

Finegayan Elementary School



GDOE/WASC SELF-STUDY REPORT

194 CHALAN KASPERBAUER
DEDEDO GUAM, 96929
Lågu School District

March 29, 2020 – April 01, 2020

Visiting Committee Chairperson
Ms. Ann Mahi



Guam Department of Education

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

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Accreditation Self-Study

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Finegayan Elementary School GDOE/WASC Self-Study Report 2019-2020

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Preface

Finegayan Elementary School's (FES) self-study process will take an in-depth look at what currently exists and what needs to be improved in relation to student achievement and the school's program. Academic content and performance standards define the concepts, skills, and knowledge that students should know and be able to do in each curricular area, the level at which students are expected to demonstrate this knowledge, and grade-level expectations for performance. Areas FES will look at are:

1. How are students achieving?
2. Is the school doing everything possible to support high achievement for all its students?

To ensure that the accreditation recommendations for improvement are implemented from 2014-2015 full study report, the school has organized itself into a leadership team, comprising of five Professional Learning Committees and eight home group committees. The Leadership Team is responsible for overall implementation and monitoring of school improvement. All stakeholders are responsible for carrying out the specific aspects of the School Improvement Plan.

The Leadership Team is composed of the two school administrators and seven faculty members. The team organized the timeline for staff development that focused on accreditation and put the progress of the report together. It took the lead on professional development activities, organizing the topics to be discussed and who was the lead presenter. The team committed to meeting on Mondays and as needed to guide the school in the write-up of this report. Their many hours of collaboration, reflection, and hard work are evident in the Focus Group binders.

FES Leadership Team:

Principal: Marites D.C. Garcia / Assistant Principal: Gerardo Galang / Faculty Members:
Tarsila T. Muth, Venessa Perez, Jeffrey Malinao, Kristine Gianchand, James Nichols,
Jennifer Malinao, Brenda Porter

FES has undergone the following academic standards changes:

- Utilization of Common Core State Standards (CCSS) over the past six years, district wide. This change involved utilizing CCSS for English Language Arts (ELA) and Math for Kindergarten through Fifth grade. It is a standards-based curriculum that guides student learning focusing on the core subjects.
- As of November 2018, GDOE has adopted the Next Generation Science Standards (NGSS) for all grades.

Guam Department of Education (GDOE) Content Standards and Performance Indicators address World Studies, Social Studies, Science, Health, Physical Education, Fine Arts, and Computer Technology. The curricular changes, yet challenging for faculty, staff, and families, are embraced in a search for the educational approaches which meet the needs of each student.

FES is guided by the Guam Department of Education State Strategic Plan— “20/20: A Clear Vision for Education on Guam”, GDOE mission and vision statements, FES mission and vision statements, and the FES School-Wide Learner Outcomes to guide instruction.

History

Finegayan Elementary School (FES) is one of seven elementary schools in the Lågu Region of the Guam Department of Education. It is the largest elementary school on the island of Guam. The school is located in Dededo, the island’s most populated village, situated in the northern part of Guam. The school community reflects the multicultural nature of Guam with 14 different languages spoken among the student population. The variety of cultures and perspectives from the school’s stakeholders’ correlates into diverse learning styles that pose challenges to the school community. Fortunately, there is a bonding around the shared goal of achieving student success. No matter how time consuming or challenging, FES perseveres in providing effective learning outcomes for our students, in turn, providing students opportunities to learn, grow, and appreciate the true meaning of self-worth and pride.

Since FES opened its doors in 1972, there is much to be appreciated about the culturally diverse faculty, staff, and families that make up the elementary school. A distinct family-

oriented dedication is present within the community. There is uniqueness in the approach that faculty, staff, and families bond with one another to create a positive and nurturing learning environment within the school campus for all students. Even with the change in leadership, the family-oriented culture is sustained in the hearts of faculty, staff, and families.

Upon reviewing the focus group reports in SY 16-17, the team transformed the school improvement plan, compressing it to five goals and thirteen activities to better ensure that the recommendations are addressed and activities are completed. In alignment with the GDOE Strategic Plan and the District expectations, the Leadership Team reviews and updates the plan annually, revising it as needed to ensure the Western Association of Schools and Colleges (WASC) recommendations are being addressed.

As the self-study report reveals, significant developments occurred over a period of three years. Although FES continues to face many challenges commitment is obvious within the Guihan Family. FES continues to ensure learning takes place in our classrooms. Students are receiving the quality education they need to become responsible and productive citizens in our society. At FES, learning takes place in many forms and shapes. The common goal is to strive for student achievement.

ACRONYMS IN REPORT

| | |
|----------------|---|
| AASL | American Association of School Library |
| Aimsweb | District Benchmark Test-nationally normed universal screening tool |
| AIR | American Institute for Research |
| ALA | American Library Association |
| APR | Annual Progress Report |
| ARRA | American Recovery Reinvestment Act |
| ASCA | American School Counselor Association |
| ASCD | Association for Supervision and Curriculum Development |
| BMI | Body Mass Index |
| CCSS | Common Core State Standards |
| CIA | Curriculum, Instruction & Assessment |
| CITW | Classroom Instruction that Works |

| | |
|---------------|---|
| CM | Curriculum Maps |
| CPR | Cardio Pulmonary Resuscitation |
| CPS | Child Protective Services |
| CPT | Common Planning Time |
| CRT | Consulting Resource Teacher |
| CSPI | Content Standards and Performance Indicators |
| CST | Child Study Team |
| CWEP | Community Work Experience Program |
| DCM | District Curriculum Map |
| DI | Direct Instruction (Program) |
| DIBELS | Reading Benchmark Test |
| DPHSS | Department of Public Health and Social Services |
| DRT | Department of Revenue & Taxation |
| EL | English Learner |
| ELA | English Language Arts Standards |
| ERMO | Employees Relation Management Organization |
| ESL | English as a Second Language |
| SLO | School-wide Learner Outcomes |
| ESP | Effective School Program |
| FAS | Freely Associated States |
| FATE | Families and Teachers Empowered |
| FES | Finegayan Elementary School |
| FSAIS | Financial, Student, Administrative, Information System |
| FSM | Federated States of Micronesia |
| GATE | Gifted and Talented Education |
| GCM | Guam Cleaning Masters |
| GDOE | Guam Department of Education |
| GBE | Guam Board of Education |
| GETEP | Guam Educators Test in English Proficiency |
| GL | Grade level |
| GLC | Grade Level chair |
| GLD | Guihan Learning Day |
| GPD | Guam Police Department |
| GREAT | Gang Resistance Education and Training |
| IEP | Individualized Education Plan |

| | |
|-----------------|--|
| IRA | International Reading Association |
| LEP | Limited English Proficient |
| NAF | Non-Appropriated Funds |
| OSHA | Occupational Safety Health Administration |
| OSL | Organization for Student Learning |
| PBIS | Positive Behavioral Interventions and Supports |
| PD | Professional Development |
| PDN | Pacific Daily News |
| PLC | Professional Learning Committee |
| PM | Peer Mediation |
| Praxis I | Certified teacher test |
| PREL | Pacific Resource Educational Learning |
| RMD | Resource Management & Development |
| PRR | Personnel Rules and Regulations |
| SAF | Student Agency Fund |
| SAT10 | Standardized Achievement Test 10th Edition |
| SCC | School Climate Cadre |
| SES | Social Economic Status |
| SGC | Silibresion Gupot CHamoru |
| SIOP | Shelter Instruction Observation Protocol |
| SIP | School Improvement Plan |
| SOM | Student of the Month |
| SOP | Standard Operating Procedures |
| SPED | Special Education |
| SCSSPAG | School Culture and Student Support Personal and Academic Growth |
| STEM | Science, Technology, Engineering, Math |
| STUCO | Student Council |
| YCW | Youth Crime Watch |



Chapter I

Student/Community Profile, Supporting Data and Findings



CHAPTER 1

INTRODUCTION

1. Background

Finegayan Elementary School opened its doors in 1972 and has a diverse culture of faculty, staff, and families. The school mascot is the flying fish, Home of the Guihan. Our school colors are green and white. FES is one of seven elementary schools in the Lågu region of the Guam Department of Education. It is the largest elementary school on the island of Guam. The school is located in Dededo, the island's most populated village, situated in the northern part of Guam.

The school community reflects the multicultural nature of Guam with various ethnic groups among the student population. FES student population consists of 15 ethnic groups. The variety of cultures and perspectives from the school's stakeholders correlates to the diverse learning styles. FES faculty and staff persevere in providing students opportunities to learn, grow, and appreciate the true meaning of self-worth and pride.

FES houses a Pre-Kindergarten program. The program prepares children to be Kindergarten ready by nurturing their social-emotional, cognitive, and physical development; enhancing their self-confidence; and fostering lifelong desires to learn. FES currently services 18 Pre-Kindergarten students.

FES houses a Head Start program. The Guam Head Start Program provides comprehensive services to children ages 3 – 5 and their families, with priority given to preschoolers who will be entering Kindergarten next year. The Head Start Program is under the Guam Department of Education and the Head Start classrooms or centers are part of most elementary schools on Guam. FES currently services 20 Head Start students.

Of the 910 students in grades Head Start, Pre-Kindergarten, and K-5, 65% of the students are ESL learners, 2% of the student population receives special education services and 3% of the students receive Gifted and Talented Education services.

2. Vision, Mission, and School-wide Learner Outcomes

School District Vision

Every Student: Responsible, Respectful, and Ready for Life

School Mission Statement

To Prepare All Students to Succeed in Meeting the Challenges In an Ever-changing Global Society

School-wide Learner Outcomes with Indicators

G - Gain Knowledge:

1. Students will be literate.
2. Students will compose written work correctly.
3. Students will demonstrate grade level math skills with competency.
4. Students will demonstrate proficiency of world studies standards.

U - Utilize Technology:

1. Students will apply efficient usage of learning tools in content areas.
2. Students will demonstrate effective usage of computers and the Internet.

I - Increase Communication and Social Skills:

1. Students will listen effectively.
2. Students will interact responsibly with peers and others.
3. Students will speak effectively.

H - Help Create a Productive Learning Environment:

1. Students will follow classroom rules.
2. Students will be prepared for class.
3. Students will respect fellow peers and property.
4. Students will help keep their classroom safe and clean.
5. Students will participate in class activities.
6. Students will be responsible citizens.

A - Actively Solve Problems:

1. Students will demonstrate usage of learning strategies.
2. Students will work cooperatively with peers.
3. Students will utilize learning resources appropriately.
4. Students will self- correct errors/difficulties with learning and school issues.
5. Students will explain understanding of outcomes/predictions.
6. Students will find alternative solutions to a problem.
7. Students will take responsibility for their actions.

N - Nurture Cultural Differences:

1. Students will demonstrate tolerance of others' cultural differences.
2. Students will be exposed to other cultures.
3. Students will respect the similarities and differences of other culture

DEMOGRAPHIC DATA

1. Students

a. General Student Population Characteristics

Student Ethnicity for School Year 2016-2019

ETHNIC DISTRIBUTION

| ETHNICITY | SY 16-17 | SY 17-18 | SY 18-19 |
|--------------|------------|------------|------------|
| Chamorro | 210 | 211 | 210 |
| Filipino | 326 | 319 | 326 |
| Chuukese | 207 | 192 | 279 |
| Other FAS | 84 | 94 | 127 |
| Other Asian | 5 | 3 | 6 |
| Other Mixed | 11 | 10 | 31 |
| Total | 843 | 829 | 979 |

- The major ethnicities of FES are Chuukese, Filipino, and CHamoru.
- FES has an ethnically diverse population, as reflected on our island of Guam.

b. Enrollment

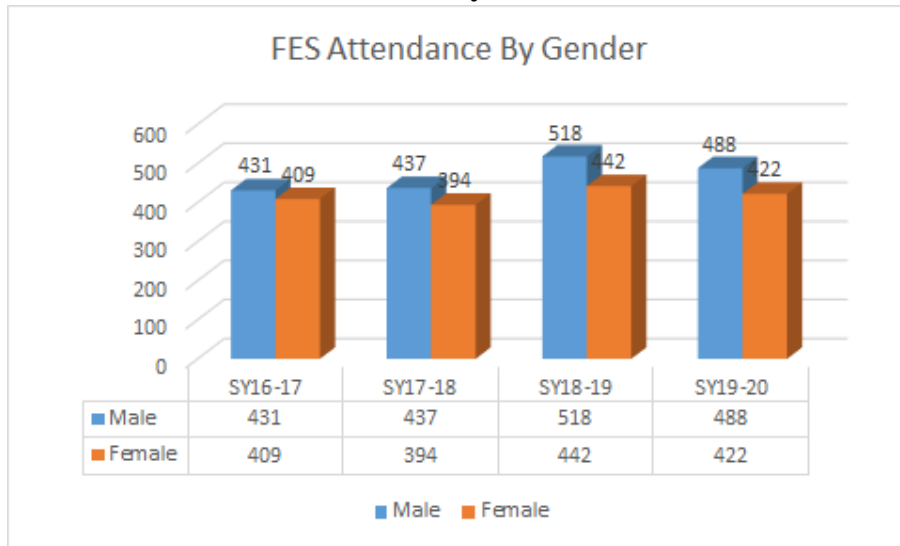
**Student Enrollment by Grade Level
School Year 2016-2020**

| Grades | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|-----------------------|-----------|-----------|-----------|-----------|
| Head Start | 20 | 20 | 20 | 20 |
| Pre-Kinder | 18 | 18 | 18 | 18 |
| Kinder | 137 | 131 | 146 | 121 |
| 1st Grade | 130 | 139 | 160 | 146 |
| 2 nd Grade | 119 | 132 | 171 | 152 |
| 3 rd Grade | 144 | 126 | 156 | 159 |

| | | | | |
|-----------------------------|------------|------------|------------|------------|
| 4th Grade | 151 | 140 | 145 | 139 |
| 5th Grade | 141 | 145 | 164 | 155 |
| TOTAL | 860 | 851 | 980 | 910 |

- Reassignment of attendance areas took place the summer of 2018.
- Grade level enrollment has fluctuated over time.
- FES continues to be the most populated public elementary school.

Student Enrollment by Gender 2016-2020



- The graph shows male population has been consistently higher throughout the years.

Student Population of English Second Language Learners (ESL)

| | SY 16-17 | SY17-18 | SY 18-19 | SY 19-20 |
|------------------------|-----------------|----------------|-----------------|-----------------|
| Direct Services | 57 | 67 | 65 | 72 |
| Consultation | 498 | 477 | 538 | 517 |
| TOTAL | 555 | 544 | 603 | 589 |

- Students receiving direct services are determined based on their LAS link scores and needs and are in a least restrictive environment.
- Teachers use modifications for all ESL students.

| School Year | Total Population of Students at FES | Number of ESL Students at FES | Percentage of Students at FES | Percentage of Students Receiving Direct Services |
|--------------------|--|--------------------------------------|--------------------------------------|---|
| 2016-2017 | 860 | 362 | 42% | 7% |
| 2017-2018 | 851 | 544 | 64% | 8% |
| 2018-2019 | 980 | 587 | 60% | 7% |
| 2019-2020 | 910 | 589 | 65% | 8% |

- Students whose primary language is not English is significantly high.
- The percentage of ESL students has increased over the last years.
- Currently, there are only two certified ESL teachers to service the school population.

Student Population of Student with Special Education Services (SPED)

| School Year | Total Population of Students at FES | Number of SPED Students at FES | Percentage of Students at FES |
|--------------------|--|---------------------------------------|--------------------------------------|
| 2016-2017 | 860 | 25 | 3% |
| 2017-2018 | 851 | 25 | 3% |
| 2018-2019 | 980 | 29 | 3% |
| 2019-2020 | 910 | 21 | 2% |

- The graph shows that the number of students with special needs have been relatively equal throughout the years.

Student Population in the Gifted and Talented Education (GATE) Program

| | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|---------------|------------------|------------------|------------------|------------------|
| Kinder | 3 | 1 | 5 | 3 |
| First | 1 | 3 | 2 | 5 |
| Second | 4 | 3 | 5 | 2 |
| Third | 7 | 3 | 8 | 5 |
| Fourth | 8 | 14 | 10 | 8 |
| Fifth | 13 | 8 | 14 | 10 |
| | 36 | 32 | 44 | 33 |

| School Year | Total Population of Students at FES | Number of GATE Students at FES | Percentage of Students at FES |
|--------------------|--|---------------------------------------|--------------------------------------|
| 2016-2017 | 860 | 36 | 4% |
| 2017-2018 | 851 | 32 | 4% |
| 2018-2019 | 980 | 44 | 4% |
| 2019-2020 | 910 | 30 | 3% |

- SY 17-18, students were given the opportunity to enhance their vocal abilities with a vocal specialist provided by the GATE district office. There was a decline in the GATE student population due to the GATE program having no tester and the redistricting of students.
- SY 19-20, students in the GATE program have not received direct service since the start of school year. Teachers still provide accommodations for GATE students in the classroom. The GATE teacher was on maternity leave and in December the position became vacant.
- Regular classroom teachers are encouraged to provide continued enrichment to identified GATE students. Currently, the principal is servicing all GATE students until the vacant teacher position is filled.

c. Attendance

Attendance for School Years 2016-2020

| School Year | Total Population of Students at FES | Percentage of Students in School | Percentage of Students Absent |
|--------------------|--|---|--------------------------------------|
| 2016-2017 | 860 | 94% | 6% |
| 2017-2018 | 851 | 93% | 7% |
| 2018-2019 | 980 | 93% | 7% |
| 2019-2020 | 910 | 93% | 7% |

- Attendance at FES has remained consistently high.

d. Discipline

Behavioral Referrals

| School Year | Physical Aggression | Defiance/ Disrespect/ Disruption | Truancy | Forgery/Theft/ Plagiarism | Property Damage/ Vandalism | Other Problem Behaviors | Endangers: Horse-playing |
|--------------------|----------------------------|---|----------------|----------------------------------|-----------------------------------|--------------------------------|---------------------------------|
| 2016-2017 | 51% | 25% | 8% | 4% | - | 12% | - |
| 2017-2018 | 53% | 15% | - | - | - | 9% | 22% |
| 2018-2019 | 58% | - | - | 1% | - | 30% | 26% |
| 2019-2020 | 30% | 18% | - | 35% | 12% | 6% | - |

– indicates there was no incidences for that behavior.

- FES Discipline Report shows a consistency in “Physical Aggression” referrals for all identified years.
- Forgery/Theft/Plagiarism shows to be the highest referrals in SY19-20 at 35%.

Referrals by Location

| School Year | Cafeteria | Hallway | Restrooms | Bus | Office / Library | Playground | Classroom |
|------------------|-----------|---------|-----------|-----|------------------|------------|-----------|
| 2016-2017 | 9% | 34% | 1% | 5% | - | 17% | 34% |
| 2017-2018 | 13% | 18% | 7% | 12% | 10% | 31% | 9% |
| 2018-2019 | 17% | 26% | 6% | 8% | 1% | 14% | 28% |
| 2019-2020 (Jan.) | 47% | 18% | 12% | 18% | 5% | - | - |

- Discipline Referrals by Location identifies the ‘Hallway’ as the highest area of referrals with 96% and the ‘Cafeteria’ follows with 86%.

e. Student Participation in Co-Curricular and Extra Curricular Activities

Co-Curricular and Extra Curricular Activities SY 2016-2020

| ACTIVITY | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|---------------|-----------|-----------|-----------|--------------------|
| Spelling Bee | 40 | 40 | 40 | 34 |
| Science Fair | 15 | N/A | N/A | Conducted in April |
| Elocution | 24 | 31 | 53 | Conducted in April |
| Math Olympiad | 14 | 14 | 16 | 11 |

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| | | | | |
|-----------------|-----|-----|-----|--------------------|
| Pep Club | 36 | 20 | N/A | 20 |
| Student Council | 26 | 26 | 28 | 32 |
| NEHS | 4 | 6 | 18 | In progress |
| YCW | 23 | 16 | 16 | 11 |
| WAVE | N/A | N/A | N/A | 22 |
| Kickball | N/A | N/A | N/A | 15 |
| Weaving | 15 | 15 | 15 | Conducted in March |
| Robotics | N/A | N/A | N/A | 8 |
| GATE | 36 | 32 | 44 | 33 |
| ASPIRE | N/A | 32 | 22 | 23 |

- Over half of the school activities are for intermediate level grades.

After School Program for Instructional Remediation and Enrichment (ASPIRE)

| | SY 17-18 | SY 18-19 | SY 19-20 |
|-------------------------|----------|----------|----------|
| Total Enrollment | 34 | 22 | 23 |
| Gender | | | |
| Male | 16 | 13 | 11 |
| Female | 18 | 9 | 12 |
| Grade Level | | | |
| Kinder | 3 | 3 | 3 |
| 1 st Grade | 6 | 2 | 3 |
| 2 nd Grade | 2 | 7 | 2 |
| 3 rd Grade | 7 | 4 | 7 |
| 4 th Grade | 7 | 6 | 3 |
| 5 th Grade | 9 | 4 | 5 |

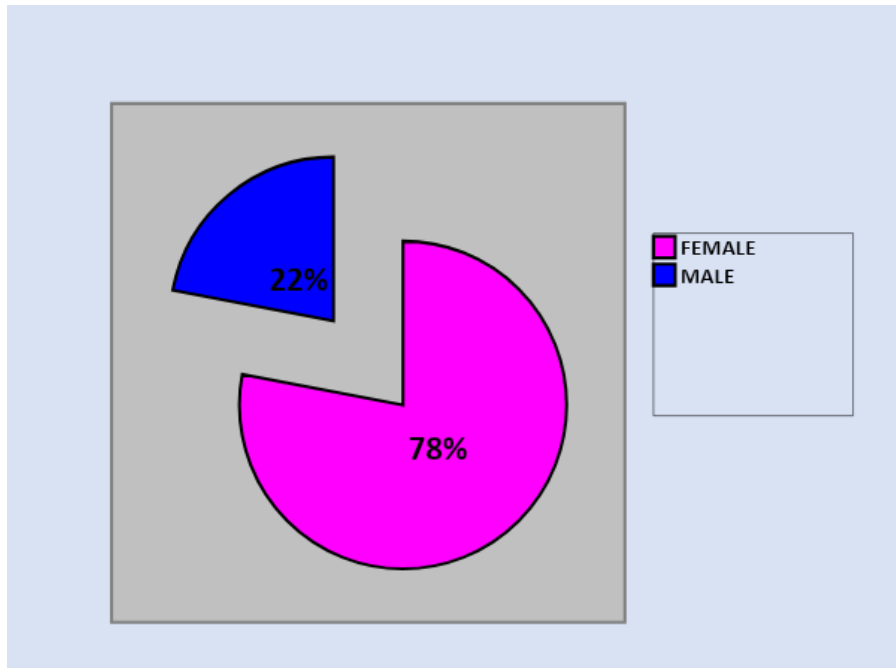
- FES’s ASPIRE program addresses the academic needs in reading fluency, reading comprehension, and mathematical concepts of student learners.
- The goal is to provide a positive environment for learning, using regular classroom teacher input, motivational strategies to engage student participation and learning; provide effective program management, support and resources (whole school support); and assess the program periodically for effectiveness to increase students’ scores.

2. STAFF

a. Number of Faculty and Staff

| | | | |
|-------------------------------------|--|-------------------------------|--------------------------|
| Principal: (1) | Assistant Principal: (1) | Administrative Assistant: (1) | Guidance Counselors: (2) |
| Office Clerk: (1) | Computer Operator: (1) | Health Counselors: (1) | Building Custodian: (1) |
| Teacher Assistants: (9) | Support Personnel: (6) | 1-to-1 Para-Educators: (6) | Substitute Teachers: (2) |
| Head Start: Teacher (1) Aide (2) | Pre-Kindergarten Teacher (1) Aide (1) | Librarian: (1) | GATE: (1) - VACANT |
| Kinder: (8) | 1st Grade: (7) | 2nd Grade: (7) | 3rd Grade: (7) |
| 4th Grade: (6) | 5th Grade: (7) | Chamorro: (6) | |
| ESL: (2) | SPED: (1) (1) - VACANT | | |

Gender Population of FES Faculty and Staff SY 2019-2020



FES Faculty and Staffing Data

| Full Time | 16-17 | 17-18 | 18-19 | 19-20 |
|---------------------------------------|--------------|--------------|--------------|---------------------|
| TOTAL FACULTY & STAFF | 94 | 88 | 87 | 85 |
| Regular Instruction | 51 | 45 | 43 | 49 |
| Gifted and Talented Education Program | 1 | 1 | 1 | 0 (1) Vacancy |
| Special Education | 2 | 2 | 2 | 1 (1) Vacancy |
| Supplemental Instruction (ESL) | 2 | 2 | 2 | 2 |

| Teaching Experience | 16-17 | 17-18 | 18-19 | 19-20 |
|---------------------------------|--------------|--------------|--------------|--------------|
| Teachers with 0-4 years | 4 | 1 | 3 | 13 |
| Teachers with 5-10 | 6 | 6 | 6 | 7 |
| Teachers with 11 and more years | 46 | 42 | 39 | 25 |

| Degrees | 16-17 | 17-18 | 18-19 | 19-20 |
|--------------------|--------------|--------------|--------------|--------------|
| Associate's degree | 0 | 0 | 1 | 3 |
| Bachelor's degree | 35 | 33 | 32 | 22 |

Finegayan Elementary School GDOE/WASC Self-Study Report 2019-2020

| | | | | |
|-----------------|----|----|----|----|
| Master's degree | 20 | 21 | 22 | 24 |
| Advanced degree | 1 | 0 | 1 | 0 |
| Other | 0 | 5 | 7 | 3 |

| Administration and Student Services Staff | 16-17 | 17-18 | 18-19 | 19-20 |
|--|--------------|--------------|--------------|--------------|
| Administrator | 2 | 2 | 2 | 2 |
| Librarian | 1 | 1 | 1 | 1 |
| Counselor | 2 | 2 | 2 | 2 |
| Nurse | 1 | 1 | 1 | 1 |
| Curriculum Coordinator / Instructional Coach | 1 | 1 | 0 | 1 |

| Classified Staff | 16-17 | 17-18 | 18-19 | 19-20 |
|-------------------------|--------------|--------------|--------------|--------------|
| Admin Assistant | 1 | 0 | 0 | 1 |
| Computer Operator | 1 | 1 | 1 | 1 |
| Clerk | 0 | 1 | 1 | 1 |
| Custodian | 1 | 1 | 1 | 1 |
| School Aides | 7 | 6 | 6 | 6 |

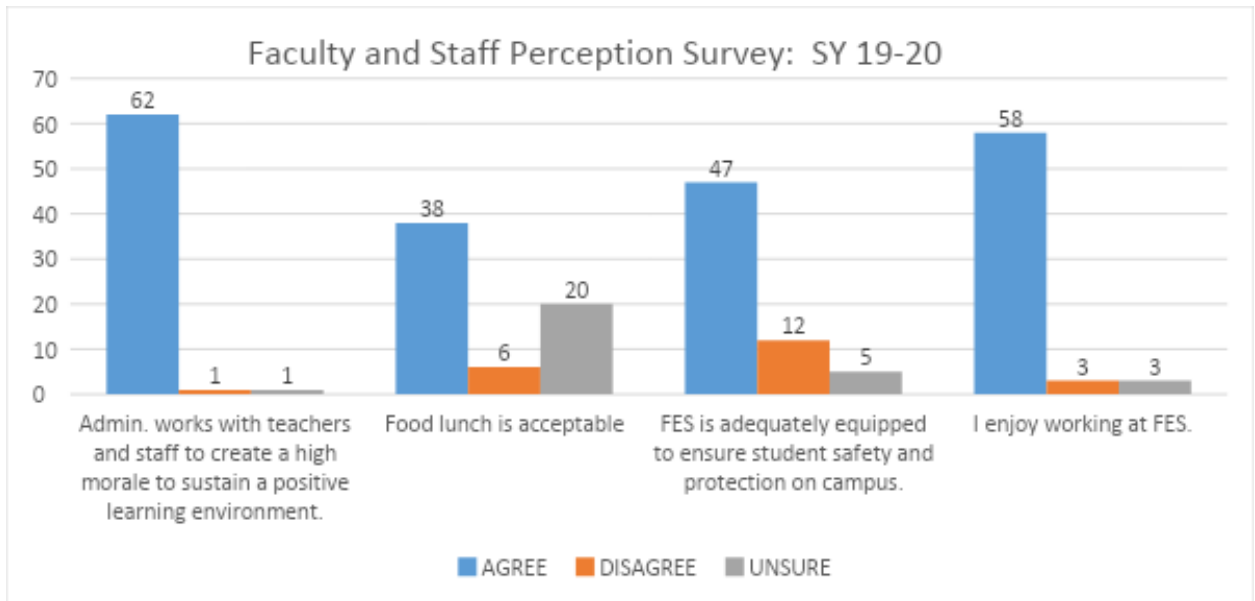
| Unclassified Staff | 16-17 | 17-18 | 18-19 | 19-20 |
|---------------------------|--------------|--------------|--------------|--------------|
| Teacher Assistants | 13 | 8 | 11 | 9 |

| | | | | |
|---------------------|---|---|---|---|
| Para educators | 6 | 8 | 8 | 6 |
| Substitute Teachers | 4 | 5 | 2 | 3 |

| Staff for Other Student Support Services | 16-17 | 17-18 | 18-19 | 19-20 |
|--|-------|-------|-------|-------|
| Speech Therapist | 1 | 1 | 1 | 1 |
| Occupational Therapist | 1 | 1 | 1 | 1 |
| Physical Therapist | 1 | 1 | 1 | 1 |

- These support staff are employed by contract with GDOE, not within the school itself.
- Services are rendered when there is availability.
- At times, students do not receive service due to expired service contract or other reasons.

Faculty and Staff Perception Survey: SY 19-20



- FES conducted a faculty & staff perception survey in Oct. 2019

- The results show that 97% of the faculty/staff agree that the current administrators work with teachers and staff towards creating a high morale in sustaining a positive learning environment.
- The survey also shows that 91% of faculty/staff enjoy working at FES. This is a positive sign that reflects on the high morale of the school.
- There is a slight concern on ensuring student safety and protection on campus. Lack of staff during supervision might be a factor for some teachers/staff to disagree or are unsure of this statement. The school is currently addressing this issue by improving the morning routines, during recess and after school procedures.
- 41% of faculty/staff do not agree or are unsure of the quality of food being served in the cafeteria. One reason for this is perhaps teachers/staff have not tried the food. Weekly menu is posted on the bulletin board for all stakeholders.

b. Teachers Teaching Outside Credential Areas and Include Explanation

- To urgently fill needed teaching positions, FES hired limited term teachers who hold degrees in other fields such as English, Business, Tourism, or Psychology but have yet to obtain teaching certificates.

c. Stability of Administration and Staff

- FES started school year 2018-2019 without a principal.
- Principals from other schools were detailed to FES to assist the assistant principal.
- The school had a high turnover of teachers leaving FES due to retirement, off-island relocation, or transfer to other schools.

3. Parent and Community

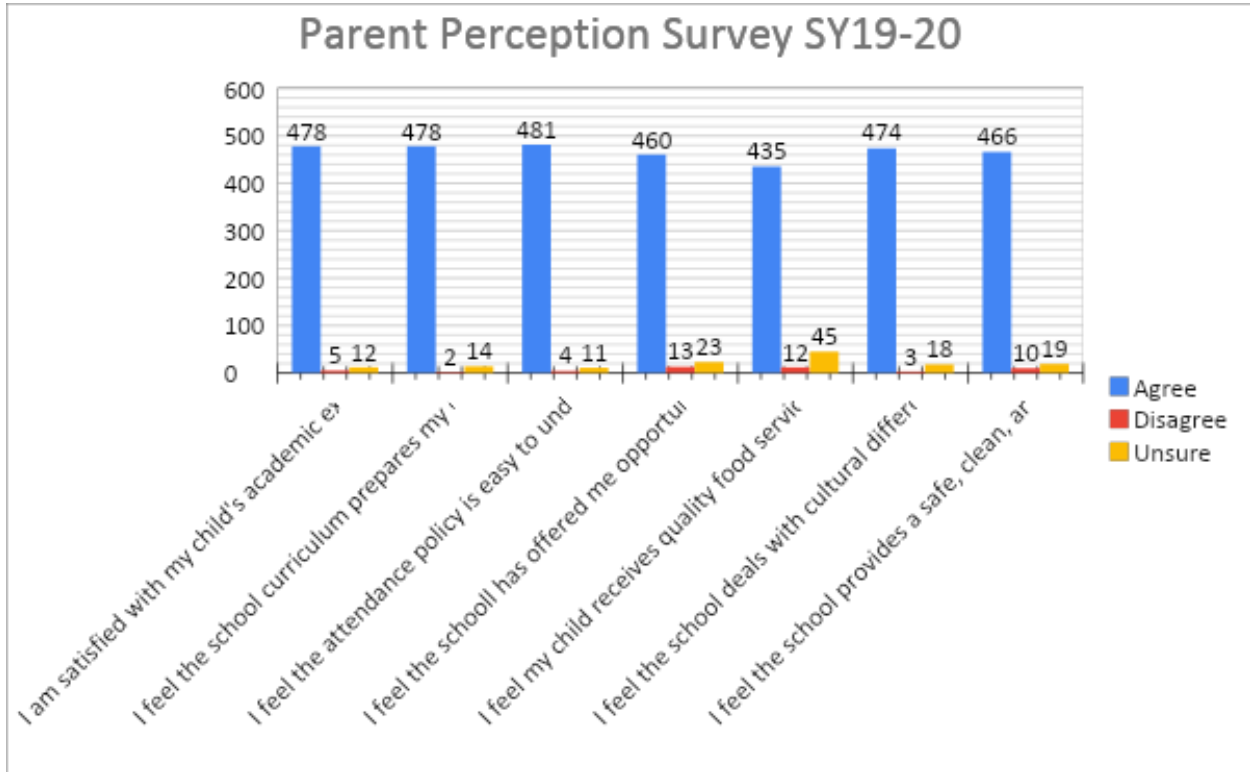
a. Data and Finding for:

Parent Survey on Educational Background (Nov. 2019)

| No Answer | Did not finish elementary | Did not finish high school | Completed High School | Attended Some College | Have College Degree | Have Graduate Degree |
|-----------|---------------------------|----------------------------|-----------------------|-----------------------|---------------------|----------------------|
| 2 | 4 | 17 | 44 | 40 | 13 | 2 |

- Despite the limited parent surveys submitted, a large majority of FES parents have at least a high school background.

