or out-of-school suspension. FBLGMS is currently working on a plan to give students disciplinary options other than out-of-school suspensions in order for learning to continue and positively address behavioral concerns.</p> <p>In addition, more concerted effort is needed to consult and bring professional assistance and field experts to help with repeat offenders' issues. Likewise, students who behave appropriately at all times should be given academic enrichment or needed academic interventions during Team Time.</p> <p>There is insufficient number of school staff to consistently supervise the students. The school has only four school aides for a population of approximately 1,200 students. Parental support is also lacking in enforcing appropriate behavior at home. Parental cooperation affects student behavior at school. Many parent/guardian contact numbers are not in service or unavailable. Therefore, FBLGMS utilizes the Parent-Family-Community-Outreach Program to contact parents/guardians for both behavioral and academic concerns.</p>	<ul style="list-style-type: none"> ● Report Cards ● Livebinders ● Monthly Grade Level Assemblies ● Team/Quad Assemblies ● Youth for Youth Conference Student Attendance Listing ● Emergency Schoolwide and Morning Gym Assemblies ● Professional Learning Community Meetings ● Phone Log of Parent Contacts ● Lunch Detention Student Listing

High Expectations for Students

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

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

Findings	Supporting Evidence
<p>FBLGMS ensures high expectations for all stakeholders by providing courses to fit learners’ needs. The school offers advanced courses in math and science for students who meet the criteria. There are elective courses, such as band, choir, art, and journalism for students who have interests in the given fields. Regardless of the courses students are enrolled in, the Schoolwide Learner Outcomes and Five Expectations are enforced and observed.</p> <p>FBLGMS ensures high expectations for all stakeholders by encouraging students to participate in student clubs and organizations that foster their individuality. Such clubs and organizations include National Junior Honor Society, WAVE club, Anime Club, and individual team clubs. Students are also encouraged to join content-oriented scholastic events. Academic Challenge Bowl promotes healthy competition among students from private and public schools. Family Math Night offers students and their families the opportunity to participate in math skill building games and problem solving activities. Leo Club and 4-H Club both provide the students opportunities to be Worthwhile Contributors to their school and community by being actively involved in environmental awareness and public service activities.</p> <p>FBLGMS respects individual differences through schoolwide celebrations and presentations. Teachers also create classroom climates that are conducive to learning and promote a positive school environment for students with different learning styles. Teachers continue to address various learner needs through differentiated instruction and by using specialized teaching strategies. Teachers were trained in CITW (<i>Classroom Instruction That Works</i>), The Big 8</p>	<ul style="list-style-type: none"> ● Advanced Classes for Math in each Interdisciplinary Team ● Advanced Science (Robotics) Class in the 8th Grade ● Family Math Night ● Annual Science Fair ● Social Studies Night ● Spelling Bee ● Read-A-Thon ● Academic Challenge Bowl Team ● National Junior Honor Society ● Anime Club Membership ● Honor Band/Honor Choir ● Bible Club Members ● WAVE (Welcome All Visitors Enthusiastically) Club Members ● Leo Club Students ● FestPac / Chamorro Celebrations Committee ● <i>Christmas Around the World</i> Participation Listings ● SIOP, CITW, and Activities ● Athletic Club Members

<p>Literacy Strategies, and SIOP (Sheltered Instruction Observation Protocol) Model strategies during Teacher Learning Community and Professional Learning Community meetings. As teachers utilize the strategies, they share student work samples uploaded in Livebinders.</p> <p>FBLGMS offers age-appropriate, guaranteed, and viable curriculum to all students, including the English Language Learners and students with disabilities. Teachers ensure that pertinent accommodations are provided and parents are involved in the learning process of their children.</p>	
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Culture of Trust, Respect, and Professionalism

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

E2.4. Prompt: *to what degree do all members of the school community demonstrate a culture of trust, respect, and professionalism?*

Findings	Supporting Evidence
<p>FBLGMS cultivates a culture of trust, respect, and professionalism for all stakeholders in the community through Character Education, professional development, collaborative teams, and training.</p> <p>The School Climate Cadre develops and revises A-B-C (Activities that Build Character) Lesson Plans each year to help teachers and students daily apply and demonstrate the character traits of trustworthiness, respect, caring, responsibility, fairness, and being a good citizen of one’s community (Character Education Standards). Through Team Time discussions, teachers and students become more Knowledgeable about Themselves Physically and Emotionally and continue to be Worthwhile Contributors to the school and the island community.</p> <p>During Professional Development, Teacher Learning Community and Professional Learning Community meetings, and school operation trainings, the administration, faculty, and staff work together in a professional manner and demonstrate respect for one another’s opinions and perspectives by listening and contributing to</p>	<ul style="list-style-type: none"> ● Schoolwide Learner Outcomes (SLOs) ● Five Expectations ● Positive Behavioral Interventions and Supports (PBIS) / Team Time ● Professional and Teacher Learning Communities ● School-Site and District-Wide Professional Development Attendance and Participation ● Parent-Teacher Conference Attendance Sheets ● Parent-Teacher Organization Attendance Logs ● Customer Service Training

<p>the goals and objectives of the collaborative work tasks.</p> <p>FBLGMS Schoolwide Learner Outcomes and Five Expectations are consistently applied in the classrooms, hallways, and all school locations where student access is permissible. These are measured through the school’s positive climate and students’ <i>High Five</i> Tickets that they receive when they demonstrate appropriate behavior while displaying the Schoolwide Learner Outcomes and Five Expectations linked to the Character Education standards.</p> <p>Parent –Teacher Organization (PTO) meetings are usually parent-led, with positive rapport and collaboration among teachers and administrators.</p> <p>School personnel undergo customer service training each year to ensure that standard operating procedures on customer service are followed.</p>	
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E3. STUDENT SUPPORT CRITERION – PERSONALIZATION

Adequate Personalized Support

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

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

Findings	Supporting Evidence
<p>FBLGMS employs assistant principals, teacher assistants, one-to-one aides, a full-time health counselor, and three guidance counselors to ensure that assistance in academics, behavior, health, career, and personal counseling are available throughout the day. Students are aware of their support services, which exemplifies they are Knowledgeable About Themselves Physically and Emotionally. Students receive the following academic guidance:</p> <ul style="list-style-type: none"> Each of the three assistant principals is in charge of one grade level. They follow 	<ul style="list-style-type: none"> Grade Level Counselors’ Student Logs Parental-Involvement Correspondence Records Parent Shadowing and Meeting Attendance Sheets Character Education/Team Time Lesson Plans Monthly Grade Level Assemblies Team Attendance Department of Youth Affairs WestCare Pacific Tutorial Services Sign-In Sheets

<p>their grade level students beginning in 6th grade all throughout their middle school years. This ensures that students know who their administrative support team is in both academics and behavior.</p> <ul style="list-style-type: none"> • Various interdisciplinary teachers and Teacher Assistants (TAs) offer lunchtime tutoring. The TAs are assigned in teachers' classrooms to offer one-to-one help during classroom instruction. Teachers are also able to request for the TAs during times when lessons or activities require additional adult supervision in the classroom. • The Special Education program monitors and enforces Individualized Education Plans (IEPs) for students receiving services. These IEPs are meant to help students achieve in either the resource room, or regular classrooms. One-to-one aides may accompany these students if stipulated in their plans. • The English as a Second Language (ESL) program provides sheltered services to English Language Learners (ELLs) who need small group instruction in all the content areas. <p>The school ensures that students receive appropriate support services in behavior through the following:</p> <ul style="list-style-type: none"> • Counselors attend to students who may have behavioral issues. However, a specialized counselor schedules the times and dates to meet with students to accommodate students from other schools. The counselor may also be involved with intervention plans for students who receive Special Education services. • School counselors at FBLGMS help students both in academics and behavior. Teachers may recommend students to seek counseling. Students with a pass from a teacher may use counseling services during times of crisis or academic/behavioral issues. • The school ensures that students receive appropriate support services in personal guidance through outside organizations, such as WestCare Pacific, I'nafamaolek, 	<ul style="list-style-type: none"> • Team Clubs and School Organizations • National Junior Honor Society • Lunchtime Tutoring • Interscholastic Sports • Student Body Association • Academic Challenge Bowl • Individualized Education Program (IEP) and Services • Behavior Management Plans (BMP) • ED Counselor • PowerSchool Data • School Health Counselor Log Sheets • Medical Professional Guest Speakers Correspondence • Medical Personnel at Special Olympics Events • Livebinders Events Photos • Personal Counseling by Teachers, Administrators, and Other Certified School Personnel • Outside Organizations and Agencies Referrals • Classroom Discussions Pertaining to Lesson Plan Activities • Water Safety Presentations Attendance and Correspondence Records with American Red Cross, Tarza Waterpark, and other Certified Life Guards
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<p>Department of Youth Affairs presentations, or other adult-student counseling.</p> <ul style="list-style-type: none"> • FBLGMS seeks and encourages parental involvement to help with students' academic or behavioral development. Teachers schedule meetings or request for <i>parent shadowing</i> – when a parent walks and follows the child to all classes, lunchtime, and breaks. FBLGMS understands how vital parent involvement and communication is to the success of the student. • Each interdisciplinary team's School Climate Cadre meets with individual or small groups of students to discuss specific behavioral concerns before or after suspension during any given Team Time period. The intent of the small group meeting is to offer positive behavior encouragement and is used as a form of intervention. • Teachers may use Team Time to invite guest speakers to present students with strategies to make responsible choices regarding the importance of good behavior. At the end of the month, there are grade level assemblies for PowerSchool behavioral data presentations. <p>FBLGMS ensures that students receive appropriate support services in health through the assistance and activities provided by the School Health Counselor. The school health counselor also invites medical professional guest speakers for health-related presentations. In addition, medical professionals are always available during Special Olympics events. During water-related field trips, water safety officers, certified lifeguards, and American Red Cross volunteers also provide students with information regarding water emergency responses, water safety, and water accident prevention methods.</p>	
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Direct Connections

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

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

Findings	Supporting Evidence
<p>FBLGMS provides support to at-risk students or those with specific learner needs by offering the following services:</p> <ol style="list-style-type: none"> a) Rainbows for Children – for students who are grieving the loss of parents or loved ones caused by death, divorce, separation, incarceration, or other situations. b) One-to-one counseling – for students who are emotionally distressed or academically struggling. c) Special Education Program – for students who are eligible to receive services due to specific learner needs. d) English as a Second Language Program – for students who speak little to no English. e) Monthly small/large group presentations – for students who need the opportunity to verbalize or form small support groups to address adolescent issues such as bullying, peer pressure, alcohol/drug awareness, conflict resolution, crisis management, suicide prevention, and other attitudinal and behavioral concerns faced by youths. f) Tutorial Services – for students who are at-risk or are receiving failing marks in their academic reports and assessments. g) Parent-Family-Community Outreach Program personnel – for students who require home visits to communicate with parents who have no working contact numbers. h) Truant Officer – for students who are considered at-risk not attending school in a daily basis, as required by law. i) Teacher Assistants – initially for ESL students; however, in SY2015-2016, they were assigned to assist all students in classrooms throughout the school. j) Family Court and Mental Health – for students who require family intervention and mental health services. <p>FBLGMS makes effort to seek assistance from other agencies or organizations to provide</p>	<ul style="list-style-type: none"> ● Counseling (Private Organizations) Services ● Mental Health Support Services ● Community Outreach Programs ● Truancy Supports ● Family Court

<p>resources to students through wildlife preservation; Guam Police Department; Sanctuary, Incorporated (a community-based organization that helps improve the quality of life for Guam’s youth, promotes reconciliation during times of family conflicts, and serves as an advocate for the youths to preserve family unity by providing multitude of services; Bank of Hawaii/Bank of Guam; I’Famagu’on-ta (child adolescent services); PFCOP (Parent-Family-Community Outreach Program), which promotes the importance of parental involvement in education; WestCare Pacific Islands Programs; and other community groups that serve the island community.</p> <p>Each school year, the faculty and staff provide input regarding the budget in the areas of capital improvement, equipment, supplies and materials, and personnel. However, most of the budget is allocated for salaries of certified teachers, health counselors, and guidance counselors.</p> <p>FBLGMS employs a full-time health counselor who provides services to the entire school. The health counselor gets a small portion for health related necessities, such as adhesive bandages, rubbing alcohol, and gloves. The school also employs three full-time guidance counselors. In addition to providing counseling services, the guidance counselors may reschedule students into the appropriate classrooms, monitor at-risk students, and call parents to meet with the school, when needed.</p>	
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Strategies Used for Student Growth/Development

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

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

Findings	Supporting Evidence
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<p>There is a high level of teacher involvement with all students at FBLGMS. Teachers provide appropriate activities and lessons to allow all students be involved in the learning process. School leadership designates professional development days and faculty meetings for training and allows for instructional collaboration.</p> <p>FBLGMS daily promotes inclusion in its curriculum and instruction. Most students are placed in heterogeneous classrooms, which also provide instructional options for English Language Learners and SPED students.</p> <p>A-B-C Lesson Plans for Team Time are regularly modified for student learning and more effective implementation of the Character Education program.</p> <p>Student and parent perception surveys are administered once per semester, compiled, discussed, and analyzed during PLCs for relevant concerns and issues. Perception surveys need to be administered quarterly in order for more regular review of student and parent feedback regarding the effectiveness of the school's use of strategies for student growth/development.</p>	<ul style="list-style-type: none"> ● Professional Development ● Professional Learning Communities ● Faculty Meetings / Teacher Learning Community ● Team Time Math and Literacy Building ● Discipline Data for Regression or Progression ● Pretests and Posttests ● Student and Parent Perception Surveys
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E4. STUDENT SUPPORT CRITERION – ACCESSIBILITY

Equal Access to Curriculum and Support

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

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

Findings	Supporting Evidence
<p>FBLGMS administration and staff complete the student schedules before a new school year begins. Students are randomly placed into one of three quads per grade level in PowerSchool. PowerSchool randomly enrolls a similar amount</p>	<ul style="list-style-type: none"> ● Criteria for Advanced Math and Robotics (Science) Placement ● Computer-Generated Student Schedules ● Student/Parent Request to Add/Drop

<p>of females, males, and different ethnic groups for each grade level interdisciplinary team. However, administration may take into consideration the learning disabilities of students and manually produce schedules for them to place in each quad. During the school year, teachers and parents may request for schedule changes to maximize students' potential. All requests are taken into consideration and acted upon accordingly.</p> <p>All students have access to a challenging, relevant, and coherent curriculum. Additionally, Board Policy 338 requires that middle school students take grade level content subjects (math, reading, language arts, science, and social studies), one year of Chamorro, a year and a half of Physical Education., and a semester of Health. Students may choose to take other elective courses, such as Journalism, Career Education, Consumer Family Science, Business Math, Marketing, Band, Choir, or Art based upon their interests and availability of classes to meet the middle school required courses for promotion to high school.</p> <p>Though FBLGMS is committed to both complying with district mandates and providing students with a variety of electives courses, the faculty and staff may need to look into other electives that would benefit outer island students as they make up roughly 25% - 30% of the student population.</p> <p>Students are enrolled in Advanced Math for each interdisciplinary team. In addition, 8th grade students, if eligible, may be enrolled in Advanced Science (Robotics). For math, students who meet grade level equivalency or score above grade level in the WRAT-4 assessment are placed in an Advanced Math class offered by each grade level math teacher. For Advanced Science, students who show interest and high aptitude for Science, Technology, Engineering, and Math (STEM) with teacher's recommendation in the 7th grade are placed in the 8th grade Robotics class. Due to the success of the Robotics program, 6th and 7th graders will be able to take Green-STEM in the near future. Green-STEM would be funded by GDOE's STEM program.</p> <p>The summer school program at FBLGMS is mainly offered to assist students in increasing</p>	<p>Classes (granted based on individual circumstances)</p>
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academic achievement and enhancing growth in their language arts, reading, and math skills by the end of the four-week session. (*SAP Goal IIA, A.S.#5*) In order to encourage students to consistently attend the summer school program, the school provides supplemental courses, such as physical education, social studies, science, computer, and music to allow students to participate in activities that engage their interests and abilities. The summer school program also provides incoming 6th graders a safe and smooth transition into the middle school routines and procedures.

At the end of each school year, teachers and counselors encourage students to attend the summer school program who may need more support and skill developments in language arts, reading, and math. These students are those who may have been habitual truants, failed two or more classes, or have learning disabilities that can be assisted through smaller class sizes and more individualized instruction. Classroom instruction during the summer school program generally involves writing, grammar, sentence structure, basic number operations, fractions, decimals, percent, and other prerequisite skills that students need to know in order to succeed in the next grade level. (*SAP Goal IIA, A.S.#5*) Common Core State Standards are emphasized in creating lesson plans and implementing performance-based activities. Diagnostic assessment pretests and posttests (Gates MacGinitie, WRAT-4, San Diego Quick, Grade Word List, AIMSweb, and other teacher-made content analysis checklists) are also administered at the beginning and end of the program in order to determine baseline data and student growth. During summer school, Character Education is also taught and celebrated through morning activities and behavior incentives.

Over the years, it has been a challenge to sustain the summer school programs throughout the district. Some of the issues that affect the continuation of summer school each year are:

- Federal funding for the program consistently declining each year.
- Shortage of willing teachers due to lower summer school wage and budget.

- Bussing routes are limited or not available.
- Scarcity of instructional materials and supplies, which imposes on teachers to purchase and provide for their students.

Although there are challenges that the school faces in order to provide a summer school program that encourages student growth, the school administration, teachers, and staff have noted some factors that have positively influenced the program:

- New administrative leadership and policies were constructive and goal-oriented.
- School climate was optimistic throughout the entire duration of summer school.
- All stakeholders sustained a goal for greater accountability.
- There have been low teacher absenteeism rate and high cooperation among teachers and site coordinator/administrator.
- Despite the lack of counselor's services, teachers and site coordinator were able to meet the students' emotional needs.

The English as a Second Language (ESL) program services students with a variety of backgrounds and in different grade levels. These students may speak little to no English. The ESL reading teacher may have an average of 60 students total in a year. Some of these students get mainstreamed to the general population, may stay in for all 3 years of middle school, or may leave island. A high number of transient students attend ESL classes.

The Guam Department of Education's Division of Special Education is committed to the development of the mind, body, and spirit of every student through the unified efforts of the school, family, and community. The school's Special Education program is supported and nurtured by appropriate funding, training, accountability, teamwork, and advocacy. 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 Individuals with Disabilities

<p>Education Act (IDEA). FBLGMS Special Education Team is committed to support exceptional children to be active members in school and in the community. Although challenges are expected, creative solutions are implemented.</p> <p>Placement in the Least Restrictive Environment (LRE), namely the general education classroom, is highly considered in every student's Individualized Education Program (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 core content areas. The types of services delivered vary and are dependent upon the student's individual unique needs.</p> <p>However, some students with severe and/or multiple disabilities attend classes in the Basic Life Skills (BLS) classroom. A life skills curriculum approach (based on the Common Core State Standards) blends academic, daily living, personal/social, and occupational skills into integrated lessons designed to help students learn to function independently in society. Students are also assessed using the Multi-State Alternate Assessment (MSAA), a comprehensive assessment system that promotes higher academic outcomes for students with significant cognitive disabilities.</p> <p>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 to students with IEPs that recommend these services. Furthermore, students with disabilities are mainstreamed in the general education classroom for social studies, science, two (2) electives, Character Education (Team Time), and Homebase.</p>	
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Curricular/Co-Curricular Activities

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

system of personalized supports.

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

Findings	Supporting Evidence
<p>Teachers acknowledge that students learn, perform, and understand in different ways. CITW (<i>Classroom Instruction That Works</i>), The Big 8 Literacy Strategies, SIOP (Sheltered Instruction Observation Protocol) Model, and Differentiated Instruction strategies help the teachers recognize the effective ways to target successful teaching and learning. Teachers create lesson plans that include the Schoolwide Learner Outcomes, research based strategies, and modifications or accommodations used for SPED or English as a Second Language (ESL) students while taking into consideration the conditions stated on their IEPs or consultation forms. SPED and ESL students learn the same skills as the general student population, but at their own pace using learning activities that are suited to their needs.</p> <p>There are various graphic organizers such as bubble maps, concept maps, and foldables to help students learn vocabulary concepts. Teachers use the Venn Diagram to help students see the similarities and differences between two concepts. In addition, teachers use student dialogue and grouping for more complicated skills. While working collaboratively, students learn to be Accomplished Communicators and Worthwhile Contributors, as Generating and Testing Hypothesis, or making predictions, will help them become High Level Thinkers.</p> <p>FBLGMS offers co-curricular activities to complement students' learning. Teachers accompany their students on fieldtrips that provide them with learning experiences outside of the classroom. Fieldtrips include reviewing movies that adapt what students read in their novels; watching musicals that relate to lessons learned in the textbooks; or taking trips around the island to learn about Guam's history to supplement their knowledge about topics discussed in the classroom. Fieldtrips also allow students to be Knowledgeable About Themselves Physically and Emotionally.</p>	<ul style="list-style-type: none"> ● School Aide/Teacher Assistant Schedules ● Instructional Program Aide ● Attendance Sheets ● Class Observations ● Assessments/Projects ● Livebinders ● Lesson Plans ● Graphic Organizers ● Student Schedule Amendments

<p>FBLGMS teachers are required to make accommodations for all students, including students who receive SPED services (required to accommodate based on Individualized Education Plan’s goals) and those in the ESL program. One-to-one aides are only provided to students whose IEP specifically requires more specialized support in order for the student to succeed.</p> <p>The ESL Program Coordinator plans accordingly for appropriate student placement for ESL students. The IEP committee, based on identified unique needs of a child, determine SPED students’ placement.</p>	
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Meeting Student Needs Through Curricular/Co-Curricular Activities

E4.3. Indicator: The school has a process for regularly evaluating the degree to which curricular/co-curricular activities are meeting the needs of students who require access to a system of personalized supports.

E4.3. Prompt: *Evaluate the school process for regularly evaluating the degree to which curricular/co-curricular activities are meeting the needs of students who require access to a system of personalized supports.*

Findings	Supporting Evidence
<p>FBLGMS has a system in place to monitor students placed in the Least Restrictive Environment (LRE) and resource rooms. Consulting Resource Teachers (CRTs) closely monitor teachers’ quarterly submissions of SPED progress reports. CRTs also ensure that all IEPs are annually updated and tri-annual reviews are completed. They conduct observations and provide support. There is constant communication among Regular Classroom Teachers (RCTs), SPED teachers, and the Consulting Resource Teachers (CRTs). Every quarter the RCTs and SPED teachers confer regarding the strategies, modifications, and accommodations implemented in the classroom. The purpose of these consultations is to improve overall student achievement at FBLGMS.</p> <p>ESL Coordinator collects data from content area, elective, and ESL teachers on modifications/accommodations made for English language learners. Like the SPED program, ESL</p>	<ul style="list-style-type: none"> ● SPED Quarterly Progress Reports ● Annual Present Levels of Academic Achievement and Functional Performance (PLAAFP) Meetings and Documents ● English as a Second Language (ESL) Program Quarterly Reports and Annual Program Reports ● Consultation and Monitoring Coordinators’ Monthly and Quarterly Reports

<p>quarterly reports are submitted to the ESL coordinator for review. The reports reflect upon the modifications and accommodations teachers use for ESL learners in their classroom. Upon review of students' cumulative data, LAS Links testing will be given and proper program placement will occur.</p> <p>In the classroom, teachers regularly utilize Common Formative and Summative Assessment data to monitor student progress and urge teachers to re-teach and retest. For students in LARM (language arts, reading, and math) classes, AIMSweb is another diagnostic tool to demonstrate achievement. Plans are created for students who are in need of support, and teachers ensure interventions as students are tested periodically to validate achievement. <i>(SAP Goal IIIA, A.S.#6)</i></p>	
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Student Perceptions

E4.4. Indicator: The school is aware of the student perspective of support services through such approaches as interviewing and dialoguing with student representatives of the school population.