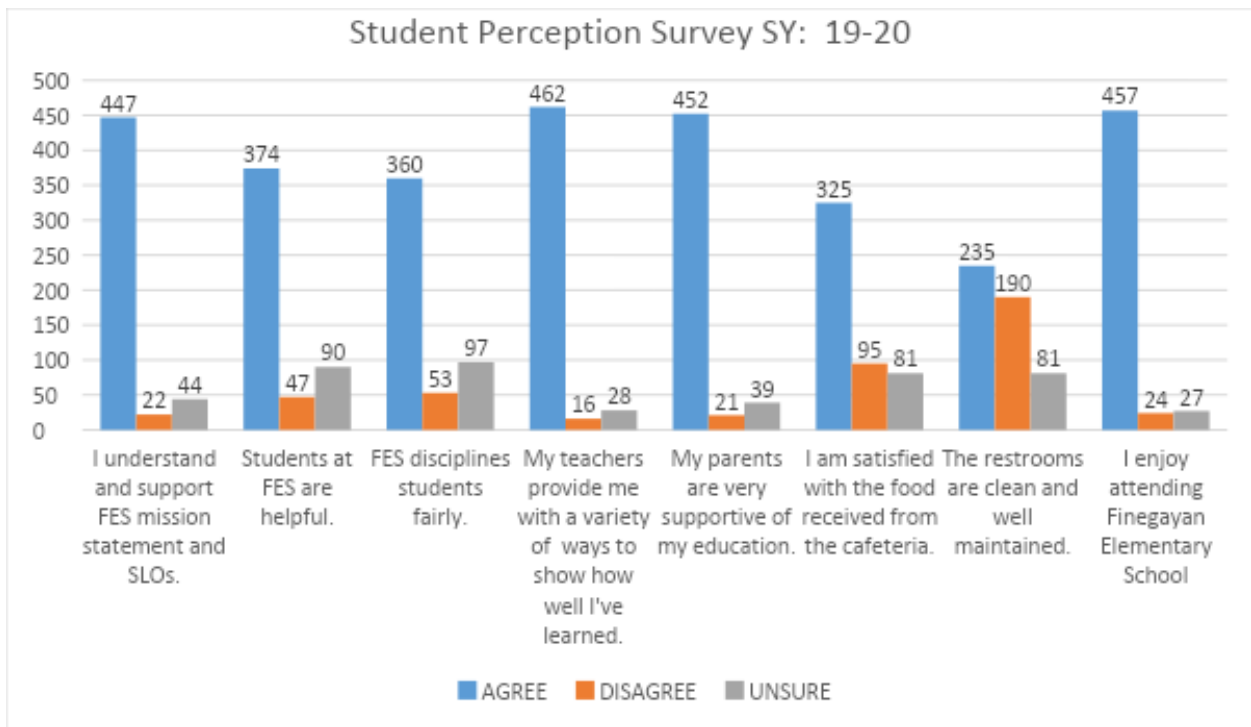
Parent Perception Survey: SY: 19-20



- Finegayan Elem. School conducted a parent perception survey in Oct. 2019; about 500 surveys were counted and analyzed.

- The results of the survey show that more than 90% of parents agree with the statements that were in the survey. (Please see chart).
- Thirteen parents feel that they are not given the opportunity to be involved in school activities. FATE is the school organization that promotes parental involvement. They provide information about all the school activities and parents are always welcome to participate. The administration provides monthly GUIHAN newsletter which showcases all the school events. Most teachers and the school nurse also provide activities that parents can be involved in.
- FES will look into improving its relationship with all the parents. It is one of the school goals to get all parents be a part of the school community and their child's education.

Student Perception Survey: SY: 19-20



- Approximately 500 student surveys were analyzed.
- 93 % of students agree that teachers at FES provide them a variety of ways to show how well they learned.
- The two main concerns in this survey are the food service in the cafeteria and the cleanliness of the restrooms. Students feel that these services must be improved.
- Overall, 91% of students enjoy attending FES. The school goal is to ensure all students must feel that FES is an excellent school that they can be proud of.

b. Highlights and the Impact of Organizations and Partnerships

- Parent & Community Organizations
 1. Families and Teachers Empowered (FATE):

FATE PTO elects new officers every year. FATE holds monthly meetings to inform the school community about school events. Teachers are encouraged to join the organization to share grade level news. In addition, FATE raises funds to support student programs, school beautification projects, school improvements, and award student achievement. Some FATE activities include:

 - a. Spring and Harvest Carnival
 - b. Chuck E. Cheese fundraiser
 - c. FATE Pledge fundraiser
 - d. Sponsorship of: Spelling Bee, Math Olympiad, quarterly activities and events
- Community programs

FES has established community relations with several non-profit and government agencies through the FATE PTO, school health nurse and school counselors. These organizations help support FES through their continued support. A few of the community partners are:

 1. Guam Fire Department
 2. Guam Police Department
 3. Department of Public Health
 4. University of Guam 4H Program
 5. Guam Public Broadcasting System
 6. Simon Sanchez High School
 7. Tiyan High School
 8. Dr. Yang's Dental Clinic
 9. Island Girl Power
 10. Victims Advocates Reaching Out
- School and Business Partnership

FES has a few business partners who show support by providing incentives and donations. Such businesses are:

 1. Pizza Hut
 2. Twinkles
 3. Wendy's
 4. McDonald's
 5. White Market

| 6 TYPES OF STANDARDS / CURRICULA | Group Involved |
|--|------------------------|
| Head Start Program | 4 year olds |
| Pre-K Program | 4 year olds |
| GDOE Content Standard and Performance Indicators | Kinder-5 th |
| Common Core State Standards (CCSS) | Kinder-5 th |
| Next Generation Science Standards (NGSS) | Kinder-5 th |
| Chamorro Language & Culture Program (CLCP) | Kinder-5 th |

School Curriculum

- Head Start Program is guided by Head Start Performance Standards and utilizes “The Creative Curriculum”. Chamorro Language and Culture is not mandated but is offered to the Head Start Program. In addition, they are given a weekly Library Time and Computer Lab Time.
- The Curriculum for the Pre-K Program is guided by Performance Standards.
- GDOE’s Content Standards and Performance Indicators are closely align with national standards in all subject areas. The standards are aligned horizontally within each grade level and vertically between grade levels.
- The GDOE school district utilizes the Common Core State Standards for English/Language Arts and Math and is aligned to the GDOE’s CSPI. The district continues to move forward with prioritizing standards and ensuring that all schools are in-step with teaching it.
- Next Generation Science Standards (NGSS) was adopted as GDOE’s Science Standards. It sets the expectations for what students should know and be able to do.
- The locally-mandated Chamorro Language and Culture Program (CLCP) focuses on providing children in grades Kindergarten through 5th with the experiences of the native language, cultural background and the history of the Chamorro people. CLCP is guided by adopted standards and assessments.

| Types of Assessments | Group Involved |
|-----------------------------|---------------------------|
| ACT ASPIRE | 3rd thru 5 |
| AimswEBPlus | Kinder thru 5th |
| Standards Base Assessment | 1st thru 5th |
| Quarterly Test | Kinder thru 5th, Chamorro |
| Standards Base Grading | Kinder thru 5th |

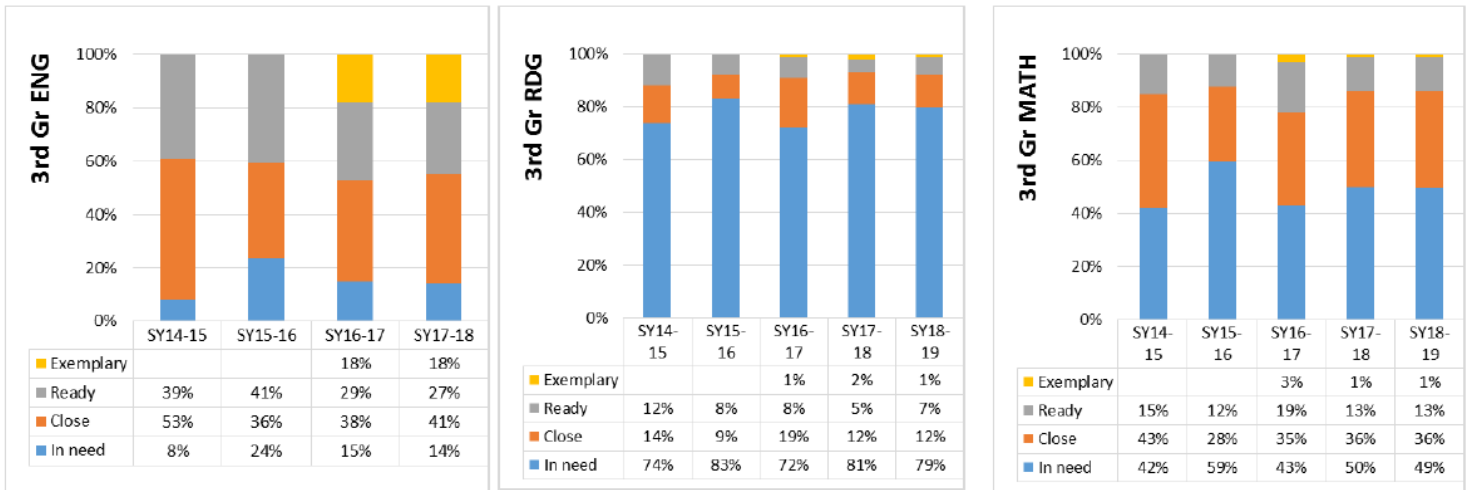
| | |
|----------|---------------------------|
| Brigance | Head Start, Pre-K, Kinder |
|----------|---------------------------|

- Various strategies to conduct lessons and manage classroom and student groups are utilized throughout the grade levels.
- Multiple assessments are administered to monitor student performance such as ACT ASPIRE, Standard Based Assessment, Aimsweb Plus, Common Formative Assessments, Standard Based Grading and Pre/Post Tests.
- Aimsweb 2.0 was utilized for SY: 2017-2018 & 2018-2019, Reading, Math, Spelling and Writing. This current school year, 2019-2020, GDOE utilized the AimswebPlus for Reading and Math.
- Some assessments are teacher made or provided at the end of the chapters in the adopted text. Classroom displays are evidence of the bountiful learning activities that students experience at Finegayan.
- In addition, GDOE has adopted ‘The Classroom Instruction That Work’ (CITW) as the instructional framework, which is being implemented at FES. CITW give teachers a consistent approach to instruction through a framework, helping teachers be more planned when selecting classroom strategies.

4. Student Performance Data

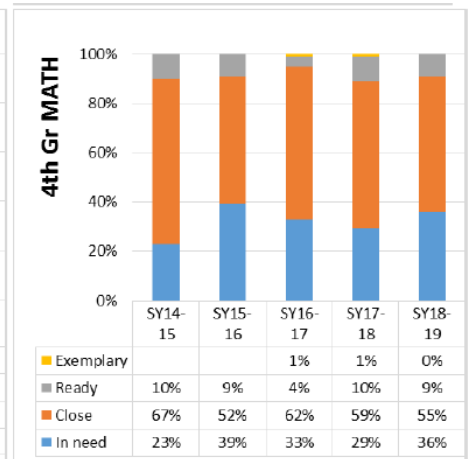
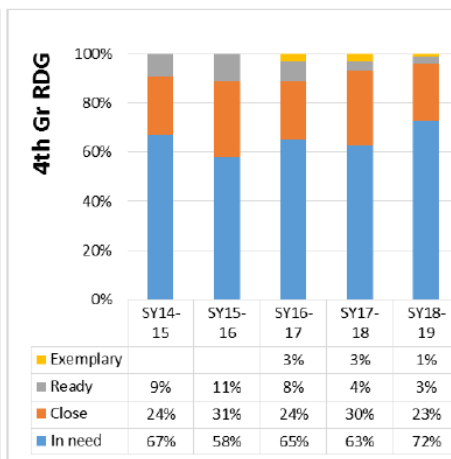
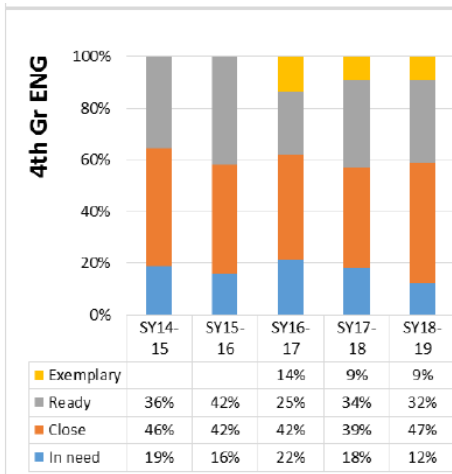
1. ACT ASPIRE

DISTRICT WIDE ASSESSMENT: ACT ASPIRE

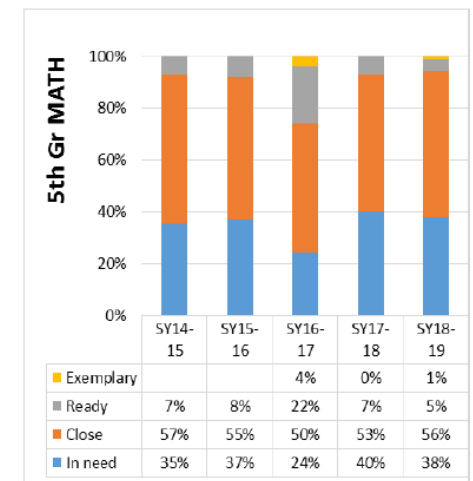
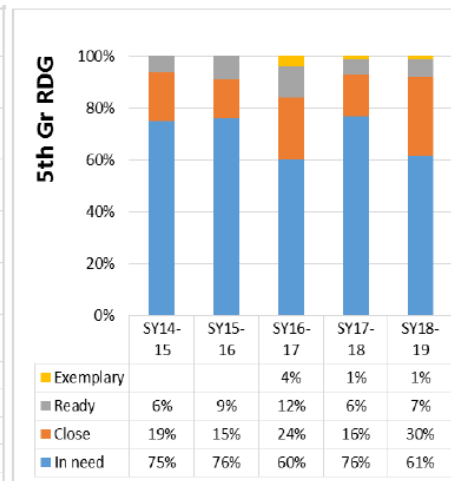
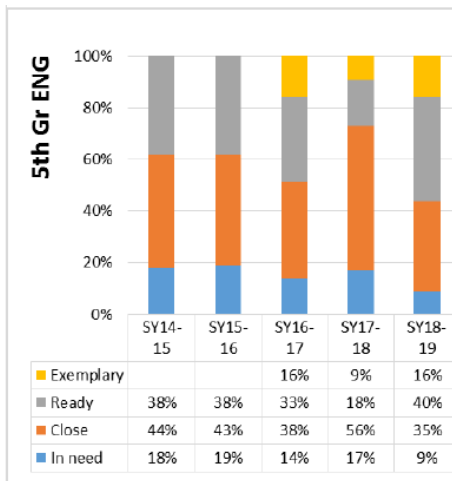


- Grade 3 English data shows students are ‘Close and ‘Ready.’
- Grade 3 students are in the ‘In Need’ scale for Math and Reading.

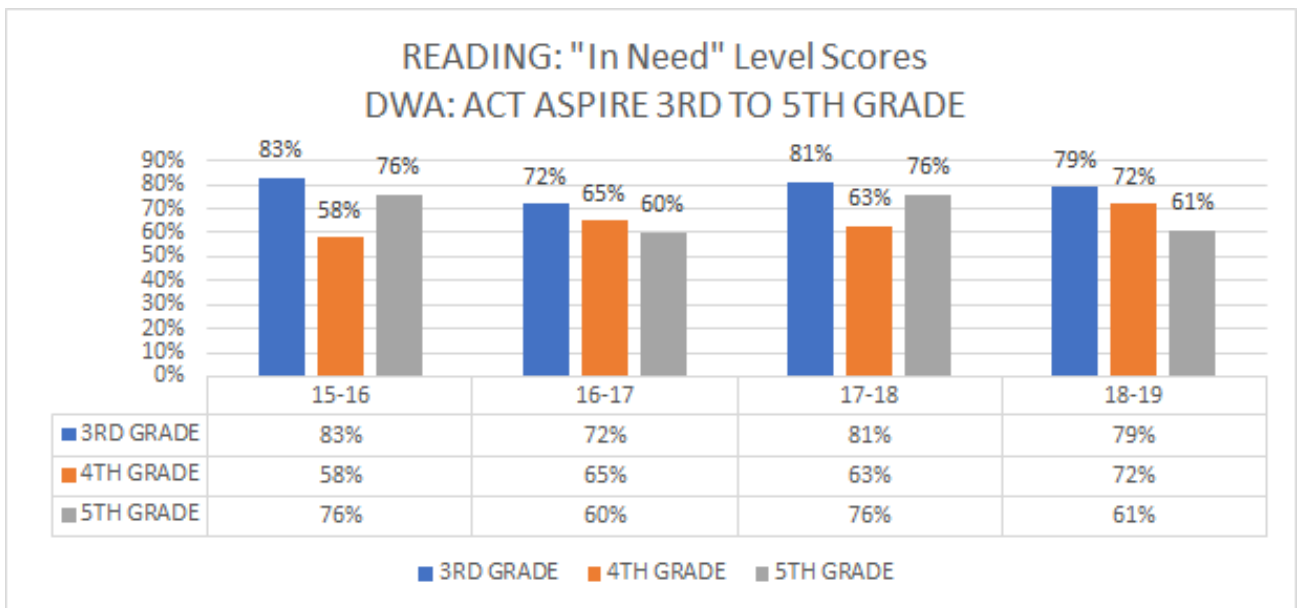
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- Grade 4 student data show students are majority ‘Close’ and ‘Ready’ in English.
- Grade 4 student data shows students are most ‘In Need’ in Reading.



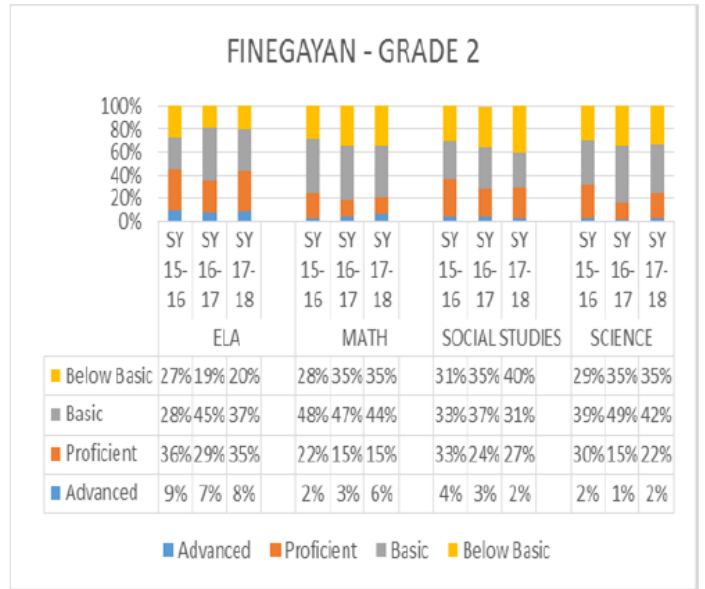
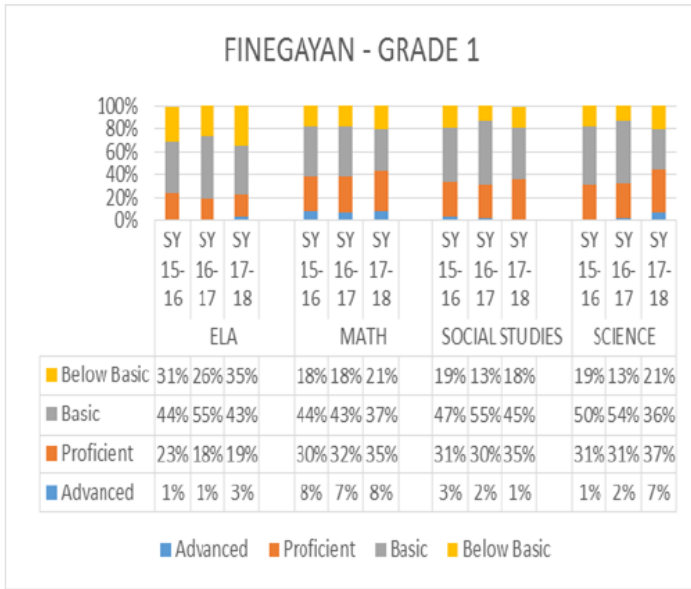
- Grade 5 data show Reading is the area most ‘In Need.’”
- Math data show students are within the 50% of “Close.””



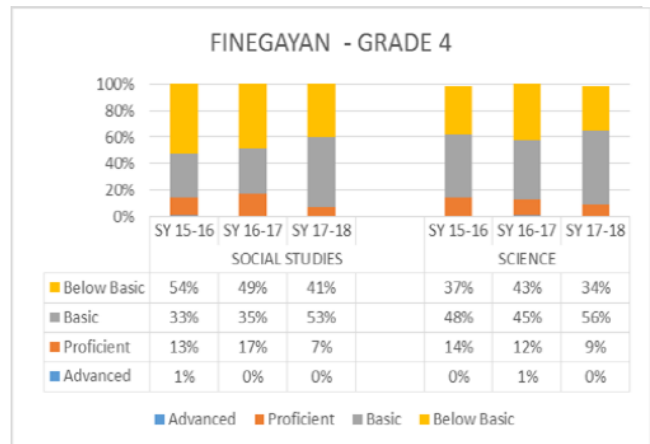
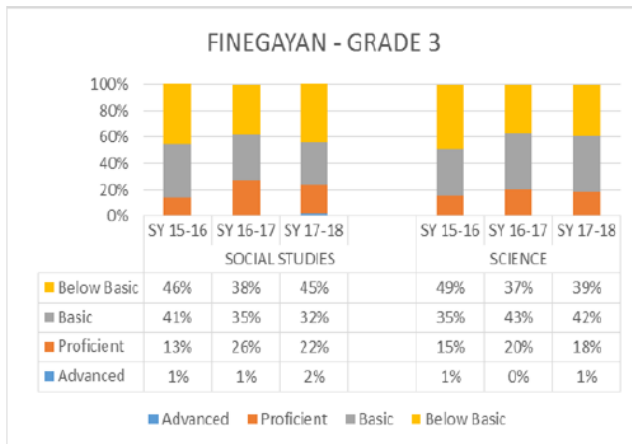
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- The Greatest Area of Need (GAN) is identified in Reading across all three grade levels.
- Third grade remains the identified grade of greatest need to improve scores, while 5th grade showed an improvement last school year, with a 15% decrease in the “In Need” level.
- Beginning in SY: 17-18 to 18-19, students were placed in classes based on performance levels as homogenous groups.

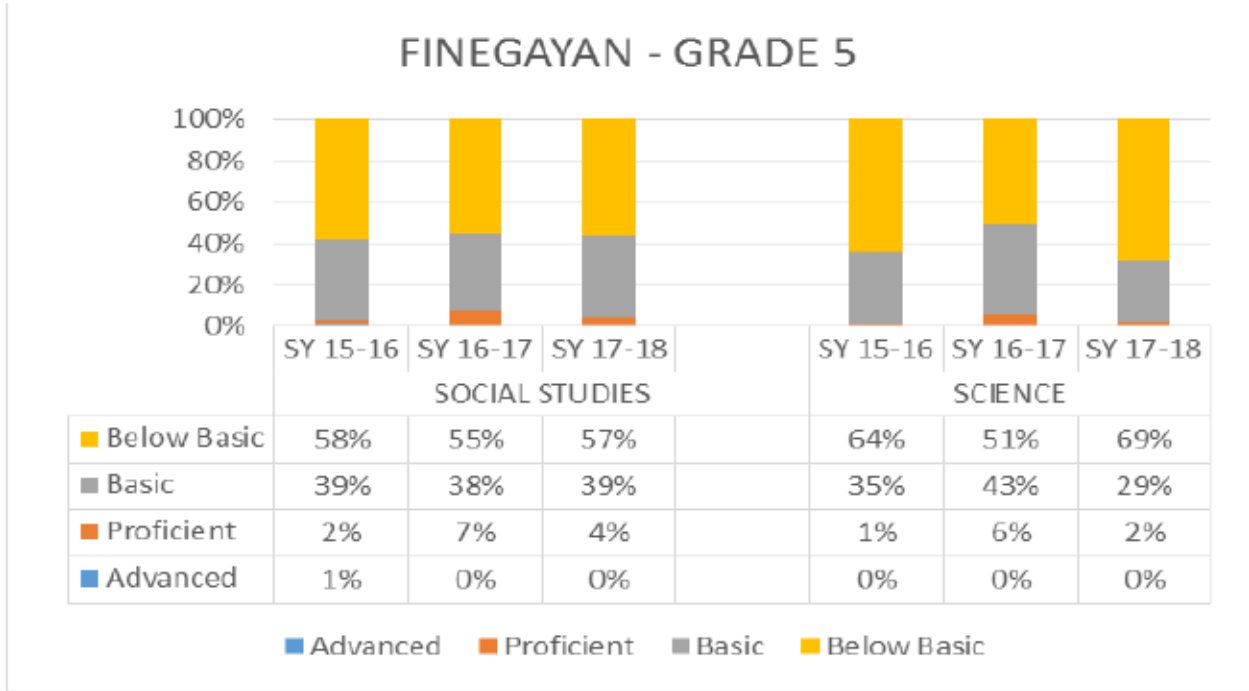
2. Standards Based Assessments (SBA)



- Data shows scores fluctuated through the years for Math and ELA.
- Majority of the students scored in the ‘Basic’ level for all assessments.



- For all four years, scores generally remain stagnant.



- More than half of FES fifth grade students are scored below basic on the SBA assessments.

3. AIMSWEB

AIMSWEB Kindergarten Data

| Kindergarten | Fall | Spring | Percentage of Change |
|-----------------------|------|--------|----------------------|
| Oral Counting | 38% | 78% | 39% |
| Number Identification | 32% | 69% | 37% |
| Quantity Distribution | 40% | 67% | 28% |
| Missing Number | 38% | 67% | 28% |

- Data for Kindergarten from Fall 2018 to Spring 2019 shows that the percentage of students scoring at the Tier 1 level showed improvement in all assessments, Number Identification and Oral Counting, increased by 37% and 39% respectively.

AIMSWEB 1st Grade Data

| 1st Grade | Fall | Spring | Percentage of Change |
|-----------------------|------|--------|----------------------|
| Oral Counting | 61% | 76% | 15% |
| Number Identification | 59% | 66% | 7% |
| Quantity Distribution | 56% | 49% | -6% |
| Missing Number | 62% | 69% | 8% |

- Data results from AIMSWEB Early Numeracy percentage of Tier 1 for First Grade students indicates a 15% increase in Oral Counting 1-100, a 7% increase in Number Identification, a decrease of 7% in Quantity Distribution, and a 7% increase in the Missing Number category from Fall 2018 to Spring 2019.
- This shows a need to focus on Quantity Distribution.

| 1 st grade M-COMP | Fall | Spring | Percentage of Change |
|------------------------------|------|--------|----------------------|
| Tier 1 | 58% | 29% | -30% |
| Tier 2 | 25% | 29% | 4% |
| Tier 3 | 17% | 42% | 25% |

- M-COMP, mathematical computations, is a brief standardized test of math operations.
- Data in first grade from Fall 2018 to Spring 2019 shows that the percentage of students scoring at the Tier 1 level showed a decrease at 29% for M-COMP. Tier 3 percentage increased almost three fold showing need to address this area.
- Majority of students still fall under the Tier 2 and Tier 3 categories in all assessments.

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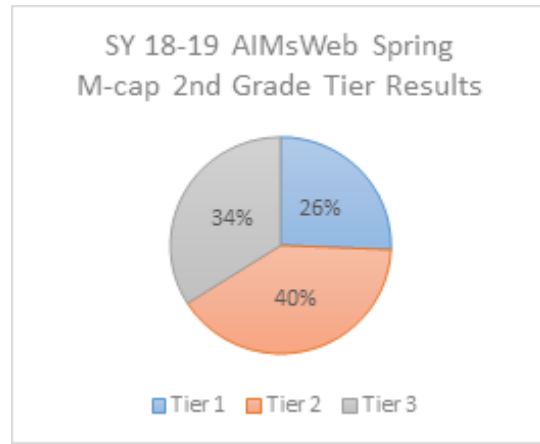
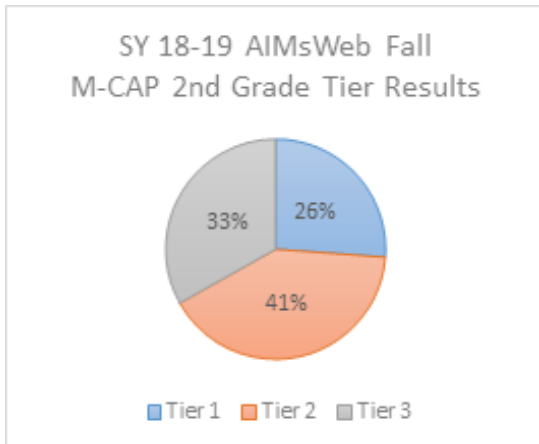
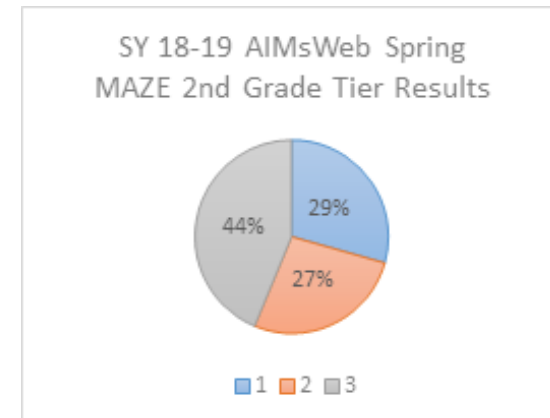
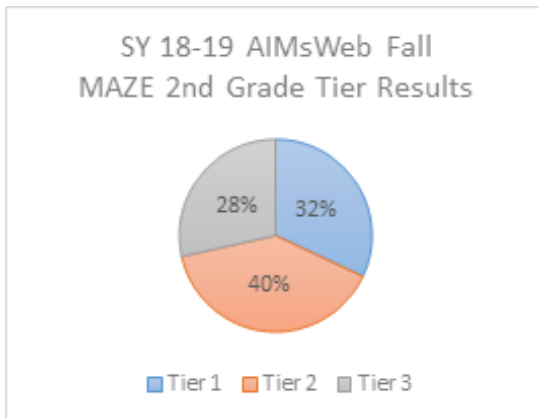
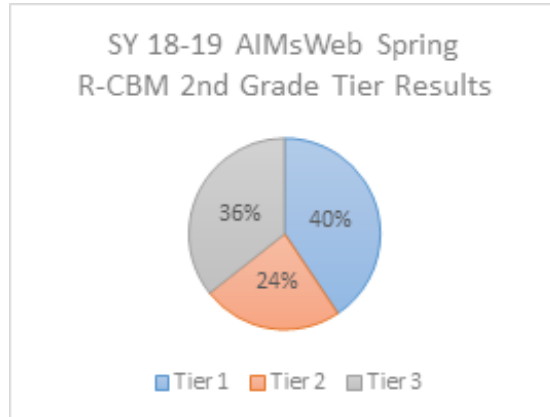
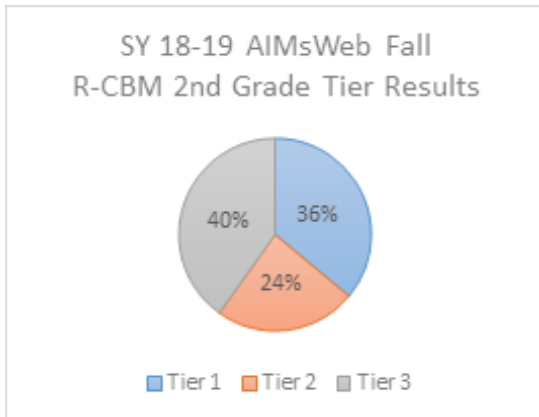
| 1 st Grade MAZE | Fall | Spring | Percentage of Change |
|----------------------------|------|--------|----------------------|
| Tier 1 | 18% | 21% | 3% |
| Tier 2 | 82% | 29% | 53% |
| Tier 3 | 0% | 50% | 50% |

- The MAZE assessment is used to determine reading comprehension.
- Data results show a slight improvement in Tier 1 and a drastic increase in Tier 3.

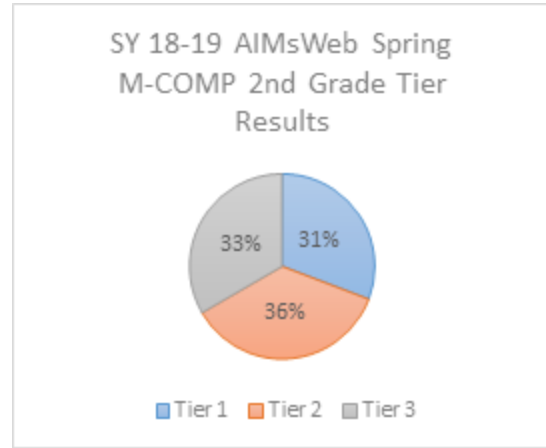
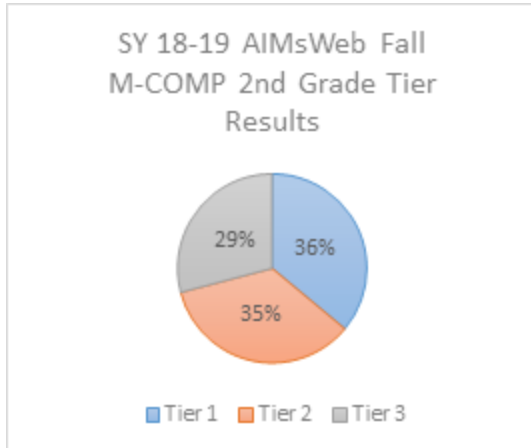
| 1 st Grade R-CBM | Fall | Spring | Percentage of Change |
|-----------------------------|------|--------|----------------------|
| Tier 1 | 16% | 25% | 9% |
| Tier 2 | 12% | 29% | 17% |
| Tier 3 | 72% | 46% | 26% |

- CBM assesses reading fluency.
- Students in Grade 1 made a slight improvement in Tier 1.
- Tier 3 scores decreased by 26%, however Tier 2 scores increased.

AIMSWEB 2nd Grade Data



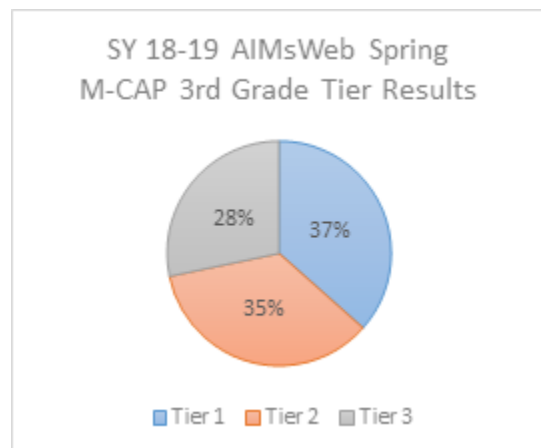
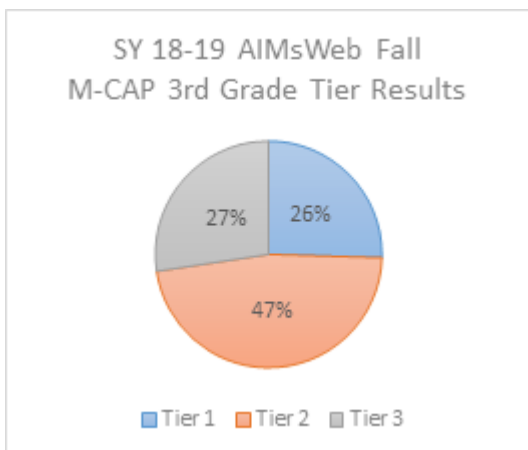
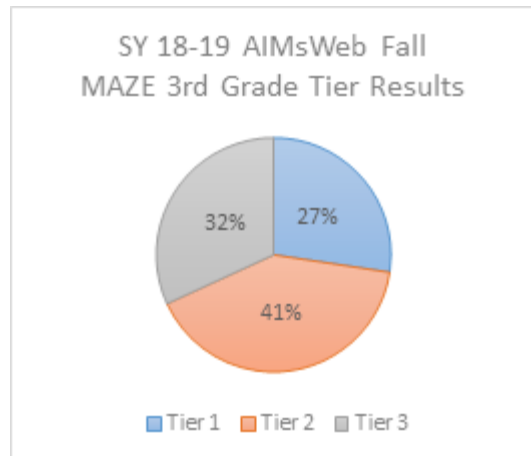
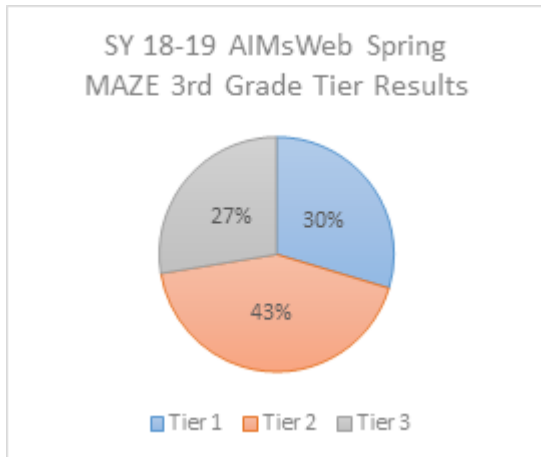
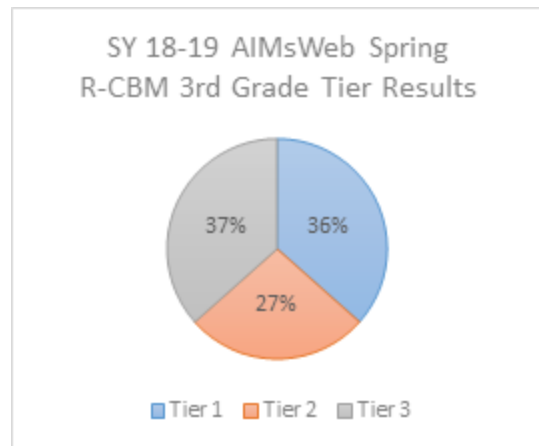
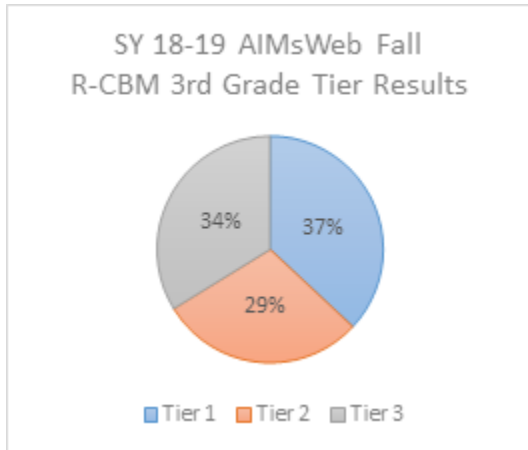
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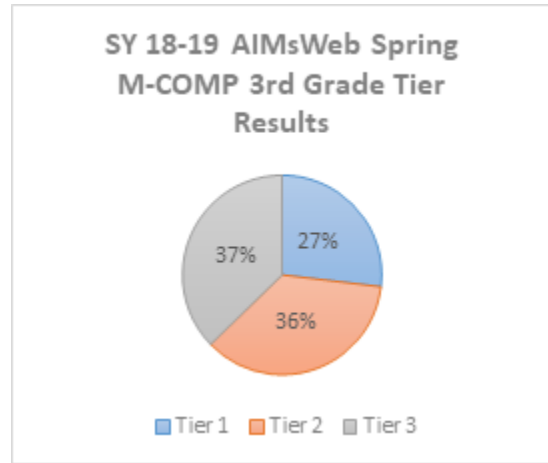
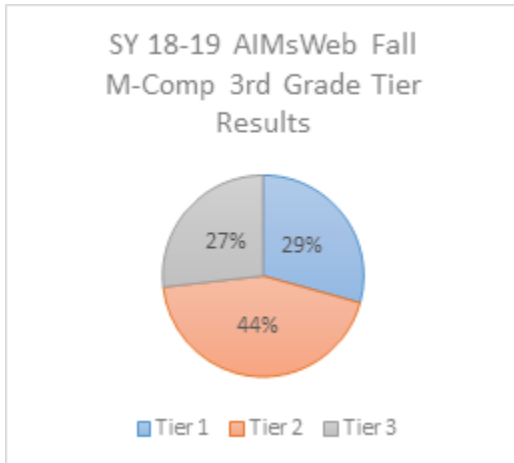


| 2 nd Grade | <i>R-CBM</i> % change | MAZE % change | M-CAP % change | M-COMP % change |
|-----------------------|--------------------------|------------------|-------------------|--------------------|
| Tier 1 | 5% | -3% | -1% | -5% |
| Tier 2 | 0% | -13% | 0% | 1% |
| Tier 3 | -4% | 15% | 1% | 4% |

- Data in 2nd grade from Fall 2018 to spring 2019 percentages scoring at Tier 1 level increased in R-CBM.
- MAZE, MCAP, AND MCOMP showed slight decrease.
- MAZE in particular showed an increase of 15% in Tier 3.

3rd Grade AIMSWEB DATA

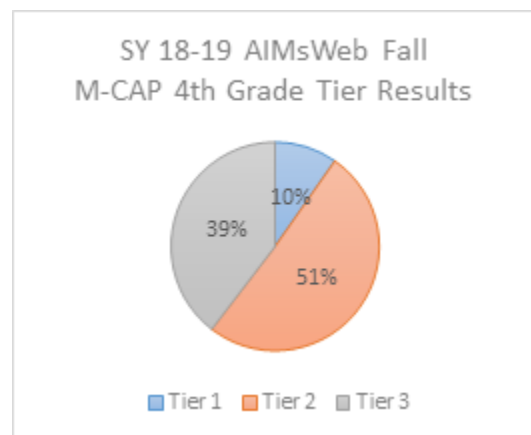
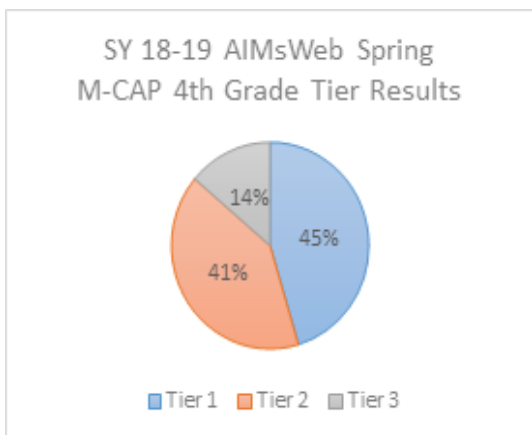
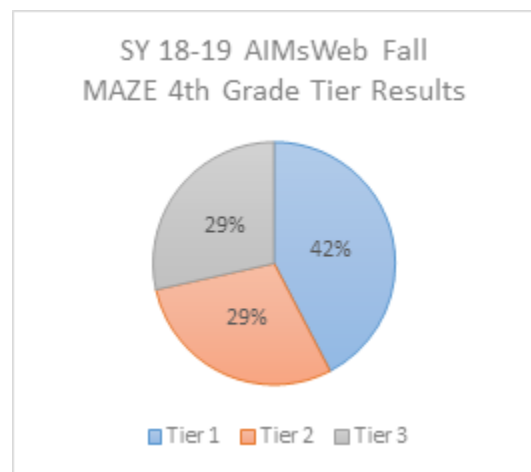
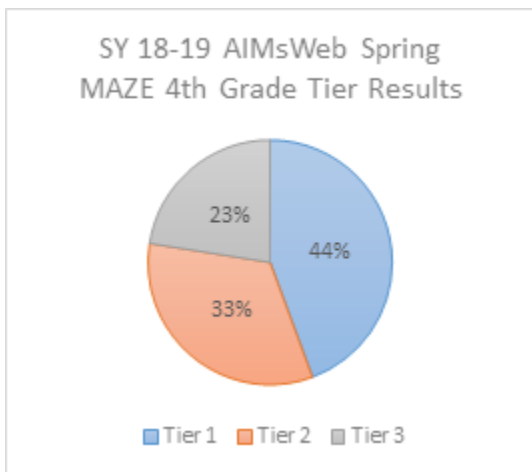
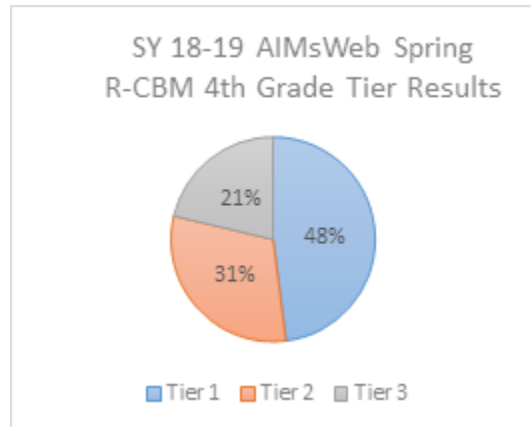
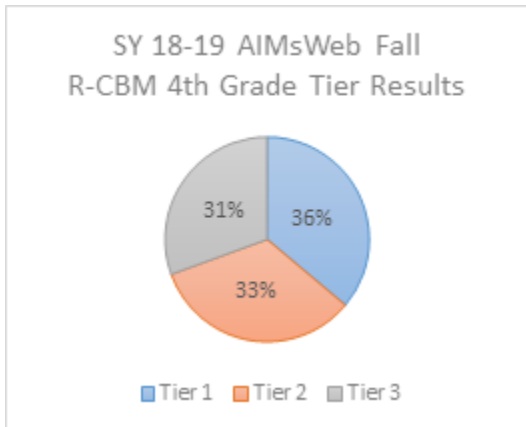




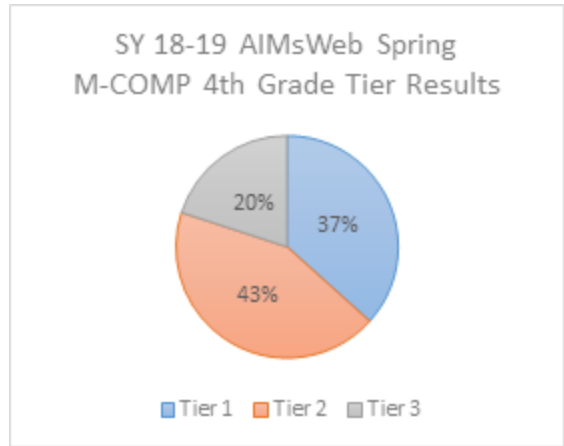
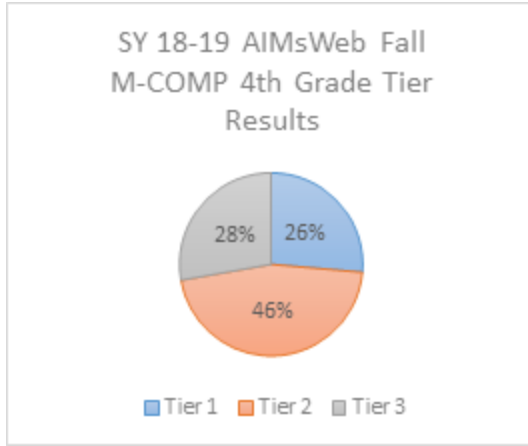
| | <i>MAZE</i> | <i>R-CBM</i> | <i>M-CAP</i> | <i>M-COMP</i> |
|-----------------------|-------------|--------------|--------------|---------------|
| 3 rd Grade | % Change | % Change | % Change | % Change |
| Tier 1 | 0% | 2% | 11% | -2% |
| Tier 2 | -2% | 2% | -12% | -8% |
| Tier 3 | 3% | -4% | 1% | 10% |

- Data graph shows Fall 2018 to Spring 2019 benchmark percentages.
- 3rd grade data from Fall 2018 to Spring 2019 shows the percentage of students at Tier 1 level showed significant change in M-CAP.
- R-CBM test saw zero change, MAZE a 2% change and M-COMP a -2% change. M-CAP saw an 11% change, this was accompanied by a decrease of 12% in the Tier 2 percentage.
- Also note is the shift of M-COMP Tier 3 students which increased by 10%

4th Grade AIMSWEB DATA



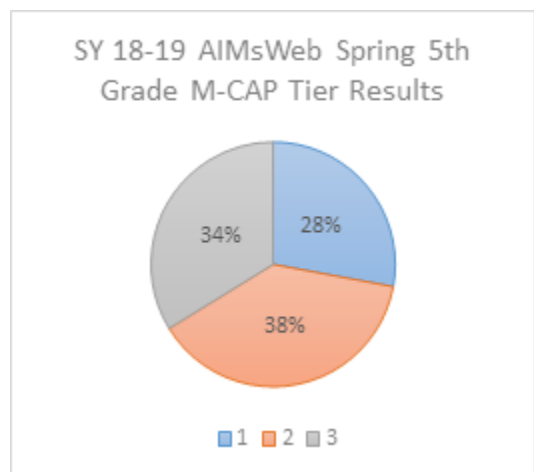
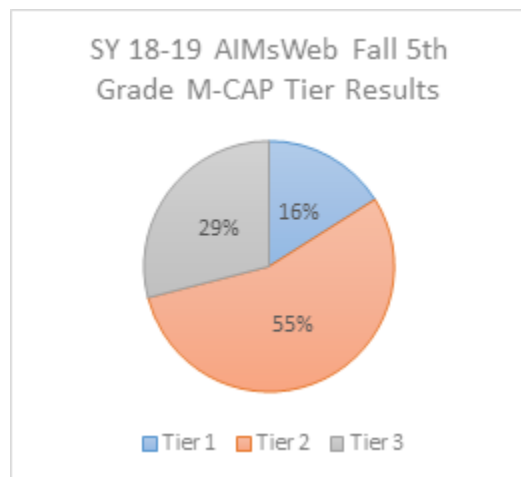
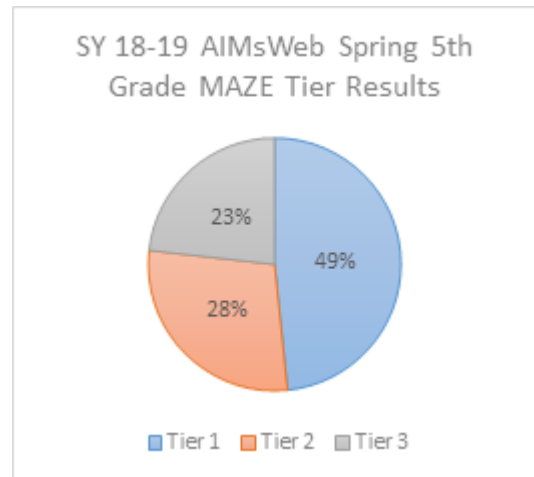
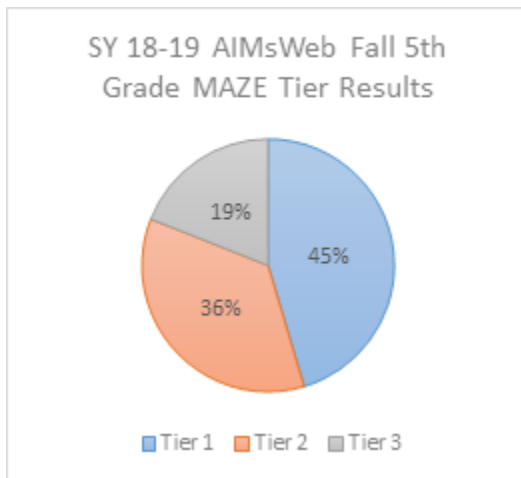
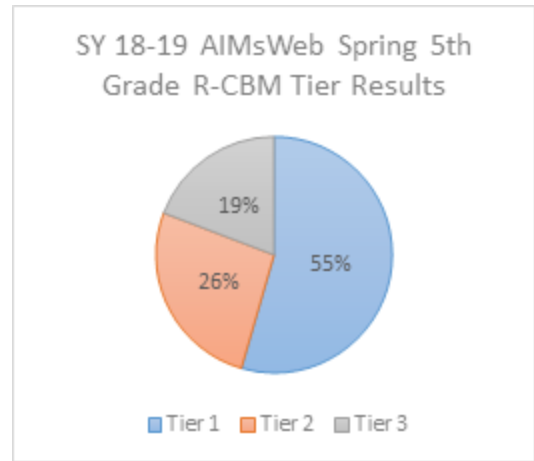
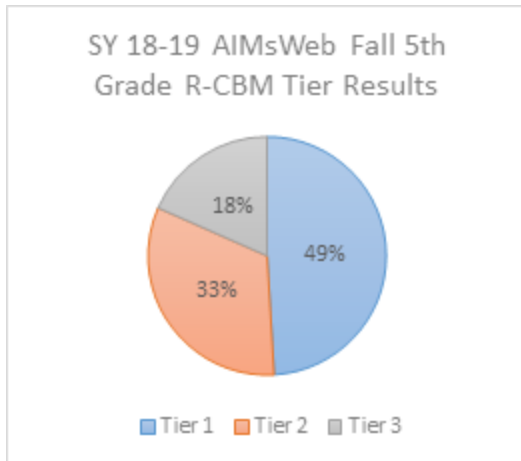
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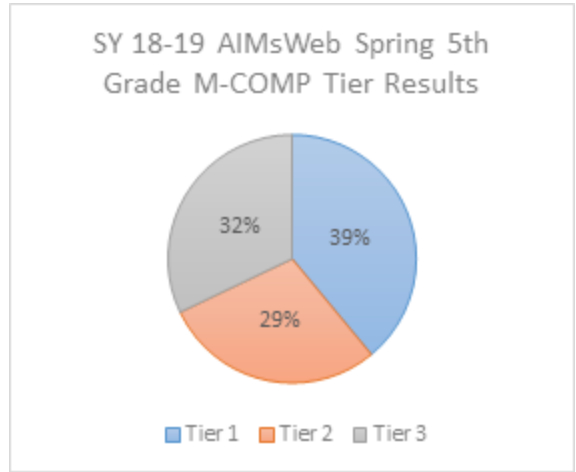
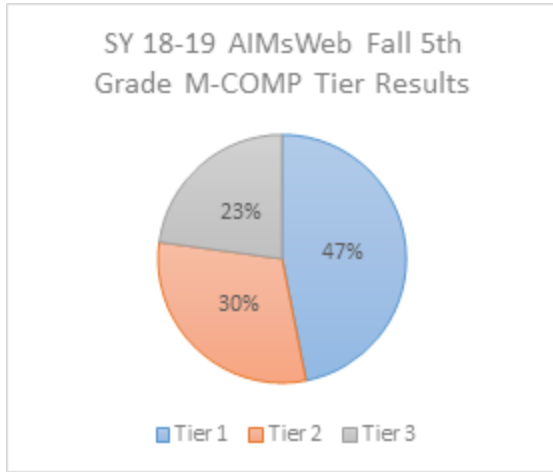
| 4th Grade | Reading Fluency | | Reading Comprehension | | Math Concepts & Applications | | Math Computation | |
|-----------|-----------------|-----|-----------------------|-----|------------------------------|------|------------------|-----|
| Tier 1 | 20 | 12% | 6 | 2% | 55 | 36% | 17 | 10% |
| Tier 2 | -2 | -3% | 8 | 4% | -11 | -10% | -1 | -3% |
| Tier 3 | -12 | -9% | -7 | -6% | -36 | -26% | -10 | -8% |

- Data in fourth grade from Fall 2018 to Spring 2019 shows that the percentage of students scoring at the Tier 1 level showed positive change in all assessment with significant increases in R-CBM, M-CAP AND M-COMP at 12%, 36% and 10% respectively.
- MAZE had only a 2% change but there was a 6 % decrease in Tier 3 percentage.

5th Grade AIMSWEB DATA



Finegayan Elementary School GDOE/WASC Self-Study Report 2019-2020



| 5 th Grade | Reading Fluency | | Reading Comprehension | | Math Concepts & Applications | | Math Computation | |
|-----------------------|-----------------|------------|-----------------------|------------|------------------------------|------------|------------------|------------|
| | Count | Percentage | Count | Percentage | Count | Percentage | Count | Percentage |
| Tier 1 | 5 | 5% | 1 | 3% | 17 | 12% | -14 | -8% |
| Tier 2 | -12 | -6% | -14 | -7% | -30 | -17% | -3 | -1% |
| Tier 3 | 0 | 1% | 5 | 4% | 5 | 5% | 14 | 9% |

- 5th Grade data from Fall 2018 to Spring 2019 shows the percentage of students at the Tier 1 level showed positive change in all assessment with increases in R-CBM, MAZE and M-CAP.
- MAZE had a decrease at -8% and there was a 9 % increase in Tier 3 percentage.

AimswebPlus Data 2019

| 2019 Fall Reading Percentage Scores | | | |
|--|--------|---------|----------|
| Grade | Tier 1 | Tier 2% | Tier 3 % |
| 5 | 35% | 29% | 36% |
| 4 | 13% | 27% | 64% |
| 3 | 30% | 17% | 53% |
| 2 | 18% | 23% | 59% |
| 1 | 23% | 20% | 57% |
| K | 24% | 17% | 59% |

| 2019 Fall Percentage Scores Math | | | |
|---|--------|--------|--------|
| Grade | Tier 1 | Tier 2 | Tier 3 |
| 5 | 35% | 28% | 37% |
| 4 | 27% | 19% | 54% |
| 3 | 27% | 18% | 55% |
| 2 | 14% | 16% | 70% |
| 1 | 42% | 24% | 34% |
| K | 23% | 24% | 53% |

Finegayan Elementary School GDOE/WASC Self-Study Report 2019-2020

- FES started utilizing the newest version of AIMSWEB, AimswebPlus, at the start of school year 2019-2020.
- Data showed more than half of the school population is at the Tier 3 level.



Chapter II Progress Report



A. SIGNIFICANT DEVELOPMENTS

Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

Many significant changes have impacted FES over the last six years which include leadership changes, high teacher turn over, redistricting of attendance areas, and the acquisition of more technology devices. More so, the district continues to identify priority standards, transition from traditional grading to Standard Based Grading with the use of proficiency scales and the adoption of Next Generation Science Standards (NGSS). The ever-evolving FES community continues to collaborate on improving student achievement and growth while facing these changes head-on.

Leadership Changes

Finegayan has undergone several administration changes since the last full study in 2014:

| School Year | SY 13-14 | SY 14-15 SY 15-16 | SY 16-17 SY 17-18 SY 18-19 | SY 19-20 |
|----------------------------|-----------------|------------------------------|---|-----------------|
| Principal | Renielle Ranan | Renielle Ranan | Renielle Ranan | Marites Garcia |
| Assistant Principal | John Wesolowski | Sara Lee Valencia | Gerald Galang | Gerald Galang |

Historically, administrators are often shifted to meet the needs of various schools and FES is no exception. Since the last full-study WASC visit, the school has undergone a change of leadership. FES welcomed a new principal, Marites Garcia at the start of SY 19-20 with returning assistant principal, Gerald Galang.

Along with administration changes was the loss of a curriculum coordinator for the school. In SY13-14, the curriculum coordinator position was filled. Part of the roles and responsibilities included coordinating the development and implementation of the school’s district instructional program, conducting trainings, analyzing and interpreting data, serving as a resource for teachers, ordering materials, coordinating committees, and implementing district guidelines. The position was vacant in SY18-19. FES is now assigned an Instructional Coach by the district to provide support to the school.

| Finegayan Elementary WASC School Leadership | | | |
|--|--|--|---|
| SY13-14 SY14-15 SY15-16 | SY16-17 SY 17-18 SY18-19 | SY 18-19 | SY 19-20 |
| <p>Accreditation Coordinators Cheryl Sourgose Pechel Pascua</p> <p>Chairperson(s) Jennifer Malinao - OSL Marites Canare - CIA Abelina Palomo - SSPAG Cheryl Sourgose - RM&D Evangeline Perez Rico Muna (TA) Ms. Leah Lanada (Parent)</p> | <p>Accreditation Coordinators Cheryl Sourgose Pechel Pascua</p> <p>Chairperson(s) Lesley Gomez - OSL Kristine Gianchand - Curriculum Marites Canare- Instruction Rachelle Panergo- Assessment Leticia Siguenza - SSPAG</p> | <p>Accreditation Coordinators Cheryl Sourgose</p> <p>Chairperson(s) Lesley Gomez - OSL Kristine Gianchand - Curriculum Marites Canare- Instruction Rachelle Panergo- Assessment Leticia Siguenza - SSPAG</p> | <p>Accreditation Coordinators Tarsila Muth Venessa Perez</p> <p>Chairperson(s) Jeffrey Malinao – OSL Kristine Gianchand - Curriculum James Nichols - Instruction Jennifer Malinao – Assessment Brenda Porter / Bernice Loftis - SCSSPAG</p> |

Teacher Turnover

FES leadership has shifted with many teachers leaving due to retirement, relocation, and transfers to schools closer to their homes. The current coordinators and chairpersons were former co-chairs or members within the current focus groups. Therefore, chairs are knowledgeable and were able to transition smoothly to their new appointments.

FES teachers, although many are new, are given full support by the district through a new teacher training seminar and a teacher mentor program. Before the start of the school year, the new teacher training seminar provides support to limited term teachers and new teacher graduates in exposure to creating a lesson plan, collaborating within grade levels, and other expectations. As a follow up on campus, newly hired teachers are provided with a teacher mentor. Teacher mentors are seasoned individuals that provide more guidance on goal setting, writing lesson plans, finding resources, and specific strategies for instruction and management in the classroom. Teacher mentors also do observations and provide supportive feedback to new teachers.

In addition to teacher mentors, admin has designated a “Guihan Learning Day” every Tuesday with grade levels wherein information is shared on upcoming developments, updated or new school procedures, and data review for teachers to be well-informed.

Reassignment of attendance areas

SY 18-19 FES had an influx of 150 students due to the department's reassignment of attendance areas. The goal of the reassignment was to have students attend a school closest to their home. Prior to the department's approval, several town meetings were held with key stakeholders to obtain input on how best to configure areas so they best serve students and families.

To ensure student safety and eliminate overcrowding in one area, FES relocated the waiting area for bus riders and a second gate was open.

Curriculum, Instruction, and Assessment

The District has adopted the Next Generation Science Standards. The district is also in the process of developing Standard Based Grading (SBG) using proficiency scales to monitor student progress instead of letter grading. Quarterly Priority Standards continue to be identified by the district. FES is currently using the newest version of Aimsweb, AimswebPlus. AimswebPlus gives teachers immediate assessment scores to help identify skills where students are in need of support and intervention, and in turn guide next step instruction to improve outcomes by next benchmark assessment.

Technology Usage

In addition to Kindergarten classes garnishing mobile carts from the Kinder Learn grant, all first and second grade classes received roving labs this year. Newly acquired laptops require more time and proper training for teachers to utilize for instruction. Training will assist in class management on how to handle and care for laptops when in student's care. For accountability purposes, laptops must be labeled and numbered individually with software installation by Financial Student and Administrative Information Systems (FSAIS) prior to distribution and usage. Training for teachers is ongoing within the school year. SY 2019-2020, another computer lab was added to the FES library. Lab C is set up and has a mobile cart for use.

SCHOOLWIDE CRITICAL AREAS FOR FOLLOW-UP:

List the schoolwide critical areas for follow up from the visiting committee report for the prior full visit and any recommendations from subsequent visits/reports.

From the mid-year visit in 2017 the WASC Visiting Committee had no recommendations other than to continue progress on the previous five critical areas that were determined from the initial visit.

Recommendations are identified as “Critical Areas”.

Critical Area #1: Develop and implement a comprehensive, well-rounded curriculum that will provide all students with learning experiences to meet grade level standards and SLOs.

Finegayan is gradually moving toward implementation to the changes in the school district’s curriculum. The school continues to follow the district in electing priority standards. FOSS Science curriculum is being implemented to address the newly adopted Next Generation Science Standards. The district is working on curriculum maps with school reps in creating priority standards for Science.

STEM activities have been incorporated in some classrooms focusing on robotics and coding which builds on soft skills communication, collaboration, critical thinking, and creativity, allowing students to engage, connect and provide hands-on experience.

Grade levels provide local and teacher made materials to activate prior knowledge, teach print awareness, narrative skills, letter knowledge, phonological awareness, and vocabulary using mediums such as local newspapers, magazines, books, videos, guest presenters, representational environment settings, and field trips. Pre-Kindergarten uses dramatic play as part of their daily lesson. Students are exposed to these resources and can easily apply what they have learned in school to what they see at home.

Teachers utilize culturally relevant resources that highlight students’ background and culture. Students can easily relate to resources they have been exposed to at home making learning more meaningful. In addition, students partake in monthly presentations that address character development with school counselors. Students are exposed to cultural diversity in events such as United Nations Day and Mes CHamoru to appreciate the various cultures in the world.

Critical Area #2: Develop and implemented a multi-year comprehensive Professional Development Plan that addresses the learning needs of diverse student population, and the differentiated needs of the teachers. (District sets the framework providing several training and trainers)

The FES leadership team has refined the school's action steps from the previous professional development plan to be manageable and achievable in the current action plan. Besides the two designated professional development days held each year, teacher training is continuous at FES through PLC teams/SIP Groups and content. The plan includes current, research-based programs, for which GDOE has provided training, such as the Common Core State Standards (CCSS), Classroom Instruction that Works (CITW), Science, Technology, Engineering, and Math (STEM), Sheltered Instruction Observation Protocol (SIOP), literacy strategies in all content areas, Full Option Science System (FOSS) Science Kit, and other programs.

All grade levels are utilizing Classroom Instruction that Works (CITW) strategies such as creating an environment for learning. Setting objectives, providing feedback, reinforcing effort, providing recognition and cooperative learning are embedded in all classroom activities. They are proven by research to have statistically good effect in student achievement. In diverse classrooms, CITW encourages critical thinking, problem solving, effective communication, and creativity amongst students and their peers.

FES teachers and staff regularly participate in professional development on instructional strategies to enhance student engagement in all classes. They continue to participate in numerous and varied professional development activities to address the needs of a diverse student population. SY 19-20, administrators, alongside the Leadership Teams, conduct a Needs Assessment to plan for any upcoming Professional Development (PD's) to target the schools' Greatest Area of Need (GAN).

Through various PD training sessions throughout the school year, both on and off-island, selected teachers attend district and federally-funded trainings on various areas. These teachers, in turn, share gained knowledge with the rest of the faculty during professional development days.

Critical Area #3: Utilize frequent assessments to inform instruction; and monitor and communicate progress in achieving the standards/ESLRs to students and families. (Each Grade level has a uniformed teacher made Pre and Post tests for Reading, Language, and Math that is aligned with curriculum maps).

FES teachers along with the District recognizes the importance of using data, both formative and summative, data that will assist teachers in modifying their instruction and monitoring each student's progress to achieve the SLO's. GDOE has implemented the use of the AimswebPlus, ACT-ASPIRE, and Standard Based Assessment, along with grade level quarterly pre and post tests, and Common Formative Assessments (CFA). GDOE is developing a district-wide criterion using Standard Based Grading (SBG) using proficiency scales to track student progress and achievement.

FES continues to utilize AimswebPlus, a nationally normed universal screening tool, to identify at-risk students to assist in better planning of instruction. It has now been upgraded to AimswebPlus and is now administered online. Teachers are able to uncover learning gaps quickly, identify at-risk students, and assess individual and classroom growth. Therefore, students at risk are identified immediately and are given targeted instruction and intervention to assist with their learning through progress monitoring.

GUIHANS SLO's was created in order to focus on student learning outcomes and achievement. The school community realizes the importance of ensuring a common understanding/definition of the SLOs. As a result, a criterion was set which includes descriptive statements for each of the SLOs.

The school continues to measure literacy (Reading, Math, and Language Arts) with formative and summative assessments within the grade levels. The SLO's can be observed in lesson plans and daily classroom activities. FES is in the process of identifying a common mechanism for reporting the progress of student achievement of the SLO's.

The Instructional Coach plays an important role in guiding faculty and staff with pertinent information and training on curriculum, instruction, and assessment in order to provide efficient and effective learning outcomes in the classroom. SY 17-18, the school had no Instructional Coach (IC). SY 19-20, an Instructional Coach was assigned to our school to support our school faculty.

Critical Area #4: *The school should develop a long-range technology plan that is aligned with the district's Technology Plan to address both administrative and student needs.*

FES continues to utilize PowerSchool Attendance and Power Teacher Gradebook. PowerSchool is a comprehensive student information database system student for enrollment, grade book, attendance, report cards, and scheduling. Power Teacher Gradebook is an online program using PowerSchool software by Pearson utilized in grades first through fifth. The software provides teachers the variety of integrated attendance capabilities and standard-based grading. Report cards require that teachers record the percentage and letter grade. Parent Portal provides parents access to information on how well their child is doing academically.

FES has made long strides in acquiring laptops through the Kinder Learn grant. This school year, first and second grade classes received carts which included a set of thirty laptops and a wireless router. The IXL online program was also purchased to provide additional individual instructional support to students for remediation and enrichment in Language Arts and Math. For ELL students, grade levels utilize YouTube videos and streaming media as tools to reach all types of learners. Integrating technology into all content areas can engage students and allow them to express and experience learning on a virtual level. Technology gives students the opportunity to access resources that can be utilized in school and wherever they have a reliable source of internet or Wi-Fi.

FES Teachers have access to numerous and various technology devices. Teachers are able to acquire individual laptops for instructional and school use. Multimedia projectors, Elmos, and other forms of technology are available for teachers to sign out and use in the classroom. Grade levels are given the opportunity to use computer desktops in a weekly basis utilizing three computer labs. Several classrooms have promethean boards for use. In SY18-19 Wireless routers were installed in every other room to ensure wireless high-speed internet access to the entire school. The Library Media Plan (LMP) granted Finegayan with two computer labs and a Mobile Interactive White Board. Students are also given access to E-books to checkout for the first time at our school.