E4.4. Prompt: *Comment on the student perspective about the effectiveness of support services after interviewing and dialoguing with student representatives of the school population. (Ensure that students represent the broad and diverse array of the school population.)*

Findings	Supporting Evidence
<p>FBLGMS engages in activities that promote open communication and dialogue among students, teachers, counselors, and administrative team to address effectiveness of support services of students. One effective way to support services of students is through Team Time. Though Team Time is used for Character Education, it is also an opportune time to have discussions regarding concerns students have, such as school activities or discipline issues. These concerns would be discussed with the School Climate Cadre (SCC) during interdisciplinary team meetings and shared with all SCC representatives, counselors, and administration during their weekly meetings.</p> <p>The Student Body Association (SBA), team clubs, and student organizations are essential school</p>	<ul style="list-style-type: none"> ● Monthly Assembly Agenda ● Student Body Association Administrative Reports ● Student Body Association Council Meetings ● Student Perception Surveys ● School Leadership Meetings ● Quad Student Leadership Meetings ● Weekly Content Area Meetings ● Weekly Program Meetings

groups that allow for communication with the faculty, staff, and administration. Since SBA members represent the school population, they provide valuable insight on how the student body perceives certain issues or school policies. SBA members have been invited to attend SCC meetings to provide useful input. Interdisciplinary team clubs also work together to promote communication and unity within the team. Team officers and Team Time student representatives are able to express their concerns or give suggestions to the team teachers and student leaders. Concerns discussed in the team include decreasing discipline referrals, organizing team assemblies, or planning team fieldtrips.

FBLGMS counselors work with teachers and the students by offering a wide variety of student services from class scheduling to advising students facing personal problems. However, any issues stemming from student concern that would affect the school, as a whole, would be forwarded to the administration where it would be handled on a case-by-case basis.

In order to ensure that students' perspectives are continually represented, the school needs to further make more concerted effort to take time to interview and dialogue with student representatives of the school population. The Student Body Association, which consists of student leaders, is the organized group that the school administration, teachers, and staff communicate with regarding activities and events that are planned for the entire student population or interdisciplinary teams.

All teachers administer the uniform Student Perception Surveys to all students in order to assist teachers' instructional planning, curriculum mapping, and goals setting based on students' individual learner needs.

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

Summary (including comments about the student learning needs):

FBLGMS provides every opportunity for parents and families to be involved with the students' learning processes. Student and family services are promoted by the school through parent meetings, newsletters, school website, and email correspondence. The school leadership assists English Language Learner families through requests for interpreters' assistance during meetings or conferences. Although a Parent-Teacher Organization is in place, few families attend and get involved with the school's decision-making process.

The school's existing policies regarding behavioral expectations and supports are in place through the Schoolwide Learner Outcomes, school Mission, Vision, and Five Expectations that are consistently reinforced in the classrooms through posters on walls, discussions, Team Time lessons, and during PBIS grade level assemblies. These schoolwide expectations are also enforced in the hallways, library, cafeteria, gymnasium, offices, outdoor fields, busses, and restrooms.

The support among staff, parents, and students is evident through the positive feedback and perception survey results that the school receives in various situations and conditions. Open communication is highly valued and encouraged through email correspondence, PowerSchool's parent portal access, student planners, exchange of phone calls, and notes sent with students to and from school. Faculty, staff, and administration communicate effectively through email, Smart phone apps, notes delivered to and from the classrooms, Google docs, and during Professional Learning Community (PLC)/Teacher Learning Community (TLC) meetings. The degree of high expectations and caring attitudes for all students are displayed daily throughout the entire school. The strong level of trust, respect, and professionalism among faculty, staff, and administration is demonstrated through collaboration and positive means of communication and negotiations during PLCs, TLCs, professional development days, and informal meetings or gatherings.

FBLGMS critical learner needs are in the areas of math and literacy. During SY2014-2015 and SY 2015-2016, professional development was geared to teacher training in CITW (*Classroom Instruction That Works*), The Big 8 Literacy Strategies, and SIOP (Sheltered Instruction Observation Protocol) Model strategies to address literacy. These strategies could be implemented throughout all disciplines. Teachers applied them in the classroom and displayed student work during PLCs. The strategies accommodated all levels of student learning, which exemplify **High Level Thinking** strategies and allow students to be **Accomplished Communicators** and **Study Skills Masters**. CITW (*Classroom Instruction That Works*), The Big 8 Literacy Strategies, and SIOP (Sheltered Instruction Observation Protocol) Model are used each school year with evidence of student work found in the Livebinders.

Teachers continually monitor student achievement. Common Formative and Summative Assessments are an indication of mastery and improvement. Pretests and posttests are given for skills taught each quarter. (*SAP Goal IA, A.S.#5*) When mastery is not evident, teachers may re-teach the topic and students may then be retested.

A-B-C Lesson Plans for Team Time are regularly modified for student learning and ensured consistent implementation of the Character Education program. During SY2016-2017, math and literacy-based lessons are applied once a week during Team Time to address the school's critical learner needs. (*SAP Goal IA, A.S.#12*) The lessons focus on stories and word problems. By utilizing cooperative learning during these lessons, students show they are **Accomplished Communicators** and **Worthwhile Contributors**.

All teachers administer Student and Parent Perception Surveys twice a year, and results from these surveys are compiled and analyzed by the individual teacher. Teachers reflect and make improvements in their instruction based on the students' and parents' feedback. By the second survey, teachers compare the findings for growth. During SY2016-2017, School Climate Cadre created a School Climate Survey administered to students, parents, and faculty/staff. The data was also collected, analyzed, and discussed to help with school improvement plans.

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

1. Monthly Parent-Teacher Organization meetings and semiannual Parent-Teacher Conferences are the main forms of parent contact organized by the school. Interdisciplinary team conferences with parents of at-risk students are also means of communication with teachers, counselors, and administration. The PowerSchool Parent Portal is used as a strong resource for parents who have access to a computer.
2. The school has high expectations for students in an environment that honors individual differences and promotes a culture of trust, respect, and professionalism among all members of the school community in the classrooms and through clubs/organizations.
3. FBLGMS ensures that every student receives appropriate support services in the areas of academic, behavioral, health, career, and personal counseling. The school allocates resources to support students' learning needs and provides personalized instructional approaches, which allow access to a guaranteed and viable curriculum for all students.
4. The school's Special Education program is driven by FAPE (Free Appropriate Public Education) and IDEA (Individual with Disabilities Education Act) to address the unique needs of learners. Teachers continually utilize research-based strategies in CITW (*Classroom Instruction That Works*), The Big 8 Literacy Strategies, SIOP (Sheltered Instruction Observation Protocol) Model, and Differentiated Instruction as a way to help students reach their full potential. When stipulated by the Individualized Education Plan, FBLGMS offers extended school year services during the summer.

5. The summer school program at FBLGMS is mainly offered to assist students in increasing academic achievement and enhancing growth in the areas of LARM (language arts, reading, and math) and other courses by the end of the five-week session. (*SAP Goal IIIA, A.S.#7*) Character Education is also offered to students as a way to address their behavior and help them become **Knowledgeable About Themselves Physically and Emotionally**.
6. FBLGMS engages in activities that promote open communication and dialogue among students, teachers, counselors, and administrative team to address effectiveness of support services of students. One effective way is through Team Time discussions, in addition to learning about Character Education. Student Body Association, interdisciplinary team clubs, and student organizations are also open to all students to participate in and be a part of making decisions for the school. The faculty and staff openly receive and note all concerns in order to take appropriate action and promote positive results.
7. Each interdisciplinary team develops and implements behavioral SMART goals to address student behavior. These SMART goals are monitored and updated to address its effectiveness. Teaching Character Education during Team Time and improving student behaviors are a major part of the SMART goals.

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

1. The school's discipline referral rate has been rising and existing policies, regulations, and procedures need to be revisited in order to ensure a safe learning environment for all students.
2. Although FBLGMS provides many opportunities to involve parents through semiannual Parent-Teacher Conferences, phone calls home, and themed-events outside of school, there is still a lack of parental involvement, especially during Parent-Teacher Organization meetings, despite the faculty and staff's efforts.
3. FBLGMS currently has only four (4) school aides to provide services to the school and supervise students outside the classroom. There is a need for more school aides to continually keep the school safe.
4. In lieu of out-of-school suspension, additional options to address discipline referrals include parent shadowing, in-school suspension, and work detail for students. More intervention and effective measures need to be enforced.
5. Parents, students, and community members need to be made more aware of resources and services available for students' personal and academic growth through interviews and dialoguing with student and parent representatives of the school population.
6. The school needs to ensure that parents and the school community understand student achievement of the academic standards as proficiency scales and Standards-Based Grading will be implemented throughout the district.
7. Although FBLGMS offers a variety of elective courses, the school needs to research and evaluate programs that take into consideration its outer island student population's perspectives and priorities. The combination of students from FSM, Marshall Islands, and Palau make up approximately 25%-30% of the student population.
8. More concerted effort is needed to consult professional assistance from field experts and outside agencies to help with disciplinary repeat offenders. Likewise, students who behave appropriately at all times should be provided academic enrichment or needed

academic interventions during Team Time.



Chapter V: Schoolwide Action Plan

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



AREAS OF STRENGTH

Category A	Category B	Category C	Category D	Category E
<i>Collaboration</i>				
<p>FBLGMS employees share the goals of providing and creating a safe learning environment while facilitating student success. All employees ensure that student safety is the school’s highest priority. This unified vision provides the foundation for the school’s strong camaraderie</p> <p>Teachers meet weekly</p>	<p>Teacher Learning Communities and Professional Learning Communities have been focused to continually inform teachers of current instructional theories and trends, best practices, and research-based strategies.</p> <p>There is teacher collaboration in developing proficiency scales, not only at the school level but also as a</p>	<p>FBLGMS stakeholders have tremendous school pride. In addition, the cohesiveness amongst faculty and staff is evident. Faculty and staff work well with each other to help each other meet schoolwide learner outcomes and School Action Plan goals.</p>	<p>Professional Learning Communities (PLCs) at FBLGMS work collaboratively and cooperatively when addressing student academic and behavioral skills. PLCs work together on a weekly basis to plan lessons, create Common Formative and Summative Assessments, and analyze data to help better address students’</p>	<p>FBLGMS engages in activities that promote open communication and dialogue among students, teachers, counselors, and administrative team to address effectiveness of support services of students. One effective way is through Team Time discussions, in addition to learning about Character Education. Student Body Association,</p>

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<p>during their content area and grade level Professional Learning Communities (PLCs) to discuss student achievement data, use of various instructional strategies, proficiency scales, lesson planning, and skills alignment. With the established PLC meeting dates, teachers work collaboratively planning instruction, creating and reviewing assessments, and examining student work.</p> <p>The employees of FBLGMS work to provide effective instruction, adequate resources, and a social and cultural climate in which education is celebrated and valued.</p>	<p>district. These proficiency scales are necessary as the district transitions into standards-based grading.</p>		<p>learning needs. (<i>SAP Goal IA, A.S.#6</i>)</p>	<p>interdisciplinary team clubs, and student organizations are also open to all students to participate in and be a part of making decisions for the school. The faculty and staff openly receive and note all concerns in order to take appropriate action and promote positive results.</p>
Research-Based Strategies				
<p>Teacher leaders are actively involved in professional development and in training others to be proficient in the classroom.</p>	<p>Teachers are trained and highly encouraged to apply CITW, The Big 8 Literacy Strategies, and SIOP Model strategies, including Differentiated Instruction methods, in the classroom. These</p>	<p>FBLGMS takes great pride in its ability to differentiate instruction necessary to address the unique needs of students by incorporating interventions,</p>	<p>With the implementation of the school's Common Formative and Summative Assessments, FBLGMS teachers are able to address critical learner</p>	<p>The school's Special Education program is driven by FAPE (Free Appropriate Public Education) and IDEA (Individual with Disabilities Education Act) to address the</p>

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<p>The school provides extensive professional development to teachers based on research proven methods. FBLGMS has provided extensive training on CITW (<i>Classroom Instruction That Works</i>), The Big 8 Literacy Strategies, and SIOP (Sheltered Instruction Observation Protocol) Model, and Differentiated Instruction in an effort to augment teachers' instructional repertoires.</p> <p>Teachers provide quality education with limited resources through innovative instructional methods.</p>	<p>strategies and methods are embedded in the uniform lesson plans and have become an integral part of teachers' repertoire of instructional processes and approaches.</p>	<p>modifications, and accommodations in lessons and classroom activities. Advanced classes are available for math, science, Honor Choir, Honor Band, and Jazz Band to meet the needs of gifted students.</p> <p>Professional Development days have helped FBLGMS's faculty to be well versed in training modules as prescribed by the district and to have an increased ability to articulate and understand district initiatives. This afforded teachers the opportunity to explore a variety of teaching strategies to help students become High Level Thinkers and Study Skills Masters with the goal to increase math and literacy proficiency levels across the curriculum.</p>	<p>needs in content skills and differentiate instruction by either re-teaching, providing corrective or direct instruction, and/or providing enrichment activities within the lessons.</p> <p>FBLGMS uses data to plan professional development sessions and monthly Teacher Learning Community meetings. These training sessions provide focus on research-based instructional programs such as <i>Classroom Instruction That Works</i> (CITW), The Big 8 Literacy Strategies, Sheltered Instruction Observation Protocol (SIOP), and Standards-Based Grading (SBG).</p> <p>FBLGMS uses both research and data to plan curriculum to help meet the needs of advanced math learners and STEM science learners.</p>	<p>unique needs of learners. Teachers continually utilize research-based strategies in CITW, The Big 8 Literacy Strategies, and SIOP Model as a way to help students reach their full potential. When stipulated by the Individualized Education Plan, FBLGMS offers extended school year services during the summer.</p>
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Curriculum Map				
	<p>Teachers at FBLGMS utilize the curriculum map and guide agreed upon during district-wide professional developments. Lesson plans incorporate the Power Standards that should be taught each quarter. This ensures that the school provides guaranteed and viable curriculum.</p> <p>In addition to the curriculum maps, the use of Common Formative and Summative Assessments, along with other classroom observations and evaluation processes are the guiding influence to ensure that students are achieving and mastering skills taught. <i>(SAP Goal IA, A.S.#4)</i></p>	<p>FBLGMS teachers provide unit, semester, or annual pretests and posttests to increase awareness and focus of classroom goals and objectives. The results of these tests are included in a skills analysis assessment and help to guide curriculum planning for all teachers at FBLGMS on whether to move on to the next lesson, review the previous lesson, or re-teach particular skills and content.</p>		
Student Achievement				
<p>Teachers use various forms of technology and resources (iPads, laptops, ELMO, Promethean Board, multimedia projectors,</p>	<p>Consistent mid-quarter progress and quarter report cards given to parents and students assist in developing, monitoring, and making</p>	<p>Uniform Parent and Student Perception Surveys help teachers reflect on their teaching strategies. <i>(SAP Goal IC, A.S.#4)</i> Data is collected</p>	<p>FBLGMS teachers effectively utilize data from district-wide tests, pretests and posttests, AIMSweb, and teacher-generated</p>	<p>The school has high expectations for students in an environment that honors individual differences and</p>

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<p>Active Expression Responders) to extend students' learning.</p>	<p>appropriate changes in students' personal learning plans to affirm student growth and to respond to their unique needs. (<i>SAP Goal IC, A.S.#6; Goal IIA, A.S.#2 and #3; Goal IIIA, A.S.#2</i>)</p>	<p>from all of these surveys and can be used to strengthen the school's overall quest to create specific plans and timelines to address the improvement of student learning.</p>	<p>assessments to plan lessons deliberately and purposefully. This data helps guide teachers in determining student academic needs.</p>	<p>promotes a culture of trust, respect, and professionalism among all members of the school community in the classrooms and through clubs/organizations.</p> <p>FBLGMS ensures that every student receives appropriate support services in the areas of academic, behavioral, health, career, and personal counseling. The school allocates resources to support students' learning needs and provides personalized instructional approaches, which allow access to a guaranteed and viable curriculum for all students.</p> <p>The summer school program at FBLGMS is mainly offered to assist students in increasing academic achievement and enhancing growth in the areas of LARM (language arts, reading, and math) and other courses by the end of the</p>
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				<p>five-week session. (<i>SAP Goal IIIA, A.S.#7</i>) Character Education is also offered to students as a way to address their behavior and help them become</p> <p>Knowledgeable About Themselves Physically and Emotionally.</p>
<i>Exploratory Courses</i>				
	<p>FBLGMS offers a variety of exploratory courses, such as Honor Band to Marketing, to assist students with their individual learning plans. There are also courses, such as Advanced Math and Advanced Science Robotics for students who meet the criteria. FBLGMS also creates opportunities for clubs and organizations to cater to students' interests.</p>	<p>FBLGMS recognizes the diversity of the student population; therefore, the administration, faculty, and staff work together to provide the students with a variety of academic and extracurricular activities.</p>		
<i>Character Education</i>				

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		<p>Daily Team Time for Character Education helps to promote students to become Worthwhile Contributors and Knowledgeable About Themselves Physically and Emotionally.</p> <p>FBLGMS has developed an adequate Character Education program featuring monthly themes set by the School Climate Cadre (SCC). <i>(SAP Goal VC, A.S.#2)</i></p> <p>The SCC also promotes behavior through various programs and initiatives</p>		
SMART Goals				
		<p>FBLGMS implements SMART Goals in all lesson plans to maintain focus of its critical learner needs (academic and behavior). Teachers are encouraged to review and assess their SMART Goals throughout the</p>		<p>Each interdisciplinary team develops and implements behavioral SMART goals to address student behavior. These SMART goals are monitored and updated to address its effectiveness. Teaching</p>

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		<p>school year. Assessments and disaggregated data help teachers evaluate the success or need to adjust annual SMART Goals as the school year progresses.</p>		<p>Character Education during Team Time and improving student behaviors are a major part of the SMART goals.</p>
<i>Communication</i>				
				<p>Monthly Parent-Teacher Organization meetings and semiannual Parent-Teacher Conferences are the main forms of parent contact organized by the school. Interdisciplinary team conferences with parents of at-risk students are also means of communication with teachers, counselors, and administration. The PowerSchool Parent Portal is used as a strong resource for parents who have access to a computer.</p>



AREAS OF GROWTH

Category A	Category B	Category C	Category D	Category E
<i>Discipline</i>				
<p>The high discipline referral rate is an indication that the current Character Education curriculum may need to be revisited. FBLGMS needs to seek other options and collaboratively discuss a character-building program that provides more consistent and effective results.</p>		<p>FBLGMS must take a closer look at its discipline rate. Teachers offer lessons during Team Time to help students become Knowledgeable About Themselves Physically and Emotionally, and yet, the school continues to have a staggering amount of discipline referrals. FBLGMS stakeholders must continue to explore new interventions to help decrease the discipline rate and improve student behavior.</p> <p>Although FBLGMS has made great strides to record and collect data on discipline, more effort needs to be done to keep all stakeholders informed about the critical areas of discipline. Stakeholders need to know what the critical schoolwide</p>		<p>The school's discipline referral rate has been rising and existing policies, regulations, and procedures need to be revisited in order to ensure a safe learning environment for all students.</p> <p>FBLGMS currently has only four (4) school aides to provide services to the school and supervise students outside the classroom. There is a need for more school aides to continually keep the school safe.</p> <p>In lieu of out-of-school suspension, additional options to address discipline referrals include parent shadowing, in-school suspension, and work</p>

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		discipline problems are in order to strategize solutions. In addition, the school needs to continue to reevaluate PBIS implementation and behavioral SMART Goals to help address behavioral schoolwide issues.		<p>detail for students. More intervention and effective measures need to be enforced.</p> <p>More concerted effort is needed to consult professional assistance from field experts and outside agencies to help with disciplinary repeat offenders. Likewise, students who behave appropriately at all times should be provided academic enrichment or needed academic interventions during Team Time.</p>
<i>Parent Involvement/Communication with Parents</i>				
<p>Parental involvement and support need to be fostered in order for school programs or initiatives to be successful. Parent accountability is a concern that should be addressed not only at the school level, but at the district level as well.</p> <p>Although effective modes of communication are</p>	<p>Students are given their individual ACT Aspire and SBA results upon availability, but parents also need to be informed about interpreting student results through effective communication with the school.</p> <p>Although there are advanced placement courses for math and science, FBLGMS needs</p>	<p>Technology has helped to improve communication between administration, staff, and faculty; however, there is always room for improvement when it comes to communication.</p> <p>Although the school uses emails, iPhone WhatsApp, and a whiteboard in the office, not all teachers have reliable access to the internet or do not have telecommunication/roaming signal in their classrooms. The school can improve by</p>		<p>Although FBLGMS provides many opportunities to involve parents through semiannual Parent-Teacher Conferences, phone calls home, and themed-events outside of school, there is still a lack of parental involvement, especially during Parent-Teacher Organization meetings, despite the</p>

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<p>available (email, newsletters, specialized personal device apps, PowerSchool), FBLGMS needs to establish a procedure that ensures more consistent and timely in-house notifications and parental notifications.</p>	<p>to examine and consider Pre-AP courses for students in other subjects who score above grade level or remedial classes for those who score below grade level.</p>	<p>posting the information on student disciplinary actions (i.e., suspensions) in a timely manner and making more efforts to send notices home to parents regarding Parent-Teacher Organization meetings, Parent-Teacher Conferences, and other school activities.</p>		<p>faculty and staff's efforts. Parents, students, and community members need to be made more aware of resources and services available for students' personal and academic growth through interviews and dialoguing with student and parent representatives of the school population.</p>
Technology				
<p>The technological resources available for student use have grown significantly in the past three years; however, there is a necessity to continue improving teacher and student access to technology.</p>		<p>Technological equipment, such as ELMO, multimedia projectors, and Smart (Promethean) Boards are not readily available for all teachers. Also, some of FBLGMS's classrooms do not have a reliable access to the internet, and teachers have difficulties using technology in their lessons.</p>		
Student Outcome Data				
	<p>Every school year, the faculty reviews the results of the District-Wide Assessments. However, since the district replaced SAT-10 with</p>		<p>More time is needed in terms of analyzing data gleaned from assessments. Teachers need full access to AIMSweb</p>	

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	<p>ACT Aspire and Standards Based Assessment, results are not available in a timely manner and reporting systems are not able to provide specific content skills that determine students' areas of growth.</p>		<p>throughout the school year. In addition, more training on how to effectively use the AIMSweb online tests and results need to be conducted with math, reading, and language arts teachers.</p> <p>Results from previous year's District-Wide Assessments (ACT Aspire, SBA) should be released earlier in the following school year.</p>	
<i>Standards-Based Grading</i>				
		<p>Standards-Based Grading (SBG) is new for the teachers at FBLGMS. While the faculty has had some training, most teachers agree that more training in SBG is needed. In addition, for the teachers who already implement this system of grading, PowerSchool does not have a system in place for teacher to input grades using proficiency scales.</p>		<p>The school needs to ensure that parents and the school community understand student achievement of the academic standards as proficiency scales and Standards-Based Grading will be implemented throughout the district.</p>

Advanced and Elective Courses				
			Advanced courses should be made available for all content areas. Placement would be based on results from pretests administered at the beginning of the school year.	Although FBLGMS offers a variety of elective courses, the school needs to research and evaluate programs that take into consideration its outer island student population's perspectives and priorities. The combination of students from FSM, Marshall Islands, and Palau make up approximately 25%-30% of the student population.
Follow-Up Processes				
FBLGMS has room to grow when it comes to the collaboration process for school-based decisions. The decision-making process needs to include more faculty and staff in order for changes to be fully supported and positively accepted. Purpose and rationale of proposed changes or revised plans needs	Currently, there is no program in place used as follow-up studies for students who have left middle school. FBLGMS may need to examine means to track the students who proceed to high school, attend college or other post-high school options in order to regularly evaluate the effectiveness of the strategies and programs	Teachers are not given sufficient time to conduct peer observations, or Learning Snapshots, due to numerous meetings, training sessions, student intervention conferences, tutoring, repairing school equipment, and preparing documents required to be submitted in a timely manner. Teachers are encouraged to engage in peer observations and to help each other develop effective		

<p>to be clearly stated and understood by all.</p> <p>Faculty, staff, and administration need to reevaluate the advantages and disadvantages of <i>matriculation</i> regarding student safety, instruction, and accountability. All students are a shared responsibility of the school, and supervision strategies need to be supported by all in order for the initiative to be effective.</p>	<p>at FBLGMS.</p>	<p>instructional strategies; however, teachers encounter difficulties in designating time to observe each other.</p>		
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IMPLICATIONS FOR REVISING THE SCHOOL ACTION PLAN

The current SAP’s vision derives from the Guam Department of Education’s State Strategic Plan (SSP), as well as the department’s mission statement and the 5 District Level Expectations. The overall mission of FBLGMS is to *respond to the unique needs of our students, while exploring areas of individual potential and cultivating lifelong learning skills*. In order to address the 2014 Midterm Visiting Team’s recommendations expressed as the school’s Critical Areas of Focus, the current School Action Plan also includes a component that helps the school to purposefully examine its strategies to support the plan’s action steps. The current SAP’s Goals and Action Steps focus on Student Academic Performance, Student Behavior, and School Culture and Environment.