Finegayan received four robotics kits that is used in fifth and fourth grade classrooms. The Lego EV3 Mind storm software has been installed in fifth grade laptops so they can use them to program the four robotics kits. An after-school Robotics club started this year which uses STEM activities and Lego EV3 Mind storm and WeDo robotics kits.

A few classrooms use Hour of Code to learn coding and creating games. A fourth-grade class that initially learned have been collaborating with other grade levels to use Hour of Code. This

develops coding skills for 21st century careers, clear communication and cross level collaboration.

Critical Area #5: *The school needs to analyze all available data to identify root causes for low test results, and prioritize actions to focus attention on the critical areas of need. Consideration should be given to the latest research on best practices/“next practices” as the school implements the action.*

FES implements the district’s policies on grades, attendance, and other bylaws pertaining to students, faculty, staff, and parents. The FES website and Guam Department of Education website provides information on school policies, school rules, and other procedures access on the school policies. PowerSchool is available and accessible for parents to view their child’s academic progress, attendance, and other pertinent information on line.

The School uses several methods to identify root causes for poor test results and have manageable interventions in place.

| Area of Concern | Root Cause | Intervention | Monitor |
|------------------------|---|---|---|
| Attendance | Out of district Transportation Family Issue | Office Truancy Referral Form (OTRF), Student Attendance Referral Form (SARF), Attendance Letter, Truancy Officer, Counselors | PowerSchool |
| Poor Test Results | New Student / Transfer Student English is not a primary language Special Disability | Teacher Intervention - Differentiated Instruction, 1:1 tutor, peer tutoring Language Assessment Survey Links (ESL Placement) Child Study Team Referral SY16-17/SY 17-18 Pull out program - servicing tier 3 students. | Aimsweb Report Cards Teacher Made Tests Common Formative Assessments |
| Behavior | Family Issue Social/Emotional Bullying | Counseling with Admin and Counselor Office Discipline Referral | Teacher anecdotal record Office Discipline |

| | | | |
|--|--|---|-----------------------|
| | | Child Study Team Referral Behavior Management Plan (BMP) School Outreach | Referral Count BMP |
|--|--|---|-----------------------|

Attendance

FES implements the district’s policies on grades, attendance, and other bylaws pertaining to students, faculty, staff, and parents. The FES website and Guam Department of Education website provides information on school policies, school rules, and other procedures access on the school policies. PowerSchool is available and accessible for parents to view their child’s academic progress, attendance, and other pertinent information on line.

PowerSchool monitors attendance allowing teachers and administrators to identify truant students. Teachers monitor students’ absences and are required to file an Official Truancy Referral Report to administrators for every three, six, nine, and twelve unexcused absences after interventions. School counselors consult/inform students regarding absences with notes sent home to parents. As a follow up, administrators contact parents and are informed of the consequences of truancy. In the event parents are unable to be contacted, the school resource outreach social worker is approached and a scheduled home visit to the residence is set. The district provides a truant officer to investigate and verify attendance referral forms. If needed, the school attendance officer prepares a truancy petition and files with the Family Court of Guam for the courts disposition.

Test Results

Teachers utilize Aimsweb plus, a screening tool that allows teachers to identify students who need targeted areas of intervention. Teachers try to use differentiated instruction to accommodate student learning needs after analyzing data. Due to FES high population of English Language Learners, students work with their peers to create a low-pressure, confidence-building environment optimal for progress. Student collaboration creates a safe setting for practicing language. Peer partners and assigned groups can ensure ELL have sufficient guidance and support when tasked to complete different assignments in class. Proper modifications and accommodations are tailored to individual students’ needs when creating and producing assignments and assessments

Behavior

Teachers monitor student behaviors continually throughout the school year. If low test scores is a result of student behavior, teachers and admin look into factors such as family issues, social and emotional status of the student, or bullying. Interventions include referrals to the admin, guidance with school counselors, assistance provided by student support outreach services, and a

behavior management plan. The school monitors progress through a monthly count of the Office Discipline Referral (ODR), the Behavior Management Plan (BMP), and teacher anecdotal records.

B. ONGOING FOLLOW-UP PROCESS:

Comment on the process for implementing and monitoring. Comment on how the student/community profile and the annual progress reports, including the WASC mid-cycle (third year) report, have been reviewed and discussed annually by all stakeholders as part of the ongoing school improvement focusing on student learning.

FES's last full-study report was March of 2014. FES had a three year review in March of 2017. To ensure that follow-up of accreditation recommendations for improvement are implemented, the school has organized itself into a leadership team and five focus group committees and eight home group committees. The Leadership Team is responsible for overall implementation and monitoring of school improvement. The administrators, faculty, and staff are responsible for carrying out the specific aspects of the school improvement plan.

FES established five focus groups to examine and analyze practices and data for the revision and implementation of the SIP. Focus groups comprised of school faculty and staff with some members playing dual roles as parents. Focus groups collaborated as professionals to reflect and provide group write-ups on the school's mission, School-wide Learner Outcomes (SLOs) criteria, and self-study reports. Focus Groups have been meeting on a voluntary basis to complete assignments needed for the report and to manage other school tasks.

Focus groups are:

- A. Organization for Student Learning (OSL)
- B. Standards-based Student Learning: Curriculum
- C. Standards-based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth (SCSSPAG)

FES faculty is organized into eight home groups: each grade level (K-5), CHamoru, and other special programs, which meet to discuss the implementation of the SIP within their specific area of concentration.

These groups are comprised of the faculty and staff of the school. Some faculty and staff members play dual roles as parents and are involved in multiple meetings.

- Focus group committees meet twice monthly to help develop and create the Accreditation Report. All committees focus on the school improvement process.

- Home groups meet once or twice a week to discuss grade level lesson planning, assessment, activities and events, and any other areas of concern.
- “Guihan Learning Day” professional learning committee is scheduled with administrators to address specific needs of FES.
- Focus on Finegayan PD is scheduled every 1st Thursday of every month.
- Six ½ PDs days were held to help in the process and development of the Accreditation Report.
- There are seven full professional development days scheduled in the school year to support the trainings of the district and school.

C. PROGRESS, EVIDENCE, IMPACT ON STUDENT LEARNING FOR ACTION PLAN SECTIONS OR GOALS:

For each current action plan goal or section, indicate how it relates to one or more of the critical areas for follow-up or any additional recommendations. (i.e., cross-reference). Comment on the accomplishment of each current action plan section or goal, including how each area has met identified growth targets and contributed to the accomplishment of the critical learner needs and one or more schoolwide learner outcomes for all students.

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

Goal 1 addresses critical area 1, 3 and 4:

1. SY: 16-17 identified a “Completed” on Refinement of curricular/consensus maps. However starting SY: 17-18 the implementation of Priority Standards, Performance Indicators and Standard Based Grading, requires a continual updating curriculum/consensus maps.
2. Design and implement of CFA is an ongoing process
3. Development of a school wide student performance database in progress. However, this action step was moved from Goal 1 to Goal 2 focusing progressing students from one grade level to the next.
4. Provide training for analyzing and interpreting data is an ongoing progress. This is due to a constant turn-over of teachers, implementation of AimswebPlus and a clear understanding to better utilize data is needed.
5. Technology is more evident in classrooms throughout all grade levels being utilized for instruction and independent work. Through the kinder learn grant, grades K-2nd have mobile carts which help prepare our students for the 21st century.

Goal 2: All Guam Department of Education students will successfully progress from grade to grade and from one level of schooling to another in order to maximize the opportunities to successfully graduate from high school.

Goal 2 addresses critical areas 1 and 2. A viable curriculum is provided to our students at FES which meets ALL learner needs. Professional Development on SIOP Instruction is an ongoing process because of a high population of ESL students.

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

Goal 3 address critical area 4, to provide Professional Development on the Professional Teacher Evaluation Program is an ongoing process. This is due to the fact that our teachers are evaluated via the PTEP, Professional Teacher Evaluation Program.

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

Goal 4 addresses critical areas 4 and 5:

1. The School Climate Cadre was changed to PBIS, Positive Behavior Intervention and Supports due to the GDOE adoption of PBIS. This is an ongoing process.
2. Initiate a school-wide perception survey to assess a safe, positive and supportive environment. Perception surveys have been completed and have identified positive results. This is an ongoing process to monitor and guide a safe, positive and supportive environment.
3. Develop co-curricular and extra-curricular activities for students at all grade levels is and ongoing process. This is needed to ensure continual enhancement of school pride.

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

Goal 5 addresses critical areas 3, 4 and 5:

1. “Upgrade computer lab with the latest software for students use “is in progress. FES has acquired mobile labs for kindergarten, first and second grade through federal grants. The library has upgraded technology through library funds. Some library upgrades are, Kindle tablets and epic book subscription which is available to all teachers. This is an ongoing process to ensure a constant upgrading with the changes in technology to improve student outcomes.
2. Moved to Goal 4 “Develop an Effective Communication Plan”-supporting our families in our school environment and to create a positive connection with all stakeholders.

These goals focusing on critical areas address all components of our School wide Learner Outcomes.

FES SCHOOL-WIDE LEARNER OUTCOMES

G-Gain Knowledge:

1. Students will be literate.
2. Students will compose written work correctly.
3. Students will demonstrate grade level math skills with competency.
4. Students will demonstrate proficiency of world studies standards.

U-Utilize Technology:

1. Students will apply efficient usage of learning tools in content areas.
2. Students will demonstrate effective usage of computers and the Internet.

I-Increase Communication and Social Skills:

1. Students will listen effectively.
2. Students will interact responsibly with peers and others.
3. Students will speak effectively.

H-Help Create a Productive Learning Environment:

1. Students will follow classroom rules.
2. Students will be prepared for class.
3. Students will respect fellow peers and property.
4. Students will help keep their classroom safe and clean.
5. Students will participate in class activities.
6. Students will be responsible citizens.

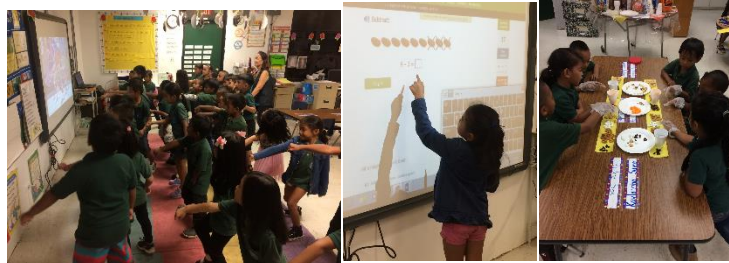
A-Actively Solve Problems:

1. Students will demonstrate usage of learning strategies.
2. Students will work cooperatively with peers.
3. Students will utilize learning resources appropriately.
4. Students will self- correct errors/difficulties with learning and school issues.
5. Students will explain understanding of outcomes/predictions.
6. Students will find alternative solutions to a problem.
7. Students will take responsibility for their actions.

N-Nurture Cultural Differences:

1. Students will demonstrate tolerance of others' cultural differences.
2. Students will be exposed to other cultures.

3. Students will respect the similarities and differences of other cultures.



Chapter III

Student / Community Profile - Overall Summary from Analysis of Profile Data and Progress



Overall Summary from Analysis of Profile Data and Progress

Comment on the accomplishment of each action plan section, noting which critical areas for follow-up have been addressed through each section. In this succinct summary of the school's progress since the full visit, comment on any observable impact on student learning.

Implications of Profile Data

The student demographics reveal a student body that is ethnically diverse, with a large number of students who are ESL learners. The data on ethnicity would tend to indicate that there may be a correlation with student performance. With an increased number of Chuukese and Filipino students, it may be inferred that the language and cultural barriers may impact learning and their performance on standardized tests.

The implication of these population changes may well mandate that the school work more diligently to improve reading and math skills. These demographic changes may have an impact on student achievement. FES continues to be the area of “In Need” of the DWA Act-Aspire assessments. When looking at scores over the past three years, FES has remained “Close” or “Ready” in English each year. In reflection, teachers agree that there is a need for teachers to practice research-based, instructional strategies that are motivating, creative, but most importantly, meet the students’ learning needs. Another implication was there are not enough certified ESL teachers employed at FES to handle the bulk of second language learners, which makes up well over the overall population of the school. Another implication is for the past three years, FES students were placed in homogeneous groups, based on their reading level. Some teachers had all Tier 3 students in their class. This made it difficult for teachers to move students into the next tier because of the varied reading levels in the classroom setting.

Student perception data highlights what has worked at FES. In their analysis of the profile data, an overwhelming majority of students support the school mission and learning results, that their teachers provide a variety of learning strategies, and that their parents support their education. Teachers state positive student perception may be attributed to many teachers attending “professional development and other enrichment training to enhance their skills, strategies, and techniques to reach all students at all grade levels.” The implication of these positive perceptions is for the school to continue promoting our school’s curricular programs and teacher training.

The employee demographics reveal a community of professionals who are highly qualified to collaborate on achieving the school's mission and goals, and improving student performance. The majority of teachers are over 30 years old with education beyond a bachelor's degree, and who have taught in the classroom for at least 10 years. The administration and staff are also well educated and qualified in their positions to support student performance in and out of the classroom. The implication of such qualified professionals is that they are primed to tackle district mandates to align the curriculum and create assessments to Common Core State Standards, to implement Classroom Instructions that Work, and the NGSS program. In the school survey, majority of the employees responded that they "enjoy working with the school community."

Critical Learner Needs

The profile data shows the following critical learner needs:

1) Reading intervention curriculum blocks need to be established to help students fully become academic achievers and life-long learners. The focused instruction will help students make necessary improvements in their reading fluency and comprehension skills, which have been identified as "Close" and "In Need" in the district wide assessment.

(SLO: Gain knowledge; Increase Communication and Social Skills, Help Create a Productive Learning Environment)

2) Math interventions curriculum blocks need to be established to help students fully become academic achievers and life-long learners. The focused instruction will help students make necessary improvements in computation and application skills, which have been identified as "Close" and "In Need" in the district wide assessment.

(SLO: Gain knowledge; Increase Communication and Social Skills, Help Create a Productive Learning Environment)

3) FES must continue to ensure differentiated instructional strategies and interventions are implemented effectively and efficiently to address the critical areas of reading and math. Utilizing technology, online reading, audiobooks, math games, and STEM activities could help spark the love of learning to read and solve math problems, in turn, increasing scores.

(SLO: Gain knowledge; Utilize Technology; Increase Communication and Social Skills, Help Create a Productive Learning Environment; Actively Solve Problems; Nurture Cultural Differences)

Important Questions

Some questions posed by the home groups include:

1. Is there a correlation between classroom population size and student performance?
2. Is there a correlation between ethnic background and student performance?
3. How can we utilize our planning and collaboration time to better focus on student needs?
4. Could the lack of parental involvement, in regards to student achievement, be a factor?
5. How do we address the deficiencies or concerns that are out of our control?
6. To what degree is the implementation of the new strategies effective in increasing student achievement in reading and math?



Chapter IV Self-Study Findings



- Category A: Organization
- Category B: Standards-based Student Learning: Curriculum
- Category C: Standards-based Student Learning: Instruction
- Category D: Standards-based Student Learning: Assessment and Accountability
- Category E: School Culture and Support for Student Personal and Academic Growth

Category A: Organization

A1. Vision, Mission, and Schoolwide Learner Outcomes Criterion

Vision, Mission, and Schoolwide Learner Outcomes

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.

A1.1 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, and a belief that all students can learn.

| Findings | Evidence |
|---|--|
| <p>Finegayan Elementary School (FES) has established a clear vision and mission that reflects the beliefs and philosophy of the institution. <i>“To Prepare All Students To Succeed in Meeting the Challenges in an Ever Changing Global Society.”</i></p> <p>The teachers also promote the Guam Department of Education (GDOE) mission and do their best to implement the department’s mission- <i>“Every Student Responsible, Respectful, and Ready for Life.”</i></p> <p>FES has embraced the school mission and vision and has begun the task and process of fully integrating that belief into tangible outcomes.</p> <p>The school mission and School-wide Learner Outcomes (SLOs) are integrated into all parts of the curriculum. They are reiterated in both Guam’s official languages=English and CHamoru.</p> <p>The school mission and SLO support the belief and philosophy of the school. The FES SLO is GUIHAN.</p> <p>G – Gain Knowledge</p> <ol style="list-style-type: none"> 1. Students will be literate. 2. Students will compose written work correctly. 3. Students will demonstrate competency in grade level math skills. | <ul style="list-style-type: none"> • School Vision, Mission, SLO’s • Aimsweb data • Brigance Assessments and data • ACT/Aspire data • Proficiency Scales for Math • Standards Based Grading Lågu District • Common Assessment • Survey |

4. Students will demonstrate proficiency of world studies standards.

U – Utilize Technology

1. Students will apply efficient usage of learning tools in content areas.
2. Students will demonstrate effective usage of computers and Internet.

I – Increase Communication and Social

Skills

1. Students will listen effectively.
2. Students will interact responsibly with peers and others.
3. Students will speak effectively.

H - Help Create a Productive Learning

Environment

1. Students will follow classroom rules.
2. Students will be prepared for class.
3. Students will respect fellow peers and property.
4. Students will help keep their classroom safe and clean.
5. Students will participate in class activities.
6. Students will be responsible citizens.

A - Actively Solve Problems

1. Students will demonstrate usage of learning citizens.
2. Students will work cooperatively with peers.
3. Students will utilize learning resources appropriately.
4. Students will self-correct errors/difficulties with learning and school issues.
5. Students will explain understanding of outcomes/predictions.
6. Students will find alternative solutions to a problem.
7. Students will take responsibility for their actions.

N - Nurture Cultural Differences

1. Students will demonstrate tolerance of others' cultural differences.
2. Students will be exposed to other cultures.
3. Students will respect the similarities and differences of

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| <p>other cultures.</p> <p>The SLOs can be found posted in each classroom and is a common staple often repeated during morning routines and school ceremonies.</p> <p>FES conducted a survey in Nov. 2019 to determine stakeholder's opinion to either maintain or change FES's school vision, mission, and School-wide Learner Outcomes. Stakeholders decided to maintain all the above mentioned.</p> <p>Several venues of information can be reviewed to determine the effectiveness of the SLOs.</p> <p>Standards Based Grading (SBG) provides teachers a uniform grading system.</p> <p>Standards Based Assessments (SBA) provides teachers a uniform assessment system, identifying strengths and weaknesses and areas of importance.</p> <p>Learning Targets (LT) provide a reference for both parents and students of the learning objectives.</p> <p>Proficiency Scales (PS) rates the student's current level of progress toward meeting a standard.</p> <p>The compiled assessment data can be utilized to make reference to when discussing students' areas of strength and growth.</p> <p>Learning targets allow students a visual reference of the learning objectives.</p> <p>Analytics from SBG, SBA and PS allow for a varied source of information.</p> | |
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Development/Refinement of Vision, Mission, Schoolwide Learner outcomes, and Schoolwide

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

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

| Findings | Evidence |
|---|---|
| <p>The school vision was adopted from the Guam Department of Education vision.</p> <p>The school vision, mission, and SLO are a common part of many teachers' morning routine.</p> <p>FES's school vision is a duplicate of the department's vision. FES vision, mission, and SLO are all visible within classrooms.</p> <p>FES conducted a survey in Nov. 2019 to determine stakeholder's opinion to either maintain or change FES's school vision, mission, and School-wide Outcomes (SLO). Stakeholders agreed to keep the current mission and vision.</p> | <ul style="list-style-type: none"> • Survey results • Vision • Mission Statement • School-wide Learner Outcomes |

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 | Evidence |
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| <p>Stakeholders’ opportunity to provide feedback and input to establish ownership of our school mission and vision. Based on the November 2019 survey, 100% of the stakeholders agreed to keep the current mission and vision.</p> <p>Daily practice and reciting of the vision and mission in the class and during assemblies help students to internalize and establish a foundation of meaning. Teachers use new research-based pedagogy to help our students in our ever-changing global society.</p> <p>The mission is also published in newsletters, Weebly website, FATE meetings, and school planners. Teachers also include alignment within the lessons that are taught.</p> <p>Several surveys are given out which include the GDOE Speak Up Survey, Budget Stakeholders Survey, PBIS School Safety Survey (SSS), Self-Assessment Survey (SAS), Year End Survey (YES), and the school vision, mission, and SLO update Survey.</p> | <ul style="list-style-type: none"> • Surveys • Newsletters • Website • School planners |

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 | Evidence |
|---|---|
| <p>FES conducted a survey in Nov. 2019 to determine stakeholder’s opinion to either maintain or change FES’s school vision, mission, and School Wide Outcomes (SLO’S). Stakeholders decided to maintain all the above mentioned.</p> <p>During the revisit of the SAP the majority of the school decided to make minimal changes to include SBG and STEM.</p> | <ul style="list-style-type: none"> • Survey • Revised SAP |

Schoolwide Learner Outcome 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 school-wide learner outcomes and academic standards are reflected in the school’s vision and mission.

| Findings | Evidence |
|---|--|
| <p>The SLO reflect the vision and mission. They all have a common vision of preparing all students for the future through solving problems and the use of technology in our ever-changing global society.</p> | <ul style="list-style-type: none"> • PLC Meetings • Lesson Plans • Gain knowledge • Utilize technology • Increase communication skills • Help create a productive learning environment. • Actively solve problems • Nurture cultural differences |

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 | Evidence |
|---|--|
| <p>The school’s program and operations are in alignment with a) the Guam Board of Education’s policies and b) the Guam Department of Education rules, regulations, and procedures. The Guam Education Board (GEB) delegates implementation and monitoring of these policies to the Guam Department of Education and approves the GDOE State Strategic Plan.</p> <p>The faculty and staff are informed of the governing authority’s expectations and updates in policy through the school administrators. Information is shared and communicated through monthly faculty meetings and during the school’s FATE meetings. Updates are received through handbooks, emails, newsletters and website updates.</p> <p>The school community is made aware of any decisions or issues through various means of transmission. School newsletters, reminder notes, marquee board, and the newspaper provide means of communicating important information to stakeholders. The monthly Families and Teachers Empowered (FATE) meetings provide a venue for stakeholders to question or seek further information regarding issues/concerns may have regarding the governing authority decisions.</p> <p>A communication flow can be observed whenever a decision must be made to ensure that all stakeholders are aware. This allows for shared information to be valid and reliable.</p> <p>FATE has monthly meetings to inform school community of school activities and events. Gasetan Guihan (school newsletter) and Guihan Express inform the students and parents of school-wide</p> | <ul style="list-style-type: none"> • Focus On Fin Meetings • School Newsletter • reminder notes • FATE meetings • Stakeholder surveys • Budget surveys |

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| <p>events/concerns and/or issues.</p> <p>Stakeholder surveys are also given when all stakeholders’ input is needed. The stakeholder surveys provide ownership to stakeholders through shared decision making balanced leadership.</p> | |
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Prompt: A2.2. 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 | Evidence |
|---|---|
| <p>FES stakeholders understand that GDOE guides the school’s work. GDOE’s 14 points guides FES, identifying the certification of school personnel, restroom requirements, bussing, and safe drinking water, are among some requirements. The Annual Performance School Report Card allows for information on student performance, student behavior, and school characteristics. This report gives an overview of FES’s overall performance. A five-member evaluation team is appointed by the Board to assess every school. The overall performance grade includes classifications for exceptional performance, strong performance, satisfactory performance, low performance and unacceptable performance. The governing board sets the expectation and guidelines on teacher responsibilities and expectations, Professional Teacher Evaluation Plan (PTEP). These expectations and guidelines are shared and reinforced through teacher orientation, faculty meetings, one on one meetings with the administrator, and collaborative learning team meetings.</p> | <ul style="list-style-type: none"> • Annual School Report Card • Meeting Agendas • Faculty/Staff Reference Book • Newsletters • FES 14 Point Guide • PTEP |

Faculty, Staff, and Governing Authority

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

| Findings | Evidence |
|---|---|
| <p>Teachers are aware that the Guam Education Board (GEB) has policy oversight within the public schools, and policy has a direct effect upon their working conditions. There is an awareness that the local teacher union Guam Federation of Teachers (GFT) works in tandem with the board to ensure equitable working conditions.</p> <p>Faculty members are informed annually of GEB changes and/or additions. Inclusive of this briefing are faculty expectations regarding professional evaluations, attendance, and other GEB influenced landmarks.</p> <p>Staff, faculty, and administration delineation of responsibility is depicted within the teacher/staff handbook. Much of what is listed is not only from GEB decision making but also from departmental rules and regulations and collective bargaining agreements.</p> <p>During teacher orientation, faculty review policies and procedures as outlined by the department. The school administrators provide guidelines for a better understanding of teacher expectations. Teacher PTEP (Professional Teachers Evaluation Program) occurs every school year to give teachers the opportunity to show strengths and weaknesses by utilizing the goals or standards set by the department. This provides teachers accountability of their teaching and effectiveness within school.</p> <p>Teacher observations are conducted by administrators and the Instructional Coach (IC) by “Power Walkthroughs”. Power Walkthroughs are electronic snapshot of teacher observations. This observation process is conducted using a tablet where the observer runs through a checklist and checking what is applicable. Feedback is immediately emailed to the teacher being observed.</p> <p>Teachers and staff are given opportunities to attend training to help bolster their skill set. When needed, teachers request to be trained in certain areas e.g. Safe Crisis Management and Autism Training. Annually, staff is trained in customer service to accommodate parents, students, and teachers to provide a more accommodating atmosphere in the office. Teachers are also required to do a PTEP</p> | <ul style="list-style-type: none"> • Focus On Fin Meetings • GEB Policy • PTEP • Teacher/staff handbook • Staff observation • TA evaluation • Para Educator Evaluation |

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| <p>for self-evaluation. Staff evaluation consists primarily of observation of job duties. Teacher assistants and para educators are also given written evaluations based on their performance with assigned tasks.</p> <p>School’s twelve (12)-month employee, school aides, computer operator, and clerks, maintenance personnel, are evaluated through the government wide employee performance evaluation which includes the following components: work performance, assignment completion, punctuality, employee relations, cooperation, and service awareness.</p> | |
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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 | Evidence |
|--|---|
| <p>Time is taken to develop plans of action that incorporate input from school stakeholders. Surveys are administered to students, faculty, and parents to gain insight into their perspectives. These surveys include the well-being of students, plans and operations, and questions related to student needs and parental input.</p> <p>Family and Teachers Empowered (FATE) meetings are used to share assessment scores and Positive Behavior Interventions and Supports (PBIS) report on Office Discipline Report (ODR). FATE meetings report on fundraising and expenditures with stakeholders for planning. The FES website is updated with activities and information for stakeholders. A newsletter is sent out monthly to update parents/guardians with school events. Grade level syllabi are given to parents to indicate standards covered in the classroom.</p> | <ul style="list-style-type: none"> • Surveys • Syllabus |

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 | Evidence |
|---|---|
| <p>During SY 2017-2018 and SY 2018-2019, the administrative leaders used data from Aimsweb testing to group students based on their reading tiers. For the SY 19-20 students have been grouped heterogeneously. Grade levels use Common Formative Assessments (CFA) and align with grade level curriculum maps.</p> <p>We continue to gain a better understanding of how multiple sources of data drive the school action plan. We understand that the school action plan tailors to our students’ needs. Data helps to classify valuable tracking information for ESL, SPED, and GATE students. The data also provides information that helps process documents for a Child Study Team (CST) meeting. The data is used to develop CFA and curriculum maps. The data also helps provide a basis for analyzing and interpreting data to help increase the students’ areas of need.</p> <p>Teachers align and modify curriculum analyzing data from SLO and academic standards.</p> <p>The PBIS team meets monthly to discuss discipline data, find solutions to minimize problematic behavior, and share findings with grade levels.</p> | <ul style="list-style-type: none"> • Focus On Fin Meetings • Data results sheets • Graphs • School profile • CST • SLO • PBIS data |

Leadership and Staff Criterion

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 | Evidence |
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| <p>FES tries to maximize resources that assist with the monitoring and safety of our students. Resources are also allocated to supplement both our office and teacher needs. Inclusive of this is the implementation of PBIS promoting school safety and supervision.</p> <p>The governing authority does its best when maximizing resources as manpower, and resources are limited based on the school population.</p> <p>PBIS survey, Priority for Improvement, for school safety and supervision is done to lessen disciplinary issues which also hinder progress towards the school’s goals.</p> <p>The action plan was revisited in September of 2019. Several changes were made to accommodate new assessments while also removing a few items that were no longer in use.</p> | <ul style="list-style-type: none"> • Staffing Pattern • Roles and Responsibilities • PBIS survey • SAP • CFA • AimswebPlus Data • SIP GOAL 2.1, 3.1, 4.2, and 4.3 |

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 | Evidence |
|--|--|
| <p>In SY 19-20, the school wide action plan was discussed and reviewed during professional development day. The leadership meets to review the existing processes and makes changes when necessary. The school leadership works diligently to ensure that stakeholders have a say in the implementation through meetings and emails.</p> <p>A follow up for school improvement plan remains a work in progress. The school administrators work to ensure facets of the school improvement plan continue in fluidity regarding employee evaluations, observations, and meetings promoting communication, student support, and review of AimswebPlus data.</p> <p>The Governing Authority (GA) ensures the SIP is being followed through observations, PTEP, and monitoring of data.</p> | <ul style="list-style-type: none"> • Focus On Finegayan attendance / agendas • Focus group committeesattendance / agendas • Professional Development attendance / agendas • GL Meetings attendance / agendas |

Qualifications of Staff

A4.1. Indicator: The school implements state personnel policies and procedures to ensure that staff is 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 | Evidence |
|--|---|
| <p>FES has a principal, an assistant principal, classroom teachers, school counselors, a registered nurse, support staff and personnel (ESL, GATE, and SPED), office personnel, school aides, teacher assistants, on-call substitutes, para-educators, a librarian, and a building custodial supervisor</p> <p>School administrators and faculties are certified in their respective areas. Teachers continue to take courses for certification requirements.</p> <p>Teachers receive numerous trainings and present information with their home groups and PD meetings. These trainings help teachers to perform their duties and responsibilities in meeting each child’s needs.</p> <p>All applicants, prior to interview, are vetted by the personnel office. Character, conduct, and ability are some of the criteria that are considered by the administrator pending a good fit or not within our school.</p> <p>All staff members are interviewed by the GA. The GA selects applicants who are qualified and best suited for the position. The GA reviews files to ensure that all teachers are in compliance with certification or in the process of certification or recertification. Sometimes teachers are hired under emergency certification to fill teaching vacancies. Hiring applicants with the proper credentials allows for better quality of teaching for students.</p> | <ul style="list-style-type: none"> • Teacher Certifications • Training Handouts |

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 | Evidence |
|---|--|
| <p>Throughout the school year, the faculty and staff attend a variety of training: Autism Awareness, Cardiopulmonary Resuscitation (CPR), Employees Relation Management Organization (ERMO), Homeland Security, Non-Appropriated Funds (NAF) Financial Management, Federal Food and Nutrition training, Workman’s Compensation, Munis Information Management System, PULSE, Power School, Power Teacher Training, STEM, CITW, Singapore Math SIOP, FOSS, NGSS, AimswebPlus, SBG, Proficiency Scales, etc.</p> <p>The plethora of training helps the faculty and support staff to implement the SLO, by giving the faculty tools to understand and meet student needs, not only academically, also socially, emotionally, and physically.</p> <p>In the beginning of each year an orientation binder is given to each teacher as a reference for policies and procedures. One day is also utilized for teacher orientation.</p> <p>The PTEP provides teachers a tool for self-evaluation and improvement. Administration provides the observations and feedback.</p> | <ul style="list-style-type: none"> • Board Policies found in GDOE Website • Teacher Certifications • Training Handout |

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 | Evidence |
|---|--|
| <p>Collective bargaining agreements, Personnel Rules and Regulations (PRR), Guam Education Board, and department internal practices with inventory, and assets guide a large part of administrative actions. Teachers are issued with a manual to refer to regarding Standard Operating Procedures (SOP).</p> <p>An understanding exists between staff and administration. Collective opinions and polling between teachers and administrators are often accomplished at monthly faculty meetings and professional development. Discussions focus on clarity of decisions, dissemination of information, and professional education.</p> <p>In the beginning of each year an orientation binder is given to each teacher as a reference for policies and procedures. One day is also utilized for teacher orientation.</p> <p>The decision-making process is usually dependent on the level of importance. For large decisions the stakeholders are usually consulted through the use of a survey. The results are then compiled. After, a session is held where stakeholders can voice their concern.</p> <p>Teachers and the administration are guided by the Collective Bargaining Agreement (CBA).</p> <p>Teachers now have a manual to refer to regarding SOP, responsibilities, and operational practices. If any changes, announcements can be made during our monthly faculty meetings or are sent through a school-wide email. Under the CBA, each</p> | <ul style="list-style-type: none"> • Student Procedural Manual • Teacher Manual • Communication Flow Chart • Collective Bargaining Agreement • roles and responsibilities of staff • Rules and Regulations. • Student Handbook • Student Planner • Teacher Union Handbook |

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| <p>teacher agrees to meet at least once a month before/after school to discuss school wide issues or concerns.</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?

| Finding | Evidence |
|---|---|
| <p>The administrative leaders facilitate the decision-making process where faculty and staff members are involved. The administrators are open to concerns from all grade levels.</p> <p>The school administrators reflect a positive attitude towards the faculty and staff. The administration provides guidance and support to the faculty and staff by accommodating teacher needs while addressing concerns and following up with recommendations.</p> <p>During staff developments, faculty and staff meet to present ideas for improvement and organization. Members also have the opportunity to work together and delegate responsibilities amongst each other.</p> <p>The focus and home group leadership organizes the timeline, the staff development days that focus on accreditation, and the process of putting the report together as a community.</p> <p>The leadership team and Grade Level (GL) teams, make decisions concerning school-wide decisions. Home groups meetings are conducted often: teachers are encouraged to chair or co-chair the different committees and participate in the different school functions and programs. Each home group and focus group collect evidence to ensure student growth.</p> | <ul style="list-style-type: none"> • Grade Level Common Planning Time Minutes • Attendance • Focus on Finegayan sign in / agenda • PD Agendas |

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| <p>The governing authority is guided by the CBA to ensure union members’ rights are not violated. Employees are given access to the contract and encouraged to file grievances if the contract has been breached.</p> <p>Flow chart depicting both supervision and internal communication at FES are effective in disseminating information and communication. Information flows from our Tiyan headquarters to the school principals’ meetings and then on to the school level representatives and/or individual teachers.</p> <p>Regarding disputes, the administration works to mitigate disagreements at the lowest level possible. The administration along with faculty and/or staff proceeds to the formal grievance process.</p> <p>Teachers are allotted Common Planning Time (CPT) during their respective CHamoru time. This CPT allows time dedicated to planning. Each teacher is assigned an email and is required to check emails at least once a day. Teachers meet twice a month, in Professional Learning Communities (PLC).</p> <p>As of SY19-20, administrators initiated Guihan Learning Day (GLD). This day is set aside to review of policies, procedures, data or any other school topics and training needs that may arise.</p> <p>We also started an informal group on a Social Media application called WhatsApp. This informal group, FES Announcement, is used to communicate announcements and messages.</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 | Evidence |
|--|---|
| <p>Teacher leaders, teacher assistants, school aides are representative examples of staff who share responsibility, actions, and accountability to support learning.</p> <p>Students’ support is the bedrock to our staff’s support. Staff utilizes the morning wait time and recess time to teach basic skills (e.g., nursery rhymes, letters, numbers, addition, and subtraction). Staff is mainly utilized in supervision inclusive of recess and bus duty.</p> <p>The school nurse facilitates presentations with health professionals from the community to provide information and awareness to students, parents, faculty and staff (e.g., Parent Fairs and Health Fairs). Health professionals from Department of Public Health, Healing Hearts, private medical clinics, massage professionals, dental clinics, chiropractors and wellness clinics are presenters in the fairs organized by the nurse. One local dental clinic has provided dental care a lesson plan and a CD to help teachers teach dental care. Also provided were coloring books, tooth brushes and tooth pastes for every student.</p> <p>The school counselors provide character education classes to help promote our SLO and expectations. Youth Crime Watch, peer mediation, 1:1 support, and grief counseling services are available if the need arises.</p> <p>FES staff is utilized for supervision, morning receiving of students, recess time, lunch time, and after school for dismissal of students. In addition, staff are also utilized as 1:1 aides and substitutes when the need arises</p> | <ul style="list-style-type: none"> • Teacher Certifications • Nurse Presentations • Counselor Presentations • Parent Fair • Faculty and Staff Fair |

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 | Evidence |
|--|--|
| <p>Effectiveness is determined through a goal and a follow up on what was learned. The follow up is documented on surveys disseminated to teachers to complete. Documentation determining the effectiveness of professional development is on hand upon request. The professional development surveys are inclusive of both faculty and staff.</p> <p>Due to typhoons, scheduled professional developments days were canceled in place of the make-up days. Based on availability, selected individuals were sent to trainings, (e.g., Singaporean Math, SBG, STEM, and C.I.T.W., unpacking of standards, prioritizing standards, setting performance).</p> <p>With the support from the school administration, school counselors attend monthly professional development and District Wide Assessment (DWA) trainings yearly. The librarian, nurse, ESL teachers, GATE teacher, and SPED teachers attend their respective scheduled PDs and other assigned trainings. Schedules originate from GDOE divisions that oversee individual programs. Overall, administration support helps special program personnel bring back key information to the school and share as needed.</p> <p>SBG, SBA, and proficiency scale trainings have helped in the transition process from the old curriculum to the new curriculum. Safe Crisis Management and Autism trainings are available when needed.</p> <p>Trainings allow teachers to build or enhance skills and train other teachers. Trained teachers are given ample time to prepare and present at the upcoming faculty meeting.</p> | <ul style="list-style-type: none"> • Agendas • Training matrix |

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 | Evidence |
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| <p>All FES faculty and staff are required to sign for all meeting, trainings, and professional developments. All school personnel must sign in, daily, to identify attendance and absences.</p> <p>FES faculty and staff are evaluated annually. For faculty, evaluations are guided by the Professionals Teacher Evaluation (PTEP). Staff is evaluated by a seven question evaluation process. All are evaluated by administrators.</p> <p>The effectiveness of faculty evaluation is visible with AimswebPlus results.</p> <p>During PD, teachers are given an evaluation form to help improve quality of training.</p> <p>Classroom observations provide teachers with self-improvement recommendations and guidance.</p> | <ul style="list-style-type: none"> • example of sign in sheet • sample PTEP • sample observation • form |

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 | Evidence |
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| <p>Professional development with faculty has focused on AimswebPlus implementation, common form of assessments based on priority standards, strategies with counseling, lesson plans, and CITW. Faculty members were assigned to attend Singaporean Math, Standards Based Grading, math, and STEM trainings.</p> <p>The effectiveness of the professional development may be seen when observed on a meta level over a period of time since most of the professional development are expected to be utilized over a specific time frame. Progress can also be viewed concurrently with AimswebPlus data over time.</p> <p>For SY 2018-2019, professional developments days have been limited due to typhoon make up days. Trainings available for the year were assigned to individuals per grade level to attend Singaporean math, SBG trainings, math trainings, to name a few, which helps to support student growth.</p> | <ul style="list-style-type: none"> • Professional Development listing • Training notes and pictures • Mentorship pictures |
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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.