In SY2014-2015, the school leadership team revised F.B. Leon Guerrero Middle School’s *School Improvement Plan* (SIP) after its Midterm Visit in April 2014. After its initial revision, the SIP was further reviewed and discussed by each interdisciplinary team and recommendations were given to improve its Action Steps. During SY2016-2017, the SIP was changed to *School Action Plan* (SAP) and was further revisited and revised by the entire school’s faculty and staff during the first professional development day. The school’s review of the SAP was necessary in order to encourage all stakeholders to be familiar with the Action Steps that needed to be refined in preparation for the school’s examination of student outcome data and upcoming WASC visit in March 2017.

Throughout SY2016-2017, the Accreditation Leadership Team, Focus Groups, and Home Groups realized that appropriate modifications on the current School Action Plan need to continue based on the resulting themes emerging from the self-study. With the current identified growth areas involving discipline; parent involvement/communication with parents; technology; student outcome data; Standards-Based Grading; advanced and elective courses; and follow-up processes, the School Action Plan’s six (6) goals and its action steps need to be further examined, prioritized, and revised, including the integration of the visiting committee’s recommendations after the March 2017 visit.



STRATEGIES TO SUPPORT THE SCHOOL ACTION PLAN

Language Arts	<p><i>Student Academic Performance:</i></p> <p>Teachers will:</p> <ul style="list-style-type: none"> • Administer CFAs and CSAs to gauge understanding of the lesson and re-teach, as necessary • Utilize AIMSweb: Paragraph Writing and Spelling assessments as
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	<p>a corroborative tool to assess improved performance</p> <ul style="list-style-type: none"> • Complete proficiency scales for the power standards in each grade level • Teach using the CITW, The Big 8 Literacy Strategies, and SIOP strategies with evidence uploaded to Livebinders • Participate in school-wide and island-wide Spelling Bee • Incorporate technology into the lessons • Teach spelling, grammar, and the writing process <p><i>Student Behavior</i></p> <ul style="list-style-type: none"> • Work with their SCC counterparts to curb discipline behavior • Follow school procedures for submitting ODRs and OTRFs • Contact parents through phone calls or emails • Tangible incentives for good behavior. <p><i>School Culture and Environment</i></p> <ul style="list-style-type: none"> • Collaborate in their content grade levels during PLCs and PD days • Follow-through with agreed upon PLC norms
<p>Reading</p>	<p><i>Student Academic Performance</i></p> <p>Teachers will:</p> <ul style="list-style-type: none"> • Administer CFAs and CSAs to gauge understanding of the lesson and re-teach, as necessary • Utilize AIMSweb: MAZE and OR testing as a corroborative tool to assess improved performance • Complete interventions and progress monitoring for AIMSweb • Complete proficiency scales for the power standards in each grade level • Administer and analyze pre-/post- Gates MacGinitie scores for growth • Teach using the CITW, The Big 8 Literacy Strategies, and SIOP strategies with evidence uploaded to Livebinders • Participate in Read-a-Thon to promote literacy • Incorporate technology into the lessons • Teach Basic Research and Presentation Skills (Word, PowerPoint, Prezi, Navigating the Web) • Teach outlining, annotation, and note-taking • Provide real world connections to literature (fieldtrips, workshops) <p><i>Student Behavior</i></p> <ul style="list-style-type: none"> • Work with their SCC counterparts to curb discipline behavior • Follow school procedures for submitting ODRs and OTRFs • Contact parents through phone calls or emails • Hold lunch detention for misbehaving students

	<ul style="list-style-type: none"> Reward good behavior (providing enrichment technology use, tangible incentives) <p>School Culture and Environment</p> <ul style="list-style-type: none"> Collaborate in their content grade levels during PLCs and PD days
Math	<p>Student Academic Performance</p> <p>Teachers will:</p> <ul style="list-style-type: none"> Administer CFAs and CSAs to gauge understanding of the lesson and re-teach, as necessary Complete proficiency scales for the power standards in each grade level Administer and analyze pre-/post- WRAT scores for growth Teach using the CITW, The Big 8 Literacy Strategies, and SIOP strategies with evidence uploaded to Livebinders Incorporate technology into the lessons Provide real world connections to literature (fieldtrips, workshops) <p>Student Behavior</p> <ul style="list-style-type: none"> Work with their SCC counterparts to curb discipline behavior Follow school procedures for submitting ODRs and OTRFs Contact parents through phone calls or emails Hold lunch detention for misbehaving students Reward good behavior (providing enrichment technology use, tangible incentives) <p>School Culture and Environment</p> <ul style="list-style-type: none"> Collaborate in their content grade levels during PLCs and PD days
Science	<p>Student Academic Performance</p> <p>Teachers will:</p> <ul style="list-style-type: none"> Administer CFAs and CSAs to gauge understanding of the lesson and re-teach, as necessary Complete proficiency scales for the power standards in each grade level Administer and analyze pre-/post- tests for growth Teach using the CITW, The Big 8 Literacy Strategies, and SIOP strategies with evidence uploaded to Livebinders Incorporate technology into the lessons Provide real world connections to subject (field trips, workshops) Plan for lessons that will incorporate topics that are aligned with Guam's Science Standards Based Assessment. Plan for school-wide Science Fair

	<ul style="list-style-type: none"> • Create lesson plans that are guided by the Guam Standards for Science and Common Core State Standards. <p>Student Behavior</p> <ul style="list-style-type: none"> • Follow school procedures for submitting ODRs and OTRFs • Contact parents through phone calls or emails • Work with their SCC counterparts to curb discipline behavior • Hold lunch detention for misbehaving students • Reward good behavior (providing enrichment technology use, tangible incentives)
<p>Social Studies</p>	<p>Student Academic Performance</p> <p>Teachers will:</p> <ul style="list-style-type: none"> • Administer CFAs and CSAs to gauge understanding of the lesson and re-teach, as necessary • Complete proficiency scales for the power standards in each grade level • Administer and analyze pre-/post- tests for growth • Teach using the CITW, The Big 8 Literacy Strategies, and SIOP strategies with evidence uploaded to Livebinders • Incorporate technology into the lessons • Provide real world connections to subject (field trips, workshops) • Plan for lessons that will incorporate topics that are aligned with Guam's Science Standards Based Assessment. • Utilize video documentaries and technology to motivate student learning and provide vicarious experiences in the classroom. • Create lesson plans that are guided by the Guam Standards for Social Studies and Common Core State Standards. <p>Student Behavior</p> <ul style="list-style-type: none"> • Follow school procedures for submitting ODRs and OTRFs • Contact parents through phone calls or emails • Work with their SCC counterparts to curb discipline behavior • Hold lunch detention for misbehaving students • Reward good behavior (High-Five Tickets, Verbal Recognition/Praise, Stickers/Stamps, Quarterly Certificates, Individualized Counseling) • Utilize Student Planners (Planner Sheets) to note good or inappropriate behavior to provide opportunity for students to be accountable for their own actions • Emphasize “Play By the Rules” lessons and objectives at all times (SAP Goal VA, A.S.#4) <p>School Culture and Environment</p>

	<ul style="list-style-type: none"> • Collaborate in their content grade levels during PLCs, TLCs and PD days
<p>P.E./Health</p>	<p><i>Student Academic Performance</i> Teachers will:</p> <ul style="list-style-type: none"> • Administer CFAs to gauge understanding of the lesson and re-teach, as necessary • Complete proficiency scales for the power standards in each grade level • Administer and analyze pretests and posttests for growth • Teach using the CITW, The Big 8 Literacy Strategies, and SIOP strategies with evidence uploaded to Livebinders • Incorporate technology into the lessons • Teach presentation skills (i.e., Word, PowerPoint) • Teach note-taking • Teach life skills to enhance real-world connection in daily life (i.e., Team-Building Activities, Sportsmanship, Leadership, Personal Health and Hygiene, Nutrition and Health Presentations, and Sports Workshops) <p><i>Student Behavior</i></p> <ul style="list-style-type: none"> • Work with SCC counterparts to curb discipline behavior • Follow school procedures for submitting ODRs and OTRFs • Contact parents through phone calls or emails • Reward good behavior (tangible incentives) <p><i>School Culture and Environment</i></p> <ul style="list-style-type: none"> • Collaborate in their content grade levels during PLCs, TLCs and PD days
<p>Chamorro</p>	<p><i>Student Academic Performance</i> Teachers will:</p> <ul style="list-style-type: none"> • Administer CFAs, seatwork, and/or special projects to gauge students' level of understanding for lessons and re-teach when necessary • Utilize teacher-made assessments using resources provided by Guam Department of Education's Division of Chamorro Studies and Special Programs, and/or Lepblon Chamoru Sais Grãdu Leksion Yan Aktebedât Siha (Chamorro Book 6th Grade Lessons and Activities) as a corroborative tool to assess student achievement • Plan intervention measures and monitor progress based on assessments, student samples and projects, seatwork, along with instructional strategies to assess students' comprehension • Create proficiency scales for the power standards in each grade

	<p>level</p> <ul style="list-style-type: none"> • Administer and analyze pretest/posttest scores for growth • Teach using the CITW, The Big 8 Literacy Strategies, and SIOP strategies with evidence uploaded to Livebinders • Participate in Mes Chamoru (Chamorro Month) activities and competitions to promote the Chamorro language and culture • Incorporate technology into the lessons • Teach basic research and presentation skills (Word, PowerPoint, Guampedia, Learn Chamorro App via Playstore) • Teach outlining, annotation, and note-taking • Provide real world connections to the Chamorro language and culture (fieldtrips, hands-on- projects, presentations/presenters) <p>Student Behavior</p> <ul style="list-style-type: none"> • Work with their SCC counterparts to curb discipline behavior • Follow school procedures for submitting ODRs and OTRFs • Contact parents through phone calls, letters, planners and/or emails • Hold lunch detention for students who do not follow classroom rules • Reward good behavior (providing enrichment technology use, tangible incentives) <p>School Culture and Environment</p> <ul style="list-style-type: none"> • Collaborate with fellow teachers during PLCs and PD days
<p>School Climate Cadre (SCC) / Character Education Program</p>	<p>Student Academic Performance</p> <p>Teachers will:</p> <ul style="list-style-type: none"> • Administer CFAs and CSAs to gauge understanding of the lesson and re-teach, as necessary • Utilize AIMSweb: MAZE and OR testing as a corroborative tool to assess improved performance • Work with students on Standards-Based Grading (SBG) and AIMSweb progress monitoring. • Continue to expose students to SBG for full implementation next year. <p>Student Behavior</p> <ul style="list-style-type: none"> • Collaborate with grade level SCC and interdisciplinary teams regarding Character Education themes taught during Team Time. • Work with the administration, teachers, staff, and counselors on more activities in regards to positive behavior reinforcement. • Continue to work between SCC and teams on the <i>Check-In/Check-Out</i> process for certain students with frequent disciplinary actions. <p>School Culture and Environment</p> <p><i>Analyze, compile, and identify areas of concerns and strengths in the students, including parents and faculty through school climate surveys.</i></p>



SCHOOL'S FOLLOW-UP IMPROVEMENT PROCESS

FBLGMS School Action Plan was recently revised and endorsed in October 2016. The school's leadership team decided that a revision of the SAP would take place after the 2017 WASC Full Self-Study Visiting Committee's recommendations have been established. The school will further review and analyze data outcomes resulting from the self-study and revisit the School Action Plan to delete action steps that have been met and add follow-up processes for school improvement. ***(See Attached School Action Plan)***

FBLG MIDDLE SCHOOL SCHOOL ACTION PLAN



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 (*clap clap*) - 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!" (*clap clap*) - 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 selves 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 District Expectations, FBLGMS School Action Plan hopes to focus on the following areas:

- I. Student Academic Performance
- II. Student Behavior
- III. School Culture and Environment

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

2014-2015 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 GDOE Content Standards, FBLGMS will deliver a Guaranteed, Viable Curriculum to all students.

FBLGMS teachers will develop and implement curriculum aligned with the Common Core State Standards and GDOE Content Standards. The curriculum will consist of content priority standards that have been unpacked/translated in order to identify measurable learning objectives. With these learning objectives, teachers will be able to identify and target priority skills (aligned with CCSS and Guam Content Standards) that will be assessed at the beginning and at the end of each school year (pretest and posttest). Teachers will also develop and administer formative and summative assessments, which will help the school address the content area SMART (Specific, Measurable, Attainable, Relevant, 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, Relevant, and Timely) Goals and curriculum maps that incorporate the initiatives recommended by the district. In the school's Professional Learning Communities (PLCs) and Collaborative Learning Teams (CLTs), teachers will 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 will 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 template that guides classroom instruction.

Furthermore, in order to promote student success, FBLGMS will continue to connect with parents through the use of Student Planners, 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 grade level and school-wide assemblies.

II. Student Behavior

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 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 teachers from each interdisciplinary team, support staff, counselors, administrator, parent/student representatives, 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 behavioral themes are 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, which incorporate these character traits and teach students the effects of positive behavior in school and in their community.

At the end of each month, school-wide grade level assemblies are held, by which students are presented the school's discipline data collected from PowerSchool, called the "BIG 5." The "BIG 5" delineates the Top Five (5) discipline concerns/issues and infractions for each grade level. School administration and SCC members discuss with students how they can improve their behavior and make positive choices. In every grade level team, the SCC awards students who demonstrate excellent behavior through the *Character Champs* award.

In addition to the A-B-C Plans, the SCC has created a Character Education evaluation rubric that is disseminated to each student and parents. This evaluation serves as an assessment report on whether a student has demonstrated levels of good behavior, based on the Character Education curriculum standards.

In their interdisciplinary collaborative teams, teachers have designed and implemented Behavioral SMART Goals to address specific student behaviors and to provide interventions that promote positive behavior. The fundamental goal of FBLGMS 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 to build a productive and positive school climate.

III. School Culture and Environment

Recognizing that the school's morale impacts student achievement, FBLGMS faculty and staff, along with the school administrators, Parent-Teacher Organization, Booster Club, Student Body Association, and other school stakeholders, will devise plans to improve the overall school culture and environment. FBLGMS 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 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 that encourage parental participation and involvement. 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 2014 MIDTERM VISITING COMMITTEE'S CRITICAL AREAS OF FOCUS (CAF)

To emphasize the school's improvement efforts, the Critical Areas of Focus (CAF) will be addressed within the School Improvement Plan's Goals and Action Steps as follows:

#1 The administration and staff will evaluate all assessments and disaggregated data to create specific plans and timelines to address the improvement of student learning.

#2 The administration and staff will help teachers effectively utilize differentiated instructional practices to meet the learning needs of their middle school students.

#3 The administration and staff will examine the needs of the revised PBIS program to ensure consistent implementation of all components of the program.

#4 The administration and staff will examine the benefits of teaching literacy across the curriculum and implement appropriate strategies to improve reading and writing skills of all students.

ENDORSEMENT

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

	Name	Room	Position	Signature
1	Maricut, Ramon C.	A3	Teacher, Language Arts (6A)	<i>[Signature]</i>
2	Maria Diaz (for Debra Sablan)	C4	Teacher, Reading (6A)	<i>[Signature]</i>
3	Edelene Hernandez	A2	Teacher, Math (6A)	<i>[Signature]</i>
4	Kakigi, Raisa	A1	Teacher, Science (6A)	<i>[Signature]</i>
5	Almoguera, Jocelyn B.	A4	Teacher, Social Studies (6A)	<i>[Signature]</i>
6	Pricto, Sonia	B3	Teacher, Language Arts (6B)	<i>[Signature]</i>
7	Fernandez, Chirika	C2	Teacher, Reading (6B)	<i>[Signature]</i>
8	Lizama Evangelista, Tricia	B4	Teacher, Math (6B)	<i>[Signature]</i>
9	Chua, Rita	B1	Teacher, Science (6B)	<i>[Signature]</i>
10	Payumo, Dianna	B2	Teacher, Social Studies (6B)	<i>[Signature]</i>
11	Manibusan, Joleen	B5	Teacher, Language Arts (6C)	<i>[Signature]</i>
12	Palomo, Christian	H7	Teacher, Reading (6C)	<i>[Signature]</i>
13	Lizama, Veronica	H5	Teacher, Math (6C)	<i>[Signature]</i>
14	Hunter, Nathaniel	H6	Teacher, Science (6C)	<i>[Signature]</i>
15	Rodriguez, Cheysson	H8	Teacher, Social Studies (6C)	<i>[Signature]</i>
16	Sablan-Jalique, Pyamas	H4	Teacher, Language Arts (7A)	<i>[Signature]</i>
17	Soil, Anna	C1	Teacher, Reading (7A)	<i>[Signature]</i>
18	Ulloa, Rosdene (Substitute)	H2	Teacher, Math (7A)	<i>[Signature]</i>
19	Quiambao, Kate	H1	Teacher, Science (7A)	<i>[Signature]</i>
20	David, Shelia	H3	Teacher, Social Studies (7A)	<i>[Signature]</i>
21	Quiantania, Jojean	J7	Teacher, Language Arts (7B)	<i>[Signature]</i>

22	Duenas, Paula	J8	Teacher, Reading (7B)	<i>Paula</i>
23	Sardea, Maria	J6	Teacher, Math (7B)	<i>Maria</i>
24	Taloma, Tita	B9	Teacher, Science (7B)	<i>Tita</i>
25	Carreon, Karen	J5	Teacher, Social Studies (7B)	<i>Karen</i>
26	Cortez, Russell	J4	Teacher, Language Arts (7C)	<i>Russell</i>
27	Sengebaw, Anne	J2	Teacher, Reading (7C)	<i>Anne</i>
28	Tabilas, Hilda	C3	Teacher, Math (7C)	<i>Hilda</i>
29	Thundiyil, Lali	J1	Teacher, Science (7C)	<i>Lali</i>
30	Dompur, Marvin	J3	Teacher, Social Studies (7C)	<i>Marvin</i>
31	Camacho, Marina	E17	Teacher, Language Arts (8A)	<i>Marina</i>
32	Flores, Katherine	E18	Teacher, Reading (8A)	<i>Katherine</i>
33	Borja, April	E15	Teacher, Math (8A)	<i>April Borja</i>
34	Canos, Aileen	C8	Teacher, Science (8A)	<i>Aileen</i>
35	Alarcon, Emma	E14	Teacher, Social Studies (8A)	<i>Emma Alarcon</i>
36	Rafan, Rowena	E19	Teacher, Language Arts (8B)	<i>Rowena</i>
37	Haun, Daryl	E13	Teacher, Reading (8B)	<i>Daryl</i>
38	Kallingal, Sabu	E20	Teacher, Math (8B)	<i>Sabu</i>
39	Valencia, Brigitte	C6	Teacher, Science (8B)	<i>Brigitte</i>
40	Pajala, Mandy	E16	Teacher, Social Studies (8B)	<i>Mandy</i>
41	Dela Cruz, Cynthia	E10	Teacher, Language Arts (8C)	<i>Cynthia</i>
42	Angel, Felicitas	E8	Teacher, Reading (8C)	<i>Felicitas</i>
43	Young, Erlinda	E9	Teacher, Math (8C)	<i>Erlinda</i>
44	Ventura, Leonard-John	C7	Teacher, Science (8C)	<i>John</i>
45	Aromin, Virginia	E12	Teacher, Social Studies (8C)	<i>Virginia</i>
46	Diaz, Angela	E2	Teacher, Math (SPED)	<i>Angela</i>
47	Balajadia, Eileen	E3	Teacher, Reading (SPED)	<i>Eileen Balajadia</i>

48	Montenegro, Juan	B5	Teacher, Math (SPED)	<i>[Signature]</i>
49	Flores, Therese	B6	Teacher, Basic Life Skills (BLB/SPED)	<i>[Signature]</i>
50	Galura, Hannah	E7	Teacher, Language Arts (ESL)	<i>[Signature]</i>
51	Pablo, Erica	E6	Teacher, Reading (ESL)	<i>[Signature]</i>
52	Shiroma, Zerlina C.D.	E4	Teacher, Math (ESL)	<i>[Signature]</i>
53	Crus, Donna	E1	Teacher, Science (ESL)	<i>[Signature]</i>
54	Diaz, Arlene	E5	Teacher, Social Studies (ESL)	<i>[Signature]</i>
55	Jamindang, Milven	GYM1	Teacher, Physical Education	<i>[Signature]</i>
56	Desco, Ronald	GYM2	Teacher, Physical Education	<i>[Signature]</i>
57	Carlos, Patrick	GYM3	Teacher, Physical Education	<i>[Signature]</i>
58	Flores, Colleen	GYM4	Teacher, Physical Education/Health	<i>[Signature]</i>
59	Molina, Jocelyn	GYM5	Teacher, Physical Education	<i>[Signature]</i>
60	Tison, Emma	D3	Teacher, Health	<i>[Signature]</i>
61	Cabral, Irene	F1	Teacher, Choir	<i>[Signature]</i>
62	Flores, Carroll	F2	Teacher, Band	<i>[Signature]</i>
63	Delos Reyes, Cielo	D5	Teacher, Art	<i>[Signature]</i>
64	Shook, Ryan	D6	Teacher, Art	<i>[Signature]</i>
65	Calitung, Patrick	G4	Teacher, Home Economics (Sewing)	<i>[Signature]</i>
66	Maluvelmang, Brett	D1	Teacher, Journalism	<i>[Signature]</i>
67	Kelley, Mark	E11	Teacher, Business	<i>[Signature]</i>
68	Arcala, Kristine	A5	Teacher, Business	<i>[Signature]</i>
69	Williander, Willis	D2	Teacher, Career Education	<i>[Signature]</i>
70	Perez, Camalin	A6	Teacher, Chamorro	<i>[Signature]</i>
71	Castro, Richard	A7	Teacher, Chamorro	<i>[Signature]</i>
72	Walker, Dorianne	A8	Teacher, Chamorro	<i>[Signature]</i>

73	Roldan, Carol Lynn	COUN	Counselor (6 th Grade)	<i>[Signature]</i>
74	Sablan, Helen	COUN	Counselor (7 th Grade)	<i>[Signature]</i>
75	Alconaba, Tricia	COUN	Counselor (8 th Grade)	<i>[Signature]</i>
76	Bias, Angelica	LIB	Librarian	<i>[Signature]</i>
77	Pablo, Melissa	ESLO	ESL Coordinator	<i>[Signature]</i>
78	Espina, Alpha	COUN	Curriculum Coordinator	<i>[Signature]</i>
79	Balajadia, Heridiana	CRTO	Consulting Resource Teacher	<i>[Signature]</i>
80	Guerrero, Ann T.	CRTO	Consulting Resource Teacher	<i>[Signature]</i>
81	Jaleco, Eileen	NRSO	School Health Counselor	<i>[Signature]</i>
82	Quintanilla, Carol	OFC	Administrative Officer	<i>[Signature]</i>
83	Cruz, Natasha	OFC	Clerk Typist I	<i>[Signature]</i>
84	Perez, Leilani	OFC	Clerk Typist I	<i>[Signature]</i>
85	Jesus, Christian	OFC	Clerk Typist I	<i>[Signature]</i>
86	Mendiola, Donna Mac	OFC	Clerk Typist II	<i>[Signature]</i>
87	Ashok, Philomen	COUN	Computer Operator II	<i>[Signature]</i>
88	Camacho, John	SUPV	School Aide I	<i>[Signature]</i>
89	Hernandez, Anthony	SUPV	School Aide I	<i>[Signature]</i>
90	Cabrera, Amanda	SUPV	School Aide III	<i>[Signature]</i>
91	Santiago, Vince	SUPV	School Aide III	<i>[Signature]</i>
92	Perez, John	BLDG	Building Custodial Supervisor	<i>[Signature]</i>
93	Tydingro, Daniel	BLDG	Maintenance Custodian	<i>[Signature]</i>
94	Lujan, Mariann T.	OFF	Assistant Principal	<i>[Signature]</i>
95	Quiambao, Keith D.	OFF	Assistant Principal	<i>[Signature]</i>
96	Espinosa, Arlyn A.	OFF	Assistant Principal	<i>[Signature]</i>
97	Martinez, Robert G.	OFF	Principal	<i>[Signature]</i>

<p>PROBLEM STATEMENT</p>	<p><u>LANGUAGE ARTS:</u> In SY2014-15, 6th, 7th & 8th grade students were administered the District-Wide Assessment, ACT Aspire. The results of the District-Wide Assessment, ACT Aspire, will be used as baseline data to prioritize Language Arts skills implemented.</p> <p><u>READING:</u> In SY2014-15, 6th, 7th & 8th grade students were administered the District-Wide Assessment; ACT Aspire. The results of the District-Wide Assessment, Act Aspire, will be used as baseline data to prioritize Reading skills implemented.</p> <p><u>MATH:</u> In SY2014-15, 6th, 7th & 8th grade students were administered the District-Wide Assessment, ACT Aspire. The results of the District-Wide Assessment, Act Aspire will be used as baseline data to prioritize Math skills implemented.</p>
<p>DISTRICT GOAL</p>	<p><u>District Goal 2</u> <i>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.</i></p> <p><u>District Goal 3</u> <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>
<p>SCHOOL GOAL</p>	<p>Beginning School Year 2014-15 and subsequent years until School Year 2024-25, the school will meet its AYP (Adequate Yearly Progress) for LARM, to include science and social studies, for 6th-8th grade levels.</p>
<p>MEASURABLE OBJECTIVES</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:</i></p> <p><u>LANGUAGE ARTS</u></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><u>READING</u></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><u>MATH</u></p>

- 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)

A. Standards and Assessment

ACTION STEPS	Schoolwide Learner Outcomes	Critical Area(s) of Focus Addressed	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EVALUATION	TIMELINE	STATUS
<p>1</p> <p>FBLGMS will develop and implement a standards-based curriculum 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><i>High Level Thinkers</i></p> <p><i>Study Skills Masters</i></p>	<p>#1 Data Assessment</p> <p>#2 Differentiated Instruction</p> <p>#4 Teaching Literacy</p>	<p>Administrators</p> <p>Faculty</p>	<p>ACT Aspire</p> <p>Computer Internet Access</p> <p>Common Core State Standards</p> <p>Teacher-made Summative and Formative Assessments</p> <p>Skills Analysis Checklist</p>	<p>Curriculum Guides</p> <p>Skills Analysis Checklist</p> <p>End-of-the-year Data Analysis</p>	<p>SY2014-24</p>	<p>District Curriculum Guides were created, which are aligned with Common Core State Standards (CCSS), including pre/post assessments.</p> <p>Ongoing</p>

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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 Data Assessment #2 Differentiated Instruction #3 PBIS #4 Teaching Literacy</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>SY2014-24</p>	<p>Content and Interdisciplinary Teams continue to meet throughout the duration of this plan of action. Ongoing</p>
<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>#4 Teaching Literacy</p>	<p>Administrators Faculty Language Arts Department</p>	<p>Meeting Time and Place Multimedia Laptop</p>	<p>Schoolwide “Writing” Rubric”</p>	<p>SY2014-24</p>	<p>Ongoing</p>

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<p>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 Content Standards.</p>	<p><i>High Level Thinkers</i> <i>Study Skills Masters</i></p>	<p>#1 Data Assessment #2 Differentiated Instruction #4 Teaching Literacy</p>	<p>Administrators Faculty</p>	<p>ACT Aspire Computer Internet Access District Curriculum Documents Common Core State Standards</p>	<p>Summative and Formative Assessments Skills Analysis Checklist End-of-the-Year Data Analysis Standards Based Assessments</p>	<p>SY2014-24</p>	<p>Teams continue to implement assessments throughout this plan. Teachers revisit assessments, which are aligned with the District Curriculum documents and the Common Core State Standards. Ongoing</p>
<p>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 Content Standards.</p>	<p><i>High Level Thinkers</i> <i>Study Skills Masters</i></p>	<p>#1 Data Assessment #2 Differentiated Instruction #4 Teaching Literacy</p>	<p>Administrators Faculty</p>	<p>Teacher-made Summative and Formative Assessments</p>	<p>Skills Analysis Checklist End-of-the-Year Data Analysis Assessment Tool</p>	<p>SY2014-24</p>	<p>Students are assessed throughout the duration of this plan. Teachers continue to revisit Common Formative / Summative assessments to meet the needs of students. Ongoing</p>

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<p>6</p>	<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></p> <p><i>Worthwhile Contributors</i></p>	<p>#1 Data Assessment</p> <p>#2 Differentiated Instruction</p> <p>#3 PBIS</p> <p>#4 Teaching Literacy</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</p> <p>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>SY2014-24</p>	<p>Teachers continue to implement PLCs.</p> <p>Ongoing</p>
<p>7</p>	<p>FBLGMS will utilize a uniform Lesson Plan format (Marzano) that addresses student achievement.</p>	<p><i>High Level Thinkers</i></p> <p><i>Study Skills Masters</i></p>	<p>#1 Data Assessment</p> <p>#2 Differentiated Instruction</p> <p>#4 Teaching Literacy</p>	<p>Administrators</p> <p>Faculty</p>	<p>Uniform Lesson Plans</p>	<p>Lesson Plans</p>	<p>SY2014-24</p>	<p>Ongoing</p>

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<p>8</p>	<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 Data Assessment #2 Differentiated Instruction #3 PBIS #4 Teaching Literacy</p>	<p>Focus/Home Groups Administrators Faculty/Staff Parents Students</p>	<p>Accreditation Report</p>	<p>Accreditation</p>	<p>SY2014-24</p>	<p>School is undergoing Full Self-Study and will be visited in 2017. Ongoing</p>
<p>9</p>	<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>#2 Differentiated Instruction #4 Teaching Literacy</p>	<p>Administrators Curriculum Leadership Team Faculty</p>	<p>Meeting Time and Place Multimedia Laptop</p>	<p>Lesson Plan Design Livebinders</p>	<p>SY2014-24</p>	<p>Ongoing</p>

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<p>10</p>	<p>FBLGMS 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 Data Assessment #2 Differentiated Instruction #3 PBIS #4 Teaching Literacy</p>	<p>Administrator 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>SY2014-24</p>	<p>Ongoing</p>
<p>11</p>	<p>FBLGMS will participate in the District’s Middle School Professional Development days focusing on “Guaranteed and Viable Curriculum,” with emphasis on Common Formative Assessments (CFAs).</p>	<p><i>High Level Thinkers</i> <i>Accomplished Communicators</i> <i>Worthwhile Contributors</i> <i>Study Skills Masters</i></p>	<p>#1 Data Assessment #2 Differentiated Instruction #4 Teaching Literacy</p>	<p>Administrators Faculty</p>	<p>Multimedia Photocopy Paper Photocopy Machine Handouts</p>	<p>Common Formative Assessments Skills Analysis Checklist</p>	<p>SY2014-24</p>	<p>Ongoing</p>
<p>12</p>	<p>FBLGMS will address the critical learner needs by incorporating math-related lessons and literacy-based activities once a week during Team Time.</p>	<p><i>High Level Thinkers</i> <i>Study Skills Masters</i></p>	<p>#1 Data Assessment #2 Differentiated Instruction #3 PBIS #4 Teaching Literacy</p>	<p>SCC Math Department Administration Team Time Teachers</p>	<p>Resource Materials Photocopy Paper Photocopy Machine Handouts Online Resources</p>	<p>Pre-/Post Assessments Skills Analysis Checklist</p>	<p>SY2016-24</p>	<p>Ongoing</p>

B. Personnel Quality and Accountability							
ACTION STEPS	Schoolwide Learner Outcomes	Critical Area(s) of Focus Addressed	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EVALUATION	TIMELINE	STATUS
1	FBLGMS will actively participate in 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.	<p><i>High Level Thinkers</i></p> <p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Study Skills Masters</i></p>	<p>#1 Data Assessment</p> <p>#2 Differentiated Instruction</p> <p>#4 Teaching Literacy</p>	<p>Administrators</p> <p>Leadership Team</p>	<p>Student Performance Data</p> <p>Student Profile Data</p> <p>Exemplary Student Work Samples</p> <p>Research-Based Programs</p> <p>Common Core State Standards</p>	<p>Attendance Sheets</p> <p>Evaluation of Training by Participants</p>	<p>SY2014-24</p> <p>Ongoing</p>
2	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><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>#1 Data Assessment</p> <p>#2 Differentiated Instruction</p> <p>#4 Teaching Literacy</p>	<p>Administrators</p>	<p>PTEP Evaluation</p>	<p>PTEP Evaluation Feedback</p>	<p>SY2014-24</p> <p>Ongoing</p>

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<p>3</p>	<p>FBLGMS will utilize a uniform Schoolwide Lesson Plan format (Marzano) 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 Data Assessment #2 Differentiated Instruction #4 Teaching Literacy</p>	<p>Administrators Faculty</p>	<p>Lesson Plan Design</p>	<p>Lesson Plan Implementation and Supporting Documents Livebinders (virtual online binder)</p>	<p>SY2014-24</p>	<p>Teachers plan daily and provide learning evidence. Ongoing</p>
<p>4</p>	<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 Data Assessment #2 Differentiated Instruction #3 PBIS #4 Teaching Literacy</p>	<p>Administrators Instructional Coach</p>	<p>Computer Curriculum Guides</p>	<p>Performance Evaluation</p>	<p>SY2016-24</p>	<p>An Instructional Coach was recently hired to provide support to teachers. Ongoing</p>
<p>5</p>	<p>FBLGMS will conduct performance observations for 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> <i>Study Skills Masters</i></p>	<p>#1 Data Assessment #3 PBIS</p>	<p>Administrators Staff</p>	<p>Photocopy Machine Paper</p>	<p>Performance Evaluation Rating</p>	<p>SY2014-24</p>	<p>Staff will be evaluated using the approved evaluation tool. Ongoing</p>

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<p>6</p>	<p>FBLGMS will design and implement an Employee Recognition Program.</p>	<p><i>Accomplished Communicators</i> <i>Worthwhile Contributors</i> <i>Knowledgeable About Selves, Physically and Emotionally</i></p>	<p>#1 Data Assessment #2 Differentiated Instruction #3 PBIS</p>	<p>Administrators Faculty/Staff School Climate Cadre</p>	<p>Photocopy Machine Paper</p>	<p>Employee Recognition Program Criteria Employee Efficacy and Attendance Rate</p>	<p>SY2016-24</p>	<p>Leadership Teams (ALT, SCC, Administration) have recently collaborated and developed the Employee Recognition and Appreciation Celebrations plan. Ongoing</p>
<p>7</p>	<p>FBLGMS certified personnel will 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 Data Assessment</p>	<p>Administrators Faculty/Staff</p>	<p>Data provided by Personnel Services</p>	<p>Updated Teaching Certification On-File</p>	<p>SY2014-24</p>	<p>Ongoing</p>
<p>8</p>	<p>FBLGMS will conduct training on writing and developing SMART (Specific, Measurable, Attainable, Relevant, and Timely) 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 Data Assessment #2 Differentiated Instruction #3 PBIS #4 Teaching Literacy</p>	<p>Administrators</p>	<p>Administrators</p>	<p>Team SMART Goals (Academic/Behavioral)</p>	<p>SY2014-24</p>	<p>Ongoing</p>

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9	FBLGMS will facilitate training in technology.	<i>High Level Thinkers</i> <i>Accomplished Communicators</i> <i>Worthwhile Contributors</i> <i>Study Skills Masters</i>	#1 Data Assessment #2 Differentiated Instruction #4 Teaching Literacy	Administrators FSAIS (Financial Student and Administrative Information Systems)	Professional Development Attendance Sheets Supplemental Material	Exit Evaluation	SY2014-24	Ongoing
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C. Home-School Connection

ACTION STEPS	Schoolwide Learner Outcomes	Critical Area(s) of Focus Addressed	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EVALUATION	TIMELINE	STATUS	
1	FBLGMS will develop and disseminate Student Planners that outline student academic/behavioral expectations and inform parents of their child's progress in LARM and all other content areas.	<i>Accomplished Communicators</i> <i>Worthwhile Contributors</i> <i>Knowledgeable About Selves, Physically and Emotionally</i> <i>Study Skills Masters</i>	#3 PBIS #4 Teaching Literacy	Administrators Leadership Team	Teacher/Staff Input	Student Planners	SY2014-24	Each year, every student receives a Student Planner provided by the school. Ongoing

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<p>2</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><i>High Level Thinkers</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p> <p><i>Study Skills Masters</i></p>	<p>#1 Data Assessment</p> <p>#3 PBIS</p> <p>#4 Teaching Literacy</p>	<p>Administrators</p> <p>Faculty</p>	<p>Teacher/Staff Input</p> <p>Photocopy Paper</p> <p>Certificates</p>	<p><i>Excellence in Learning Criteria for Academic/Social Awards</i></p> <p>Awards Ceremony</p>	<p>SY2016-24</p>	<p>School Leadership Team has recently developed an academic/social awards criteria, the <i>Excellence in Learning</i>.</p> <p>Ongoing</p>
<p>3</p>	<p>FBLGMS will have team-sponsored, monthly PTO meetings that recognize student achievement (social/academic) in LARM and all other content areas.</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 Data Assessment</p> <p>#3 PBIS</p>	<p>Administrators</p> <p>Faculty</p> <p>Parents</p>	<p>Meeting Agenda</p> <p>Student Listing</p> <p>Certificates</p>	<p>Sponsorship of PTO Meetings</p> <p>Photos on Livebinders (virtual online binder)</p>	<p>SY2014-24</p>	<p>Ongoing</p>
<p>4</p>	<p>FBLGMS faculty will continue to update and disseminate Parent and Student Perception Surveys that provide data on the overall classroom instructional practices.</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 Data Assessment</p> <p>#2 Differentiated Instruction</p> <p>#3 PBIS</p>	<p>Administrators</p>	<p>Photocopy Machine</p> <p>Laptop</p> <p>Paper</p>	<p>Data Results of Perception Surveys</p>	<p>SY2014-24</p>	<p>Ongoing</p>

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<p>5</p>	<p>FBLGMS has working rapport with the Parent Outreach Coordinator to continue working towards student success.</p>	<p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p>	<p>#3 PBIS</p>	<p>Administrators</p> <p>Faculty/Staff</p> <p>Parent Outreach Coordinator</p>	<p>Photocopy Machine</p> <p>Laptop</p> <p>Paper</p>	<p>Meeting Logs</p> <p>Attendance Log</p> <p>Student Academic Behavior Monitoring Sheets</p>	<p>SY2014-24</p>	<p>Ongoing</p>
<p>6</p>	<p>FBLGMS will disseminate Mid-Quarter Progress Reports in LARM and all other content areas.</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 Data Assessment</p> <p>#2 Differentiated Instruction</p> <p>#3 PBIS</p> <p>#4 Teaching Literacy</p>	<p>Administrators</p> <p>Faculty</p>	<p>Photocopy Machine</p> <p>Paper</p>	<p>Mid-Quarter Progress Reports with Parent/Guardian Signature</p>	<p>SY2014-24</p>	<p>Ongoing</p>

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PROBLEM STATEMENT	In SY2014-15, 100% of FBLG Middle School passed from one grade to the next. FBLG Middle School will maintain this percentage or meet 85% or more “Satisfactory” performance until SY2024-25.
DISTRICT GOAL	<u>District Goal 2</u> <i>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.</i> All middle schools will reach “Satisfactory” performance (85% or more) of students passing from one grade level to the next.
SCHOOL GOAL	Each year 85% or more students of FBLG Middle School will pass from one grade level to the next.
MEASURABLE OBJECTIVES	For SY2014-24, the school will reach 85% or more of the “Satisfactory” performance of students passing from one grade level to the next.