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| Findings | Evidence |
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| <p>Resources are allocated at a large extent to meet the school’s vision, mission, school wide learner outcomes, academic standards, and school wide action plan.</p> <p>FES guided by the 14 points of having an Adequate Education in the classroom. This is a requirement that needs to be met by each public school classroom to provide a minimum standard for learning.</p> <p>When employees are out, office staff, and school aides are often utilized to cover classrooms and ensure students are still learn. Teacher assistants are utilized to cover teachers when they are attending trainings.</p> <p>All stakeholders are given a budget survey, at the beginning of the year, to help identify school needs. A school budget is developed identifying where funds are needed and the cost of those needs. Then the budget is shared with all stakeholders.</p> <p>Faculty positions are assigned by admin prior to the end of the school year. Staff work during the summer ensuring preparation for the next school year is completed.</p> <p>With the influx of technology, technology teachers now have access to the internet, software, and hardware that can assist in furthering student progress. In addition, faculty members strive to uniform with the implementation of the school’s mission and vision, our school learner outcomes, and academic standards.</p> | <ul style="list-style-type: none"> • Stakeholder input survey • Staffing Sheet • Librarian Budget Plan • Book Inventory • Equipment Inventory |
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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?

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| Findings | Evidence |
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| <p>After seeking input or feedback, the administrator determines who goes to trainings. The office has also contacted the department when class sizes were overpopulated or past the contracted amount of students.</p> <p>The administrators or administrator assistant delegates to office staff who can cover when teachers absent. Teachers are sometimes asked to ‘split’ classes amongst their colleagues in order to accommodate when the school is short of staff. Students continue to learn given the situation.</p> <p>School administration and staff designate processes regarding photocopying, work orders, supply request orders, and technology usage.</p> <p>The allocation of laptops to kindergarten under the Kinder Learn Grant has improved results on Aimsweb data.</p> | <ul style="list-style-type: none"> • training matrix • staffing matrix • Kinder Learn Grant |
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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 | Evidence |
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| <p>FES follows GDOE policies and procedures regarding the handling of funds to maintain quality business and accounting practices.</p> <p>The school has two accounts in place for depositing monies collected from students. The Student Appropriated Funds (SAF) account and the Non-Appropriated Fund (NAF) account.</p> <p>Under SAF money must only be utilized by students, for the students for that school year. Leftover funds must be utilized before year end.</p> <p>Teacher raised monies are placed in the NAF account and are used towards materials and resources and other incentives to use in their</p> | <ul style="list-style-type: none"> • receipts books • NAF Procedures • SAF Procedures |

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| <p>classrooms.</p> <p>Under both NAF and SAF two signatures (treasurer and administrative assistant) are required for disbursement of checks.</p> <p>Monies raised are submitted by the end of day by a designated treasurer from that organization or grade level and is verified by two other staff.</p> <p>Receipts are given for all transactions.</p> <p>GDOE periodically audits FES to ensure protection of mishandling of funds.</p> <p>Records of every transaction made with the students by recording it in a receipt book ensure accountability. The treasurer verifies the receipts before turning in to the school treasurer. All funds that are collected by the school are deposited into one of the two accounts: (NAF & SAF).</p> <p>Administrators, faculty, and staff follow GDOE procurement policies and expenditure procedures regarding approval and proper documentation.</p> <p>The process for generating the Annual Budget is initiated by administration. A Stakeholders Budget Survey is disseminated amongst all stakeholders. Stakeholders then provide input via surveys, budget presentations, and FATE PTO meetings to contribute towards the annual budget for the school that will eventually be proposed to the district's superintendent.</p> <p>In SY 2018-2019, the FATE Organization was chosen to handle all teacher raised funds. In SY2019, teachers were given an option to utilize NAF, SAF or the FATE Organization. Fate was designated to assist with funding for the Kindergarten and the 5th grade End of the Year Ceremonies.</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 | Evidence |
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| <p>The facilities are equipped to support high quality learning. Every other class has a wireless router giving internet access throughout the school campus.</p> <p>FES has a library, cafeteria, three computer labs, and an outside stage. Except for the temporary buildings, every classroom has a restroom. In addition, the school has two playgrounds.</p> <p>The vacant classrooms are utilized for special presentations, read aloud, housing of students in the morning; for recess when weather is raining, or classrooms if air-conditioning is not functional, and GATE classes.</p> <p>Promethean boards and numerous laptop mobile carts allow students to access the internet and other software that help improve learner growth. Mobile carts allow some teachers to eliminate transition time as an alternative to using one of the computer labs located in the library.</p> <p>The fire alarm system allows for immediate notification in case of a fire emergency.</p> <p>In SY2017, the Kinder Learn Grant gave each Finegayan Kindergarten classes a set of mobile carts along with a subscription to IXL.</p> <p>In SY2018-2019, the Kinder Learn Grant was expanded to 1st grade. At the end of 2019 it was expanded again to include the 2nd grade teachers as well.</p> | <ul style="list-style-type: none"> • inventory of equipment |

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 | Evidence |
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| <p>The effectiveness of the policies and procedures in acquiring adequate instructional materials and equipment are sufficient. Through different venues/grants FES able to acquire materials and equipment that allows access to the internet, computers, and mobile carts.</p> <p>The E-rate Grant allowed each classroom/teacher access to a phone and wireless internet. The Library Media Plan Grant provided the school with document cameras, projectors, mobile media carts, and three computer labs in the library. A few other grants allowed us to acquire a new sound system, an Online Public Access Catalog (OPAC) for the schools’ library books, wireless internet throughout the school campus, a new fire alarm system and a number of mobile computer carts.</p> <p>Teaching resources and manipulatives are also located inside of the school library and can be checked out through the school librarian.</p> <p>Educators now have access to hardware and software that can help promote learning and growth. The new EETT system allows much more efficient tracking and accountability of hardware. Having teacher resources and manipulatives in a central location makes it very convenient to access.</p> <p>Teachers are provided consumable materials at the beginning of each school year. They may also request for Xeroxing or printing needs.</p> | <ul style="list-style-type: none"> • list of grants • library cards • OPAC • library resource sign out sheet • inventory of new tech • Enhancing Education Through Technology |

Qualified Personnel

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 | Evidence |
|---|---|
| <p>GDOE holds an annual Job Fair in June to hire and recruit new prospects in the education field.</p> <p>The number of faculty and staff is dependent on the number of students enrolled. Faculty and staff increments are identified by number of years employed and pay rate. However, increments are granted based on employee evaluation ratings.</p> <p>GDOE also has initiated a Mentor Teacher Program, which focuses on retaining teachers by allowing newly hired teachers an opportunity to be mentored by a veteran teacher, through observations, support and intervention.</p> <p>When budget is limited, GDOE implements a hiring freeze. The funding needed to hire new employees is unavailable. Hiring can commence only when funding becomes available, which takes place annually in October.</p> <p>Federal funding allows for hiring positions such as GATE, SPED, para-educators, and teacher assistants.</p> <p>The school’s budget is determined by what is needed for a successful process of teaching and learning. Stakeholders; parents, students, faculty, and staff input, are taken into consideration to develop this budget. The budget is then submitted to the superintendent for certification. Upon certification, the school stakeholders confirm certification. The superintendent then presents the budget to the Guam Education of Board for approval. Upon approval, the superintendent presents</p> | <ul style="list-style-type: none"> • staffing sheet from AA indicating certifications • survey asking for position and reclassification • budget survey • GDOE Yearly Job Fair gives opportunity for hiring new prospects |

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| budget to the legislature for appropriation of funds. | |
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**GDOE/ACS WASC Category A: Organization
Summary, Strengths and Growth Areas**

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

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

Summary (including comments about the student learning needs):

OSL oversee many responsibilities to help FES achieve growth in student learning. FES's goal is student achievement is supported by teachers' commitment to abide by the schools Vision, Mission, and SLO.

OSL ensures that FES's Vision, Mission, and SLO are consistent, agreed upon, and in alignment with the majority of our stakeholders. Surveys are sent out, in November 2019, to all stakeholders and decisions are made to either make changes or retain the Vision, Mission, and SLO. The results indicated that the majority stakeholders who submitted the survey would like to keep the status quo. We realize that revisiting these statements annually is pertinent to ensure the commitment of all stakeholders.

The GA provides students with a student handbook and the faculty with a faculty handbook. These references provide information needed to help ensure student success. FES embraces the school-wide discipline program (PBIS) and is aligned with classroom discipline. Meetings are conducted to review and track data to better manage and lessen discipline issues.

FES celebrates milestones in a variety of different ways to show appreciation. Celebrations and events include SOM, PTC, a parent fair, teacher, nurse, counselor, administrators and staff appreciation. All celebrations help boost school morale. The month SOM assemblies are organized by OSL. The SOM Ceremony recognizes students meeting the criteria.

FES's annual budget proposal is created and confirmed by stakeholders, presented to the superintendent, and then approved by the Guam Board of Education. Thereafter, the superintendent presents the budget to the Guam Legislature at a budget hearing. The Guam Legislature will consider the budget, until a decision is made.

The administrators use PTEP and staff evaluation to ensure faculty and staff are working at an optimum level while working on PD to improve specific areas. For Professional Development, teachers are often sent to training to acquire new information and then bring information back to FES faculty and staff. Some teachers are sent to trainings to become the trainer of trainings, CITW. The FES is responsible for generating activities/ presentations/trainings that help further students' achievement.

Category A: Organization: Areas of Strength

Prioritize the strengths and areas of growth for Category A.

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

1. Increased technology number of equipment, (e.g. laptops for Kindergarten, - 2nd grade students all received laptops, promethean boards in several classroom and additional desk top computers) to support teaching and learning as identified in the SAP.
2. Opportunities provided to stakeholders to ensure participation in school-wide decisions.
3. A Mentor Program was initiated this school year. Having a mentor may help retain new teachers who may need guidance in their first few years of teaching.
4. The adoption of the Board Union Contract in November of 2018, allows for administrators and teachers to work in tandem and without violation.

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

1. Ensure that all teachers, faculty and staff are aware of the processes and procedures regarding how, as a school, the decisions are made and how important it is to be actively involved in decision making and accountability as a teacher and a stakeholder.
2. Structural facilities need to be repaired, the walkway awning for 1st grade rooms and awning connecting the main building to the Fast Track rooms.
3. Air-conditioning, plumbing, and pests' concerns

Category B: Standards-Based Student Learning: 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 and 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 | Evidence |
|---|---|
| <p>FES teachers participate in yearly and on-going curriculum training offered by the Department of Education. Training for professional development is cross-curricular and foster academic, physical, social, and emotional growth for the students. Teachers are flexible in their teaching and modify lesson plans as needed based on the students’ academic performance. Student needs are determined by formal and informal assessments that occur routinely throughout the school year.</p> <p>In alignment to the Guam Department of Education’s Program Enhancing Education through Technology, FES teachers use technology to enhance their productivity and professional practice. Technology gives students access and opportunities in becoming more proactive and engaged in their learning.</p> <p>Through federal grants such as Kinder Learn and I-Safe, FES acquired laptop carts and promethean boards for several grade levels. The kindergarten grade level was given laptops for every student. As a result, kindergarten students are able to have access to additional curriculum support and are able to become tech savvy individuals.</p> <p>To summarize, FES teachers are continually changing the curriculum to maintain meaningful instruction to address student needs.</p> | <ul style="list-style-type: none"> • Training schedules, • handouts from training, • pictures and videos from the training, PowerPoint • lesson plans that we implemented what we learned, • classroom pictures, • PD Faculty schedules |

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| <p>Teacher Trainings:</p> <p>Full Option Science System (FOSS) - FOSS training allows teachers to combine hands-on application and a research based curriculum to enhance students learning in the classrooms. Training provides teachers with strategies that are used to challenge students and how they think. Students are given the opportunity to expand on what they know and test their ideas based on their understanding of the world around them.</p> <p>Service Learning- training that educates teachers on how to create and find service learning projects that will enhance the curriculum being used while keeping students engaged in activities that are not limited to classroom assignments or activities. Teachers are able to team up with local community-based partners to help students take pride in their service learning, improve our island community, and develop new career goals.</p> <p>Classroom Instruction That Works (CITW) -improves teacher instruction by focusing on classroom environment, helping students develop understanding, helping students extend and apply knowledge, and putting best instructional practices to use.</p> <p>CITW with English Language Learners (CITW w/ ELL) - uses the framework of CITW catered to improving communication with English Language Learners (ELL). It exposes teachers to the different stages of students developing English as a second language and best strategies to accommodate ELL student needs.</p> <p>CITW with Technology - uses the framework of CITW and allows teachers to incorporate technology as a tool in the classroom to promote engaging and meaningful learning.</p> <p>CITW - Train the Trainer - is training that allows for key teachers within the school community to have certification for training within the school campus. Teachers are given full access to power points and other resources for school use.</p> <p>Balanced Leadership - Training that equips school leaders with skills to distribute leadership among the school community. It establishes a clear focus for school improvement, managing change</p> | |
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| <p>well, and creating a purposeful community.</p> <p>Science Technology Engendering Math (STEM) - is a curriculum that was implemented in the public schools. Through STEM students develop key skills such as problem solving, creativity, teamwork, independent thinking, communication and digital literacy. It helps students apply STEM in contexts to provide connects between the classroom and the world outside the classroom.</p> <p>CHamoru Teachers Annual Trainings takes place at the beginning of every school year. The trainings stem from 2 to 5 days depending on the topic.</p> <ul style="list-style-type: none"> • Curriculum maps-quarter themes Quarterly themes were created based on the curriculum for each quarter. • Priority Standards/Consensus Maps were created when all the elementary CHamoru teachers came into an agreement of what three standards are in priority in teaching the language. <p>SBG math - Standard Based Grading helps students measure their learning. The math skills are broken down into smaller targets. The targets are focused on the priority standards that the department had chosen.</p> <p>Autism - Disability Awareness & Strategies/Accommodations Training part 1 was provided September 2019 to inform educators representing each grade level about autism. The training presented characteristics of autism and the rights of a child with this disability in education. Strategies were presented to bring awareness on how educators can incorporate classroom management, forms of communication, and acceptance for socialization. During the floor discussion to address classroom situations, teacher concerns were provided.</p> <p>Singapore Math - Singapore Math training gives teachers an insight on different elements of Singapore’s highly acclaimed math program that has allowed their students to rank number 1 worldwide. The training covers strategies, number sense, model</p> | |
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| <p>drawing, and the overall curriculum with assessments. Teachers will learn how to extend student learning about math beyond what is covered in the classroom or in textbooks.</p> <p>Little Swipers: Child Safety and Digital Citizenship -This training focuses on how much and how often technology is used by the children and adults of today’s generation. We are provided with data that shows how common it is for children to have access to technology at such a young age without any limitations. Technology has benefits and harmful effects on how children develop physically, psychologically, and emotionally. This training shows what teachers can do to implement healthy and safe practices while introducing and using technology with the students.</p> <p>SPARK PE- A research and standard based program that promotes a healthy and active lifestyle in students. They are strategies that can be utilized for students including students with disabilities in the general physical education. PE equipment and lesson plan resources are available through the SPARK program.</p> <p>Science, Technology, Engineering, Art and Math (S.T.E.A.M) - focus on the content. Integration of these subject areas are encouraged to entice students to take interest in these professions of the future. Exposing these contents to create opportunities for investigating and problem solving experiences to promote higher thinking and levels of learning.</p> <p>Early Childhood Trainings and Conferences- these early childhood trainings and conferences promote advancement to build knowledge, strategies and professionalism to carry out the best developmentally appropriate practices in an early childhood setting.</p> <p>Food Friends and Mighty Moves- Tina - A curriculum introduced to the GDOE Pilot Prekindergarten students. The curriculum introduces eight vegetable and fruit puppets with made-up super powers .Students are taught different motor skills encouraged by their food friends. Along with the curriculum, students were served with small portions of healthy food. The curriculum helps the students to understand why and how healthy choices are important</p> | |
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| <p>and essential to their body growth.</p> <p>The National Association for the Education of Young Children (NAEYC) - is an association that promotes quality education for children ages 0 -8, by connecting early childhood practice, policy, and research.</p> <p>KIBO - a screen-free robot kit. Kids use to create, decorate, decode their very own robot to bring to life. The kit enhances children’s learning and builds their interest in STEAM.</p> <p>Kegan Structure - It teaches how to utilize cooperative learning through structures to follow. They are tools designed to increase student interaction, engagement, and cooperation for a positive learning environment.</p> <p>Health and Nutrition – This training provides lessons to teach students on how to properly choose food that is healthy and nutrition. For example My Plate teaches students how to choose from each food group, and it provides the recommended portions of each food group.</p> <p>FOSS Science – modules consist of a kit of student materials, a teacher guide, and a student reading book. The FOSS website, <i>FOSSweb</i>, contains additional online activities for students and resources for parents and teachers.</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 schoolwide learning outcomes and academic standards for each subject area, course, and/or program are consistently implemented within and across grade levels or departments that ensure the same high expectations for all students.

| Findings | Evidence |
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| <p>FES student expectations are clearly articulated in the classroom with established morning routines of; School Learner Outcomes (SLO), Guam Department of Education vision statement, school mission statement, and schoolwide expectations. Students recite SLOs daily in CHamoru Language (K-5th).</p> <p>Teachers create and implement lesson plans horizontally and vertically aligned across grade levels in accordance with Common Core State Standards and Guam Standards. Lesson plans address SLOs.</p> <p>Teachers provide “I can” statements which allow students to identify the goals and expectations for each lesson. Teachers display and utilize proficiency scales for students to take ownership of personal growth and areas of improvements.</p> <p>As a result, students are able to identify their objectives and articulate their learning targets. On a daily basis, students practice the expectations and learner outcomes required of them.</p> | <ul style="list-style-type: none"> • Tests • Lesson plans • pictures • Minutes • sign in sheets of grade level meetings during lunch • after school, weekends, faculty mtgs, etc. • Grading with proficiency scale • progress report cards, comments re proficiency scales, |

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 | Evidence |
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| <p>Teachers continue to work on finding congruence between standards and what is actually taught is an ongoing process which is addressed during teacher planning time. Teachers continue to work on horizontal alignment within the grade levels.</p> <p>The CHamoru curriculum maps are based on GDOE Content Standards and Performance Indicators for CHamoru Language and Culture. Themes, content areas and performance indicators are divided quarterly. Lesson plans provide the concepts and skills, academic standards, and the School-wide Learners Outcomes which</p> | <ul style="list-style-type: none"> • Curriculum Maps • Lesson Plans (K-5th) • Priority Standards • Consensus Maps • Minutes of grade level meetings • Samples of lesson plans |

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| <p>is delivered weekly, bi-weekly, or tri-weekly. We are currently working on implementing our priority standards.</p> <p>Curriculum used to convey academic concepts, (i.e., geometric angles and their corresponding terms, consist of visuals, tactile examples, drawings, videos, and group activities). The congruence between both academic standards and written curriculum begins when the teacher is aware of the standard meaning and develops adequate curriculum to promote mastery of the standard.</p> <p>The school-wide learner outcomes (SLOs) are used as a checklist determining curriculum relationship to ensure the SLOs are enmeshed with the curriculum. Therefore, students are able to connect lessons taught in the classroom to the SLO.</p> | <ul style="list-style-type: none"> • student work • Videos • Pictures • Pictures of classroom posters of I CAN statements • daily goals • proficiency standards • Daily Schedules |
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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 | Evidence |
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| <p>Due to the diversity of students, CHamoru language is a learned language. Through rigorous oral repetitions, written assignments, assessments, songs, chants, arts, and other cultural activities, students demonstrate engagement implemented by the standards-based curriculum and School-wide Learners Outcomes</p> <p>Learning targets, or “I can statements” and proficiency scales allow students to take ownership of their learning by being able to verbalize content and identify their strength in a specific area.</p> <p>Curriculum developed by the teacher is dedicated toward the standards. The outcome of instruction shows that standards are being mastered by students and the SLOs are being matched to what is being taught. As a result, students and parents are aware of the learning objectives for the week/quarter to ensure that students gain mastery by the end</p> | <ul style="list-style-type: none"> • Q&A • Presentations • Vocabulary Test • Participation Rubrics • CFAs/Pre & Post Tests • Projects • Teacher observation/assessment of student performance, • CFA’s, tests (summative and formative); • grade level minutes of |

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| of year. | meeting to discuss student performance |
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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 | Evidence |
|---|---|
| <p>After an examination of the school’s demographics and learning needs of students, it is clear that FES students have access to relevant, rigorous, and coherent curriculum. Teachers utilize cooperative, differentiated, small groups, one-to-one to collaboratively create a well-rounded lesson plan for all subject areas.</p> <p>The English as a Second Language (ESL) Program services students registered with a second language from first to fifth grade based on home language survey. Students have access to course work targeting proficiency in English while still learning content. ESL provides supplemental lessons that focus mostly on reading, writing, and language acquisition, oral skills, and math word problems (for intermediate grades).</p> <p>Students with special needs have access to daily specialized instruction with our Special Education Program, which meets their individualized curricular needs.</p> <p>In addition, students who lack self-help skills or who have specific medical diagnosis are further evaluated to qualify for a 504 plan. A “504 is a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.</p> | <ul style="list-style-type: none"> • ESL tests, • Lists, • lesson plans, • IXL use by ESL, • GATE classes in prior years, • SPED, • SPED training, • Child study teams, • ASPIRE program remedial support, |

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| <p>High Achieving students who qualify for the Gifted and Talented Education (GATE) program are given opportunities for instructional enrichment. The qualifications are a referral by the homeroom teacher through a teacher rating scale, a score of above an 80% on the Wide-Range Achievement Test (WRAT), and must be above the 80% percentile on the District-Wide Assessment (DWA) from the previous year.</p> | |
| <p>Therefore, FES students are given access to rigorous curriculum that challenges students individually at their level. Students are continually monitored by teachers to refer for curricular support.</p> | |

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 | Evidence |
|---|---------------------|
| <p>FES uses the CCSS to integrate core subjects with different content areas and curricular activities.</p> <p>Math, spelling, reading comprehension, writing, and fine arts (P.E. and music, drawing) are integrated within student daily activities. Writing is integrated with science when using the scientific method in regards to data accumulation and interpretation. Comprehension is used in social studies, map reading, and analyzing scientific data. Drawings, use of audio visuals, and classroom discussion are used when discussing vocabulary in both reading and grammar lessons.</p> <p>STEM activities have been incorporated in some classrooms focusing on robotics and coding which builds on soft skills communication, collaboration, critical thinking, and creativity, allowing students to engage, connect and provide hands-on experience.</p> <p>FES teachers continue to work on integrating disciplines so that students may receive a well-rounded education focusing on all subjects.</p> | <p>Lesson Plans</p> |

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 | Evidence |
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| <p>Curriculum reviews at FES are ongoing throughout the years. Evaluations of curriculum standards are discussed each quarter. Curriculum reviews also occur when other requirements are mandated by law or a school activity is needed to support student learning.</p> <p>CHamoru Studies created and provided all public elementary CHamoru teachers the GDOE Content Standards and Performance Indicators. All contents are taught vertically and horizontally, in that when a student transfers to another public school there will be a continuity of the same lessons, therefore the curriculum has remained the same throughout the years. However, CHamoru Studies provided a new Consensus map in the beginning of SY 2019 and the implementation of this curriculum have yet to be revisited and revised.</p> <p>Perception surveys are given to all parents and students during first quarter parent teacher conference and at the end of the year. Currently, FES is analyzing data to address student learner needs.</p> | <ul style="list-style-type: none"> • changes in curriculum maps/consensus maps • minutes of grade level meetings • Perception Surveys • YES Surveys |

Articulation and Follow-up Studies

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

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

| Findings | Evidence |
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| <p>Area of Growth: Currently, FES does not have a follow up on graduates regarding the effectiveness of the curricular</p> | |

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| <p>program. However, the district does track cohorts’ academic achievement using the DWA data.</p> | |
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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 | Evidence |
|--|--|
| <p>The department’s vision is to prepare students, promote excellence and provide support. To accomplish this vision, educators prepare students to become college and career ready by teaching the basic skills of team building, problem solving, and cooperative learning, and utilizing technology.</p> <p>FES promotes career awareness to students through integrated thematic units and presentations provided by the school’s support staff such as counselor’s career presentations.</p> <p>To expose students to the different types of careers that are available on-island, professional speakers are invited to present on their job and discuss their responsibilities. This provides students the opportunity to ask questions relevant to them about the careers that interest them, and hopefully develop into future goals.</p> <p>Exposures to different careers are integrated through role play, reading, ELA, social studies and CHamoru. Also included Red Ribbon Week where law enforcement and military are invited to the school counselor’s presentations of different careers.</p> <p>As a result, FES students are exposed to an array of career opportunities and choices. Hopefully students will be inspired to pursue higher education after completing elementary.</p> | <ul style="list-style-type: none"> • Invited guest speaker list • Counselors • fieldtrip pics / request |

SUPPORT Programs

Gifted Students participate in enriching field trips exposing them to various careers.

These field trips include :

- Wise Owl Animal Center - exposure to caretaking of animals and the life of a veterinarian. Students were able to tour the animal hospital and see first-hand an animal being operated on.
- Guam Animal in Shelter - Students were exposed to homeless animals and the essential do's and don'ts of having a pet. Students were able to tour the shelter.
- Guam Regional Medical City - Students were exposed to the various medical professionals on island. Students were engaged with doctors through presentations and a short question and answer discussion. Students were able to tour the hospital and see the most updated technology available to helping patients.
- Asia Pacific - Students were exposed to financial advisors to assist in participating in the island-wide stock market game. Students were exposed to the stocks and exchanges. Students were able to research and collect data of companies of interest. Finegayan Elementary school won honorable mention two years in a row SY16-17 and SY17-18.
- Sports Olympics - Students studied the various sports that participated in the summer Olympics and were able to meet a local Olympian. Dr. Peter Lombard an eye specialist for participants in the 2016 National Olympics. Dr. Peter Lombard also shared his specialty as an eye doctor.
- Performing Arts - Students participated in several plays presented by the Gifted and Talented Program which included both private and public students (i.e. plays of Beauty and the Beast and Annie).
- CHamoru: As part of the CHamoru culture, blacksmiths, weavers, carvers, fishermen, jewelry-makers (using natural resources) whom are local entrepreneurs will present products or goods.