II. STUDENT PERFORMANCE (PASSING RATE)

A. Standards and Assessment

ACTION STEPS	Schoolwide Learner Outcomes	Critical Area(s) of Focus Addressed	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EVALUATION	TIMELINE	STATUS
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F.B. Leon Guerrero Middle School ACS WASC/GDOE Self-Study Report

<p>1</p>	<p>FBLGMS will provide Student Planners, 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></p> <p><i>Knowledgeable About Themselves, Physically and Emotionally</i></p>	<p>#1 Data Assessment</p> <p>#3 PBIS</p>	<p>Administrators</p> <p>Faculty</p>	<p>Funding for Planners</p> <p>Parent Portal Access to PowerSchool</p>	<p>Daily monitoring of student planners with teacher and parent input /feedback</p>	<p>SY2014-24</p>	<p>Student Planners are given to each student every year, provided that funding is available.</p> <p>Ongoing</p>
<p>2</p>	<p>FBLGMS will disseminate Mid-Quarter Progress Reports to provide parents information on their child’s academic and behavioral progress.</p>	<p><i>Accomplished Communicators</i></p> <p><i>Knowledgeable About Themselves, Physically and Emotionally</i></p>	<p>#1 Data Assessment</p> <p>#2 Differentiated Instruction</p> <p>#3 PBIS</p> <p>#4 Teaching Literacy</p>	<p>Administrators</p> <p>Faculty</p>	<p>Photocopy Paper</p> <p>Photocopy machine</p> <p>Access to PowerSchool</p>	<p>Percentage of signed Mid-Quarter Progress Reports by parents</p>	<p>SY2014-24</p>	<p>Progress reports are disseminated throughout the duration of this plan.</p> <p>Ongoing</p>

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<p>3</p>	<p>FBLGMS will disseminate Quarterly Report Cards to provide parents information on their child's academic and behavioral progress and intervention/remediation efforts.</p>	<p><i>Accomplished Communicators</i></p> <p><i>Knowledgeable About Themselves, Physically and Emotionally</i></p> <p><i>Study Skills Masters</i></p>	<p>#1 Data Assessment</p> <p>#2 Differentiated Instruction</p> <p>#3 PBIS</p> <p>#4 Teaching Literacy</p>	<p>Administrators</p> <p>Faculty</p>	<p>Photocopy Paper</p> <p>Photocopy Machine</p> <p>Access to PowerSchool</p>	<p>Percentage of signed Report Cards by parents</p>	<p>SY2014-24</p>	<p>Report cards are disseminated throughout the duration of this plan.</p> <p>Ongoing</p>
<p>4</p>	<p>FBLGMS will provide students with intervention/remediation programs to help minimize or address student retention rate.</p>	<p><i>Accomplished Communicators</i></p> <p><i>Knowledgeable About Themselves, Physically and Emotionally</i></p> <p><i>Study Skills Masters</i></p>	<p>#1 Data Assessment</p> <p>#2 Differentiated Instruction</p> <p>#3 PBIS</p> <p>#4 Teaching Literacy</p>	<p>Administrators</p> <p>Counselors</p> <p>Leadership Team</p> <p>Teachers</p>	<p>Retention Policy</p>	<p>Meeting Logs</p>	<p>SY2014-24</p>	<p>Retention policy enforced as per Board Policy.</p> <p>Ongoing</p>
<p>5</p>	<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 (to include all other content area skills/levels).</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>#1 Data Assessment</p> <p>#2 Differentiated Instruction</p> <p>#3 PBIS</p> <p>#4 Teaching Literacy</p>	<p>Principal/Assistant Principal</p> <p>Counselors</p> <p>Summer School Site Coordinator</p> <p>Summer School Teachers/Staff</p>	<p>Existing, Additional Funding</p>	<p>Summer School Exit Report</p>	<p>SY2014-24</p>	<p>Summer School Program continues to be provided throughout the duration of this plan, provided that funding is available.</p> <p>Ongoing</p>

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6	FBLGMS will participate in the District’s Middle School Professional Development days focusing on “Guaranteed and Viable Curriculum” with emphasis on Common Formative Assessments, new teaching strategies, curriculum alignment, and school reform initiatives.	<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>	#1 Data Assessment #2 Differentiated Instruction #3 PBIS #4 Teaching Literacy	Administrators Faculty	Multimedia Photocopy Paper Photocopy Machine Handouts	Common Formative Assessments Skills Analysis Checklist	SY2014-24	Ongoing
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B. Personnel Quality and Accountability

ACTION STEPS	Schoolwide Learner Outcomes	Critical Area(s) of Focus Addressed	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EVALUATION	TIMELINE	STATUS
1	Using the Guam Professional Teacher Evaluation Program (PTEP), FBLGMS will conduct annual classroom observations for teacher evaluation to improve the delivery of instruction, thereby effecting improved student performance.	<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>	#1 Data Assessment #2 Differentiated Instruction #3 PBIS #4 Teaching Literacy Administrators	PTEP Evaluation	PTEP Evaluation	SY2014-24	Ongoing

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<p>2</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></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p>	<p>#1 Data Assessment</p> <p>#2 Differentiated Instruction</p> <p>#3 PBIS</p> <p>#4 Teaching Literacy</p>	<p>Administrators</p> <p>Faculty</p>	<p>Photocopy Paper</p>	<p>Parent Sign-in Sheets</p>	<p>SY2014-24</p>	<p>Parent-Teacher Conferences are held throughout the duration of this plan.</p> <p>Ongoing</p>
<p>3</p>	<p>FBLGMS will conduct performance observations for annual staff evaluations to improve services delivered to students and employees.</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>#1 Data Assessment</p> <p>#3 PBIS</p>	<p>Administrators</p>	<p>Photocopy Machine</p> <p>Paper</p>	<p>Performance Evaluation Rating</p>	<p>SY2014-24</p>	<p>Ongoing</p>
<p>4</p>	<p>FBLGMS will design and implement an Employee Recognition Program.</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>#1 Data Assessment</p> <p>#2 Differentiated Instruction</p> <p>#3 PBIS</p>	<p>Administrators</p> <p>Faculty/Staff</p> <p>School Climate Cadre</p>	<p>Photocopy Machine</p> <p>Paper</p>	<p>Employee Recognition Program Criteria</p>	<p>SY2016-24</p>	<p>Leadership Teams (ALT, SCC, Administration) have recently collaborated and developed the Employee Recognition and Appreciation Celebrations plan.</p> <p>Ongoing</p>

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5	FBLGMS certified personnel will continue to meet all certification requirements.	<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>	#1 Data Assessment	Administrators Faculty/Staff	Data provided by Personnel Services	Teaching Certification Documents On-File	SY2014-24	FBLGMS continues to work closely with the Division of Personnel Services to recruit certified teachers. Ongoing
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C. Home-School Connection

ACTION STEPS	Schoolwide Learner Outcomes	Critical Area(s) of Focus Addressed	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EVALUATION	TIMELINE	STATUS
1 FBLGMS will develop and disseminate Student Planners that outline student academic/behavioral expectations and inform parents of their child's progress in LARM and all other content areas.	<i>Accomplished Communicators</i> <i>Knowledgeable About Selves, Physically and Emotionally</i> <i>Study Skills Masters</i>	#1 Data Assessment #3 PBIS	Administrators Leadership Team Faculty and Staff	Teacher/Staff Input	Student Planners	SY2014-24	Student planners are disseminated throughout the duration of this plan, provided that funding is available. Ongoing
2 FBLGMS will recognize student achievement by establishing criteria for student academic/social awards in LARM and all other content areas.	<i>High Level Thinkers</i> <i>Accomplished Communicators</i> <i>Worthwhile Contributors</i> <i>Knowledgeable About Selves, Physically and Emotionally</i>	#1 Data Assessment #3 PBIS #4 Teaching Literacy	Administrators Faculty	Teacher/Staff Input Photocopy Paper	Criteria for Academic/Social Awards	SY2016-24	Ongoing

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		<i>Study Skills Masters</i>						
3	FBLGMS will have team-sponsored, monthly Parent-Teacher Organization meetings that recognize student achievement (social/academic) in LARM and all other content areas.	<i>Accomplished Communicators</i> <i>Worthwhile Contributors</i> <i>Knowledgeable About Selves, Physically and Emotionally</i>	#1 Data Assessment #3 PBIS	Administrators Leadership Team	Teacher/Staff Input Photocopy Paper	Results of Surveys	SY2014-24	Monthly PTO Meetings Ongoing
4	FBLGMS will provide training and access to PowerSchool for parents to monitor their child's academic and behavioral progress.	<i>Accomplished Communicators</i> <i>Worthwhile Contributors</i>	#1 Data Assessment #3 PBIS	Administrators Faculty	PowerSchool Access	PowerSchool Net Access Summary	SY2014-24	Ongoing

PROBLEM STATEMENT	In SY2014-15, 100% of the 8th grade students were promoted to the high school. F.B. Leon Guerrero Middle School will maintain this percentage or meet 85% “Satisfactory” performance or more until SY2024-25.
DISTRICT GOAL	<u>District Goal 2</u> 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. All middle schools will reach “Satisfactory” performance (85% or more) of students passing from one grade level to the next.
SCHOOL GOAL	Each year 85% or more students of FBLG Middle School will be promoted to high school.
MEASURABLE OBJECTIVES	For SY2014-2024, 85% or more of FBLG Middle School students will be promoted to the high school to meet “Satisfactory” performance.

III. STUDENT ACADEMIC PERFORMANCE (8th GRADE PROMOTION RATE)

A. Standards and Assessment

ACTION STEPS		Schoolwide Learner Outcomes	Critical Area(s) of Focus Addressed	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EVALUATION	TIMELINE	STATUS
1	FBLGMS will provide Student Planners to inform parents of their child’s academic progress across the disciplines to include, but not limited to, social behaviors and performance level expectations.	<i>Accomplished Communicators</i> <i>Worthwhile Contributors</i> <i>Knowledgeable About Selves, Physically and Emotionally</i>	#1 Data Assessment #3 PBIS	Administrators Faculty	Funding for Planners	Daily monitoring of Student Planners with Teacher and Parent Communication and Feedback	SY2014-24	Student Planners are provided to each student each year throughout the duration of this plan, provided that funding is available. Ongoing

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<p>2</p>	<p>FBLGMS will disseminate Mid-Quarter Progress Reports to provide parents information on their child's academic progress and intervention/remediation efforts.</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 Data Assessment #2 Differentiated Instruction #3 PBIS #4 Teaching Literacy</p>	<p>Administrators Faculty</p>	<p>Photocopy Paper Photocopy Machine</p>	<p>Percentage of signed Mid-Quarter Progress Report by Parents</p>	<p>SY2014-24</p>	<p>Mid-quarter Progress Reports are disseminated every mid-quarter. Ongoing</p>
<p>3</p>	<p>FBLGMS will organize First and Third Quarter Parent-Teacher Conferences to allow discussions regarding student academic progress in LARM and all other content areas including intervention/remediation efforts.</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 Data Assessment #2 Differentiated Instruction #3 PBIS #4 Teaching Literacy</p>	<p>Administrators Faculty Student Volunteers to assist Parents during PTC</p>	<p>Photocopy Paper Photocopy Machine</p>	<p>Parent Sign-in Sheets</p>	<p>SY2014-24</p>	<p>Parent-Teacher Conferences are held throughout the duration of this plan. Ongoing</p>
<p>4</p>	<p>FBLGMS will establish criteria for <i>Excellence in Learning</i> student academic 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 Selves, Physically and Emotionally</i> <i>Study Skills Masters</i></p>	<p>#1 Data Assessment #2 Differentiated Instruction #4 Teaching Literacy</p>	<p>Administrators Faculty</p>	<p>Teacher/Staff Input Photocopy Paper Report Cards</p>	<p><i>Excellence in Learning</i> Criteria for Academic Awards</p>	<p>SY2016-24</p>	<p>School Leadership Team has recently developed an academic/social awards criteria, the <i>Excellence in Learning</i> Ongoing</p>

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5	FBLGMS will disseminate Quarterly Report Cards to provide parents information on their child's academic progress and intervention/remediation efforts.	<p><i>Accomplished Communicators</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p> <p><i>Study Skills Masters</i></p>	<p>#1 Data Assessment</p> <p>#2 Differentiated Instruction</p> <p>#3 PBIS</p> <p>#4 Teaching Literacy</p>	<p>Administrators</p> <p>Faculty</p>	<p>Photocopy Paper</p> <p>Photocopy machine</p>	<p>Percentage of Signed Report Cards by Parents</p>	<p>SY2014-24</p>	<p>Quarterly report cards are disseminated throughout this plan.</p> <p>Ongoing</p>
6	FBLGMS will provide students with intervention/remediation programs to help minimize or address student retention rate.	<p><i>Accomplished Communicators</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p> <p><i>Study Skills Masters</i></p>	<p>#1 Data Assessment</p> <p>#2 Differentiated Instruction</p> <p>#3 PBIS</p> <p>#4 Teaching Literacy</p>	<p>Principal/Assistant Principals</p> <p>Counselors</p> <p>Leadership Team/Teachers</p>	<p>Retention Policy</p> <p>Student Listing of Retention Candidates</p>	<p>Meeting Logs</p>	<p>SY2014-24</p>	<p>Retention Policy is enforced as per Board Policy.</p> <p>Ongoing</p>
7	FBLGMS will implement a summer school program with emphasis in LARM, and all other content areas, to assist in increasing student performance levels.	<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>#1 Data Assessment</p> <p>#2 Differentiated Instruction</p> <p>#3 PBIS</p> <p>#4 Teaching Literacy</p>	<p>Principal/Assistant Principal</p> <p>Counselors</p> <p>Summer School Site Coordinator and Teachers</p>	<p>Existing, Additional Funding</p>	<p>Summer School Exit Report</p>	<p>SY2014-24</p>	<p>Summer School Program is provided throughout the duration of this plan, provided that funding is available.</p> <p>Ongoing</p>

B. Personnel Quality and Accountability

F.B. Leon Guerrero Middle School ACS WASC/GDOE Self-Study Report

ACTION STEPS		Schoolwide Learner Outcomes	Critical Area(s) of Focus Addressed	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EVALUATION	TIMELINE	STATUS
1	FBLGMS will conduct classroom observations for annual teacher evaluation, to improve the delivery of instruction resulting in improved student performance, using the Guam Professional Teacher Evaluation Program (PTEP).	<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>	#1 Data Assessment #2 Differentiated Instruction #3 PBIS #4 Teaching Literacy	Administrators Mentors or Coaches	PTEP Evaluation	PTEP Evaluation Rating Livebinders (virtual online binder) Learning Snapshots Perception Surveys	SY2014-24	Ongoing
2	FBLGMS will conduct performance observations for annual staff evaluations to improve services delivered to students and employees.	<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>	#1 Data Assessment #3 PBIS	Administrators	Photocopy Machine Paper	Performance Evaluation Rating	SY2014-24	Ongoing

F.B. Leon Guerrero Middle School ACS WASC/GDOE Self-Study Report

<p>3</p>	<p>FBLGMS will establish criteria and implement an Employee Recognition Program.</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>#1 Data Assessment #2 Differentiated Instruction #3 PBIS</p>	<p>Administrators Faculty/Staff School Climate Cadre</p>	<p>Photocopy Machine Paper</p>	<p>Employee Recognition Program Criteria</p>	<p>SY2016-24</p>	<p>Leadership Teams (ALT, SCC, Administration) have recently collaborated and developed the Employee Recognition and Appreciation Celebrations plan. Ongoing</p>
<p>4</p>	<p>FBLGMS certified personnel would 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 Data Assessment</p>	<p>Administrators Faculty/Staff</p>	<p>Data provided by Personnel Services</p>	<p>Data Results</p>	<p>SY2014-24</p>	<p>FBLGMS continues to work closely with the Division of Personnel Services to recruit certified teachers. Ongoing</p>
<p>5</p>	<p>FBLGMS will create and disseminate a perception survey to all faculty and staff that provides data on the overall school climate.</p>	<p><i>Accomplished Communicators</i> <i>Worthwhile Contributors</i> <i>Knowledgeable About Selves, Physically and Emotionally</i></p>	<p>#1 Data Assessment #3 PBIS</p>	<p>Administrators School Climate Cadre</p>	<p>Photocopy Machine Laptop Paper</p>	<p>Survey Results</p>	<p>SY2016-24</p>	<p>Ongoing</p>

C. Home-School Connection

F.B. Leon Guerrero Middle School ACS WASC/GDOE Self-Study Report

ACTION STEPS		Schoolwide Learner Outcomes	Critical Area(s) of Focus Addressed	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EVALUATION	TIMELINE	STATUS
1	FBLGMS will develop and disseminate Student Planners that outline student academic/behavioral expectations and inform parents of their child's progress in LARM and all other content areas.	<i>Accomplished Communicators</i>	#1 Data Assessment #3 PBIS	Administrators Leadership Team	Teacher/Staff Input	Student Planners	SY2014-24	Student Planners are disseminated each year, provided that funding is available. Ongoing

F.B. Leon Guerrero Middle School ACS WASC/GDOE Self-Study Report

PROBLEM STATEMENT	During SY2014-15, an average of 9.63% of the student population did not attend school daily. Therefore, there is a need to decrease this percentage this school year.
DISTRICT GOAL	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.
SCHOOL GOAL	Each year, FBLG Middle School’s Average Student Daily Attendance rate will be 90% or more.
MEASURABLE OBJECTIVES	For SY2014-15 until SY2024-25, FBLG Middle School’s Average Student Daily Attendance rate will be greater than 90%.

IV. STUDENT ATTENDANCE

A. Student Attendance Rate

ACTION STEPS		Schoolwide Learner Outcomes	Critical Area(s) of Focus Addressed	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EVALUATION	TIMELINE	STATUS
1	FBLGMS will develop and implement a school-wide attendance policy that is aligned with Guam Law and Board Policy 411 to increase the attendance rate or decrease absences of students.	<i>Accomplished Communicators</i> <i>Knowledgeable About Selves, Physically and Emotionally</i>	#1 Data Assessment #3 PBIS	Administrators Leadership Team Truancy Officer	Annual Attendance Data Photocopy Paper Office Truancy Referral Form (OTRF)	Attendance Rate Student Referrals	SY2014-24	Attendance Policy (3-6-9-12) is aligned with Guam Law and Board Policy to increase the attendance rate or decrease absences of students. Ongoing

F.B. Leon Guerrero Middle School ACS WASC/GDOE Self-Study Report

2	FBLGMS will recognize students who achieved perfect attendance at the end of the year.	<i>Worthwhile Contributors</i> <i>Knowledgeable About Selves, Physically and Emotionally</i>	#1 Data Assessment #3 PBIS	Administrators Faculty Counselors	Teacher/Staff Input Photocopy Paper PowerSchool Data	Awards Ceremony	SY2016-24	Recognition of students' perfect attendance will be implemented, beginning 2016, and will continue throughout the duration of this plan.
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B. Personnel Quality and Accountability

ACTION STEPS	Schoolwide Learner Outcomes	Critical Area(s) of Focus Addressed	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EVALUATION	TIMELINE	STATUS	
1	FBLGMS will provide faculty and staff training to focus on the school-wide attendance policy.	<i>Accomplished Communicators</i> <i>Worthwhile Contributors</i>	#1 Data Assessment #3 PBIS	Administrators Leadership Team Attendance Officer	Annual Attendance Data Photocopy Paper Multimedia Projector Office Truancy Referral Form (OTRF)	Attendance Rate Student Referrals	SY2014-24	Training is provided to faculty/staff that regarding school-wide attendance policy. Ongoing
2	FBLGMS will recognize faculty and staff for perfect attendance at the end of the year.	<i>Accomplished Communicators</i> <i>Worthwhile Contributors</i>		Administrators Leadership Team	Teacher/Staff Input, Photocopy Paper	Employee Attendance Record	SY2016-24	Recognition of employees' perfect attendance will be implemented, beginning 2016, and will continue throughout the duration of this plan.

C. Home-School Connection

F.B. Leon Guerrero Middle School ACS WASC/GDOE Self-Study Report

ACTION STEPS		Schoolwide Learner Outcomes	Critical Area(s) of Focus Addressed	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EVALUATION	TIMELINE	STATUS
1	FBLGMS will develop and disseminate Student Planners that outline the school-wide attendance policy.	<i>Accomplished Communicators</i>	#1 Data Assessment #3 PBIS	Administrators Leadership Team	Teacher/Staff Input	Student Planners	SY2014-24	Student Planners are disseminated each year throughout the duration of this plan, provided that funding is available. Ongoing

PROBLEM STATEMENT	During SY2014-15, FBLG Middle School's discipline rate was 39.64% of occurrences.
DISTRICT GOAL	<u>District Goal 4</u> All members of the Guam Department of Education Community will establish and sustain a safe, positive and supportive environment. All Middle schools will meet or exceed “Satisfactory” performance level 15% or less in its discipline rate, beginning School Year 2014-2015 until School Year 2024-2025.
SCHOOL GOAL	During SY2014-15 until SY2024-25, FBLG Middle School will meet or exceed “Satisfactory” performance level (15% or less) in its Student Discipline Rate.
MEASURABLE OBJECTIVES	During SY2013-14 until SY2024-25, FBLG Middle School will decrease its Student Discipline Rate to meet “Satisfactory” performance level 15% or less.

V. STUDENT DISCIPLINE

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

1	FBLGMS will establish rules and regulations in a school-wide discipline policy that is aligned with Guam Law and Board Policy 400 to decrease the student discipline referral rate.	<i>Accomplished Communicators</i> <i>Knowledgeable About Selves, Physically and Emotionally</i>	#1 Data Assessment #3 PBIS	Administrators	Annual Discipline Data Photocopy Paper	Discipline Rate Data Student Referrals	SY2014-24	A school-wide discipline policy is in place, aligned with Guam Law and Board Policy to decrease the discipline referral rate and will continue to be implemented throughout the duration of this plan. Ongoing
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F.B. Leon Guerrero Middle School ACS WASC/GDOE Self-Study Report

<p>2</p>	<p>FBLGMS will implement a Character-Based Education program and create Activities that Build Character (A-B-C Lessons), using the district's Character Education program standards, during Team Time period.</p>	<p><i>Accomplished Communicators</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p>	<p>#1 Data Assessment</p> <p>#2 Differentiated Instruction</p> <p>#3 PBIS</p> <p>#4 Teaching Literacy</p>	<p>Administrators</p> <p>School Climate Cadre</p> <p>Faculty</p>	<p>Annual Discipline Data</p> <p>Photocopy Paper</p> <p>A-B-C Lesson Plans (hard copy and on LiveBinders)</p>	<p>Discipline Rate Data</p> <p>Student Referrals</p>	<p>SY2014-24</p>	<p>Team Time period is used to implement Character Education throughout the duration of this plan.</p> <p>A-B-C (Activities that Build Character) Lessons are provided to all teachers.</p> <p>Ongoing</p>
<p>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>#1 Data Assessment</p> <p>#3 PBIS</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>SY2016-24</p>	<p>SCC will review and revise current Character Education assessment tool.</p> <p>Ongoing</p>
<p>4</p>	<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></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 Data Assessment</p> <p>#2 Differentiated Instruction</p> <p>#3 PBIS</p> <p>#4 Teaching Literacy</p>	<p>Administrators</p> <p>7th Grade Social Studies Teachers</p> <p>School Climate Cadre</p> <p>Team Time Teachers</p>	<p>"Play By the Rules" workbooks</p> <p>Photocopy Paper</p>	<p>Student Perception Surveys</p> <p>Pretest and Posttest Results</p>	<p>SY2016-24</p>	<p>Update "Play By the Rules" Program information and utilize existing materials in 7th grade social studies classes and Team Time.</p> <p>Ongoing</p>

F.B. Leon Guerrero Middle School ACS WASC/GDOE Self-Study Report

5	FBLGMS will develop and implement Behavioral SMART (Specific, Measurable, Achievable, Relevant, and Timely) Goals in every content and interdisciplinary team that focus on decreasing the school's discipline referral rate.	<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>	#1 Data Assessment #2 Differentiated Instruction #3 PBIS #4 Teaching Literacy	Administrators Faculty	Annual Discipline Data Photocopy Paper	Discipline Rate Data Student Referrals Behavioral SMART Goal (Content/Interdisciplinary Team)	SY2014-24	Ongoing
6	FBLGMS will implement Positive Behavioral Intervention and Supports (PBIS) framework initiatives schoolwide.	<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>	#3 PBIS	Administrators School Climate Cadre School Level Facilitator (SLF) Faculty/Staff District Level Coordinator	Annual Discipline Data Photocopy Paper District Level Coordinator Feedback (Mr. Frank Lintiaco) Meeting Time and Place	Discipline Rate Data Student Referrals Team Behavioral SMART Goals	SY2014-24	Teams continue to meet throughout the duration of this plan of action. Ongoing

B. Personnel Quality & Accountability

1	FBLGMS will provide faculty and staff training regarding the schoolwide discipline policy.	<i>Accomplished Communicators</i> <i>Worthwhile Contributors</i>	#1 Data Assessment #3 PBIS	Administrators Leadership Team	Annual Attendance Data Photocopy Paper Multimedia Projector Office Discipline Report (ODR)	Discipline Rate Data Student Referrals	SY2014-24	Training is provided to faculty/staff regarding school-wide discipline policy. Ongoing
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F.B. Leon Guerrero Middle School ACS WASC/GDOE Self-Study Report

2	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.	<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>	#1 Data Assessment #3 PBIS	Administrators School Climate Cadre School Level Facilitator (SLF) Faculty/Staff	Annual Discipline Data Photocopy Paper Meeting Time and Place A-B-C Lesson Plans	Discipline Rate Data Implementation Data Team Behavioral SMART Goals	SY2016-24	SCC visits Team Time periods and provides support to teachers and students. Ongoing
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C. Home-School Connection

1	FBLGMS will develop and disseminate Student Planners that outline student behavioral expectations.	<i>Accomplished Communicators</i>	#1 Data Assessment #3 PBIS	Administrators Leadership Team	Teachers/Staff Input	Student Planners	SY2014-24	Student planners are disseminated throughout the duration of this plan, provided that funding is available. Ongoing
2	FBLGMS will establish criteria/rubric for Character Education awards and recognize students during monthly grade level or team assemblies (<i>Character Champs</i>).	<i>Accomplished Communicators</i>	#1 Data Assessment #3 PBIS	Administrators Faculty School Climate Cadre	Teachers/Staff Input Photocopy Paper Tangible Incentives	Criteria for Academic/Social Awards	SY2014-24	Ongoing

F.B. Leon Guerrero Middle School ACS WASC/GDOE Self-Study Report

<p>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 Data Assessment</p> <p>#3 PBIS</p>	<p>Administrators</p> <p>Interdisciplinary Team Teachers</p> <p>Counselors</p>	<p>Teachers/Staff Input</p> <p>Photocopy Paper</p>	<p>Criteria for Most Improved Awards by Teams</p>	<p>SY2016-24</p>	<p>Students will receive Most Improved Awards from team teachers throughout the duration of this plan.</p> <p>Ongoing</p>
<p>4</p>	<p>FBLGMS will recognize students monthly for their demonstration of positive behaviors (<i>Character Champs</i> and <i>High-Five Tickets</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>#1 Data Assessment</p> <p>#3 PBIS</p>	<p>Administrators</p> <p>Faculty</p> <p>School Climate Cadre</p>	<p>Teachers/Staff Input</p> <p>Photocopy Paper</p>	<p>Monthly “<i>Character Champs</i>” Awards and <i>High-Five Tickets/Raffles</i></p>	<p>SY2014-24</p>	<p>Ongoing</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>#1 Data Assessment</p> <p>#3 PBIS</p>	<p>Administrators</p> <p>Teachers</p> <p>School Climate Cadre</p>	<p>Teachers/Staff Input</p> <p>Photocopy Paper</p> <p>Multimedia/PA System</p> <p>Student Discipline Referral Rates</p>	<p>Monthly PBIS Assemblies Recognizing Teams</p>	<p>SY2014-24</p>	<p>Ongoing</p>

PROBLEM STATEMENT	During SY2014-15, an average of 11.48% of the employees of FBLG Middle School did not report to work daily. Therefore, there is a need to decrease this percentage this school year. The percentage of 90% or higher attendance rate will be monitored until SY2024-25.
DISTRICT GOAL	<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 .
SCHOOL GOAL	Each year, FBLG Middle School’s average employee daily attendance rate will be 90% or more .
MEASURABLE OBJECTIVES	<i>For SY2014-15 until SY2024-25, FBLG Middle School’s average employee daily attendance rate will be greater than 90%.</i>

VI. 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

F.B. Leon Guerrero Middle School ACS WASC/GDOE Self-Study Report

<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>#1 Data Assessment</p>	<p>Administrators</p> <p>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>SY2016-24</p>	<p>Ongoing</p>
<p>B. Personnel Quality and Accountability</p>								
<p>1</p>	<p>FBLGMS will conduct annual employee evaluation to improve the delivery of instruction and services, resulting in improved student performance and employee attendance.</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>#1 Data Assessment</p> <p>#2 Differentiated Instruction</p> <p>#3 PBIS</p> <p>#4 Teaching Literacy</p>	<p>Administrators</p>	<p>PTEP Evaluation</p>	<p>Results of Evaluation</p>	<p>SY2016-24</p>	<p>Ongoing</p>

F.B. Leon Guerrero Middle School ACS WASC/GDOE Self-Study Report

<p>2</p>	<p>FBLGMS will implement the Employee Recognition Program that focuses on employee attendance.</p>	<p><i>Worthwhile Contributors</i> <i>Knowledgeable About Selves, Physically and Emotionally</i></p>	<p>#1 Data Assessment</p>	<p>Administrators Leadership Team Faculty and Staff</p>	<p>Certificates of Recognition</p>	<p>Awards Presentation Criteria for Employee Recognition Program</p>	<p>SY2016-24</p>	<p>Ongoing</p>
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APPENDIX A

20/20: A Clear Vision for Education on Guam

Key Components for a Powerful System

The Guam Department of Education State Strategic Plan: “20/20: A Clear Vision for Education on Guam” is a powerful document that sets the course for the department over the next six years by establishing worthy and ambitious goals and objectives for student success that will help ensure our next generation of young adults are ready for post-secondary education, the workforce, and life. Our plan guides the work that we do by focusing our efforts on key strategies that have been proven successful in many of the top schools and school systems throughout the country and the world. The key elements of our strategic plan summarized below establish the structures and support systems needed to ensure that every child is exposed to a high quality curriculum taught by skilled teachers who work collaboratively to meet the needs of our diverse student population. The major components of our strategic plan include:

1. Curriculum-Instruction-Assessment Interventions

This component focuses on the design and implementation of explicit organizational structures and processes to ensure the ongoing improvement and development of each area of instructional leadership (C-I-A-I) both at the school and district levels. These structures and processes are meant to ensure the overall quality and continued improvement of the educational experience of students and thus, take on a primary role in our plan.

2. Professional Learning Communities and Collaborative Teams

Central to the success of all the strategies listed as components of the State Strategic Plan is the framework of the Professional Learning Community (PLC) and Collaborative Teams. These are structures for teachers, administrators, instructional and support staff to come together on a regular basis to review curriculum content, share effective instructional strategies, and analyze student assessment data. In order to monitor student progress and determine needed interventions. As a management strategy, the Collaborative Teams structure helps establish a protocol for effective communication between divisions and groups as well as establish goals and action steps.

3. Guam Comprehensive Student Assessment System (CSAS)

A critical piece is the GDOE Student Assessment System inclusive of the department’s annual summative assessment to measure student achievement of core subjects as well as interim (within year) assessments to measure student progress. This system is designed to be timely and directly aligned to the content standards taught in order to provide teachers, administrators, and

instructional and support personnel with the student achievement information needed to determine interventions or to make instructional management decisions.

4. Efforts to continuously improve services with limited funding by increasing efficiency, maximizing the use of current resources, and improved planning

Relative to all areas will be efforts to achieve the stated goals and objectives using current funding levels and available resources. These efforts will focus on increasing the efficiency of all department functions and use of resources, as well as the improved planning of all future resource purchases or program designs.

These components comprise the main structures and overall strategies of GDOE’s plan and will help the department stay focused on the actions that matter most to ensuring quality instruction and supports for improved student achievement.

The GDOE State Strategic Plan’s Goals and Objectives are:	
<p>Goal #1: All Guam Department of Education students will graduate from high school prepared to pursue post-secondary education on- or off-island or to assume gainful employment within the public or private sector.</p>	<p><i>Objective 1.1: By Year 2020, the GDOE will have a cohort graduation rate of at least 80%.</i></p> <p><i>Objective 1.2: By Year 2020, at least 80% of HS students will be <u>proficient</u> in English Language Arts and Math as measured by the <u>Department’s State-wide Assessment</u>.</i></p> <p><i>Objective 1.3: By Year 2020, at least 80% of HS students will be <u>proficient</u> in Science and Social Studies as measured by the <u>Department’s State-wide Assessment</u>.</i></p> <p><i>Objective 1.4: By Year 2020, the percentage of public school students testing into remedial reading and math courses at the University of Guam and the Guam Community College will be less than 30%.</i></p> <p><i>Objective 1.5: By Year 2016-17 (Year 3), all graduating seniors will score a bronze or higher on the ACT Work Keys Assessment (or equivalent work readiness assessment) with at least 50% scoring Gold or higher.</i></p> <p><i>Objective 1.6: By School Year 2016-17 (Year 3), at least 50% of the students taking an Advanced Placement (AP) exam will receive a passing score. By SY2019-20 (Year 6), at least 80% will receive a passing score.</i></p>
<p>Goal #2: All Guam Department of Education students will successfully progress from grade to grade and from one level of schooling to another in order to maximize the opportunities to successfully graduate from high school.</p>	<p><i>Objective 2.1: By Year 2020, at least 80% of students at each grade level will be <u>proficient</u> in English Language Arts, Math, Science and Social Studies as measured by the <u>Department’s State-wide summative assessment</u>.</i></p> <p><i>Objective 2.2: By Year 2020, at least 80% of students in grades K-8 will reach <u>benchmark</u> in Reading and Math as measured by the <u>Department’s Interim assessments</u>.</i></p>

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	<p>Objective 2.3: By Year 2020, at least 80% of students will be receiving a <u>passing semester grade</u> in Reading, Language Arts, Math, Science and Social Studies. (Used as an indicator for earned credit in secondary schools, not necessarily achievement)</p>
<p>Goal #3: All Guam Department of Education instructional personnel will meet high standards for qualifications and ongoing professional development and will be held accountable for all assigned responsibilities.</p>	<p>Objective 3.1: By School Year 2015-16 (Year 2), 100% of GDOE Instructional Personnel will be participating in an annual professional development program appropriate to their job duties designed to enhance their current skills as well as to provide opportunities for growth.</p> <p>Objective 3.2: By School Year 2016-17 (Year 3), 100% of GDOE Instructional Personnel will be evaluated through an instrument appropriate to their job duties that allows for both a formative and summative evaluation of their performance.</p> <p>Objective 3.3: By School Year 2017-18 (Year 4), 100% of GDOE Instructional Personnel will rate satisfactory or better as rated on their respective evaluation tool.</p>
<p>Goal #4: All members of the Guam Department of Education Community will establish and sustain a safe, positive and supportive environment.</p>	<p>Objective 4.1: By SY2016-17 (Year 3), all schools will have a discipline rate of 15% or less.</p> <p>Objective 4.2: By SY2015-16 (Year 2), all schools and related services will have a perception survey that measures stakeholders' perception of the extent to which they are safe, positive and supportive.</p> <p>Objective 4.3: By SY2016-17 (Year 3), all schools and related services will rate at least satisfactory on their respective stakeholder perception survey.</p> <p>Objective 4.4: All schools and divisions will meet the requirements of all regulatory agencies for a safe environment.</p>
<p>Goal #5: All GDOE operations activities will maximize the critical uses of limited resources and meet high standards of accountability.</p>	<p>Objective 5.1: By SY2015-16 (Year 2), complete a thorough assessment of all financial and administrative functions and develop a management indicator system to regularly rate the overall effectiveness and efficiency of the department's management practices.</p> <p>Objective 5.2: By SY2017-18 (Year 4), based on the department's management indicator system, the GDOE will achieve at least a satisfactory or equivalent rating overall. By 2020 (Year 6), the GDOE will receive the highest rating.</p> <p>Objective 5.3: By SY2016-17 (Year 3), all support divisions will rate at least satisfactory on their respective stakeholder perception survey.</p> <p>Objective 5.4: By School Year 2017-18 (Year 4), 100% of GDOE Support Personnel will rate satisfactory or better as rated on their respective evaluation tool.</p>

APPENDIX B

Comprehensive Student Assessment System (CSAS)

Below are descriptions of the different levels and components of the GDOE Comprehensive Student Assessment System, or CSAS. The CSAS is a combination of interim assessments that are administered throughout the school year to monitor student progress and summative assessments that are administered towards the end of the school year to determine student proficiency levels in the core content areas of English Language Arts, Math, Science, and Social Studies.

End-of-Year (Summative) Assessments

Given the last 6 weeks of the school year

Common Core Summative Assessments

The assessments listed are the official statewide assessments for the Common Core State Standards in English Language Arts (ELA) and Math for the Guam Department of Education students. The grade levels tested are those required by the *No Child Left Behind Act* and include students in grades 3 through 10. Students in non-tested grades for ELA and Math and in the content areas of Social Studies and Science will be taking the Guam Standards Based Assessment.

- ACT ASPIRE** - English Language Arts & Math (3rd through 10th Grade) (
- National Center and State Collaborative Alternate Assessment** - English Language Arts & Math (Selected Students 3rd through 8th Grade, High School) (**Guam Standards Based Assessments** (A criterion-referenced test, the Guam Standards Based Assessments will be administered to students who are in the non-tested grades of the ACT Aspire in ELA and Math as well as 1st through 12th grades in the content areas of Science and Social Studies. In ELA and Math, the assessments are aligned to the Common Core. In the areas of Science and Social Studies, they are aligned to the GDOE Standards. Unlike the SAT10 where all the students take

the assessment of a particular grade regardless of the course they are taking, the SBA tests students based on the courses they are currently enrolled in. (

- ELA, Math, Science, and Social Studies** - 1st, 2nd, and High School (Specific Courses) (
- Social Studies** - 1st through 8th, High School (Specific Courses) (
- Sciences** - 1st through 8th, High School (Specific Courses) (

Within-Year (Interim) Assessments Work Keys Assessment System

The Work Keys assessment system measures "real world" skills that employers have deemed critical to job success. Test questions are based on situations in the everyday work world and will help the school system, but more importantly parents, students, and potential employers, understand students' skill levels in the areas tested. Upon completion, students have the opportunity to obtain a National Career Readiness Certificate that is recognized both locally and nationally by various employers.

Applied Mathematics, Reading for Information, Locating Information Administered beginning the last semester of 11th Grade (Junior Year), continues into 12th Grade (Senior Year)

Other Interim Assessments

- AIMSweb Criterion-Based Measurement: General screening ELA & Math (Kinder through 8th Grade)**
- ACT ASPIRE Optional Assessments and Teacher Resources: ELA & Math (3rd through 10th Grade)**
- School-based Formative Assessments: ELA, Math, Science, & Social Studies (All Grades)**

APPENDIX C

Sample Proficiency Scale

4-Point Scale Score	Percentage Score	Proficiency / Mastery Level	Proficiency / Master Level Description
4.0	100%	Excellent	Exceeds Proficiency, Demonstrates thorough understanding and goes beyond what was taught in class to apply that knowledge
3.5	99% - 95%	Very good	High level of understanding, but with minor errors
3.0	94% - 90%	Good	Demonstrates Proficiency, Firm understanding of simple and complex knowledge and skills
2.5	89% - 80%	Above Average	Demonstrates Proficiency, but with minor errors
2.0	79% - 70%	Average	Approaches Proficiency, Basic understanding of simple knowledge and skills
1.5	69% - 65%	Needs Improvement	Below Proficiency, Needs help understanding simple knowledge and skills
1.0	64% - 60%		Below Proficiency, Needs help understanding simple knowledge and skills
Below 1.0	59% and Below	Unsatisfactory	Lacks Proficiency, Even with help, does not show understanding

APPENDIX D

ESL Gates-MacGinitie Tests: Data Charts for Reading

COHORT A1 – Began in SY2013-2014								
	SY2013-2014 6 th Grade Total Tested: 9		SY2014-2015 7 th Grade Total Tested: 9		SY2015-2016 8 th Grade Total Tested: 9			
READING LIST	Number of Students (Pretest)	%	Number of Students (Pretest)	%	Number of Students (Pretest)	%	Number of Students (Posttest)	%
3 or more grade levels below	5	56%	5	56%	5	56%	6	67%
1 – 2 grade levels below	3	33%	2	22%	1	11%	0	0%
At or above grade level	1	11%	2	22%	3	33%	3	33%
Average Grade Level Equivalency Score	3.4		4.4		5.7		6.1	
SPELLING	Number of Students (Pretest)	%	Number of Students (Pretest)	%	Number of Students (Pretest)	%	Number of Students (Posttest)	%
3 or more grade levels below	7	78%	5	56%	7	78%	5	56%

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1 – 2 grade levels below	2	22%	4	44%	1	11%	2	22%
At or above grade level	0	0%	0	0%	1	11%	2	22%
Average Grade Level Equivalency Score	3.0		3.5		5.0		5.1	
SENTENCE COMPREHENSION	Number of Students (Pretest)	%	Number of Students (Pretest)	%	Number of Students (Pretest)	%	Number of Students (Posttest)	%
3 or more grade levels below	8	89%	9	100%	9	100%	9	100%
1 – 2 grade levels below	1	11%	0	0%	0	0%	0	0%
At or above grade level	0	0%	0	0%	0	0%	0	0%
Average Grade Level Equivalency Score	2.5		2.4		2.4		3	

Cohort A1 entered 6th grade in SY2013-2014. There were 9 students that had scores for all three years.

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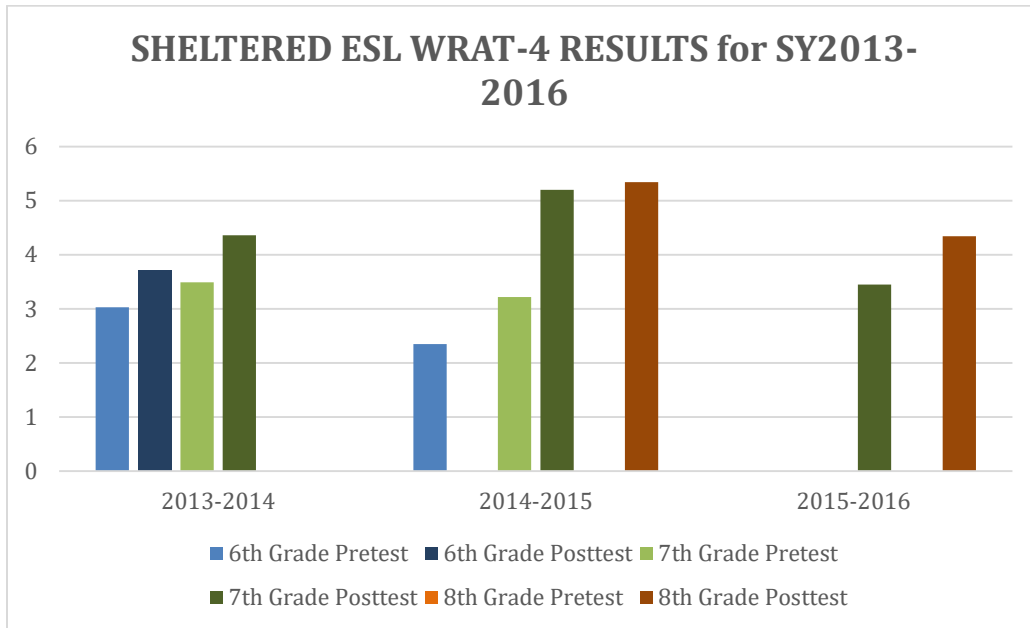
COHORT A2 – Began in SY2013-2014								
	SY 2013-2014 6 th Grade Total Tested: 14		SY 2014-2015 7 th Grade Total Tested: 20		SY 2015-2016 8 th Grade Total Tested Pretest: 19 Total Tested Posttest: 16			
READING LIST	Number of Students (Pretest)	%	Number of Students (Pretest)	%	Number of Students (Pretest)	%	Number of Students (Posttest)	%
3 or more grade levels below	7	50%	15	75%	12	63%	9	56%
1 – 2 grade levels below	4	29%	3	15%	3	16%	2	13%
At or above grade level	3	21%	2	10%	4	21%	5	31%
Average Grade Level Equivalency Score	4.2		3.8		5		5.5	
SPELLING	Number of Students (Pretest)	%	Number of Students (Pretest)	%	Number of Students (Pretest)	%	Number of Students (Posttest)	%
3 or more grade levels below	9	64%	14	70%	15	79%	11	69%
1 – 2 grade levels below	3	21%	4	20%	3	16%	3	19%
At or above grade level	2	14%	2	10%	1	5%	2	13%

F.B. Leon Guerrero Middle School ACS WASC/GDOE Self-Study Report

Average Grade Level Equivalency Score	3.8		3.3		4.8		4.6	
SENTENCE COMPREHENSION	Number of Students (Pretest)	%	Number of Students (Pretest)	%	Number of Students (Pretest)	%	Number of Students (Posttest)	%
3 or more grade levels below	11	79%	20	100%	19	100%	16	100%
1 – 2 grade levels below	3	21%	0	0%	0	0%	0	0%
At or above grade level	0	0%	0	0%	0	0%	0	0%
Average Grade Level Equivalency Score	2.8		2.5		2.7		3.0	

Cohort A2 students started SY2013-2014.

APPENDIX E



Findings:

- In SY2013-2014, four (4) incoming 6th graders scored “*In Need of Support*” or below their grade level. By the end of their 7th grade year in SY2014-2015 all scores improved albeit still below their grade level.
- Two (2) out of the four (4) students narrowed the gap by scoring “*Close*” or one year below their grade level. The other two, although still below, improved. They, however, were still “*In Need of Support.*”
- In that same SY2013-2014, eight (8) entering 7th graders scored “*In Need of Support*” or below their grade level. By the end of their 8th grade year in SY2014-2015, seven (7) out of eight (8) students showed an increase in their scores, while one had a slight decline. The seven (7) students increased their grade level scores and two (2) students progressed “*Close*” to grade level while six remained “*In Need of Support.*”
- In SY2014-2015, ten (10) incoming 6th graders scored “*In Need of Support*” or below their grade level. By the end of their 7th grade year in SY2015-2016, the students showed gain in their scores. One student’s posttest score placed him “*Close*” to grade level. Ninety percent (90%) were still two or more grade levels below and “*In Need of Support.*”

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- In that same SY2014-2015, thirteen (13) incoming 7th graders scored “*In Need of Support*” or below grade level. By the end of their 8th grade year in SY2015-2016, the students showed increase in scores. One student scored “*Close*” or slightly below grade level. All the others still scored 2 or more grade levels below and were still “*In Need of Support.*”

F.B. Leon Guerrero Middle School ACS WASC/GDOE Self-Study Report

APPENDIX F-1

F.B. LEON GUERRERO MIDDLE SCHOOL	STUDENT PERCEPTION SURVEY
Content Area: _____	Teacher: _____
Date: _____	

Please read each statement below and circle your honest response:

Standard 1: A teacher will plan based upon knowledge of subject matter, students, the community, and curriculum goals.				
1. My teacher teaches and communicates the subject well.	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
2. My teacher creates lessons and activities that help me learn.	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
3. My teacher encourages parent/teacher communication (planner comments, progress reports, phone calls, or emails) to support and encourage involvement in my learning.	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
Standard 2: A teacher will deliver accurate content while involving students in learning activities.				
4. My teacher uses different activities to involve all of us in the learning process.	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
5. My teacher measures our learning in different ways. (Examples: tests/quizzes, projects, lab activities, etc.)	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
6. My teacher keeps complete files of our work (portfolios, notebooks, folders, etc.) and makes the reports available on the PowerSchool site.	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
Standard 3: A teacher will organize learning environments and maintain appropriate student behavior.				
7. My teacher maintains an encouraging learning environment.	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
8. My teacher demonstrates good use of time, space, resources, and activities.	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
9. My teacher helps me to be a successful student.	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
10. Overall, my teacher is a positive teacher.	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree

APPENDIX F-2

F.B. LEON GUERRERO MIDDLE SCHOOL SY2016-17	
PARENT PERCEPTION SURVEY	
Content Area: _____	Teacher: _____
Date: _____	

Please read each statement below and circle your honest response:

Standard 1: A teacher will plan based upon knowledge of subject matter, students, the community, and curriculum goals.				
1. <i>Based on communications with my child, my child's teacher teaches and communicates the subject well.</i>	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
2. <i>Based on communications with my child, my child's teacher creates lessons and activities that help my child learn.</i>	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
3. <i>Based on communications with my child, my child's teacher encourages parent/teacher communication (planner comments, progress reports, phone calls, or emails) to support and encourage involvement in my child's learning.</i>	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
Standard 2: A teacher will deliver accurate content while involving students in learning activities.				
4. <i>Based on communications with my child, my child's teacher uses different activities to involve my child in the learning process.</i>	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
5. <i>Based on communications with my child, my child's teacher measures my child's learning in different ways. (Examples: tests/quizzes, projects, lab activities, etc.)</i>	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
6. <i>Based on communications with my child, my child's teacher keeps complete files of my child's work (portfolios, notebooks, folders, etc.) and makes the reports available on the PowerSchool site.</i>	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
Standard 3: A teacher will organize learning environments and maintain appropriate student behavior.				
7. <i>Based on communications with my child, my child's teacher maintains an encouraging learning environment.</i>	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
8. <i>Based on communications with my child, my child's teacher demonstrates good use of time, space, resources, and activities.</i>	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
9. <i>Based on communications with my child, my child's teacher helps my child to be a successful student.</i>	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
10. <i>Overall, my child's teacher is a positive teacher.</i>	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree

APPENDIX G

SAMPLE: School Climate

**F.B. Leon Guerrero Middle School
PARENT Perception Survey**

**Teacher:
Grade Level:**

**Subject:
SY 2015-2016**

1. My child's teacher encourages parent/teacher communication (planner, progress, reports, phone calls or emails).	YES	NO	SOMETIMES	NOT OBSERVED
2. My child's teacher is concerned about my child's academic performance.	YES	NO	SOMETIMES	NOT OBSERVED
3. My child's teacher assesses learning in a variety of ways. (Examples: tests, quizzes, projects, activities, etc.)	YES	NO	SOMETIMES	NOT OBSERVED
4. My child's teacher maintains complete records of student work (e.g., student portfolios, notebooks, etc.) and makes the records available on the PowerSchool site.	YES	NO	SOMETIMES	NOT OBSERVED
5. My child enjoys attending his/her class.	YES	NO	SOMETIMES	NOT OBSERVED
6. I feel comfortable visiting and getting involved in my child's class.	YES	NO	SOMETIMES	NOT OBSERVED
7. The teacher is an effective educator to my child.	YES	NO	SOMETIMES	NOT OBSERVED
8. What suggestions would you give to improve this teacher's classroom instruction?				
9. What do you think is this teacher's greatest strength?				
10. Has your child informed you about learning character education this school year?	YES	NO	SOMETIMES	NOT OBSERVED
11. Has your child informed you about monthly grade-level assemblies that highlight character education?	YES	NO	SOMETIMES	NOT OBSERVED
12. Has your child shown an increase of positive behavior?	YES	NO	SOMETIMES	NOT OBSERVED
13. What are some of the areas that need improvement in character education?				