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 collaborates in developing and monitoring a student’s personal learning plan, college/career and/or other educational options.

| Findings | Evidence |
|---|---|
| <p>Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan through various communications such as parent teacher conference, progress reports, emails and PowerSchool.</p> <p>Students are tested quarterly with CFA’s. Aimsweb assessments are conducted during fall, winter, and spring. Individualized Educational Program (IEP) creates opportunities for teachers, parents, and related services to work together to improve educational results for students with special needs. CST comprises of the administrator, counselor, parents, and teachers to assist the child struggling in certain areas.</p> <p>In summary, the student’s learning plan is based on each student achieving grade level standards or benchmarks for the quarter or grade level. Teachers input student scores on PowerSchool daily/weekly to provide parents current academic performance of students. In collaboration with parents, teachers monitor students’ skills through Aimsweb to evaluate students learning. Students may be referred to the available programs that fit their individual learning needs.</p> | <ul style="list-style-type: none"> • CHamoru-Quarterly/Grade Level Pre/Post CFAs • Parent Teacher Conference • Progress Reports • Report Cards • Emails • PowerSchool • Aimsweb • Perception Surveys • IEP personal learning goals • Child Study Team |

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 | Evidence |
|--|---|
| <p>As students are assessed quarterly, teachers make student recommendations based on data available to support programs that may benefit individual students in need of enrichment or academic support.</p> <p>Annual review Every year the student’s IEP is reviewed and discussed to determine the student’s progress for the past year and to make recommendations for the upcoming school year. In addition, the SPED department reviews and evaluates the child every three years to determine whether the child is still eligible to receive services.</p> <p>Currently, the ESL program has only two teachers to service the high percentage of English Language Learners who qualify for the program.</p> <p>Students may be referred to the available programs that fit their individual learning needs.</p> | <ul style="list-style-type: none"> • ESL: Language Acquisition Stage (LAS) assessment • SPED: full battery assessment in areas such as intelligence, emotional, speech, academic, etc. • GATE: Teacher referral, WRAT test achieve above 90% |

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 | Evidence |
|---|---|
| <p>Grade Level Transitions Students are given common formative assessments to monitor students’ academic growth in preparation for the next grade levels.</p> <p>Teachers continually evaluate the effectiveness of strategies through quarterly assessment and seasonal Aimsweb benchmark testing.</p> <p>Middle School Transition</p> | <ul style="list-style-type: none"> • Learning Targets • Quarterly Assessments • Pre and Post Tests (Online) • Pre-requisite skills by grade |

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| <p>As part of the process of students transitioning into middle school, a counselor presents the outgoing 5th graders the expectations of middle school students.</p> <p>For students with special disabilities, the FES classroom resource teacher coordinates a transition fieldtrip, wherein students are taken to their receiving middle schools, are given a tour of the area, and meet with key people on campus.</p> <p>In summary, students are assisted with their transition to the next grade level. FES does not have a system of evaluating the effectiveness of the transitioning of students to middle school.</p> | <p>level</p> <ul style="list-style-type: none"> • Counselor presentation |
|---|---|

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 | Evidence |
|--|--|
| <p>Students have a number of opportunities where they have access to real world applications. Students are able to apply what they have learned in experiments and projects.</p> <p>STEM activities have been incorporated in some classrooms focusing on robotics and coding which builds on soft communication skills collaboration, critical thinking, and creativity, allowing students to engage, connect, and provide hands-on experience.</p> <p>Other activities where students have access to real world applications include school wide 4H Club, the National 4H UOG Chapter, STUCO Math Olympiad, and Science Fair, and field trips.</p> <p>In summary, students have access to real world applications educational interests in relationship to a rigorous, standards-based curriculum.</p> | <p>Pictures</p> <ul style="list-style-type: none"> • 4H Club • National 4H UOG Chapter • STUCO • Math Olympiad • Science Fair • Spelling Bee • Math Kangaroo (GATE) • Math Meet (GATE) • NAWIC BLOCK Competition (GATE) |

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| <p>Organizations & Clubs</p> <p>School wide 4H Club –students apply real world applications through activities such as recycling, waste management, conservation projects, gardening, and Horticulture.</p> <p>National 4H UOG Chapter – students apply skills through basic gardening, germinating seeds, parts of the plant, and hang arounds.</p> <p>STUCO – students are given the opportunity to develop leadership skills through collaboration of student representative that consist of; a president, vice president, secretary, and treasurer, along with other Senate members). The student council meet once or twice a month dependent on the urgency of activities and/or events that may be scheduled during certain months of the school year. As part of the participation, officer and senate members organize and carry out specific goals and task for school activities.</p> <p>Math Olympiad – to foster an interest in Math and to improve the math skills of participants through team based competitions. 4th and 5th grade students compete in the island math competition, which focuses on moderate to very difficult problem solving.</p> <p>Robotics - open to 4th and 5th grade students. Robotics is not just about the robot, it is about how technology plays an active role in student's everyday lives. Robotics is hands-on, and helps teachers create an engaging classroom. This vehicle initializes and improves communication, collaboration, and problem-solving (crucial 21st century skills). Activities using robotics cover science, technology, engineering, mathematics (STEM) and literacy. Teachers can tailor activities to specific curriculum subjects or use this platform for topic or project-based learning.</p> <p>Science Fair – FES students apply the scientific process and develop higher level thinking. FES has an in-house competition. All participants are encouraged to register and participate in the island-wide science fair held yearly at the University of Guam.</p> <p>Spelling Bee - for students to improve their spelling, to increase daily vocabulary and language, and to develop proper English.</p> <p>CHamoru competition (weaving and art poster contest) – island wide competition to promote C CHamoru weaving traditions. The CHamoru poster contest is to promote cultural awareness in hopes to</p> | <ul style="list-style-type: none"> • Stock Market Competition (GATE) • Robotics & Coding • WAVE |
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| <p>be featured in the island wide Mes CHamoru Poster that is distributed to all government agencies.</p> <p>Math Kangaroo (GATE) - to expose students from 1st to 5th grade Math challenges in a fun and enjoyable way. Math Kangaroo is island-wide and is held yearly at the Guam Community College hosted by college students.</p> <p>NAWIC BLOCK competition (GATE) - a Lego building competition that allows students to build on their critical thinking, problem solving, and creativity skills.</p> <p>Stock Market Competition (GATE) - hands-on engaging and challenging real world stock market investing. Students learn about the concepts of stocks and bonds, investing and selling in real time exchange markets.</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 | Evidence |
|---|---|
| <p>FES teachers continually assess and evaluate students to meet quarterly standards. Students in need of additional support beyond classroom instruction are referred by the teacher to support programs.</p> <p>Therefore, students who struggle are given opportunities to have interventions to ensure they meet grade level requirements.</p> <p>Support Programs:</p> <p>Special Education - to successfully enable students to develop into their full potential with goals in compliance with the Individuals with Disabilities Act (IDEA). The goal is to give students with disabilities an opportunity to learn in the least restrictive environment so they may</p> | <ul style="list-style-type: none"> • Quarterly Pre/Post Assessments • IEP • CST • GATE • ESL • ASPIRE |

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| <p>thrive and adjust well into adulthood.</p> <p>A child study packet is filled out by the referring teacher with supporting documents. A CST is formed with the general education teacher, counselor, parent, administrator, and ESL teacher if applicable. The team discusses the issue and decides on interventions. A timeline is given to see if interventions work. If interventions work, CST is done with the child. If not, further discussions are made to see if more intense interventions are needed.</p> <p>Gifted and Talented Education - project that provides students with the opportunity for enrichment in academics as well as the visual and performing arts.</p> <p>ESL- for English Language Learners to develop their pronunciation skills and conversational English consequently becoming successful students in the regular classroom.</p> <p>ASPIRE- The ASPIRE program is designed to supplement the school's regular educational program, in which teachers incorporate Reading, Language Arts, Math and enrichment activities such as Physical Education, and STEM projects.</p> | |
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**GDOE/ACS WASC Category B. Standards-based Student Learning
Curriculum: Summary, Strengths, and Growth Areas**

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

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

Summary (including comments about the student learning needs):

FES and GDOE's Curriculum and Instruction, continue to define what students learn. The school focuses on the core content areas of English Language Arts, Math, and CHamoru, with the integration of Science, Social Studies, Health, Technology, and PE.

As content and information continually changes, teachers continue to attend District Professional Developments to address student needs. Training for Professional Development is cross-curricular and foster academic, physical, social, and emotional growth for the students. A few teachers attend trainings and share information with their focus groups and faculty during their common planning time or in-house professional developments.

Several teachers have also attended Train the Trainer course for a specific area. The purpose of Train the Trainer is to provide the participants with necessary skills and knowledge to deliver effective classroom training to teachers. Participants are certified by the presenter and given limited access to materials and resources to be used for training teachers.

The Guam Department of Education recently provided a GDOE-created curriculum resource for English, Math, and Social Studies tied to the Common Core State Standards. Additionally, teachers use several adopted curriculum kits available to them for students to be well exposed to content beyond the classroom and our island.

In 2018, GDOE District adopted Next Generation Science Standards (NGSS). It is currently working to create curriculum maps and priority standards for all schools.

Technology continues to be a key component as a tool in giving student's access outside the textbook. FES continues to use laptops for all Kinder – 2nd grades. Promethean boards are available for all grade levels to use. Three computer labs are available for whole class group use.

The kindergarten grade level continues to use several programs available to students for engaging activities for practice skills in math and English and language arts daily. Supporting online learning platforms in use are IXL, Read to your Monster, ABC mouse, and Starfall.

Prioritize the strengths and areas of growth for Category B.

Category B: Curriculum: Areas of Strength

1. Training and Communication

In SY 19-20, there has been a drastic change of personnel in our school community. A designated Guihan Learning Day is scheduled weekly with the administrator specifically towards learning and improving current practices and protocols. As a result, there is better communication between administration and teachers, which translates to more efficient operations.

Teachers continue to be resourceful in allocating and accessing resources that are relevant and meaningful to the student. Students are given access to various mediums; therefore, addressing needs of all types of learners.

2. High Academic Standards

In SY 19-20, the curriculum focus group established a uniformed awards criterion that challenges students to aim for high academic standards across the curriculum. Students are given opportunities to be recognized within the school community for their achievement.

3. Technology Integration

FES continues to work on acquiring laptops carts for every classroom in each grade level. Recently, first and second grade classes have successfully acquired laptop carts through the Kinder Learn Grant. STEM activities have been incorporated in some classrooms focusing on robotics and coding which builds on soft skills communication, collaboration, critical thinking, and creativity, allowing students to engage, connect, and provide hands-on experience. In SY 19-20 A robotics club was opened and plans on incorporating more STEM activities is being developed.

4. Instructional Coach

A newly-hired Instructional Coach (IC) is assigned to the school to assist faculty with current research teaching strategies.

Category B: Curriculum: Areas of Growth

1. Assessments and Data

Standard Based Grading is currently being piloted, but not fully implemented in all classes. Data needs to continually be discussed with grade level to address student learner needs.

2. Curriculum Horizontal Alignment

There are limited quantities of newly introduced curriculum kits. Teachers share kits and therefore, students wait for an assigned schedule to accommodate the limited resources.

Core subjects are taught independently. FES teachers continue to work on horizontal alignment during professional learning community preparation time. During this time, teachers discuss data and the changes needed in instruction to accommodate student needs.

Category C: Standards-Based Student Learning: Instruction

C1. Instruction Criterion – Student Access to Learning Differentiated, high-quality instruction provides access, challenge, and support for all students to achieve the academic standards and the schoolwide learner outcomes.

Differentiation of Instruction

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

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

| Findings | Evidence |
|--|--|
| <p>Teachers provide an environment where students can achieve high standards of learning and academic success in a safe, structured, and supervised classroom. Given the diversity of students’ backgrounds, learning styles, academic levels and interests, teachers respond proactively and effectively to teaching and learning.</p> <p>FES teacher differentiate instruction based on student learning styles, academic levels, interest, and ability. Managing a classroom where teaching and learning is valued and deemed safe with instruction that continues to assess and adjust lessons accordingly toward student needs leads ultimately to their success. Instruction modifications are tailored to students’ needs. Periodic assessments administered to gauge student comprehension. Peer tutoring is a practice that assists with student learning. Small grouping of students supplement comprehension. Instruction is supplemented with the Direct Instruction Program which promotes individualized learning based on ability.</p> <p>Learning styles or schemas that process information is a large part of the approach to instruction. Some educational practices utilized to achieve academic standards are hands-on lessons; simplify assignments, use of manipulatives, lesson modification, buddy systems, 1:1 tutoring, cooperative group work, and IEP implementation.</p> | <ul style="list-style-type: none"> • CCSS • Proficiency Scales • Grouping • IEP • PTEP • Classroom Environment |

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| <p>Teachers maintain a manageable classroom by promoting routines and solidarity. They present work that is often of interest to students, promotes differentiated learning styles, and is done in a safe learning environment. Some online tools such as IXL differentiate instruction for students. SMART Goals (Specific, Measurable, Achievable, Relevant and Time-bound) are developed based on AimswebPlus assessment data. Teachers’ instruction is guided by students’ data. This school year, intervention blocks are embedded in the school schedule.</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 | Evidence |
|--|--|
| <p>Recently, students have been introduced to proficiency standards. The purpose of proficiency standards’ primary purpose is to inform students of their ability according to the standard proficiency scale. These standards are organized from one (little or no comprehension of the standard) to four (mastery and beyond). Discussion as a class facilitates student awareness of the proficiency standard and their own ability. Proficiency standards will soon be the district’s method to assess students. FES teachers implement the posting of “I Can Statements” which explicitly state student goals and objectives. Objectives are often stated in the beginning and reiterated throughout the lesson(s).</p> | <ul style="list-style-type: none"> • Proficiency Scales • Learning Targets • I-Can Statements • Lesson Plans • Student Scales |

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 | Evidence |
|--|--|
| <p>FES teachers often give immediate feedback to students about their success rate. They also adjust instruction based on what feedback students give, (i.e., verbal and non-verbal cues). There is often an open communication line between teachers and students. The flow of teaching and learning is constant that is guided by teacher and student dialogue, student work, progress, and formal assessments. Informal methods used to assess student comprehension are exit tickets, oral responses, student and parent surveys, and body language. All the above mentioned is feedback to adjust and/or repeat instruction. Proficiency standards can be utilized to gauge student understanding. Teachers can use these standards and ask students throughout the lesson where their understanding is and adjust instruction based on students’ responses.</p> <p>Students are given pre and post-tested on grade-level curriculum, via AimswebPlus. FES faculty is aware of a student’s reading comprehension level, spelling aptness, writing ability, and mathematical ability. This awareness is updated on three occasions throughout the school year (Fall, Winter, and Spring). As of SY 2019-2020, FES administers AimswebPlus, which is done online.</p> | <ul style="list-style-type: none"> • Student work • Assessments • Pre/Post Test • Teacher-made tests • AIMSWEB • Student Surveys • Parent Surveys |

C2. Instruction Criterion – Rigorous and Relevant Instruction

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

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 | Evidence |
|--|---|
| <p>Multimedia usage within instructional delivery has become common and even embedded within teaching. Teachers have attended Professional Development Trainings focused on the usage of FOSS kits, STEAM, and Physical Education</p> <p>Many teachers have implemented some form of multimedia technology either daily or periodically. This technology assists with student exploration and curiosity. The technology compliments and adds visuals to newfound ideas, concepts, and/or information. It is particularly useful for ESL students and those with special needs. Promethean boards are used, along with document cameras, and multimedia projectors.</p> <p>Many teachers have installed televisions within their classroom, Audio visual projectors, and speaker systems facilitating further student experiences within the classroom.</p> | <ul style="list-style-type: none"> • agenda • email for attendance • handouts • technology trainings • pictures while at training • sign out sheet for materials given at training • computer lab schedule • computer lab sign in sheets • mobile carts sign out sheets • Elmo sign out sheet • Promethean board activities • pictures of using technology in/out of classroom • Spark lesson plans • SPARK materials |

Student Engagement

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

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

| Findings | Evidence |
|---|--|
| <p>Students are intellectually engaged when teaching and learning is taking place. Teachers plan out instruction and is guided by CCSS, priority standards, student data, interests, and academic levels. The following are some strategies being utilized: differentiated learning, CITW, and higher level questioning with constant dialogue between teacher and students to ensure content is challenging and students are engaged. Students are intellectually engaged when they take ownership of the learning process.</p> <p>Some examples of intellectual engagement are robotics assignment, taking part in the scientific method, group work, and Kinesthetic Learning. Students strive higher when involved in the goal settings and the present level of performance.</p> | <ul style="list-style-type: none"> • Think-Pair-Share • Exit Tickets/Response Cards • Interactive Notebooks • Students' Journals • Graphic Organizer • Thumbs Up/Thumbs Down |

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 | Evidence |
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| <p>Teachers have been made aware of the need to promote student-centered classrooms. The use of learning scales and cooperative learning is promoted. Teachers do encourage students to make decisions that affect their work collectively. A hands-off approach toward teaching is often difficult for many teachers to do. This is something that can be further promoted and/or encouraged with FES. The reality of a student-centered classroom is often noisy, somewhat unpredictable, exciting, and infused within lessons daily.</p> <p>For the past two years, homogeneous grouping where the whole</p> | <ul style="list-style-type: none"> • Learning Scales • Cooperative Learning • Collaborative Grouping • Student Projects • Hands-on Activities |

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| <p>class approach is more appropriate. However, collaborative grouping has been utilized to promote dialog and problem solving.</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 | Evidence |
|---|---|
| <p>Teachers are well equipped to engage students in discussions relating to their prior experiences. Photographs, self-reflection, journals, reasoning, examples, and sounds are used to facilitate and engage students with their prior knowledge. Stories are often encouraged by students to share with peers that reflect on cultural beliefs and/or perceptions. All of which builds upon each other’s knowledge and experiences. These ties into our School’s ESLRs under the acronym GUIHAN.</p> <p>Teachers employ several methods encouraging communication that simultaneously acquires knowledge. Students engage each other after instruction promoting learning from each other: Think, pair, and share discussions that promote understanding, circle time between students promoting dialog, morning meetings promoting feedback between teacher and students, morning and afternoon routines, monthly and weekly calendar review of previous lessons taught and upcoming lessons soon to be taught.</p> | <ul style="list-style-type: none"> • Journals • Photographs • IRA • Librarian reading time • Group work • Self-reflection • Elocution presentations • Musical performance, singing, instruments • Informal questioning of students • CITW |

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 | Evidence |
|--|---|
| <p>Students use classroom maps and read stories ranging from a wide spectrum of geographic locations and perspectives. They are encouraged to delve further into lands unknown to them. Artwork is used to depict places and environments albeit known or foreign. Grade levels participate in the annual United Nations Day promoting national awareness along with its cultural significance. Interviews of individuals who represent unknown lands and use of our school’s Internet build knowledge of the world.</p> <p>STEM instruction requires hands-on science experimentation. Research projects within content classes allows for students to expand their understanding of real-world experiences. Student organizations allow for students to practice leadership skills and organizational comprehension. Regardless of grade level, current events are promoted within many classes. 9/11, Dengue Fever and , Corona Virus (Jan / Feb 2020) strangers and dangers are discussed. Collectively as a school, all students are informed of the importance of hand, washing, community stresses or crimes (good touch/bad touch), and familial challenges (divorce or separation).</p> | <ul style="list-style-type: none"> • STEM • Lego Robotics • FOSS |

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

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

| Findings | Evidence |
|---|---|
| <p>Students participate in discussions and take part in moderate debate of questions ranging from timelines and main character vs. minor character. Students are to look up or site within a textbook source of</p> | <ul style="list-style-type: none"> • Cooperative Learning • Science Fair • STEM Activities |

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| <p>information that prove their reasons or beliefs. Students work in pairs, assigned by teachers, to promote our school wide learner outcomes: help create a productive learning environment. Activities are used in art to solidify concepts in science, social studies, reading, and health.</p> <p>Inquiries are set upon within story problems, comprehension questions, oral reading, STEM activities, PE activities, science fair, and literary contests. Critical thinking promoted by reflections (written or discussed) within Reading, Science, Social Studies, and English.</p> | <ul style="list-style-type: none"> • Literary Contests • Spelling Bee • Math Olympiad • Special Olympics |
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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 another real world experiences and applications are available to all students.

| Findings | Evidence |
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| <p>FES offers experiences in competitions. Competitions in Math Olympiad, Spelling Bee, and Science Fair. Student Council (STUCO) offers students to participate in leadership occasions from Student of the Month (SOM), Can Drives, and End of the Year (EOY) celebrations at Ypao Beach. We have counselor presentations focusing on character development, NHES, handwashing via Public Health, and good and bad touch from the Department of Health and Social Services. Field trips to War in the Pacific Memorial and the Guam Museum are conducted as well. Students are exposed to nutritional choices promoted by University of Guam and AmeriCorps who present on topics regarding conservation. Students are also given the opportunity to participate in Art-a-Thons and Read-a-Thons to promote the love for literacy and art.</p> <p>Students are also given the opportunities to go on fieldtrips to extend and connect teaching and learning beyond the</p> | <ul style="list-style-type: none"> • Pictures of student activities • Presentations • Pamphlets or flyers given • Lesson plans • Agendas and minutes of meetings • Recipient/participant names |

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| classroom environment. | |
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**GDOE/ACS WASC Category C. Standards-based Student Learning:
Instruction: Summary, Strengths, and Growth Areas**

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

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

Summary (including comments about the student learning needs):

FES students are cared for, academically challenged, given outlets to effectively communicate, provided instruction that meet their needs, and instruction that engages. FES teachers attend professional developments on topics that affect the approach and understanding toward instruction, and are dedicated toward providing students quality instruction and compassionate guidance, ensuring that student learning needs are identified and appropriately addressed. All stakeholders provide experiences in preparing FES students to meet the challenges in and ever-changing global society.

Prioritize the strengths and areas of growth for Category C.

Category C: Instruction: Areas of Strength

1. The availability of technology to supplement instruction is an area of strength. This is evident with the availability of laptop mobile carts, over-head projectors, Promethean Boards, and AV projectors.
2. Classroom Instruction That Works (CITW) implementation toward instruction has been met with both support and interest by FES faculty.
3. FES teachers continue to improve instruction, recognizing that curriculum and assessments are connected to promoting sound classroom instruction and comprehension.
4. Teachers provide an environment where students can achieve high standards of learning and academic success in a safe, structured, and supervised classroom. Given the diversity of students' backgrounds, learning styles, academic levels and interests, teachers respond proactively and effectively to teaching and learning.

Category C: Instruction: Areas of Growth

1. Continual support toward developing teachers' skill sets and repertoire of activities dedicated toward student cooperative grouping. This support includes the importance of cooperative grouping and possible benefits upon students if teachers use it frequently.
2. Teachers need additional training on how to analyze and use assessment data in driving instruction, progress monitoring, and interventions.
3. Instructional strategies training on using technology equipment.

4. Increase real-world experiences to enhance instruction.

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

Appropriate Assessment Strategies

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

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

| Findings | Evidence |
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| <p>FES utilizes various assessments to monitor student progress to determine areas of growth and mastery. Some of which include the District Wide Assessment and Aimsweb to compare schools at the district and national level and reevaluate school curriculum needs. Unobtrusive and Obtrusive assessments, such as Common Formative Assessments and Summative Assessments are also administered to determine whether students have mastered skills or need further assistance in reaching mastery. Teacher-made materials are also utilized.</p> <p>Currently, our District adopted AimswebPlus for SY19-20 to assess Reading and Math. This differs from previous years in which tests were paper based. With our new AimswebPlus, tests are now conducted online with Kinder and First grades being done on a one to one basis and other grades still mainly as whole group testing. This new online format scores students' responses to give immediate feedback and additionally assesses more areas.</p> | <ul style="list-style-type: none"> • Quarterly Pre/Post Common Formative Assessments(CFA) and data • Aimsweb 2.0 data • AimswebPlus data • Brigance Assessments and data • CHamoru Quarterly Assessments and data • Summative Assessments • Paper Based Assessments • Rubrics • Proficiency Scales for Math • Standards Based Grading Lågu District Common Assessments |

The table below shows how assessments had been administered in the last three years.

| School Year | DWA | Aimswab 2.0 / AimswabPlus | CFA | Brigance Testing |
|-------------|---|--|--|-----------------------------|
| 2019-2020 | <p>ACT ASPIRE: 3rd - 5th Grades: Reading, Math, and Science</p> <p>SBA 1st and 2nd Grades: ELA, Math, Science, and Social Studies</p> <p>3rd - 5th Grades: SBA Social Studies</p> | <p>AimswabPlus 2nd - 5th Online Independent K - 1st Teacher Led</p> | <p>CHamoru Online 2nd - 5th K - 1st Teacher Led</p> | <p>Pre-K and Kinder</p> |
| 2018-2019 | <p>ACT ASPIRE: 3rd - 5th Grades Reading and Math</p> <p>SBA: 1st and 2nd Grades: ELA, Math, Science, and Social Studies</p> <p>3rd - 5th Grades: Science and Social Studies</p> | <p>Aimswab 2.0 / Administered to own classes</p> | <p>CHamoru Online 2nd - 5th K - 1st Teacher Led</p> | <p>Pre-K and Kinder</p> |
| 2017-2018 | <p>ACT ASPIRE: 3rd - 5th Grades Reading and Math</p> <p>SBA: 1st and 2nd Grades: ELA, Math, Science, and Social Studies</p> <p>3rd - 5th Grades: Science and Social Studies</p> | <p>Aimswab 2.0 Teachers switched amongst grade level to administer tests</p> | <p>1st grade CFA paper pencil based test</p> <p>2nd - 5th Online test</p> <p>CHamoru Online 2nd - 5th Kinder Teacher Led</p> | <p>Pre-K and Kinder</p> |

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 | Evidence |
|---|--|
| <p>For the last two years, the School Leadership has grouped classrooms homogeneously based on Aimsweb data with the exception of our kindergarten classrooms. The School Leadership team believed that homogeneous classes would work effectively for student learning. By grouping students this way, teaching and learning would show more progress in the classroom focusing on student performance levels.</p> <p>During this time, Standard Based grading was not in effect with the exception of Kindergarten. Proficiency scales were being created throughout the district to help students understand what they were learning, what they need to learn and do in order to master the skill taught.</p> <p>FES was a cohort 3 and one of the last schools to begin the process of Standard Based grading which lead teachers to exert more effort into collaborating with their grade levels and the district and be focused on familiarizing students with the academic language being used and new way of grading.</p> <p>In SY 17-18, the introduction of Learning Scales and Proficiency Scales were piloted by the assessment team for Math only during the 4th quarter. Our assessment team went through the process to give feedback to our cadre. Priority standards were still being determined and scales were being tried so that necessary adjustments can be resolved before having the rest of the school community begin.</p> <p>In SY 18-19, the Lågu District met monthly to determine priority standards for each grade level and to create Proficiency Scales and Common Formative Assessments in</p> | <ul style="list-style-type: none"> • Quarterly Pre/Post Common Formative Assessments(CFA) and data • Aimsweb data • Brigance Assessments and data • CHamoru Quarterly Assessments and data • Summative Assessments • Paper Based Assessments • Rubrics • Proficiency Scales for Math • Standards Based Grading Lågu District Common Assessments |

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| <p>Math so that there would be uniformity within the district if students were to transfer between schools. The Assessment team piloted the scales as they were created. Implementation for whole school started 3rd Quarter for Math only.</p> <p>Having grouped students homogeneously the last two years, teachers determined that it was not consistently effective and wanted to resort back to heterogeneous grouping. Data had shown that not all groups had made significant progress to justify homogeneous grouping because groups were created solely based on Reading tiers. Math groups were not factored in determining classes. Teachers still had to differentiate instruction and accommodate transfer students because these students were randomly placed into classrooms based on class enrollment. Student behaviors were also a concern because many of the low-performing students were grouped together which posed a challenge to effectively manage and deliver instruction simultaneously.</p> <p>This school year, more training is provided to teachers. With the AimswebPlus, teachers now have immediate access to their students' data to analyze and review. Data is consistently analyzed with administrators and instructional coach.</p> | |
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D1.3. Indicator: The school leadership/Academic Review Team/Data Teams 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 | Evidence |
|---|--|
| <p>Finegayan Elementary School assessment results were utilized to determine students who were below grade level in math and needed additional support. Teacher assistants were tasked to tutor small groups throughout the day hoping to close the learning gaps and provide additional forms of remediation. However, the</p> | <ul style="list-style-type: none"> • Tutoring Program Schedule • Permission Forms for Tutoring Program |

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| <p>tutoring program was inconsistently held due to the availability of staff therefore, not much progress was made in helping those students who may have needed more assistance. Additionally, low-performing students that were identified were offered free after-school tutoring through the ASPIRE program. However, transportation was a key factor as to why students were unable to participate. Many of those identified were unable to attend this method of intervention which hindered their progress. Assessment results also prompted some teachers to tutor those students identified for further support by maximizing time throughout the day. Several teachers used time before classes started, recess, lunch recess, or after school to work with those students who performed below their grade level in hopes to increase academic growth.</p> <p>Instructional strategies (CITW, SIOP, Kagan Structures, Marzano, Singapore Math, and STEM) and programs (SPARK) were also shared during our school’s Professional Development to offer alternative ways in meeting our students’ needs. Teachers who attended different workshops shared the knowledge gained, disseminated information, and shared resources. Through practices of these ideas, teachers were able to assist students who were in need of remediation or enrichment.</p> <p>The evidence from the School-Wide Information System (SWIS) report showed a correlation between academic performance and behaviors which prompted the use of PBIS as a means of motivation for student achievement. Our school offered Opportunity Room (OR) in the Computer Lab and Library for those students who received Office Discipline Referrals (ODRs) in hopes of further assisting their academic performance, decreasing behavior issues, and motivating student learning.</p> | <ul style="list-style-type: none"> • ASPIRE program assessments and data • Professional Development Agendas/ pictures • SWIS data • ODR overall summary reports |
|---|---|

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 | Evidence |
|--|--|
| <p>Students at Finegayan Elementary School are monitored through grade level representatives who collect student data and submit to administrators. Individual teachers were responsible for their own progress monitoring and working with grade levels to determine what instructional strategies and resources would be needed for growth.</p> <p>Progress reports, report cards, and Aimsweb 2.0 Student Profiles were utilized as a reporting means to parents on academic skills and performance so that parents would be aware of how their child was performing at school. Standards were determined by teachers in the district on what to focus on each quarter and shared with all parties involved so that there would be consistency throughout all the schools in prioritizing skills that students should learn at minimum in hopes that the curriculum could be horizontally and vertically aligned one day.</p> <p>Administrators and counselors also regularly review data as part of academic review.</p> <p>This school year, data analysis and review are conducted with administrators and the instructional coach during “Guihan Learning Day” to plan for progress monitoring.</p> | <ul style="list-style-type: none"> • Mid-Quarter Progress Reports • Quarterly Report Cards • Aimsweb Student Profiles • Priority Standards |

D2. Assessment and Accountability Criterion - Classroom Assessment Strategies

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

Appropriate Assessment Strategies

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

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

| Findings | Evidence |
|---|--|
| <p>Teachers at FES use formative assessment strategies to measure student progress and modify instructional practices in various ways. Teachers use end of the quarter test to determine whether content objectives were met and to know whether to reteach, review, or move on. Some teachers create their own assessments to evaluate student learning. These assessments administered help guide teachers in their teaching practices to evaluate students' needs.</p> <p>Some strategies used include exit tickets, four squares, think-pair-share, classroom polls, and rubrics.</p> | <ul style="list-style-type: none"> • CFAs • Teacher made tests |

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 | Evidence |
|---|---|
| <p>After administering assessments to determine the level of student mastery, some teachers utilize the data to drive instruction. Modified lessons and activities are provided to ELL and SPED students to assist in meeting their targeted needs. As an assessment team we are able to compile the data as a team and inform our grade levels the findings of strengths and weaknesses.</p> | <ul style="list-style-type: none"> • Grade level CFAs • Aimsweb 2.0 • AimswebPlus • ACT Aspire for grades 3rd-5th • SBA for grades 1st-5th • Brigance |

Demonstration of Student Achievement

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

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

| Findings | Evidence |
|--|---|
| The curriculum resources, provided by GDOE, other assessments created by teachers or found online through websites, are utilized by teachers to assess student progress and mastery. These various assessments demonstrate student achievement by determining whether students meet learning objectives. | <ul style="list-style-type: none"> • CCSS • Curriculum Maps |

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 school-wide learner outcomes.

D2.4. Prompt: How effective is teacher feedback in supporting students in achieving learning targets, academic standards, and school-wide learner outcomes.

| Findings | Evidence |
|--|--|
| Teacher feedback is important and necessary in supporting students in achieving learning targets, academic standards, and school-wide learner outcomes. Teachers provide feedback through grading practices, tests, and sometimes verbal praise, suggestions, and/or comments. By providing feedback to students, they are given an opportunity to correct their mistakes and are guided toward mastery. The role of the teacher is to facilitate student learning, so by providing feedback to students, they are given the opportunity to achieve success. By reiterating the learning target throughout the lesson, students are reminded of what their goal is and it helps keep everyone focus. In doing so, the standard is addressed and students meet the school-wide learner outcome of gaining knowledge among the other SLOs. | <ul style="list-style-type: none"> • Verbal feedback (praises, effort, and improvement) • Immediate feedback • Teacher written notes, comments • Peer feedback • Mid-Quarter Progress Reports |

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| <p>Teacher feedback must be given at an appropriate time, place, and must be specific. Mid-quarter progress reports and quarterly report cards are also a type of feedback given to students to show their performance.</p> | <ul style="list-style-type: none">• Quarterly Report Cards• Aimsweb Profile Sheet |
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GDOE/ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Areas

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

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

Summary (including comments about the student learning needs):

Finegayan Elementary School utilizes various assessments to monitor student progress to determine areas of growth and mastery.

Currently, the District adopted AimswebPlus for SY19-20 to assess Reading and Math. This differs from previous years because tests were paper-based. The new AimswebPlus, tests are now conducted online with Kinder and First grades done on a one to one basis, and second to fifth grade classes mainly done as a whole group testing. The effectiveness of the assessments is inconsistent due to only some grade levels analyzing the data to drive instruction. However, teachers are trying to work more collaboratively as a team, school, and district. Teachers want to create lessons, scales, and assessments, analyze the results, and constantly revisit this process to effectively teach.

For the last two years, the School Leadership team has grouped classrooms homogeneously based on Aimsweb data with the exception of our kindergarten classrooms. The School Leadership team believed that homogeneous will work effectively for student learning. By grouping students this way, teaching and learning will show more progress in the classroom focusing on student performance levels. Having grouped students homogeneously the last two years, teachers determined that it was not consistently effective and wanted to resort back to heterogeneous grouping. This school year, students are grouped heterogeneously.

Finegayan Elementary School assessment results were utilized to determine students who were below grade level in math and needed additional support. Teacher assistants were tasked to tutor small groups throughout the day. Assessment results also prompted some teachers to tutor those students identified for further support by maximizing time throughout the day. Several teachers used time before classes started, recess, lunch recess, or after-school to work with those students who performed below their grade level in hopes to increase academic growth.

Instructional strategies and programs were also shared during our school's Professional Development to offer alternative ways in meeting our students' needs. Teachers who attended different workshops shared the knowledge gained, disseminated information, and shared resources. Through practices of these ideas, teachers were able to assist students who were in need of remediation or enrichment.

The evidence from the School-Wide Information System (SWIS) report showed a correlation between academic performance and behaviors which prompted the use of PBIS as a means of motivation for student achievement. Our school offered Opportunity Room (OR) in the Computer Lab and Library for those students who received Office Discipline Referrals (ODRs) in hopes of further assisting the student's academic performance, decreasing behavior issues, and motivating student learning.

Students at Finegayan Elementary School are monitored through grade level representatives who collect student data and submit to administrators. In addition, regular classroom teachers conduct progress monitoring for students and work with grade levels to determine what instructional strategies and resources would be needed for growth.

Progress reports, report cards, and Aimsweb student profiles were utilized as a reporting means to parents on academic skills and performance. Standards were determined by teachers in the district on what to focus on each quarter and shared with all parties involved.

Teachers at FES use formative assessment strategies to measure student progress and modify instructional practices in various ways. After administering assessments to determine the level of student mastery, some teachers utilize the data to drive instruction. Modified lessons and activities are provided to ELL and SPED students to assist in meeting their targeted needs.

The curriculum resources provided by GDOE are utilized by some teachers to assess student progress and mastery. Other assessments created by teachers or found online through websites are also administered. These various assessments demonstrate student achievement by determining whether students were able to successfully answer questions and meet learning objectives.

Teacher feedback is important and necessary in supporting students in achieving learning targets, academic standards, and school-wide learner outcomes. Teachers provide feedback through grading practices, tests, and sometimes verbal praise, suggestions, and/or comments.

Category D: Assessment and Accountability Areas of Strength

1. The assessment team collaborates with respective grade levels to create CFAs and collect data so teachers can monitor student progress and plan accordingly to retest and reteach skills that need further reinforcements.

Category D: Assessment and Accountability Areas of Growth

1. Some teachers review student data and assessments to guide instruction based on student needs. However, as a school, there is a need to collectively and consistently analyze data not only at the grade level, but as a whole. This will help teachers to horizontally and vertically align the necessary skills to help students reach mastery.