APPENDIX H

CLASSROOM INSTRUCTION THAT WORKS! (CITW)

Nine Essential Instructional Strategies

Researchers at Mid-continent Research for Education and Learning (McREL) have identified nine instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels. Robert Marzano, Debra Pickering, and Jane Pollock explain these strategies in the book *Classroom Instruction That Works*.

- 1. Identifying similarities and differences**^{[L][SEP]}
- 2. Summarizing and note taking**^{[L][SEP]}
- 3. Reinforcing effort and providing recognition**
- 4. Homework and practice**^{[L][SEP]}
- 5. Nonlinguistic representations**^{[L][SEP]}
- 6. Cooperative learning**^{[L][SEP]}
- 7. Setting objectives and providing feedback** ^{[L][SEP]}
- 8. Generating and testing hypotheses**^{[L][SEP]}
- 9. Cues, questions, and advance organizers**

The following is an overview of the research behind these strategies as well as some practical applications for the classroom.

1. Identifying Similarities and Differences

The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden

understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.

Applications:

- Use Venn diagrams or charts to compare and classify items. [L][SEP]
- Engage students in comparing, classifying, and creating metaphors and analogies. [L][SEP]

2. Summarizing and Note Taking [L][SEP]

These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented. [L][SEP]Applications: [L][SEP]

- Provide a set of rules for creating a summary. [L][SEP]
- When summarizing, ask students to question what is unclear, clarify those questions and then [L][SEP]predict what will happen next in the text. [L][SEP]Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests. [L][SEP]

Applications:

- Use teacher-prepared notes. [L][SEP]
- Stick to a consistent format for notes, although students can refine the notes as necessary. [L][SEP]

3. Reinforcing Effort and Providing Recognition

[L][SEP]Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort. [L][SEP]

Applications: [L][SEP]

- Share stories about people who succeeded by not giving up. [L][SEP]

- Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.

Applications:

- Find ways to personalize recognition. Give awards for individual accomplishments.
- “Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student’s performance improves as a result, offer praise.

4. Homework and Practice

Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.

Applications:

- Establish a homework policy with advice-such as keeping a consistent schedule, setting, and time limit-that parents and students may not have considered.
- Tell students if homework is for practice or preparation for upcoming units.
- Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they’re learning them. Speed and accuracy are key indicators of the effectiveness of practice.

Applications:

- Assign timed quizzes for homework and have students report on their speed and accuracy.
- Focus practice on difficult concepts and set aside time to accommodate practice periods.

5. Nonlinguistic Representations

According to research, knowledge is stored in two forms: linguistic and visual. The more

students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.

Applications:

- Incorporate words and images using symbols to represent relationships. [L] [SEP]
- Use physical models and physical movement to represent information. [L] [SEP]

6. Cooperative Learning [L] [SEP]

Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy- be systematic and consistent in your approach. [L] [SEP]

Applications: [L] [SEP]

- When grouping students, consider a variety of criteria, such as common experiences or interests.
- Vary group sizes and objectives. [L] [SEP]
- Design group work around the core components of cooperative learning-positive interdependence, [L] [SEP] individual and group accountability, group processing, appropriate use of social skills, and face-to-face interaction. [L] [SEP]

7. Setting Objectives and Providing Feedback [L] [SEP]

Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives. [L] [SEP]

Applications: [L] [SEP]

- Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like "I want to know" and "I want to know more about . . ." get students thinking about their interests and actively involved in the goal-setting process. [L] [SEP]
- Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals. [L] [SEP] Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should

manage the form that feedback takes. [L] [SEP]

Applications: [L] [SEP]

- Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this. [L] [SEP]
- Keep feedback timely and specific. [L] [SEP]
- Encourage students to lead feedback sessions. [L] [SEP]

8. Generating and Testing Hypotheses

Research shows that a deductive approach (using a general rule to make a prediction) to this strategy works best. Whether a hypothesis is induced or deduced, students should clearly explain their hypotheses and conclusions.

Applications:

- Ask students to predict what would happen if an aspect of a familiar system, such as the government or transportation, were changed. [L] [SEP]
- Ask students to build something using limited resources. This task generates questions and hypotheses about what may or may not work. [L] [SEP]

9. Cues, Questions, and Advance Organizers

[L] [SEP] Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience. [L] [SEP]

Applications: [L] [SEP]

- Pause briefly after asking a question. Doing so will increase the depth of your students' answers. [L] [SEP]
- Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. [L] [SEP] There are many ways to expose students to information before they "learn" it. [L] [SEP] Source: Adapted from Classroom Instruction That Works by R. J. Marzano, D. J. Pickering, and J. E. Pollock, 2001, Alexandria, VA: ASCD. [L] [SEP]

APPENDIX I

The Big 8
High Payoff Literacy Strategies
by Lin Kuzmich

The Big 8 for Literacy – <i>Framework for High Payoff Results</i>	Examples of High Payoff Career and College Readiness Cross-Content Literacy Strategies
<p style="text-align: center;">Vocabulary</p>	<ul style="list-style-type: none"> • Using visuals or video • Developing patterns, attributes, connections, characteristics and functions of words and concepts • Use of analogies, similes or metaphors, similarities and differences • Graphic organizers specific to content • Creating definitions in your own words • Using vocabulary in dialog and writing with frequency • Use of categorized word walls, personal word guides, or digital word access • Including visuals and clear connections between and among words
<p style="text-align: center;">Student dialog and grouping</p>	<ul style="list-style-type: none"> • Processing pauses for Think-Pair-Share every 7-12 minutes at secondary level, more frequently with younger students • Grouping for study buddies, study teams, or Jigsaws • Lab partners, inquiry partners • Peer coaching or tutoring • Non-volunteer questioning methods • Structured grouping practices for active engagement • Peer feedback or coaching for presentations and other listening and speaking opportunities
<p style="text-align: center;">Write to learn</p>	<ul style="list-style-type: none"> • Near-daily use of Quick Write • Practice using short constructed responses and protocols for explanation, description, inference explanation, summary, analysis, hypothesis formation, inquiry or data response, self-evaluation, justification • Relevance connections with exit tickets or warm-up • Scaffolding rigor and checking for understanding • Quadrant D Moment-based prompts

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	<ul style="list-style-type: none"> • Answers to student-developed questions
<p style="text-align: center;">Graphic Organizers and Note-Takers</p>	<ul style="list-style-type: none"> • Use a variety of types of organizers: <ul style="list-style-type: none"> - Vocabulary based semantic feature note-takers - Thinking Maps - Folded organizers - Cognitive maps like SQ3R or Frayer Model - Concept maps - Mind maps, webs, or other arrays with pictures or media - Story or event maps - Sequence organizers - Advanced organizers like an Anticipation Guide - Other note-takers like Cornell Notes • Use a rigorous and relevant finishing questions with every graphic organizer use (complements "Write to Learn") • Does not promote copying; student puts learning in their own words • Pair at least part of graphic organizer use with partner or small group
<p style="text-align: center;">Student and Teacher Questioning</p>	<ul style="list-style-type: none"> • Bloom's questions • Costa's Levels • Burke's ELA questions • Rigor and relevance based quadrant questions • Graduated or scaffold questioning; explain and describe, then analyze and summarize and finally create, justify and evaluate • Weiderhold and Kagan's Q-Matrix for Student Questioning • Cognitive complexity questions • Critical or essential questions for lessons or units that are rigorous and relevant • Questions based on great objectives

<p>Document, Technological and Quantitative Literacy</p>	<p>Relates to strategies and skills for non-prose materials such as graphs, charts, tables, math, Internet sites, pictures, videos, and other non-paragraph arrays of information. Instead of pre-reading, during reading and after reading use:</p> <ul style="list-style-type: none"> • Previewing the Document or Source • Understanding the Task • Completing the Task and Evaluating the Results <p>Strategies include:</p> <ul style="list-style-type: none"> • Completing the next data point • Error and strategy analysis • Developing questions based on source • Attribute charting • Digital source authentication methods • Determining purpose, actions and success of results • Student demonstration of learning through the use of standard as well as digital production tools such as Web 2.0 and 3.) tools • Observation, generalization, and justification process
<p>LEVELED MATERIALS AND DIGITAL, MULTIMEDIA RESOURCES</p>	<ul style="list-style-type: none"> • Use of Lexiled materials in ELA, science, social science, and some technical areas • Use of Quantiles to guide math pre-requisites or successors to meet student needs • Use of digital resources to make tutorials available • Use of digital and other means to give student choice in demonstrating skills and application of learning • Use of video to build background knowledge or vocabulary comprehension • Use of interactive digital tools for instant and individualized checks for understanding
<p>TEXT AND MEDIA COMPLEXITY ACCESS</p>	<ul style="list-style-type: none"> • Text coding or highlighting • Benchmarking: commenting and questioning media • Questioning the author or written material • Video snapshot to code video clips • Using sticky notes in textbooks and transferring to notes or doing so digitally • Quote analysis or justification such as in Didactic Journaling • Determining relevance to self, others, the world • Connections between and among text or digital sources

The Sheltered Instruction Observation Protocol (SIOP) *by Jana Echevarria, Mary Ellen Vogt and Deborah J. Short*

Lesson Preparation (LP)

- *Write content objectives clearly for students.*
- *Write language objectives clearly for students.*
- *Choose content concepts appropriate for age and educational background level of students. Teach required concepts without diminishing the content.*
- *Identify supplementary materials to use (graphs, models, visuals).*
- *Adapt content (e.g., text, assignment) to all levels of student proficiency.*
- *Plan meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, and constructing models) with language practice opportunities for reading, writing, listening, and/or speaking. Avoid planning a lecture as a meaningful activity.*

Building Background (BB)

- *Explicitly link concepts to students' backgrounds and experiences ("Have you ever...?")*
- *Explicitly link past learning and new concepts. (Do you remember when we....?)*
- *Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students.*

Comprehensible Input (CI)

- *Use speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners).*
- *Explain academic tasks clearly.*
- *Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).*

Strategies (S)

- *Provide ample opportunities for students to use strategies (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).*
- *Use scaffolding techniques consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson.*
- *Use a variety of question types including those that promote higher-order thinking skills throughout the lesson (literal, analytical, and interpretive questions).*

Interaction (I)

- *Provide frequent opportunities for interactions and discussion between teacher/student and among students, and encourage elaborated responses.*
- *Use group configurations that support language and content objectives of the lesson.*

- *Provide sufficient wait time for student responses consistently.*
- *Give ample opportunities for students to clarify key concepts in first language (L1) as needed with aide, peer, or L1 text.*

Practice and Application (PA)

- *Provide hands-on materials and/or manipulatives for students to practice using new content knowledge.*
- *Provide activities for students to apply content and language knowledge in the classroom.*
- *Provide activities that integrate all language skills (i.e., reading, writing, listening, and speaking).*

Lesson Delivery (LD)

- *Support content objectives clearly.*
- *Support language objectives clearly.*
- *Engage students approximately 90-100% of the period (most students taking part and on task throughout the lesson).*
- *Pace the lesson appropriately to the students' proficiency level.*

Review and Assessment (RA)

- *Give a comprehensive review of key vocabulary.*
- *Give a comprehensive review of key content concepts.*
- *Provide feedback to students regularly on their output (e.g., language, content, work).*
- *Conduct assessments of student comprehension and learning throughout lesson on all lesson objectives (e.g., spot checking, group response).*

APPENDIX K

**FBLG Middle School SY2016-17 Professional Learning Community
Log Sheet**

Team Name:	Team Members Present:
Date:	Team Members Absent:
What do we expect students to know? (Be specific on Content and Skill)	How do we know when they learned it? (Common Assessment)
We expect students to know how to:	We will know that they have learned it when: <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">DATA TO BE USED:</div>
What do we do when students don't learn it? (Intervention & Re-teach)	What do we do when students do learn it? (Enrichment)
When students don't learn the specific content and skills, we will:	When students learn specific content and skills, we will

APPENDIX L

FBLG Middle School

Lesson Plan Format

Teacher Name:	Content:	Date(s):	Timeline:
<p>SLOs (School-Wide Learner Outcomes) Addressed:</p> <p><input type="checkbox"/> High Level Thinkers</p> <ul style="list-style-type: none">• Synthesizes information from all subject areas• Evaluates education and career options as they relate to what they have learned• Uses technology to accomplish tasks• Seeks solutions in and out of class• Uses critical thinking skills <p><input type="checkbox"/> Accomplished Communicators</p> <ul style="list-style-type: none">• Expresses himself/herself both verbally and non-verbally• Uses technology to communicate locally and globally• Accepts constructive criticism• Listens objectively to other view points <p><input type="checkbox"/> Worthwhile Contributors</p> <ul style="list-style-type: none">• Respects self and others• Has pride in school and home environment• Is aware of the effect technology has on daily life• Is involved in school and community <p><input type="checkbox"/> Knowledgeable about Themselves Physically and Emotionally</p> <ul style="list-style-type: none">• Able to identify school resources that can assist in areas of concerns• Asks for help when needed• Uses self-control• Is aware of and has good grooming and personal hygiene habits <p><input type="checkbox"/> Study Skills Masters</p> <ul style="list-style-type: none">• Exhibits good time management• Applies note-taking skills• Uses technology effectively as a tool• Plans for long and short term projects• Applies active listening skills			

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Unit/Lesson Title:		
Lesson Purpose (develop new knowledge or extend and apply knowledge):		
•		
Unit Essential Questions or Big Ideas:		
•		
Learning Objective(s): We will: KNOW, UNDERSTAND, and BE ABLE TO DO		
•		
Learning Targets (Rigor): (Write in scale below)		
2.0 Simpler Content:	3.0 Target (OBJECTIVE/LEARNING GOAL):	4.0 More Complex:
Common Core State Standards:		
•		
Vocabulary:		
•		
CITW Strategies	Procedures, Strategies, and Activities (Please complete the information below)	
<p>Component 1: Creating the Environment for Learning</p> <p>___ Setting Objectives</p> <p>___ Providing Feedback</p> <p>___ Reinforcing Effort</p> <p>___ Providing Recognition</p> <p>___ Cooperative Learning</p>	<p>Starting the Lesson:</p> <ul style="list-style-type: none"> • Lesson Hook (ex. Advance Organizer): • Communicating Essential Questions and Learning Objective(s): • Introductory Activity (include how students are grouped, if applicable): • Effort Story (or discussion of how effort should be applied during the lesson): 	
<p>Component 2: Helping Students Develop Understanding</p> <p>___ Cues/Questions</p> <p>___ Advance Organizers</p>	<p>Engaging Students in Learning the Content (sequence of learning activities):</p> <ul style="list-style-type: none"> • Activities: (ex. What students are doing, how are they grouped, if/how formative assessment data are collected, how effort is reinforced, how recognition is provided): • Provide Opportunities for Guided and Independent Practice: • Provide Opportunities for Students to Connect Their Learning to the Lesson Objectives: 	

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<p>___NLR – Graphic Organizer</p> <p>___NLR – Kinesthetic</p> <p>___NLR – Mental Image</p> <p>___NLR – Pictograph</p> <p>___NLR – Physical Model</p> <p>___Summarizing</p> <p>___Note-taking</p> <p>___Homework</p> <p>___Practice</p> <p>NLR: <i>Non Linguistic Representation</i></p>	
<p>Component 3: Helping Students Extend and Apply Knowledge</p> <p>___ISD – Compare</p> <p>___ISD – Classify</p> <p>___ISD – Metaphor</p> <p>___ISD – Analogy</p> <p>___GTH – Problem Solving</p> <p>___GTH - Investigation</p> <p>___GTH – Systems Analysis</p> <p>___GTH – Experimental Inquiry</p> <p>ISD: <i>Identifying Similarities & Differences</i></p> <p>GTH: <i>Generating & Testing Hypothesis</i></p>	<p>Closing the Lesson:</p> <ul style="list-style-type: none"> • Summarizing/Reflecting on Learning: • Provide Opportunities for Students to Connect Their Learning to the Lesson Objectives: • Provide Feedback (ex. Teacher feedback, peer feedback, or self-feedback) • Formative Assessment (if appropriate): • Homework Assignment (if appropriate): • Summative Assessment (if appropriate):
<p>ADDITIONAL STRATEGIES</p>	

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<p>Sheltered Instruction Observation Protocol (SIOP) Model</p> <p>___ Lesson Preparation</p> <p>___ Building Background</p> <p>___ Comprehensible Input</p> <p>___ Strategies</p> <p>___ Interaction</p> <p>___ Practice and Application</p> <p>___ Lesson Delivery</p> <p>___ Review and Assessment</p>	<p>Big 8 Literacy Strategies</p> <p>___ Vocabulary</p> <p>___ Student Dialogue & Grouping</p> <p>___ Write to Learn</p> <p>___ Graphic Organizers and Note Takers</p> <p>___ Teacher & Student Questioning</p> <p>___ Document, Technological, and Quantitative Literacy Strategies</p> <p>___ Leveled Materials and Digital, Multi-media Resources</p> <p>___ Text & Media Complexity</p>
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MODIFICATIONS

<p>Modifications for Students:</p> <p>___ Additional Time</p> <p>___ Samples of Expectation</p>	<p>___ Manipulative</p> <p>___ Simplify Instruction</p>	<p>___ Adjust Assignment</p> <p>___ Provide Summary</p>	<p>___ Peer Tutoring</p> <p>___ Note-taking Assistance</p> <p>___ OTHER _____</p>
--	---	---	---

MATERIALS & RESOURCES

<p>Materials and Resources:</p> <p>___ Textbook</p> <p>___ Workbook</p>	<p>___ Handouts</p> <p>___ Transparencies</p>	<p>___ Magazines/Newspapers</p> <p>___ Supplemental Books</p>	<p>___ Internet/Computer</p> <p>___ TV/Multimedia/Elmo</p> <p>___ OTHER _____</p>
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ASSESSMENTS

<p>___ Formative Assessment(s) – (reference source or attach actual assessment) Rubrics, success criteria, or scoring tool (attach)</p>		<p>___ Summative Assessment(s) – (reference source or attach actual assessment) Rubrics or other scoring tool (attach)</p>	
<p>___ Assignment(s)/Worksheet</p> <p>___ Task assessed with Rubrics</p> <p>___ Short Quiz</p> <p>___ Whiteboards</p>	<p>___ Exit slips</p> <p>___ Conference/discussion</p> <p>___ Interactive Notebook/Journal</p> <p>___ Individual turns</p> <p>OTHER: _____</p>	<p>___ Final Exam</p> <p>___ Chapter Test</p> <p>___ Final project</p> <p>___ Quarterly Test</p>	<p>___ Quarterly performance</p> <p>___ Writing sample/Reports</p> <p>___ Presentations</p> <p>___ Portfolio</p> <p>OTHER: _____</p>

Assessment Used:	Mastery Percentage:
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<ul style="list-style-type: none">• <i>Language Arts Writing Rubric</i>	
Intervention For Students Not at Mastery: <ul style="list-style-type: none">•	
Closure: <ul style="list-style-type: none">•	
Homework: <ul style="list-style-type: none">•	
Lesson Reflection/PLC Discussion: <ol style="list-style-type: none">1. What do we expect our students to learn? (CCSS; Goals/Expectations)2. How will we know they are learning? (Assessment)3. How will we respond when they don't learn? (Intervention)4. How will we respond if they already know it? (At Mastery)	
Additional Notes or Comments: <ul style="list-style-type: none">•	

APPENDIX M

SCHOOLWIDE EXPENDITURES: SY2011-2016

School Budget							
Category	SY2010-11	SY2011-12	SY2012-13	SY2013-14	SY2014-15	SY2015-16	
School Population	1239	1178	1176	1103	1127	1113	Increase
Salaries	\$3,921,804.19	\$4,512,575.92	\$4,407,152.89	\$4,436,516.62	\$1,113,000.45	\$4,445,422.82	\$523,618.63
Benefits	\$1,273,441.68	\$1,561,303.89	\$1,742,478.71	\$1,611,982.79	\$407,317.46	\$1,615,989.28	\$342,547.60
Travel	0	0	0	0	0	0	
Contractual	\$20,857.09	\$50,894.64	\$181,651.74	\$262,416.25	\$331,872.55	\$630,395.36	\$609,538.27
Supplies/Materials	\$10,640.32	\$4,502.97	0	\$17,288.18	\$18,701.04	\$17,069.34	\$6,429.02
Text/Library Books	0	0	0	0	\$353.40	0	
Equipment	0	\$756.19	0	\$14,767.75	\$19,805.34	\$23,447.69	\$23,447.69
Utilities	\$542,900.46	\$625,118.74	\$613,968.38	\$529,480.51	\$113,741.75	\$689,656.82	\$146,756.36
Capital Outlay	0	0	0	0	0	0	
Other Expenditures	0	0	0	0	\$6,710.59	0	
Total	\$5,769,643.74	\$6,755,152.35	\$6,945,251.72	\$6,872,452.10	2,011,909.58	\$7,421,981.31	\$1,652,337.57

APPENDIX N

LEARNING SNAPSHOT

F.B. Leon Guerrero Middle School SY 2014-2015

Peer Observation Feedback Form

Learning Snapshots: _____ Quarter

Date of Observation: _____ Subject Area Observed: _____ Total Time Observed: _____

Please describe the class:

Class Period _____ Number of Male Students _____ Number of Female Students _____

***Is this a Special Population class?*

Are there any particular details of the classroom that may have an effect on learning? (A/C not functioning, activity day, etc.)

What are students DOING?				
Classroom Strategies and Behaviors Observed: <i>The teacher...</i>				
<input type="checkbox"/> Provides clear learning goals and scales (rubric)		<input type="checkbox"/> Identifies critical information		<input type="checkbox"/> Organizes students to interact with new knowledge
<input type="checkbox"/> Elaborates on new information		<input type="checkbox"/> Records and represents knowledge		<input type="checkbox"/> Organizes students to practice and deepen knowledge
<input type="checkbox"/> Revises knowledge		<input type="checkbox"/> Examines similarities / differences		<input type="checkbox"/> Examines errors in reasoning
<input type="checkbox"/> Organizes students for cognitively complex tasks		<input type="checkbox"/> Engages students in cognitively complex tasks involving hypothesis generation and testing		
DOK Level Observed:				Elements of CITW Observed:
DOK 1 <i>Recall</i>	DOK 2 <i>Skill / Concept</i>	DOK 3 <i>Strategic Thinking</i>	DOK 4 <i>Extended Thinking</i>	<input type="checkbox"/> Setting Objectives <input type="checkbox"/> Providing Feedback <input type="checkbox"/> Reinforcing Effort <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Cues, Questions, and Advance Organizers <input type="checkbox"/> Nonlinguistic Representation <input type="checkbox"/> Identifying Similarities / Differences <input type="checkbox"/> Generating and Testing Hypothesis <input type="checkbox"/> Summarizing <input type="checkbox"/> Assigning Homework <input type="checkbox"/> Providing Practice <input type="checkbox"/> Note taking

What are students PRODUCING?

What kinds of classroom interactions are taking place? (i.e., student-teacher, student-student, etc.)

How are students REWARDED or RECOGNIZED by the teacher and/or other students?

What provisions are being made for STUDENTS WITH SPECIAL NEEDS?

APPENDIX O

Name: _____ Date: _____

Writing Rubric

Directions: Your essay will be graded based on this rubric. Consequently, use this rubric as a guide when writing your essay and check it again before you submit your essay.

Traits	4	3	2	1
Focus & Details Score: _____	There is one clear, well-focused topic. Main ideas are clear and are well supported by detailed and accurate information.	There is one clear, well-focused topic. Main ideas are clear but are not well supported by detailed information.	There is one topic. Main ideas are somewhat clear.	The topic and main ideas are not clear.
Organization Score: _____	The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.	The introduction states the main topic and provides an overview of the paper. A conclusion is included.	The introduction states the main topic. A conclusion is included.	There is no clear introduction, structure, or conclusion.
Voice Score: _____	The author's purpose of writing is very clear, and there is strong evidence of attention to audience. The author's extensive knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is some evidence of attention to audience. The author's knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is evidence of attention to audience. The author's knowledge and/or experience with the topic is/are limited.	The author's purpose of writing is unclear.
Word Choice Score: _____	The author uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.	The author uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone.	The author uses words that communicate clearly, but the writing lacks variety.	The writer uses a limited vocabulary. Jargon or clichés may be present and detract from the meaning.
Sentence Structure, Grammar, Mechanics, & Spelling Score: _____	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling.	Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.
Total Score: _____	Additional Comments:			

APPENDIX P

Glossary of Terms Unique to the School

FBLGMS School Performance Report Card (SPRC)

The annual report prepared by FBLGMS administrators and the Guam Department of Education's Research, Planning, and Evaluation Division published on the GDOE website (<https://sites.google.com/a/gdoe.net/gdoe/middle-school-performance-report-cards>).

The SPRC is compiled using enrollment data, student demographics, school budgetary information, suspension rates, student and attendance rates, school personnel resources, student achievement data (e.g., proficiency levels in the core content areas using DWA results), exemplary programs, and school accomplishments. The FBLGMS SPRC is used annually to complete the school/community profile.

Gates-MacGinitie Reading Tests (GMRT)

Tests used by FBLGMS reading teachers to determine students' general levels of vocabulary and reading comprehension. Through the tests, reading teachers are able to measure growth of learning, identify at-risk students and those needing more advanced materials, and examine effectiveness of instruction and materials used in the classrooms.

Guam Education Board (GEB)

The Guam Education Board (GEB) is responsible for all policies that govern the Guam Department of Education and is the governing authority who works directly with the Superintendent of Education to ensure that each school's purpose, vision, School Action Plan, and Schoolwide Learner Outcomes are directly related or connected to the student population of FBLGMS.

Guam Federation of Teachers (GFT)

"Guam's Local Union" that accomplishes its mission by negotiating Collective Bargaining Agreements whose members represents teachers and other employees within the Guam Department of Education.

Limited-Term Teachers

Teachers in the classroom who:

- a) Have earned a Bachelor's Degree in a field other than education, but are in the process of completing teaching certification requirements
- b) Have earned a Bachelor's Degree in Education, but have not passed the Praxis test

Positive Behavioral Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports is a framework for promoting schoolwide

systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors based on research and data to create a school environment conducive to learning. Faculty and staff are trained annually on PBIS.

Praxis® Tests

The Praxis® Tests measure teacher candidates' knowledge and skills. The tests are used for licensing and certification processes (Praxis® Core Academic Skills for Educators, Praxis® Subject Assessments, and Praxis® Content Knowledge for Teaching Assessments)

Professional Learning Communities (PLCs)

Professional Learning Communities (PLCs), like Teacher Learning Communities (TLCs), are groups of educators that meet about twice a week to regularly work in teams to collaborate and coordinate their curriculum work, share instructional strategies, analyze student data, and determine interventions that affect academic and behavioral performance of students.

School Climate Cadre (SCC)

The School Climate Cadre (SCC) is made up of school counselors, interdisciplinary team teacher representatives, support staff, a School Level Facilitator (SLF), and an administrator, who meet once a week to discuss the discipline data and behaviors demonstrated by students, which work against the school's Mission and Schoolwide Learner Outcomes and affect the school's climate.

School Level Facilitator (SLF)

The PBIS School Level Facilitator (SLF) leads and facilitates the School Climate Cadre (SCC) meetings and activities.

School-Wide Information System (SWIS)

The Schoolwide Information System, or SWIS, is an internet-based program that allows for discipline input and data analysis of current and past documented problem behaviors at school. FBLGMS has discontinued the use of SWIS data in SY2015-2016 due to similar information that can be obtained from PowerSchool.

S.M.A.R.T. Goals (Academic and Behavioral)

Goals created by content area teachers and interdisciplinary teams to ensure that *Specific, Measurable, Attainable, Relevant, and Timely* objectives guide student academic and behavioral outcomes. S.M.A.R.T. Goals, which may be adjusted throughout the school year depending on need, help focus the content area and interdisciplinary teams' efforts on selected key initiatives and activities that result in improved student academic achievement and positive behavior.

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

Teacher Learning Communities (TLCs)

Teacher Learning Communities (TLCs), like Professional Learning Communities (PLCs), are groups of teachers who *“continually inquire into their practice and, as a result, discover, create, and negotiate new meanings that improve their practice.”* (NCTE, 2010 *Legislative Platform*) TLCs form the basis of all professional development work with teachers during faculty meetings. Teachers are expected to work in teams to collaborate and coordinate their curriculum work, share instructional strategies, analyze student data, and determine interventions to assist struggling students. CLTs are also the mechanism for all teachers in the district to do work and get training in the Common Core State Standards and research-based instructional strategies.

Wide Range Assessment Test, 4th Edition (WRAT-4)

The Wide-Range Assessment-Test, 4th Edition (WRAT-4), assesses individual student's ability to read, comprehend sentences, spell, and compute solutions to math problems. Performance level information is provided as grade level equivalencies and may be used for measuring students' basic academic skills, monitoring student growth, and placing students in advanced classes.

APPENDIX Q

SY2016-2017 MASTER SCHEDULE

Room No.	Teacher Name	Subject	Status	Grade	1	2	3	4	5	6	7	8	HR	TT	
					Prep Periods, No. of students Per Class (as of)										
1	A3	Ramon C. Marucut	Language Arts	Limited	6	23	22	LUNCH	9	PREP	23	PREP	23	17	17
2	C4	Debra Sablan (Military Leave) Maria Diaz	Reading	Cerified/Limited Term	6	16	18	LUNCH	18	PREP	18	PREP	21	16	18
3	A2	Edeliene Hernandez	Math	Certified	6	19	18	LUNCH	22	PREP	25	16	0	16	21
4	A1	Raisa Kalkigi	Science	Certified	6	18	24	LUNCH	18	PREP	26	22	PREP	17	SCC
5	A4	Jocelyn B. Almoguera	Social Studies	Certified	6	23	20	LUNCH	19	PREP	PREP	19	27	16	17
6	B3	Sonia Prieto	Language Arts	Certified	6	21	24	LUNCH	16	PREP	28	PREP	22	19	8
7	C2	Chirika Fernandez	Reading	Certified	6	22	17	LUNCH	21	PREP	26	PREP	25	15	23
8	B4	Tricia Lizama Evangelista	Math	Limited	6	19	24	LUNCH	23	PREP	28	16	PREP	14	16
9	B1	Rita Chua	Science	Certified	6	21	23	LUNCH	21	PREP	29	30	PREP	18	19
10	B2	Dianna Payumo	Social Studies	Limited	6	22	23	LUNCH	19	PREP	PREP	24	26	17	22
11	B8	Joleen Manibusan	Language Arts	Limited	6	14	23	LUNCH	15	PREP	30	PREP	23	17	19
12	H7	Christian Palomo	Reading	Certified	6	22	23	LUNCH	9	PREP	24	PREP	27	13	21
13	H5	Veronica Lizama	Math	Certified	6	22	19	LUNCH	25	PREP	23	17	PREP	11	20
14	H6	Nathaniel Hunter	Science	Certified	6	15	23	LUNCH	22	PREP	28	19	PREP	16	18
15	H8	Cheysser Rodriguez	Social Studies	Certified	6	18	19	LUNCH	19	PREP	PREP	23	28	15	SCC
16	H4	Piyamas Sablan-Jalique	Language Arts	Certified	7	PREP	23	16	LUNCH	27	17	PREP	30	15	21
17	C1	Anna Soll	Reading	Certified	7	PREP	28	19	LUNCH	19	17	PREP	30	17	SCC
18	H2	Frankie Meno	Math	Certified	7	PREP	23	22	LUNCH	21	16	30	PREP	16	18
19	H1	Kate Quiambao	Science	Certified	7	PREP	22	21	LUNCH	24	23	30	PREP	17	21
20	H3	Shella David	Social Studies	Certified	7	PREP	20	19	LUNCH	19	PREP	31	31	19	21
21	J7	Jojean Quintanilla	Language Arts	Certified	7	PREP	22	22	LUNCH	22	25	PREP	27	20	SCC
22	J8	Paula Duenas	Reading	Certified	7	PREP	28	21	LUNCH	22	22	PREP	25	18	22
23	J6	Maria Sardea	Math	Certified	7	PREP	27	24	LUNCH	26	20	25	PREP	18	SCC
24	B9	Tita Talorna	Science	Certified	7	PREP	24	21	LUNCH	23	26	30	PREP	16	20
25	J5	Karren Carreon	Social Studies	Certified	7	PREP	22	20	LUNCH	24	PREP	29	29	18	24
26	J4	Russell Cortez	Language Arts	Certified	7	PREP	21	26	LUNCH	23	24	PREP	29	21	SCC
27	J2	Anne Sengebau	Reading	Certified	7	PREP	24	24	LUNCH	22	26	PREP	26	23	22
28	C3	Hilda Tabilas	Math	Certified Contract	7	PREP	27	24	LUNCH	22	25	24	PREP	18	22
29	J1	Lali Thundiyl	Science	Certified	7	PREP	28	20	LUNCH	22	27	30	PREP	21	24
30	J3	Marvin Dompoy	Social Studies	Certified	7	PREP	25	21	LUNCH	24	PREP	29	29	21	24

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31	E17	Marina Camacho	Language Arts	Certified	8	12	24	PREP	25	LUNCH	21	21	PREP	23	15
32	E18	Katherine Flores	Reading	Certified	8	17	19	PREP	22	LUNCH	26	PREP	22	13	17
33	E15	April Borja	Math	Limited	8	22	21	PREP	18	LUNCH	24	23	PREP	13	17
34	C5	Aileen Canos	Science	Certified	8	28	27	PREP	22	LUNCH	24	29	PREP	14	14
35	E14	Emma Alarcon	Social Studies	Certified	8	17	18	PREP	24	LUNCH	PREP	30	23	17	12
36	E19	Rowena Rafan	Language Arts	Certified	8	19	26	PREP	20	LUNCH	20	PREP	27	16	21
37	E13	Daryl Haun	Reading	Certified	8	21	25	PREP	18	LUNCH	23	PREP	24	16	21
38	E20	VACANT	Math		8	14	22	PREP	25	LUNCH	21	29	PREP	16	16
39	C6	Brigitte Valencia	Science	Certified	8	20	15	PREP	22	LUNCH	19	28	PREP	18	SCC
40	E16	Mandy Pajela	Social Studies	Certified	8	23	23	PREP	20	LUNCH	PREP	24	26	18	19
41	E10	Cynthia Dela Cruz	Language Arts	Certified	8	21	19	PREP	22	LUNCH	19	PREP	26	13	SCC
42	E8	Felicitas Angel	Reading	Certified	8	19	27	PREP	14	LUNCH	19	PREP	28	19	21
43	E9	Erlinda Young	Math	Certified	8	18	24	PREP	23	LUNCH	25	16	PREP	15	20
44	C7	Leonard-John Ventura	Science	Limited	8	15	22	PREP	21	LUNCH	22	27	PREP	17	18
45	E12	Virginia Aromin	Social Studies	Certified	8	18	17	PREP	25	LUNCH	PREP	28	25	16	22
46	E2	Angela Diaz	Language Art	Certified	6,7,8	11	9	7	LUNCH	PREP	9	PREP	12	9	16
47	E3	Balajadia, Eileen	Reading	Certified	6,7,8	8	11	10	LUNCH	PREP	10	PREP	10	6	13
48	B5	Juan Montenegro	Math	Limited	6,7,8	9	8	8	LUNCH	PREP	10	12	PREP	6	18
49	B6	Therese Flores	BLS	Certified	6,7,8	13	13	LUNCH	13	PREP	13	13	PREP	10	10
50	E7	6C Hanah Galura	Language Art	Certified	6,7,8	PREP	10	4	LUNCH	12	13	PREP	15	12	SCC
51	E6	6B Erica Pablo	Reading	Certified	6,7,8	PREP	13	6	LUNCH	8	13	PREP	14	7	15
52	E4	6A Zerlina C. D. Shiroma	Math	Certified	6,7,8	PREP	5	9	LUNCH	14	10	14	PREP	9	14
53	E1	8B Donna Cruz	Science	Certified	6,7,8	PREP	14	7	11	LUNCH	11	13	PREP	10	17
54	E5	7B Arlene Diaz	Social Studies	Certified	6,7,8	PREP	12	6	11	LUNCH	PREP	13	14	11	13
55	GYM1	6A Milven Jamindang	6 PE	Certified	6,7,8	30	PREP	32	LUNCH	32	PREP	30	30	17	12
56	GYM2	6B Ronald Deseo	6 PE	Certified	6,7,8	30	PREP	LUNCH	11	34	PREP	29	18	14	17
57	GYM3	6C Patrick Carlos	6 PE	Limited	6,7,8	30	PREP	LUNCH	12	30	PREP	30	16	14	17
58	GYM4	8C Colleen Flores	7 PE/Health	Certified	6,7,8	30	PREP	21	LUNCH	23	15	PREP	27	17	SCC
59	GYM5	7B Jocelyn Molina	7 PE	Certified	6,7,8	30	PREP	22	LUNCH	27	16	PREP	16	16	20
60	D3	7A Emma Tison	7 Health	Certified	6,7,8	30	PREP	22	LUNCH	24	20	PREP	29	20	18
61	F1	8A Irene Cabral	Choir	Certified	6,7,8	16	PREP	29	LUNCH	36	25	24	PREP	14	25
62	F2	8C Carroll Flores	Band	Certified	6,7,8	26	PREP	26	LUNCH	28	40	23	PREP	17	15
63	D5	7B Cielo Delos Reyes	Art	Certified	6,7,8	23	PREP	24	LUNCH	11	13	19	PREP	13	21
64	D6	7A Ryan Shook	Art	Certified	6,7,8	24	PREP	23	LUNCH	16	14	22	PREP	20	18

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65	G4	8A Patrick Calilung	Sewing / Home Eco	Limited	6,7,8	20	PREP	25	LUNCH	20	PREP	24	27	13	19
66	D1	8B Brett Maluwelmeng	Journalism	Limited	6,7,8	28	PREP	30	LUNCH	19	PREP	28	28	15	20
67	E11	8C Mark Kelley	Business	Limited	6,7,8	23	PREP	26	LUNCH	PREP	10	19	21	16	18
68	D2	8C Willisa Williander	Career Education	Limited	6,7,8	19	PREP	29	LUNCH	18	PREP	30	26	18	21
69	A5	8A Kristine Arcala	Business	Limited	6,7,8	22	PREP	27	LUNCH	10	PREP	19	22	13	19
70	A6	6C Camalin Perez	6 Chamorro	Certified	6,7,8	31	PREP	LUNCH	23	31	PREP	31	30	13	17
71	A7	6B Richard Castro	6 Chamorro	Certified	6,7,8	30	PREP	LUNCH	18	32	PREP	30	31	15	21
72	A8	6A Dorianne Walker	6 Chamorro	Certified	6,7,8	32	PREP	LUNCH	22	31	PREP	31	30	17	24
73	Couns	Carol Lynn Roldan	6	Certified											
74	Couns	Helen Sablan	7	Certified											
75	Couns	Tricia Alconaba	8	Certified											
76	Lib	Angelica Blas	Librarian	Certified											
77	ESL	Melissa Pablo	ESL Coordinator	Certified											
78	Couns	Alpha Espina	Curriculum Coordinator	Certified											
79	CRT	Beridiana Balajadia	CRT	Certified											
80	CRT	Ann T. Guerrero	CRT	Certified											
81	Nurse	Eileen Jalico	School Health Counselor	Certified											
82	Office	Carol Quintanilla	Admin. Officer	Support Staff											
83	Office	Natasha Cruz	Clerk Typist I	Support Staff											
84	Office	Leilani Perez	Clerk Typist I	Support Staff											
85	Office	VACANT	Clerk Typist I	Support Staff											
86	Office	Donna Mae Mendiola	Clerk Typist II	Support Staff											
87	Office	Philoman Ashok	Computer Operator II	Support Staff											
88	Sup	John Camacho	School Aide I	Support Staff											
89	Sup	Anthony Hernandez	School Aide I	Support Staff											
90	Sup	Amanda Cabrera	School Aide III	Support Staff											
91	Sup	Vince Santiago	School Aide III	Support Staff											
92	Cust	John Perez	Building Custodial Sup.	Support Staff											
93	Cust	Daniel Tydingco	Maintenance Custodian	Support Staff											
94	Office	Mariann T. Lujan	Assitant Principal	Certified											
95	Office	Keith D. Quiambao	Aisstant Principal	Certified											
96	Office	Arlyn A. Espinosa	Assitant Principal	Acting											
97	Office	Robert G. Martinez	Principal	Certified											

APPENDIX R

CHARACTER EDUCATION RUBRIC

FBLG Middle School Expectations and Criteria	Scoring Guide	Character Education Elements
<p>1. “I will respect others so please respect me.”</p> <p>A. Student shows high regard for authority. B. Student displays good manners and compassion toward classmates and peers. C. Student values self and recognizes his/her potential.</p>	<p>4 – Student meets all 4 criteria. 3 – Student meets 3 of the criteria. 2 – Student meets 2 of the criteria 1 – Student meets only 1 or no criteria.</p>	<p><i>Respect, Caring</i></p>
<p>2. “I will be on time and prepared for class.”</p> <p>A. Student arrives to class before the tardy bell rings. B. Student brings materials and supplies to class regularly. C. Student attends school regularly (90% or more days per quarter).</p>	<p>4 – Student meets all 4 criteria. 3 – Student meets 3 of the criteria. 2 – Student meets 2 of the criteria 1 – Student meets only 1 or no criteria.</p>	<p><i>Responsibility, Study Skills</i></p>
<p>3. “I will be my best at all times.”</p> <p>A. Student displays good behavior in class. B. Student is open, sincere, and trustworthy. C. Student is attentive and engaged in classroom activities. D. Student shows great effort in completing assigned tasks.</p>	<p>4 – Student meets all 4 criteria. 3 – Student meets 3 of the criteria. 2 – Student meets 2 of the criteria 1 – Student meets only 1 or no criteria.</p>	<p><i>Trustworthiness</i></p>
<p>4. “I will have pride in my school.”</p> <p>A. Student helps keep the classroom and restroom clean. B. Student shows team spirit and participates in quad activities. C. Student wears complete FBLG Middle School uniform at all times.</p>	<p>4 – Student meets all 4 criteria. 3 – Student meets 3 of the criteria. 2 – Student meets 2 of the criteria 1 – Student meets only 1 or no criteria.</p>	<p><i>Citizenship</i></p>
<p>5. “I will make responsible choices.”</p> <p>A. Student stays out of trouble outside the classroom. B. Student is dependable and reliable in keeping order in the classroom. C. Student assists teacher(s) and classmate(s) when needed. D. Student sets a good example for others.</p>	<p>4 – Student meets all 4 criteria. 3 – Student meets 3 of the criteria. 2 – Student meets 2 of the criteria 1 – Student meets only 1 or no criteria.</p>	<p><i>Justice and Fairness</i></p>