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

E1. Parent and Community Engagement Criterion

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

Parent Engagement

E1.1. Indicator: The school implements strategies and processes for the regular engagement of parents and community stakeholders. 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 | Evidence |
|---|---|
| <p>Finegayan welcomes our parents and students before the beginning of each new school year. Open House, grade level orientation, and parent teacher conferences allows the parents an opportunity to come to the school and become acclimated with the school.</p> <p>During grade level orientations, school administrators introduce the expectations of the school, bell schedule, regulations and protocols, curricula, and programs.</p> <p>Open House gives parents and teachers an opportunity to briefly introduce each other and share any questions or concerns.</p> <p>During parent-teacher conferences, parents can discover a way to support their child and the teacher, how to support the curriculum from home and the best way to communicate with the teacher. This also allows the opportunity for parents and teachers to work together to help the student succeed.</p> <p>IEP and CST meetings are in place to assist students with disabilities or who are at-risk. Parents are informed of the progress and the school offers assistance, if needed.</p> <p>All these events and programs allow stakeholders to be introduced and knowledgeable of the schools expectations, regulations and procedures, and programs available for their children. This will pave an open communication relationship to students' success.</p> | <ul style="list-style-type: none"> • Open House • Grade Level Orientation • Parent Teacher Conferences • IEP meetings • CST meetings |

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| <p>Finegayan Math Nite started as a way to showcase to parents the Math curriculum. Parents shared that they did not understand the math concept their children were learning. Therefore, the idea of Math Nite came about. The school hosts a Math Night in which parents are invited to school to learn about and experience activities that are used for different math skills. This helps parents learn strategies in math in order to aid their child or children in homework.</p> <p>The Kindergarten team hosts parent technology night which is a meeting, wherein teachers explain to parents about the uses of laptops and websites, such as IXL. The teachers inform students on how to use IXL and incorporate technology not only in school but at home as well to enhance learning.</p> <p>Math Nite and Kindergarten Parent Night assist and inform the parents on the grade-level standards and expectations and provide strategies on various math skills to aid towards students' achievement.</p> | <ul style="list-style-type: none"> • Math Nite • Kinder Parent Night |
| <p>Finegayan uses various methods to keep parents informed on school activities or events. Students write their daily assignments, homework, and reminders in their school planners. Parents initial when they check the planners to ensure the messages were received. The school marque, purchased by the school F.A.T.E. PTO, quickly reminds parents of any activities or events occurring within month or week. School memos, monthly Guihan newsletters, school website, and PTO are also a means to keep parents abreast with what happens within the school. Newsletters are sent out at the beginning of the month with updates and Common Core Standards being taught during the specific month. In addition, Finegayan has a school website which shares updates of school events and activities and pictures of these events. F.A.T.E. PTO meetings are held once a month to seek opportunities to support the school and become active members in the school community. FATE PTO actively collaborates in school events and raises money to support common goals of the school, parents, faculty, and staff. Another process used to inform parents about student academics is an online parent portal. Parents are able to access</p> | <ul style="list-style-type: none"> • Student Planner • School Marque • Memos/Monthly Parent Newsletters • FES School Website • Social Media (GDOE & FATE Facebook) • F.A.T.E. PTO • Homework folders |

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| <p>their child’s grades and monitor grades. If parents should have any concerns with their child’s grades, they can immediately address the situation, rather than wait until parent teacher conference. These various forms of communication keep the stakeholders informed of any upcoming school events throughout the year to enhance parent and student involvement.</p> | |
| <p>Finegayan actively solicits parents and community volunteers to help assist in many activities. F.A.T.E. PTO holds a carnival every Fall and Spring. Parents and the school community are welcome to sign up for a booth and have a night of fun. For field trips, parents are asked to be chaperones and assist in the safety of the students. The school nurse holds a yearly parent fair. She invites community members to set ups booths and parents are able to address questions about the services they provide. Counselors invite community members, such as the Guam Drug Task Force, to speak to students about the dangers of drug and alcohol abuse. These activities connect the school with the community to allow students and parents to be aware of a variety of resources available for them to make better decisions in life.</p> | <ul style="list-style-type: none"> • School Seasonal Carnivals • Field trips (Chaperones) • Parent Fair • Counselor Presentations |
| <p>FES Student organizations create goals to assist the community.</p> <p>Student Council holds an annual Canned Food Drive during the holiday season to feed the homeless. Representatives from local chapters companies such as Kamalen Karidât and Guam Salvation Army accept the cans and during the holidays of Thanksgiving and Christmas utilize the canned goods to produce meals for the needy. Afterwards, Student Council members reflect on the effects of giving back to the community.</p> <p>4H / I-Recycle organization learn about the effects of buildup of trash and other harmful products and the importance of taking care of Earth. After discussions, members use their</p> | <ul style="list-style-type: none"> • School organizations <ul style="list-style-type: none"> ➤ Student Council ➤ FES I-Recycle Organization |

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| <p>lunch recess time to pick up trash and recycle the materials of paper, plastic, and aluminum. Penny Denney, Program Administrator, of I-Recycle Guam works with our school to help change the mindset about recycle. The goal is to encourage educators to teach the importance of recycling to students, in turn students will encourage families to recycle, and families can encourage their business or work place to recycle.</p> <p>In the future, students will be able to apply knowledge to willingly contribute in every random act of kindness to the community.</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 | Evidence |
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| <p>Finegayan uses a variety of community resources to support students.</p> <p>In conjunction with the school counselor presentations, the Guam Army National Guard’s Guam Drug Task Force visits the school once a year to speak to students. The goal is to educate and reach out to youth about the dangers of drugs. Students partake in activities to kick off Red Ribbon Week.</p> <p>The Guam Crime Stoppers educate the students on how to be responsible citizens. Students can take actions to report crimes as witnesses.</p> <p>Elocution is a co-curricular activity that encourages students to practice the art of public speaking and to directly experience the power of masterfully crafted language. Community personnel are invited to judge the Elocution contest. Judges were from the Public Broadcast System Company, Army Reserve, and Gifted and Talented Education Division.</p> | <ul style="list-style-type: none"> • Counselor Presentations • Guam Drug Task Force (Red Ribbon Week) • Guam Crime Stoppers • Celebrity Readers • Elocution • GATE fieldtrip • UOG 4H • Healing Hearts • UOG Nutrition • School nurse presentations |

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| <p>The GATE class participated in several field trips to experience fine arts outside of the resources on campus, such as watching local plays at off-campus auditoriums.</p> <p>In SY: 15-16 and 16-17, UOG’s 4H program chose Finegayan to conduct STEM hands-on curriculum and physical activity. The school nurse invites community partners to Finegayan to share the knowledge and services the students need for everyday living. The Healing Hearts Rape Crisis Center speaks to the students about “good touch” and “bad touch.” Students are given lessons on how to be safe from “bad touch” and how to respond in the event of a “bad touch” situation. The UOG Nutrition program educates the students on proper portion eating and engages students in daily exercise.</p> <p>In addition, the school nurse holds presentations to teach the students about healthy concepts, such as hand washing techniques, hygiene, and proper tooth brushing, to name a few.</p> <p>Pizza Hut sponsors a Book It program to encourage students to read more. Students are rewarded with pizza coupons when they read a reading goal.</p> <p>FATE PTO sponsors several fundraisers for FES throughout the year. PTO surveys parents, to identify interest levels in volunteering for beautification projects around the school.</p> <p>Finegayan works with Chuck E. Cheese and McDonald’s to sponsor fundraising opportunities for grade level teachers to help generate funds for activities, such as field trips and classroom supplies.</p> <p>Co-curricular activities, presentations, organizations, and programs promote creativity, literacy, self-esteem and public speaking skills. Students in turn advocate making better decisions in terms of health, safety and well-being. Students are exposed to various resources available in hopes of a greater involvement in the community.</p> | <ul style="list-style-type: none"> • Pizza Hut Book It • FATE PTO • Chuck E. Cheese • McDonald’s |
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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 school-wide 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 school-wide learner outcomes through the curricular/co-curricular program.

| Findings | Evidence |
|---|--|
| <p>All grade levels conduct a parent OPEN HOUSE meeting, where teachers inform parents about the CCSS and SBG implementation.</p> <p>Student achievement is tracked through assessments such as teacher-made and AIMS Web assessments. The AIMS Web assessments are aligned with academic standards and the results are given to parents to inform them about their child’s academic achievement. This is done frequently during benchmarks (Fall, Winter, and Spring) which help monitor progress and determine if students have improved.</p> <p>Finegayan conducts parent teacher conferences twice a year. Achievement of standards and areas of improvement are reviewed during parent-teacher conferences. Report cards, progress reports, and IEP progress reports inform parents of student progress quarterly.</p> <p>Parents are invited to attend monthly recognition assemblies to acknowledge students who were outstanding in demonstrating specific School-Wide Expectations and School-Wide Learner Outcomes. In addition, students who place in Proficient or Advance in the ACT ASPIRE are recognized during a school-wide assembly to share their success.</p> <p>School-wide Learner Outcomes and School-wide Expectations are displayed school-wide to reinforce expectations of the students.</p> | <ul style="list-style-type: none"> • Open House • Kinder Parent Tech Night • Assessments • Parent Teacher Conferences • Progress Reports/IEP Progress Reports/Report Cards • Student of the Month Assembly • ACT ASPIRE Awards • School-Wide Learner Outcomes/School-Wide Expectations |

| | |
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| <p>Parents and students have access to the School-Wide Expectations and School-Wide Learner Outcomes in the class syllabus , surveys, and student planner to review.</p> <p>By informing the stakeholders of the expectations of the school and providing assessments and strategies, students will be able to monitor their progress and improve in their academics. By recognizing positive behavior and rewarding academic achievements, students will develop responsibility, accountability, interdependence and self-esteem.</p> | <ul style="list-style-type: none"> • Syllabus Student Planners |
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E2. School Culture Criterion

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

Safe, Clean, and Orderly Environment

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

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

| Findings | Supporting Evidence |
|---|---|
| <p>Finegayan has effective policies, regulations, and procedures which provide students a safe, clean, and orderly environment.</p> <p>During the first weeks of school, teachers introduce the SWE and SLO to the students. Class discussion of SWE and SLO is shared throughout the school. The SWE is displayed on our school campus. Students create “class promises” and “class posters” to demonstrate understanding of what is expected of them.</p> | <ul style="list-style-type: none"> • School-wide Expectations (SWE) & School-wide Learner Outcomes (SLO) • School Planners • Class Room Rules / Behavior Contracts • Student Information Forms • Student Media Release • Dress Code Uniform Policy • Truancy Notice • Student Education Technology • Parent Portal |

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| <p>Finegayan provides school planners for all students. At the beginning of each school year, teachers review the expectations outlined in the school planner. Parents also have access to these expectations to review with their children).</p> <p>Teachers discuss their classroom rules and consequences in their class syllabus. Syllabi are sent home for parent acknowledgement. Student behavior contracts (intermediate grades) are sent home informing parents of positive and needs of improvement consequences.</p> <p>School office personnel send home parent notes and forms to be completed.</p> <ul style="list-style-type: none"> • Student Media Release asks parents for permission to take their child’s photo to share for school purposes only. • Dress Code Uniform Policy encourage improvement of student behavior, promote appropriate attire, promote unity and school pride, promote safety and security to all school personnel, minimize or eliminate any socio-economic distinction, and promote and environment, free of harassment and bullying. • Truancy address the concern of students missing too much school days. Truancy decreases a student’s ability to learn. Students tend to lose interest in school which in turn leads to low academic performance. Finegayan address truancy by keeping track of students’ absences. School has protocol to address truancy. • Finegayan has effective safety regulations and operating procedures for internet safety. Students are provided with access to the Guam Department of Education wireless network primarily for educational purposes. Finegayan does have a Student Education | <ul style="list-style-type: none"> • Monthly Safety Drills <ul style="list-style-type: none"> - Fire - Earthquake - Active Shooter - Bomb Threat - Lockdown (Shelter-In Place) • Counselor Presentations with Guest Presenters • Parent Shadowing • Peer Mediations Student Organization • Youth Crime Watch • Contracted Cleaning Companies <ul style="list-style-type: none"> - Custodial • Yard Maintenance |
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| <p>Technology form that parents must agree to and sign in acknowledge understanding of effective and ethical use of technology.</p> <ul style="list-style-type: none">• Parent Portal is accessible to all Finegayan parents. Parents use the Parent Portal to check their child’s assignment grades and attendance reports. Parent Portal also informs parents through text, calls, voice messages, or email if their child is absent from school. This helps with truancy and behavior issues (skipping school or classes). <p>Monthly safety drills are conducted to prepare the school community for various emergency situations. Teachers demonstrate the proper procedures taken during earthquake, active shooter, and lockdown drills. Local safety departments, such as the Guam Police Department and Guam Fire Department, also partake in these drills to observe and witness if Finegayan is equipped with the necessary protocols to handle all emergency situations. A follow-up report from the school administration is shared to inform the faculty and staff the areas of strength and improvements. In addition, there is an annual inspection of the classroom fire extinguishers and campus fire alarm.</p> <p>School counselors provide lessons on character building, anti-bullying, and harassment issues, however it remains an ongoing concern. When incidents do occur, parents are called in for meetings to help resolve student conflicts. During FATE PTO meetings, school counselor shares statistics on the school’s monthly discipline report so parents are aware of what grade level and incidents are most problematic. Parent shadowing may occur, whereas parents follow their child through the day to observe the behavior issue. Students selected from the intermediate grades are trained to mediate conflicts between peers during</p> | |
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| <p>their recess times.</p> <p>The Youth Crime Watch patrol hallways during recess times to ensure there are no students loitering or causing disruption during instructional time of other grade levels.</p> <p>Finegayan has contracts with cleaning companies to regularly upkeep the school grounds; maintain classrooms, and common areas for the safety and cleanliness of the school.</p> <p>Lessons on character building, anti-bullying, and harassment issues empower students to practice and model positive behavior with others. A clean, orderly and safe school environment is conducive for student learning. When students are informed of school rules, expectations, and consequences, students are held accountable for their actions.</p> | |
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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 | Evidence |
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| <p>Finegayan Elementary School has an effective set of school-wide expectations for behavior that sets the groundwork for learning, growth, and development.</p> <p>School-wide Expectations are shared at the start of every school year, posted in all classrooms and in the student planner. FES also has a wall mural of the School-wide Expectations near the front of the office. Expectations are made clear to the students and parents by teachers, counselors, and administrators. Parents have many opportunities to learn about school-wide behavior expectations. Parent concerns are</p> | <ul style="list-style-type: none"> • School-wide Expectations • Student Planners • Classroom Rules • School Mural • Parent Engagement • Parent-Student |

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| <p>addressed as needed with the administrators.</p> <p>Our school counselor shares the Incident Report during the school faculty meeting and at the FATE PTO meetings. Grade level and reasons of incident are shared and how we can improve behaviors are discussed as a whole school community. Also, school counselors provide character development presentations to all grades, Kindergarten through 5th. In addition, a school counselor initiates a Peer Mediation organization whereas students mediate their peers before any behavior concerns arise. Peer Mediators inform the school counselor who in turn follows up with a meeting with said students.</p> <p>FES employs a behavior referral system. Behaviors are documented on a Discipline Referral Form and submitted to the administrators for follow-up action. Parents are contacted for incidents and a report is sent home for parent acknowledgement. All referrals are addressed appropriately and inputted into the school data system to be kept as a record.</p> <p>A behavior expectations and management system is in place which supports students’ learning and development. Stakeholders work together to model, address and mediate students’ issues (mental, physical and emotional) to improve behavior and enhance academic performance.</p> | <ul style="list-style-type: none"> Orientation • Open House • Kinder Night • Parent Teacher Conference • FATE PTO Meeting • Student of the Month Award Assembly • Counselor Incident Report • Counselor Character Presentations • Peer Mediations • Behavior Referral Form |
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High Expectations for Students

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

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

| Findings | Supporting Evidence |
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| <p>Finegayan has high expectations and utilizes the Common Core State Standards, as well as the Guam Department of Education Standards.</p> <p>Finegayan has high expectations for all students and creates an environment that honors individual differences and is conducive</p> | <ul style="list-style-type: none"> • FES Mission Statement • GDOE Vision Statement • School-wide |

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| <p>to learning through activities and academic programs. Teachers provide varied instructions which allow students to interact one-to-one through cooperative learning, peer-tutoring, and small groups. Students are provided resources for learning that extends beyond the textbook such as technology, experiments, performances, field trips, guest speakers, and other activities. Teachers utilize the Depth of Knowledge levels to create lesson plans. Some teaching strategies FES utilizes are Classroom Instruction That Works (CITW), differentiated instruction, cooperative learning, inquiry-based instruction (Big Idea), and technology in the classroom.</p> | <p>Expectations</p> <ul style="list-style-type: none"> • Lesson Plan • Co-Curricular and Extra- • Curricular Activities • Extended Learning • (fieldtrips) • Cooperative Group Work • Projects • Homework |
| <p>Finegayan has a variety of co-curricular and extracurricular activities. These activities are offered throughout the school year. Students are given opportunities to challenge themselves and to demonstrate the knowledge and skills attained in the classroom. These activities allow them to be involved in their community and develop teamwork and leadership skills.</p> | <ul style="list-style-type: none"> • Spelling Bee • Geography Bee • Math Olympiad • Math Counts • GATE Stock Market Exchange • Special Olympic • Science Fair • Student Council • National Elementary Honor Society (NEHS) • Elocution • CHamoru Events |

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| <p>Students are recognized for their achievements and efforts. Students are awarded at assemblies, induction ceremonies, and/or FATE PTO meeting. This fosters self-esteem and provides incentives for progressive student performance and good behavior.</p> | <ul style="list-style-type: none"> • ACT ASPIRE Award Assembly • Student Council Induction • NEHS Induction • Student of the Month Assembly • Classroom Awards • CHamoru Studies Awards • Special Olympic Competitions • Math Olympiad/Science Fair/ Spelling Bee Awards |
| <p>FES incorporates differentiated learning to meet students' needs and abilities.</p> <p>The Resource Room is for students who qualify for special education and related services: speech, physical, emotional, and occupational therapy. Individualized Education Plans are also implemented. Working in a small group setting offers students more support with the skills to help them perform to meet their personal goals.</p> <p>Students who qualify for a 504 plan are given accommodations to ensure their academic success, and they have access to a learning environment.</p> <p>Students who are identified as ESL receive instruction and support based on their English proficiency needs. A small group setting enables them to learn the skills to perform at grade-level and to catch up with their peers.</p> <p>Students who are identified in the Gifted and Talented Education program are provided learning enrichment, critical thinking skills, problem-solving skills, and project-based learning. The GATE Program challenges students to achieve higher level thinking skills and broaden their world view.</p> | <ul style="list-style-type: none"> • Special Education <ul style="list-style-type: none"> - IEP - 504 • ESL • GATE |

Culture of Trust, Respect, and Professionalism

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

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

| Findings | Evidence |
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| <p>Finegayan demonstrates a culture of trust, respect, and professionalism through our school’s mission statement, school-wide learner outcomes, and school-wide expectations. These are recited daily, during the morning routine, to assist students in remembering what is expected of them.</p> <p>Various surveys are used to assess teachers, staff, and programs. The surveys help drive our actions as a school community to ensure we are providing a school that nurtures and focuses on student needs.</p> <p>Faculty and staff attend professional developments, trainings, and workshops for best and current practices. This allows teachers to be up-to-par with their knowledge.</p> <p>Finegayan encourages parental involvement by inviting and hosting monthly meetings at the school to build trusting relationships and open communication between teachers, staff, and parents. The collaborative relationship helps ensure students’ success in their academic performances.</p> | <ul style="list-style-type: none"> • Perception Surveys <ul style="list-style-type: none"> - Parent - Student • YES Survey • PBIS Survey • SSS Survey • SAS Survey • PTEP Evaluations • Professional Developments • District Trainings • Workshops • Mentoring Program • FATE PTO meetings |

E3. Student Support Criterion – Personalization

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

Adequate Personalized Support

E3.1. Indicator: The school ensures that every student receives appropriate support services in such areas as academic/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 | Evidence |
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| <p>Finegayan Elementary School participates in the After-School Program of Instruction, Recreation, and Enrichment (ASPIRE) program. Students in the ASPIRE program receive assistance with homework. In addition, students are given strategies and enrichment skills to improve academics. Seasonal performances are also shared to promote team-building, cooperation, collaboration, and creativity.</p> <p>The school participates in the Island-wide Spelling Bee competition for grades 3-5. Primary grades conduct their own Spelling Bee competitions in their classroom. Students improve their spelling, increase their vocabulary, and develop correct English usage.</p> <p>To encourage scientific thinking or technology-based inquiry, the school helps mold young minds in preparation for the Island-wide Science Fair. Every year, students learn about the scientific method and gain inquiry skills. After teachers model the scientific and inquiry skills, students are given the chance to use these said skills to produce projects, experiments, and/or inventions to share what they have learned. Students are given the opportunity to work individually or in a group to produce a project and display for questions and judging. The Science Fair helps foster their enthusiasm and interest for science.</p> <p>To stimulate interest in math for students, the school participates in Math Olympiad. Students in the Math Olympiad program are given the opportunity to participate in math problem solving contest. The program is used to help stimulate enthusiasm and a love for mathematics, introduce important mathematical concepts, teach major strategies for problem solving, foster Mathematical creativity and ingenuity, and provide for the satisfaction, joy, and thrill of meeting challenges. Teachers can use Math Olympiad as an enriching classroom activity to strengthen problem-solving skills of all students, a before-school or after-school math program (or even a weekend academy), a push-in or pull-out</p> | <ul style="list-style-type: none"> • ASPIRE • Spelling Bee • Science Fair • Math Olympiad • School Counseling Program |

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| <p>enrichment program, or a district gifted program.</p> <p>School counselors hold monthly presentations to all grade levels to teach students about various topics. Topics include: Be Safe, Be Respectful, Be Responsible, Friendship, Conflict Resolution, Citizenship, Coping with Emotions, Cultural Awareness, Careers, Self-Esteem /Confidence/Anxiety, Caring, Fairness, Trustworthiness and Anti-Bullying. Presentations by guest speakers from Guam Police Department Crime Stoppers Program and Guam National Guard Counterdrug Coalition. School counselors also see students individually and in small groups as needs arise. These topics help improve students’ outlook on life skills and personal matters.</p> <p>In order to support our students’ health, the school has one School Health Counselor (SHC), Registered Nurse (RN) and is charged with providing health care for our students. To achieve this, she provides health service programs for the assessment, evaluation, maintenance, and improvement of the health of students and school personnel. The SHC assesses students’ hearing and vision through teacher recommendation and/or parent requests, ensures that children with hearing loss or vision problems are identified and managed in a timely manner, and thereby minimize negative academic consequences. In addition, referrals are made to the Lion’s Club for students in need of glasses. The SHC also does lice screening, Body Mass Index (BMI) screening annually, dental referrals and medical referrals as needed. SHC also does health teaching as needed.</p> <p>Besides meeting the daily needs of students, the SHC also invites people from the community to share health, wellness, and safety related presentations. For instance: Red Flag/Green Flag Safety (Healing Hearts), Handwashing – personal hygiene (DPHSS), Nutrition Awareness (UOG EFNEP and Payless Heath Smart), Drug and Alcohol Awareness (GPD), and Tobacco Awareness (DPHSS). She also coordinates the Jump Rope for Heart and other fitness activities for students like Zumba and Mixed Fit.</p> | <ul style="list-style-type: none"> • School Health Counselor • Special Education Teachers • Individualized Education Plan (IEP), 504 Plan and 1:1 para-educators • The Student Parent Community Engagement Project (SPCE) • Positive Behavioral Interventions and Supports (PBIS) • Student Support Services Division Truancy Section • English as a Second Language (ESL) |
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responds to the following types of referrals: Attendance, Behavior, Medical, Registration/Withdrawal, School Parent Conferences and Support Services. Social workers assigned to FES have been very active in addressing requests and needs.

The Positive Behavioral Interventions and Supports (PBIS) framework component provides program personnel the opportunity to collaborate with other school level personnel and service providers to address the function of the behaviors and help provide the students with skills necessary to function successfully in the regular classroom setting.

PBIS coaches provide support in the implementation and expansion of the PBIS Framework. FES's coach has been instrumental in guiding our PBIS cadre.

The Positive Behaviors and Awareness and Safe School Environments component, in collaboration with the PBIS coaches, technical assistance will help build the capacity of school level personnel and coaches to encourage framework sustainability. PBIS training was conducted to FES staff on effective student monitoring.

The Truancy Division's mission statement is to prevent truancy, report all violations of all truancy statuses to the courts, and promote the educational goals and objectives of the Guam Department of Education. FES's Student Attendance Officer (SAO) regularly checks in with administrators to assist with truancy intervention.

The goal of the Guam Department of Education is to provide students identified as English Learners with adequate, appropriate, and equitable educational opportunities so that they are able to attain high levels of English proficiency, develop high levels of academic attainment in English, and meet the same challenge academics content and student academic achievement standards as all children are expected to meet.

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| <p>To meet the district goal, the English as a Second Language (ESL) program’s first task is to identify the students who require ESL services. To identify such students, the program utilizes the Language Assessment Scales (LAS), the LAS Links Placement Test and the LAS Links K-12 Assessments. The initial assessment is given to new students upon entering the school system to place students in the appropriate program. There is also a test for Kindergarten students call the Pre-LAS test. Finegayan Elementary School is one of the pilot schools for this test that started in 2015 so school year 2019-2020 is the 5th year for the test. Further, the Links and Placement tests are given to all ESL students from K – 5th graders.</p> <p>“Child Study Team (CST) is designed to provide teachers and school staff with instructional supports and strategies for helping students in need of assistance. CST members provide ideas and methods for helping at risk students who are experiencing academic, behavioral, health, social/emotional, communication, fine/gross motor skills, and other concerns.”</p> <p>School shall collaborate with appropriate team members to identify strategies that result in targeted, school-level interventions. The CST process may consist of multiple staffing meetings that involve school-level personnel over a reasonable, calculated time frame that allows the team to review, develop, and/or monitor an intervention plan. Documentation regarding interventions should are written, implemented, monitored for effectiveness, and reviewed continuously until the student shows improvement or until the team determines that other referrals are needed.</p> <p>All these services provided by the school allow students to receive the support that enable them to meet their individual needs to ensure academic success.</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 | Evidence |
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| <p>Finegayan allocates resources based on student needs, which are determined by various means.</p> | |
| <p>School counselors hold monthly presentations to all grade levels to teach students about various topics. Topics include: Be Safe, Be Respectful, Be Responsible, Friendship, Conflict Resolution, Citizenship, Coping with Emotions, Cultural Awareness, Careers, Self-Esteem /Confidence/Anxiety, Caring, Fairness, Trustworthiness and Anti-Bullying. Presentations by guest speakers from Guam Police Department Crime Stoppers Program and Guam National Guard Counterdrug Coalition. School counselors also see students individually and in small groups as needs arise. These lessons help to improve students’ outlook on life skills and personal matters.</p> | <ul style="list-style-type: none"> ● School Counseling Program |
| <p>In order to support our students’ health, the school has one School Health Counselor (SHC). She is a Registered Nurse (RN) and is charged with providing health care for our students. To achieve this, she provides health service programs for the assessment, evaluation, maintenance, and improvement of the health of students and school personnel. The SHC assesses students’ hearing and vision through teacher recommendation and/or parent requests, ensures that children with hearing loss or vision problems are identified and managed in a timely manner, and thereby minimize negative academic consequences. In addition, referrals are made to the Lion’s Club for students in need of glasses. The SHC also does lice screening, Body Mass Index (BMI) screening annually, dental referrals and medical referrals as needed. She also does health teaching as needed.</p> <p>Besides meeting the daily needs of students the SHC also invites people from the community to share health, wellness, and safety related presentations. For instance: Red</p> | <ul style="list-style-type: none"> ● School Health Counselor |

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| <p>Flag/Green Flag Safety (Healing Hearts), Handwashing – personal hygiene (DPHSS), Nutrition Awareness (UOG EFNEP and Payless Heath Smart), Drug and Alcohol Awareness (GPD), and Tobacco Awareness (DPHSS). She also coordinates the Jump Rope for Heart and other fitness activities for students like Zumba and Mixxed Fit.</p> <p>The SHC also oversees the Employee Health Fair, Parent Health and Resources Fair, and Mobile Clinic (free physical exams from a volunteer M.D. and free TB skin tests and shots) sponsored by the Todu Foundation with Senator Rodriguez.</p> | |
| <p>Students with special needs also receive a personalized support plan. Finegayan Elementary School’s Special Education team is comprised of one special education teacher and six para-educator aides, who work closely with the general education teachers through collaboration and consultation to ensure student success. Students with disabilities are provided with one-to-one assistance and small group pullout support in order to help achieve the core curriculum demands of the general education classrooms.</p> | <ul style="list-style-type: none"> • Special Education Teachers, • Individualized Education Plan (IEP), 504 Plan and 1:1 para-educators |
| <p>The Student Parent Community Engagement Project (SPCE) is a district program supplemented with federal funds that aims to assist at-risk students and their families by providing social services support, promoting parent engagement activities, implementing the Positive Behavior Intervention and Support Framework and behavior intervention practices and supporting Positive Learning Centers.</p> <p>The program consists of three components: Support Services and Outreach Teams (SSOT), Positive Behavioral Interventions and Supports (PBIS) Framework, Positive Behaviors and Awareness and Safe School Environments.</p> | <ul style="list-style-type: none"> • The Student Parent Community Engagement Project (SPCE) |
| <p>The Positive Behavioral Interventions and Supports (PBIS) framework component provides program personnel the</p> | <ul style="list-style-type: none"> • Positive Behavioral Interventions and |

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| <p>opportunity to collaborate with other school level personnel and service providers to address the function of the behaviors and help provide the students with skills necessary to function successfully in the regular classroom setting.</p> | <p>Supports (PBIS)</p> |
| <p>The Truancy Division’s mission statement is to prevent truancy, report all violations of all truancy statuses to the courts, and promote the educational goals and objectives of the Guam Department of Education. Teachers and office staff monitor and document truancy issues. Communication attempts with parents are handled first. However, if there is no communication means, the school seeks the assistance of a School Attendance Officer to inspect the cause of truancy.</p> | <ul style="list-style-type: none"> • Student Support Services Division Truancy Section |
| <p>The goal of the Guam Department of Education is to provide students identified as English Learners with adequate, appropriate, and equitable educational opportunities so that they are able to attain high levels of English proficiency, develop high levels of academic attainment in English, and meet the same challenge academics content and student academic achievement standards as all children are expected to meet.</p> | <ul style="list-style-type: none"> • English as a Second Language (ESL) |
| <p>School-Based Behavioral Health (SBBH) refers to the practice of providing behavioral and mental health treatment to children and adolescents in the school environment. Services may include behavioral assessment, individual and group therapy, substance abuse counseling, psychiatric services, and case management.</p> <p>The process to refer a student for SBBH services requires a Child Study Team (CST) meeting and then a referral.</p> | <ul style="list-style-type: none"> • School-Based Behavioral Health Supports |
| <p>Child Study Team (CST) is designed to provide teachers and school staff with instructional supports and strategies for helping students in need of assistance. CST members provide ideas and methods for helping at risk students who are experiencing academic, behavioral, health, social/emotional, communication, fine/gross motor skills, and other concerns.</p> | <ul style="list-style-type: none"> • Child Study Team |

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| <p>These programs and services help address the personal needs of at-risk students to support their academic success.</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 school-wide profiles, and processes and procedures for intervention (e.g., ELL, SPED, and other alternative learning programs).

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

| Findings | Evidence |
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| <p>This year’s practices/ strategies are still in progress which we cannot evaluate the effectiveness yet. Regular school-wide reviewing of students data (DWA/AimswebPlus); determining class, grade level, and school-wide issues & plan for intervention; use of Plan-Do-Study-Act and root cause analysis to target intervention strategies, intentional scheduling of intervention block in the school year schedule to provide structures time for intervention; plan for early start or after-school tutoring with the TAs; lesson planning as a grade level to provide students viable curriculum.</p> <p>Through regular testing, teachers use a “benchmark chart” which allows them to monitor/access for regular review of each student’s progress and level. This benchmark assists with identifying the skills that places the students in different tiers to provide appropriate intervention. Through the use of our computer lab, teachers are able to provide more drills on basic skills. All these strategies help target the different types of learners and ensure that teachers are held accountable for all students.</p> | <ul style="list-style-type: none"> • AIMSWEB • Using technology (Kinder & 5th roving labs, promethean boards, projectors, ELMO) • Computer lab schedule • Ability Grouping |

E4. Student Support Criterion – Accessibility

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

Equal Access to Curriculum and Support

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

E4.1. Prompt: To what extent do all students have accessibility to a challenging, relevant, and coherent curriculum?

(Examine the demographics and distribution of students throughout the class offerings and the types of alternative schedules available.)

| Findings | Evidence |
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| Finegayan implements a challenging, relevant, and coherent curriculum in Math, ELA, Science, and Social Studies. | <ul style="list-style-type: none"> • Curriculum Maps • Consensus Maps • Pacing Guides <ul style="list-style-type: none"> - Math - ELA - Social Studies - Science • Lesson Plans |
| Science, Technology, Engineering, and Math (STEM) and the Full Option Science System (FOSS) aim to teach students innovation, to think critically and use engineering or technology in imaginative designs or creative approaches to real-world problems while building on students' mathematics and science base. | <ul style="list-style-type: none"> • STEM/STEAM • Foss Kits |
| Extended School Year is provided for students with special needs who require continuity in instruction during the summer break. | <ul style="list-style-type: none"> • Extended School Year |
| Students who are identified in the Gifted and Talented Education program are provided learning enrichment, critical thinking skills, problem-solving skills, and project-based learning. | <ul style="list-style-type: none"> • GATE |
| The goal of the Guam Department of Education and Finegayan is to provide students identified as English Learners with adequate, appropriate, and equitable educational opportunities so that they | <ul style="list-style-type: none"> • English as Second Language |

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| are able to attain high levels of English proficiency, develop high levels of academic attainment in English, and meet the same challenge academics content and student academic achievement standards as all children are expected to meet. | |
| Students with special needs also receive a personalized support plan. Finegayan Elementary School’s Special Education team is comprised of one special education teacher and six para-educator aides, who work closely with the general education teachers through collaboration and consultation to ensure student success. Students with disabilities are provided with one-to-one assistance and small group pullout support in order to help achieve the core curriculum demands of the general education classrooms. | <ul style="list-style-type: none"> • SPED |
| Finegayan Elementary School participates in the After School Program of Instruction, Recreation, and Enrichment (ASPIRE) program. Students in the ASPIRE program receive assistance with homework. In addition, students are given strategies and enrichment skills to improve academics. Seasonal performances are also shared to promote team building, cooperation, collaboration, and creativity. | <ul style="list-style-type: none"> • ASPIRE |
| These programs provide accessibility to alternative schedules for specific services to meet their individual needs. | |

Curricular/Co-Curricular Activities

E4.2. Indicator: School leadership and staff link curricular/co-curricular activities to the academic standards and school-wide 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 school-wide learner outcomes for students who require access to a system of personalized supports.

| Findings | Evidence |
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| Finegayan has co-curricular and curricular activities that are driven by the CCSS and School-wide Learner Outcomes, offer personalized support, and are accessible to all learners. | |
| Finegayan has a variety of co-curricular and extracurricular | <ul style="list-style-type: none"> • ASPIRE |

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| <p>activities. These activities are offered through the school year. Students are given opportunities to challenge themselves and to demonstrate the knowledge and skills attained in the classroom. These activities allow them to be involved in their community and develop teamwork.</p> | <ul style="list-style-type: none"> • GATE • SPED • ESL • Spelling Bee • Math Olympiad • Robotics • Science Fair • Robotics • Kickball • WAVE Club • STUCO • Geography Bee • Math Counts • GATE Stock Market Exchange • Special Olympic • Student Council • National Elementary Honor Society (NEHS) • Elocution • CHamoru Events |
| <p>Students receive accommodations and/or modifications through 504 Plan, IEP, and ESL to allow students to participate in curricular activities.</p> <p>A more conscious effort needs to be placed to explicitly connect activities to standards and School-wide Learner Outcomes.</p> | <ul style="list-style-type: none"> • 504 Plan • IEP Plan • ESL Modifications |
| <p>Finegayan Elementary School participates in the After School Program of Instruction, Recreation, and Enrichment (ASPIRE) program.</p> <p>Students in the ASPIRE program receive assistance with homework. In addition, students are given strategies and enrichment skills to improve academics. Seasonal performances are also shared to promote team building, cooperation, collaboration, and creativity.</p> <p>ASPIRE has a tutoring component which offers students assistance in meeting grade level standards, however the tutoring component was not implemented last year due to lack of transportation for students.</p> | <ul style="list-style-type: none"> • ASPIRE |

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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 support.

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 | Evidence |
|--|---|
| Progress reports and report cards are sent home quarterly to share the students’ progress on curriculum | <ul style="list-style-type: none"> • Quarterly Progress Report • Report Cards |
| <p>IEP and 504 Plan meetings are held at least once a year to evaluate and revisit current needs and make necessary changes to modifications and accommodations.</p> <p>Students who receive Special Education and related services are monitored through annual IEP’s, quarterly progress reports, and well as collaborations and consultation between the general education teacher, resource room teacher, and related service providers.</p> | <ul style="list-style-type: none"> • IEP • 504 Plans • CST |

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 | Evidence |
|---|---|
| <p>FES students are aware of support services that provide assistance in health, behavior, and family matters that deal with grief, loss, and bullying.</p> <p>Students are cognizant of support services provided by the school through various mediums such as counselor presentation, letters sent home, syllabus, school website, school newsletter, homeroom</p> | <p>Counselor</p> <ul style="list-style-type: none"> • Log Sheet • Referral Form <p>Outreach</p> <ul style="list-style-type: none"> • Log Sheet |

| | |
|---|--|
| <p>newsletter, open house, parent teacher conferences.</p> <p>Students are able to access support services through formal and informal processes. Support services provide an open door policy to ensure availability to all stakeholders.</p> <p>By providing these services, it guides students to various resources to assist them when needed.</p> <p>The Student Council organization acts as a voice for the student populations. Through bi-weekly meetings, students share with their advisers any concerns that arise from their peers. In turn, advisers and Student Council officers address the concerns to the administrators for further actions.</p> | <ul style="list-style-type: none"> • Referral Forms <p>Nurse</p> <ul style="list-style-type: none"> • Incident Report • Emergency Contact Forms • Parent Sign-in Sheets • Class Syllabus • Student Council |
|---|--|

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

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

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

Summary (including comments about the student learning needs):

FES is a dedicated group of stakeholders who accomplish a lot with limited resources and unlimited desire to help the GUIHAN community. FES is a welcoming, respectful, and supportive atmosphere, which is committed in promoting a strong sense of community for parents, students, and staff. FES provides opportunities to students from all cultures and different learning needs: students with Special Needs, English as a Second Language learners, and Gifted and Talented Education students. Student support services, student safety, stakeholder involvement and use of technology have all improved. FES still needs to develop and implement more effective intervention strategies in core subjects for low achieving students. Intervention classes in Mathematics and ELA should be built into the master schedule. There needs to be more social interactions in the classroom and different grade levels for underachieving students and more recognition of the best performing students. There needs to be other opportunities open to all grade levels (K-5) in areas of cultural, performing arts, music, social development, STEM, and sports.

Prioritize the strengths and areas of growth for Category E

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

1. Promoting A Positive and Safe Environment
2. Student Engagement
 - The school culture is enhanced by exposing students to real-world connections and experiences Purposeful activities are organized for students to participate outside the classroom setting. Access to a wide variety of extra-curricular activities and strong participation in community-based competitions.

3. Stakeholder Involvement

- Parents and community member involvement has increased. Office Discipline Referral reports are shared with all stakeholders through PTO and faculty monthly meetings.
- Recognition is provided for student achievement and positive behavior. Educational awareness for socioemotional, mental health, and positive behavior is promoted. Improvement on monthly Emergency Response Plans.

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

Areas of Growth

1. Communication

- FES needs a public broadcasting system for the entire campus to communicate. FES is a large campus, currently faculty and teachers use a WHATSAPP group as the only means of immediate communication for an emergency. Therefore, having a more audible broadcasting system will create a better process and procedure in the event of an emergency.
- FES needs to review various ways of communicating with ELL parents to increase student support. Over sixty percent of the student population is English Language Learners. Creating more simplified or translated forms in the home language may give parents a better understanding of how to support their child.

2. Safety

- FES needs more faculty and staff to assist in supervision to ensure student safety outside of the classroom. The school has a high turnover rate of faculty and staff. Increasing the number of supervision will improve school climate and better morale and provide a more consistent rapport with students. FES employs six school aides; however two of the school aides are utilized as office staff due to not having an administrative assistant for the past school year. This school year, FES obtained an administrative assistant in January 2020. Factors that take school aides away from supervision are coverages for teachers (absences) and para-educators.

- FES continues to work on creating a positive environment conducive to all stakeholders. The school community will benefit from training that addresses burnout and emotional health to better servicing students. In addition, Staff/Faculty needs more training on customer service.
3. FES needs to consistently enforce bullying policy.
 4. FES needs a more consistent quality janitorial service to provide adequate and clean facilities to students. An electronic custodial service concerns form is available for teachers to fill out online. Although cleaning services are provided throughout the day, classrooms are not being sanitized well enough to provide high standard cleanliness for student safety.
 5. Academics
 - The school can improve in receiving parent feedback on the effectiveness of programs to support curricular and co-curricular activities to ensure the quality and efficiency of student programs available.
 - FES needs to create more curricular and co-curricular activities that engage students in all learning levels (low-high performing students) to promote achievement in academics, behavior, and self-esteem.
 - FES teachers need to take more initiative in contacting various community personnel for student support.



Chapter V

Finegayan Elementary School Action Plan



Task 5: Revise the schoolwide action plan; establish an ongoing follow-up process to monitor implementation and accomplishment

Product

- Self-Study Report, Chapter V: Schoolwide Action Plan
 - A. Utilize the schoolwide strengths and growth areas/challenges (i.e., Categories A–E) 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/challenges from Categories A–E.

Areas of Strength: Finegayan Elementary School

| Organization for Student Learning | Standards-Based Student Learning: Curriculum | Standards-Based Student Learning: Instruction | Standards-Based Student Learning: Assessment and Accountability | School Culture and Support for Student Personal and Academic Growth |
|--|---|--|--|--|
| <p>Opportunity for stakeholders to revisit, maintain, or edit the Schools, Vision, Mission, and SLO’s.</p> <p>Opportunities provided to stakeholders to ensure participation in school-wide decisions.</p> <p>A Mentor Program initiated this school year</p> <p>Adoption of</p> | <p>Better communication between administration and teachers.</p> <p>Teachers continue to be resourceful in allocating and accessing resources that are relevant and meaningful to the student.</p> <p>A uniformed awards criteria has been established.</p> | <p>Availability of technology</p> <p>Implementation of Classroom Instruction That Works (CITW)</p> <p>Continually improve instruction</p> <p>Teachers provide high standards of learning and academic success.</p> | <p>Grade Level collaboration to create CFAs</p> <p>Teachers monitor student progress</p> <p>Adjustments of Lesson Planning guided by student data and student progress</p> | <p>Promoting a positive and safe environment</p> <p>The school culture exposes students to real-world connections and experiences</p> <p>Increased Parental Involvement</p> <p>Student recognition for student achievement</p> <p>Promote social emotional, mental health, and positive behavior education</p> |

| | | | | |
|----------------------|--|--|--|---|
| Board Union Contract | Integration of technology Newly hired Instructional Coach | | | Improvement on monthly Emergency Response Plans. Sharing of Office Discipline Referral reports to stakeholders |
|----------------------|--|--|--|---|

Areas of Growth: Finegayan Elementary School

| Organization for Student Learning | Standards-Based Student Learning: Curriculum | Standards-Based Student Learning: Instruction | Standards-Based Student Learning: Assessment and Accountability | School Culture and Support for Student Personal and Academic Growth |
|--|---|--|---|--|
| <p>Involve more faculty and staff in the decision-making process.</p> <p>Repair of building structures</p> <p>Improvements of Air Conditioning, Plumbing and Pests concerns</p> <p>Monitor Professional Developments</p> | <p>Implementation of CFA's and SBG in all grade levels.</p> <p>Data continual analysis to guide instruction / address student learner needs</p> <p>Develop CFA administration timeline</p> <p>Limited quantities of FOSS curriculum kits.</p> <ul style="list-style-type: none"> Core subjects are taught independentl | <p>Professional Development focused on Cooperative Grouping.</p> <p>Professional Development on analyzing data to drive instruction, progress monitoring and interventions</p> <p>Professional Development on instructional strategies</p> | <p>All teachers need to review student data and assessments to guide instruction</p> <p>School wide collaboration as a whole. This will help teachers to horizontally and vertically align the necessary skills to help students reach mastery.</p> | <p>Need a public broadcasting system for the entire campus to communicate</p> <p>Need to review various ways of communicating with ELL parents to increase student support</p> <p>Need more faculty and staff to assist in supervision to ensure student safety outside of the classroom.</p> <p>Need to</p> |

| | | | | |
|---|---|--|--|---|
| <p>Improve faculty/staff attendance</p> | <p>y. Create a transition process for students' next educational level / post-high school options. Follow up on graduates regarding the effectiveness of the curricular program. Vertical and Horizontal Curriculum alignment to ensure students meet prerequisite skills for incoming grade level. Involvement of key stakeholders is needed.</p> | <p>training on using technology equipment Increase real world experiences to enhance instruction.</p> | | <p>enforce/implement bullying policy. Need more consistent quality janitorial service Improve receiving parent feedback process. Create more curricular and co-curricular activities for ALL grade levels All teachers need to take initiative in contacting various community personnel for student support.</p> |
|---|---|--|--|---|

- c. Comment briefly on implications for revising the schoolwide action plan. Through stakeholders' involvement our School Action Plan will be revised based on our identified areas of growth as well as our Guam Department of Education "State Strategic Plan". As a result, our implemented activities may change and/or be updated.
- B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan. This includes activities in subject areas related to strengthening a standards-based approach in support of student achievement based on both academic standards and the schoolwide learner outcomes (optional).

Action steps will need to be implemented to address FES areas of growth. This will improve instruction for all students by increasing the fidelity and consistency with programs that are implemented and evaluated.

1. Increase school wide consistency by monitoring programs and processes with greater fidelity and developing common understandings of these programs and processes.
 2. Overtly teach to academic standards and School wide Learner Outcomes, so learning targets are simple and understandable to students.
 3. Provide time for faculty to articulate and collaborate between grade levels to work on the development of a curriculum vertical alignment in all subject areas.
 4. Increase stakeholder's involvement in school events.
- C. Describe the school's overall follow-up process for ongoing improvement process.

The school leadership team will be responsible for implementation and monitoring of action steps of the School Action Plan. Evidence of progress will be collected quarterly / semester / annual basis, based on action step. And follow-up actions will be taken to address areas of growth. Stakeholders, including teachers, will be included in the process of implementation, monitoring, and needed revisions the School Action Plan.

School-Wide Action Plan

SY 2019-2020



Management Matrix for STATE STRATEGIC PLAN

Department of Education VISION:

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

Finegayan Elementary School MISSION:

“To prepare all students to succeed in meeting the challenges in an ever-changing global society.”

SCHOOL-WIDE LEARNER OUTCOMES

G- Gain knowledge

U- Utilize technology

I- Increase communication & social skills

H- Help create a productive learning environment

A- Actively solve problem

N- Nurture cultural differences

Guam Education Board Goals and Objectives:

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.

Objectives:

- Objective 1.1: By Year 2020, the GDOE will have a cohort graduation rate of at least 80%.
- Objective 1.2: By Year 2020, at least 80% of HS students will be proficient in English Language Arts and Math as measured by the Department’s State-wide Assessment.
- Objective 1.3: By Year 2020, at least 80% of HS students will be proficient in Science and Social Studies as measured by the Department’s State-wide Assessment.
- 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%.
- Objective 1.5: By Year 2019-2020 (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.
- Objective 1.6: By School Year 2019-2020 (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.

Strategies

- ✓ Implementation of the Common Core State Standards (ELA, Math) and GDOE Content Standards and Performance Indicators through explicit processes in C-I-A-I
- ✓ Implementation of the Professional Learning Communities (PLC) framework in all schools and at the district level for curriculum planning, instructional improvement, data analysis and the design and implementation of student interventions.
- ✓ Implementation of a common set of curriculum expectations for all schools inclusive of curriculum development, instructional strategies and assessments (5 district expectations).
- ✓ Provide administrators, teachers and instructional personnel with ongoing professional development in research proven strategies in school leadership, curriculum, instruction and assessment.
- ✓ Initiate a thorough and ongoing review of all policies related to student achievement, attendance and graduation to ensure a focus on maximum student success.
- ✓ To assist in the progressive development of students towards college and career, all secondary school students will have a professional portfolio which will include, at a minimum, an introductory letter, sample job application, resume’, and sample writing.

School-Based Objectives (SMART Goals):

Using SY 2018-2019 GDOE Standards Based Assessment-SBA (1st -5th grade), ACT ASPIRE (3rd – 5th grade) and AIMSWEB (Pre-K-Kinder) as the baseline data, Finegayan Elementary School will increase the number of students who are at ready level, advance or proficient by 5% yearly in English Language Arts, Math, Science and Social Studies as measured by GDOE State-wide summative assessments.

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Baseline Data: SY 2018-2019 District-Wide Assessment Data (ACT Aspire: 3rd-5th grade Reading, English, Math) and (SBA: 1st-2nd ELA, Math, Science , Social Studies and 3rd-5th Science and Social Studies) and Kinder (Aimsweb Letter Sound Fluency & Missing Number)

| | <i>Reading</i> | <i>ELA</i> | <i>Math</i> | <i>Science</i> | <i>Social Studies</i> |
|-----------------------------|----------------|------------|-------------|----------------|-----------------------|
| 5 th grade (128) | 8% | 56% | 6% | 5% | 5% |
| 4 th grade (147) | 4% | 41% | 9% | 9% | 4% |
| 3 rd grade (141) | 8% | 45% | 14% | 17% | 23% |
| 2 nd grade (153) | n/a | 28% | 23% | 26% | 24% |
| 1 st grade (126) | n/a | 9% | 28% | 18% | 23% |
| Kinder (147) | n/a | 60% (LSF) | 67% (MN) | n/a | n/a |
| Pre-K (18) | n/a | n/a | n/a | n/a | n/a |
| GOAL (increase 5%) | Reading | ELA | Math | Science | Social Studies |
| 5 th grade (157) | 10+ 6 =16 | 71+6=77 | 8+6=14 | 6+6=12 | 6+6=12 |
| 4 th grade (137) | 6+7=13 | 60+7=67 | 13+7=20 | 13+7=20 | 1+7=8 |
| 3 rd grade (167) | 11+7=18 | 63+7=70 | 20+7=27 | 24+7=31 | 32+7=39 |
| 2 nd grade (152) | n/a | 43+8=51 | 35+8=43 | 40+8=48 | 37+8=45 |

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|-----------------------------------|------------|----------------------|----------------------|----------------|----------------|
| <i>1st grade (150)</i> | <i>n/a</i> | <i>11+6=17</i> | <i>35+5=40</i> | <i>23+6=29</i> | <i>29+6=35</i> |
| <i>*Kinder (128)</i> | <i>n/a</i> | <i>88+7=95 (LSF)</i> | <i>98+7=105 (MN)</i> | <i>n/a</i> | <i>n/a</i> |
| <i>*Pre-K (18)</i> | <i>n/a</i> | <i>n/a</i> | <i>n/a</i> | <i>n/a</i> | <i>n/a</i> |

| Action Step | SLO Assessments & WASC Critical Areas | Responsible Person(S) Involved | Professional Development/ Resources | Evaluation, Report Or Product | Timeline | Reporting/ Status |
|---|---|--|---|---|--|--|
| <p>Implementation of NGSS, unpacking of new Technology standards, continued utilization of Common Core State Standards (CCSS), and GDOE Content Standards and Performance Indicators in core content areas through the following:</p> <ul style="list-style-type: none"> • Consensus Maps and pacing guides. Lesson plans are aligned with the essential skills and embed instructional activities & | <p>Gain knowledge</p> <p>U</p> <p>Increase communication & social skills</p> <p>Help create a productive learning environment</p> <p>Actively solve problems</p> <p>Nurture cultural differences</p> <p>WASC: Critical Area #1</p> <p>District Expectation: Guaranteed and Viable Curriculum</p> | <p>Admin Leadership Team</p> <p>Instructional Coach</p> <p>Faculty</p> <p>Curriculum Focus Group</p> | <p>-Curriculum Alignment</p> <p>-Curriculum Maps</p> <p>-Curriculum Guidelines</p> <p>-Grade level lesson plans</p> <p>-Priority Standards</p> <p>*Documents include the alignment of Common Core State Standards & GDOE Content Standards</p> <p><u>Resources</u></p> <p>GDOE Content Standards</p> <p>Common Core State Standards</p> <p>District Curriculum Maps</p> | <p>Curricular maps</p> <p>“I Can” statements</p> <p>Consensus Maps</p> <p>Lesson plans</p> <p>PLC 4 Essential Questions</p> <p>Observation & Feedback</p> | <p>Review Annually & complete by First quarter</p> | <p>Daily</p> <p>Revisited annually each school year.</p> |

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| | | | | | | |
|---|--|--|--|--|---------------------|---|
| <p>practices.</p> <ul style="list-style-type: none"> Utilization and referencing of “I can” statements Utilization of priority standards, skills and topic (PSST) | <p>Observation & Feedback</p> <p>SMART Goal</p> | | <p>SLO</p> <p>FOSS Kits</p> <p>Adopted Textbooks/ Workbooks</p> <p>CCSS, NGSS , Technology standards</p> <p>Websites</p> | | | |
| <p>Design and implement Standard Base Grading (SBG) common assessments for each grade level in English Language Arts, Math, Science, Social Studies, and CHamoru</p> | <p>Gain knowledge</p> <p>Utilize technology</p> <p>Increase communication & social skills</p> <p>Help create a productive learning environment</p> <p>Actively solve problems</p> <p>Nurture cultural differences</p> <p>WASC: Critical Area #1, #2, & #3</p> <p>District Expectation: Guaranteed and Viable Curriculum</p> <p>SBG PLC</p> | <p>Admin</p> <p>Instructional Coach</p> <p>SBG Cadre Faculty</p> <p>Assessment Focus Group</p> | <p>SBG PD/Work sessions with Lāgu, district, & CLT team in determining Priority Standards, Skills and Topics (PSST) and Proficiency scales expressed as a 5-point scale (4,3,2,1,0)</p> <p><u>Resources</u></p> <p>GDOE Content Standards</p> <p>Common Core State Standards</p> <p>Curriculum Maps</p> <p>Priority Standards</p> <p>Proficiency scales</p> <p>Online Access</p> | <p>- Complete d formative assessment for grade level.</p> <p>- Document submission.</p> <p>-Database of CFA score by grade level</p> | <p>SY 2019-2021</p> | <p>-Sign-in sheet during Lāgu or district work sessions and home group with Agenda item to include working on development of PSST, proficiency scales, and common assessments.</p> <p>-Monthly discussions with Leadership Team</p> <p>-Data review of CA by Instructional Coach, Assessment Team and Principal</p> <p>Review and</p> |

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| | | | | | | |
|---|---|--|--|---|--|--|
| | | | | | | update CA per semester |
| <p>Provide Professional Development on research based instructional strategies:</p> <p>SIOP-Sheltered Instruction Observation Protocol</p> <p>CITW-Classroom Instruction That Works</p> <p>STEM FOSS Kit</p> <p>Singapore Math</p> <p>Differentiated Instruction and assessment</p> | <p>Gain knowledge</p> <p>Utilize technology</p> <p>Increase communication & social skills</p> <p>Help create a productive learning environment</p> <p>Actively solve problems</p> <p>Nurture cultural differences</p> <p>WASC: Critical Area #1, #2</p> | <p>Admin</p> <p>Instructional Coach</p> <p>Leadership Team</p> <p>Train-of-Trainers</p> <p>Instruction Focus Group</p> | <p>Training includes documents to be utilized:</p> <p>-District Alignment Document</p> <p>-District Curriculum Map</p> <p>-District Curriculum Guidelines</p> <p>-Training manuals</p> | <p>PD evaluation</p> <p>Teacher reflection indicates success & challenges with the implementation of strategies</p> | <p>SY 2019-2020</p> <p>Review annually</p> | <p>Ongoing</p> <p>Attendance log</p> <p>PD feedback/evaluation</p> <p>Professional Learning Communities discussion log</p> |

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|--|--|---|--|--|---|--|
| <p>Analyzing and interpreting data and conduct Root-cause analysis</p> | <p>Gain knowledge Increase communication & social skills Help create a productive learning environment Actively solve problems WASC: Critical Area #2, #3, #5 District Expectation: SMART Goals PLC</p> | <p>Admin Instructional Coach Leadership Team Faculty Assessment Focus Group</p> | <p>PLC focusing on analyzing and interpreting different forms of data utilizing a strategic process. <u>Resources</u> ACT Aspire GDOE Standards Based Assessments AIMSWEB Data Brigance Data Grade Level Common Assessment IXL Computer Training</p> | <p>-Teacher lesson plan indicate purposeful planning based on student performance data. Root-cause analysis action plan -Grade Level SMART GOALS are in place. Agenda/Minutes Presentation Materials Attendance Records Questionnaire / Survey</p> | <p>SY 2019-2020 Ongoing annually</p> | <p>Professional Learning Community Discussion Log *on going</p> |
|--|--|---|--|--|---|--|

Guam Education Board Goals and Objectives:

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.

Objectives:

Objective 2.1: 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.

Objective 2.2: By Year 2020, at least 80% of students in grades K-8 will reach benchmark in Reading and Math as measured by the Department’s Interim assessments.

Objective 2.3 By Year 2020, at least 80% of students will be receiving a passing semester grade in Reading, Language Arts, Math, Science and Social Studies. (Used as an indicator for earned credit in secondary schools, not necessarily achievement)

Strategies

- ✓ Identification of new or improvement of current intervention programs for struggling students inclusive of all tutoring, summer and afterschool programs
- ✓ Implement a PreK-3 initiative in all elementary schools which will place a special emphasis on early reading and math achievement
- ✓ Provide all teachers ongoing training and support in teaching students with special needs and English language learners (ELLs)
- ✓ Explore and implement a variety of alternative education models including but not limited to online education, course by conference, project-based learning, E campus, distant learning, adult training center, and youth transition programs.
- ✓ Develop or adopt a program that explicitly addresses the academic needs of migrant learners or newcomers to the school system

| Action Step | SLO Assessments & WASC Critical Areas | Responsible person(s) Involved | Professional Development/ Resources | Evaluation, Report Or Product | Timeline | Reporting/ Status |
|---|---|--|--|---|-----------------------------------|-------------------|
| Establish a targeted intervention block to focus on closing the gap to improve reading scores and target essential reading skills. • Structured intervention | Gain knowledge Utilize technology Increase communication & social skills Help create a | Admin Instructional Coach Faculty & staff Instruction Focus | Aimsweb Progress Monitoring sheets] Rate of Improvement (ROI) tracking sheet and | Reading GAN (greatest area of need) data. Lesson plans | SY 19-20 Review needs annually | Daily |

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|---|---|--|---|--|-------------------------|---|
| <p>block.</p> <ul style="list-style-type: none"> Teachers will utilize the instructional block to focus on interventions and best practices to target specific skills student continue to struggle with. Upon reviewing and analyzing student data, teachers will identify student needs and establish intervention groups. Teachers and Admin will utilize CLT and/PLC's to discuss Aimsweb oral reading fluency student data and best practices through the rate of improvement (ROI). Ensure fidelity on the administration and scoring of Aimsweb | <p>productive learning environment</p> <p>Actively solve problems</p> <p>Nurture cultural differences</p> <p>WASC: Critical Area #2, #3, #5</p> <p>District Expectation: PLC</p> <p>SMART Goals</p> <p>Guaranteed and Viable curriculum</p> | <p>Group</p> | <p>formula.</p> <p>PD on Managing multiple small groups and differentiated instruction and assessment</p> | <p>Groupings</p> <p>Intervention Binder/folders</p> <p>Student ROI Growth Data</p> | | |
| <p>Maintain Continuous Cycle of Improvement through the use of PLC's and CLT's at least once a week and during Focus on Fin to discuss the following:</p> | <p>Gain knowledge</p> <p>Utilize technology</p> <p>Increase communication & social skills</p> <p>Help create a</p> | <p>Admin ICs</p> <p>All Faculty</p> <p>Leadership Team</p> | <p>CCSS – Curriculum mapping documents</p> <p>Consensus Maps</p> <p>Aimsweb</p> | <p>Consensus Maps</p> <p>Lesson plans</p> <p>Act Aspire Results</p> <p>SBA Results</p> | <p>Ongoing annually</p> | <p>CLT's /PLC's learning Day at least once a week</p> <p>Every 2nd Thursday of the Month (Focus on</p> |

Finegayan Elementary School GDOE/WASC Self-Study Report 2019-2020

| | | | | | | |
|--|---|---|---|---|--|---|
| <ul style="list-style-type: none"> •Curriculum Documents (Consensus maps, year at a glance, pacing guides, essential standards, and lesson plans). •Universal Screening and District-wide Assessment Data Review (Aimsweb, ACT Aspire and SBA scores), and progress monitoring data. •Analyzing and charting student growth. •Focus on the 5 components of reading and Plan, Do, Study, Act (PDSA) and instructional strategies. | <p>productive learning environment</p> <p>Actively solve problems</p> <p>Nurture cultural differences</p> <p>WASC: Critical Area #1, #2, #5</p> <p>District Expectation: PLC</p> <p>Guaranteed and viable curriculum</p> | | <p>Data Tracking sheet</p> <p>SBA & ACT Data</p> | <p>Aimsweb Benchmark data and data tracking sheet/reports.</p> <p>Sample evidence of student grow charts</p> <p>Sample evidence of PDSA.</p> | | <p>Fin)</p> <p>Revisited annually</p> |
| <p>Develop a school-wide student performance database that can easily identify and gather student data for tracking student progress. At-risk population identification becomes essential in recommending students for immediate intervention.</p> | <p>Gain knowledge</p> <p>Utilize technology</p> <p>Increase communication & social skills</p> <p>Help create a productive learning environment</p> <p>Actively solve problems</p> <p>Nurture cultural differences</p> | <p>Admin</p> <p>Instructional Coach</p> <p>Leadership Team</p> <p>Faculty</p> <p>Assessment Focus Group</p> | <p>PD focus will be on how to use an excel database and extracting data needed for deliberate instructional plans.</p> <p>AIMSWEB Data</p> <p>Brigance Data</p> | <p>-Teachers will be able to complete their respective class database.</p> <p>-Teachers will be able to analyze strengths & obstacles for their respective class and the grade level.</p> | <p>SY 2019-2020</p> <p>Reviewed and updated annually</p> | <p>-Monthly discussions with Leadership Team and Administrators</p> <p>-Identification of At-risk students for ASPIRE program (Early Start or after-school tutorial).</p> |

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| | <p>WASC: Critical Area #3, #5</p> <p>District Expectation: PLC</p> | | <p>Grade Level Pre/Post Assessments</p> <p>Proficiency Scales Common Assessments for Math/ELA</p> <p>Standard- Based Grading (SBG)-Lagu District</p> | <p>Data Collection from Grade Levels</p> | <p>-Child Study Team updates for at-risk students.</p> <p>Review and updated annually during fall, winter, spring after benchmark assessment</p> |
|--|--|--|--|--|--|

Guam Education Board Goals and Objectives:

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

- Objectives:**
- Objective 3.1 By School Year 2015-2016 (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.
- Objective 3.2 By School Year 2019-2020 (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.
- 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.

- Strategies**
- ✓ Continued implementation of the Administrators evaluation program
 - ✓ Implementation of the new Professional Teachers Evaluation Program
 - ✓ Support and improve the current teacher mentoring program and establish a similar program for school administrators
 - ✓ Identification of additional instructional groups of employees
 - Outlining of specific job duties related to respective group
 - Development and adoption of a professional development plan for various instructional groups
 - ✓ Adoption of either an existing or developed evaluation tool appropriate to instructional group

Finegayan Elementary School GDOE/WASC Self-Study Report 2019-2020

| Action Step | SLO Assessments & WASC Critical Areas | Responsible person(s) Involved | Professional Development /Resources | Evaluation, Report Or Product | Timeline | Reporting/ Status |
|--|---|--------------------------------|--|--|--|---|
| Provide Professional Development on Professional Teacher Evaluation Program (teachers), ASCA Model (School counselors) and Librarian Evaluation Tool (Librarian) | <p>Gain knowledge</p> <p>Utilize technology</p> <p>Increase communication & social skills</p> <p>Help create a productive learning environment</p> <p>Actively solve problems</p> <p>Nurture cultural differences</p> <p>WASC: Critical Area #2</p> <p>District Expectation: Classroom Walkthrough and feedback</p> | Admin | <p>- PTEP Guidelines</p> <p>-ASCA Model</p> <p>-Librarian Evaluation Toolkit</p> | <p>-Teacher Orientation binder</p> <p>- PTEP Pre/Post Conference</p> <p>-PTEP required documents</p> | <p>-training for PTEP docs during teacher orientation day- August 12, 2019</p> <p>Preconference timeline- first 20 instructional days (by September 1, 2019)</p> <p>Annually</p> | <p>-completed training during orientation.</p> <p>-completed all pre-conferences</p> <p>Ongoing</p> |
| Adherence to the Professional Teacher Evaluation Program (PTEP); ASCA Model evaluation tool; Librarian | <p>Gain knowledge</p> <p>Utilize technology</p> <p>Increase communication & social</p> | Admin All Faculty | PTEP Observation feedback | Observation feedback PTEP, SC, Librarian Evaluation write up | SY 19-20 Conducted annually | Pre-conference (August-September). Mid-conference/Pulse check (Jan |

Finegayan Elementary School GDOE/WASC Self-Study Report 2019-2020

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| <p>evaluation tool</p> <ul style="list-style-type: none"> • Administrators will conduct observations throughout the school year and provide feedback. • Educators will work to improve on areas of growth based on teacher self-reflection and administrative feedback. • Educators to maintain teaching certification; all certifications updated. • Educators will create annual teacher portfolio for end of the year PTEP, SC, librarian presentation. • Teachers will provide evidence of student growth. | <p>skills</p> <p>Help create a productive learning environment</p> <p>Actively solve problems</p> <p>Nurture cultural differences</p> <p>WASC: Critical Area #2, #3</p> <p>District Expectation: Classroom Walkthrough and feedback</p> <p>SMART Goal</p> | | | <p>PPT.</p> <p>Student Data</p> <p>Current Certification</p> | | <p>– Feb).</p> <p>Post-conference & PTEP, SC, librarian presentation (May- June).</p> |
| <p>Ongoing training and support provided for CITW, SIOP, Literacy Strategies, SBG, STEM FOSS,</p> | <p>Gain knowledge</p> <p>Utilize technology</p> <p>Increase communicatio</p> | <p>Admin</p> <p>Instructional Coach</p> <p>Leadership</p> <p>Faculty</p> | <p>Training</p> | <p>Lesson Plans</p> <p>Observation Feedback</p> | <p>SY 19-20</p> <p>Ongoing follow-up trainings</p> | <p>Ongoing</p> |

Finegayan Elementary School GDOE/WASC Self-Study Report 2019-2020

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| <p>Singapore Math and other research based strategies training.</p> <ul style="list-style-type: none"> Teachers will implement the strategies/activities obtained through district-wide PDs and other school related trainings into their daily lesson plans and classroom instruction. | <p>n & social skills</p> <p>Help create a productive learning environment</p> <p>Actively solve problems</p> <p>Nurture cultural differences</p> <p>WASC: Critical Area #1, #2, #3</p> <p>District Expectation:</p> <p>Classroom Walkthrough and feedback</p> <p>Guaranteed and Viable Curriculum</p> <p>SBG</p> | <p>Train of Trainers</p> <p>Instruction Focus group</p> | | | | |
| <p>Instructional Rounds/Peer Walkthrough</p> <p>As part of the efforts to focus on improving reading & Math, share best practices and building capacity among our</p> | <p>Gain knowledge</p> <p>Utilize technology</p> <p>Increase communication & social skills</p> <p>Help create a productive</p> | <p>Admin</p> <p>Instructional Coach</p> <p>Leadership Team</p> <p>Faculty</p> | <p>Walkthrough data/feedback</p> | <p>Observation feedback</p> | <p>SY 19-20</p> <p>Ongoing annually</p> | <p>Ongoing</p> |

Finegayan Elementary School GDOE/WASC Self-Study Report 2019-2020

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| <p>teachers Administrators provide support to teachers through classroom instructional rounds.</p> <p>Administrators and teachers will observe instructional strategies and best practices with the classroom.</p> | <p>learning environment</p> <p>Actively solve problems</p> <p>Nurture cultural differences</p> <p>WASC: Critical Area #2</p> <p>District Expectation:</p> <p>Classroom Walkthrough and feedback</p> <p>Guaranteed and Viable Curriculum</p> | | | | | |
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Guam Education Board Goals and Objectives:

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

Objectives

- Objective 4.1: By SY2019-2020 (Year 3), all schools will have a discipline rate of 15% or less.
- Objective 4.2: By SY2015-2016 (Year 2), all schools and related services will have a perception survey that measures stakeholders’ perception of the extent to which they are safe, positive and supportive.
- Objective 4.3: By SY2019-2020 (Year 3), all schools and related services will rate at least satisfactory on their respective stakeholder perception survey.
- Objective 4.4: All schools and divisions will meet the requirements of all regulatory agencies for a safe environment.

Strategies

- ✓ Support the ongoing implementation of the Positive Behavior Interventions Support (PBIS) framework in all schools which focuses on, among other things, the establishments of clear behavior expectations and a defined structure of rewards and interventions.
- ✓ Establish a district framework to support the ongoing development and improvement of all school policies and practices related to school safety and culture inclusive of professional development for personnel, program design and policy proposal.
- ✓ Provide regular training to all administrators, faculty and staff on human relations, effective communication, multicultural environments, social issues, support systems and customer service.
- ✓ All schools will have a family and school community engagement plan to promote communication between all stakeholders and leverage resources to address both community and school needs.

| Action Step | SLO Assessments & WASC Critical Areas | Responsible person(s) Involved | Professional Development/ Resources | Evaluation, Report Or Product | Timeline | Reporting/ Status |
|--|--|---|--|--|--------------------------------------|--|
| Sustain co-curricular and extra-curricular activities for students at all grade levels. National Elementary Honor Society Student Council Pep Club STEM Robotic Club | Gain knowledge Utilize technology Increase communication & social skills Help create a productive learning environment Actively solve problems | Admin Faculty Staff PTO SSPAG | Committees to advise/coach extra-curricular activities | -Increased participation in every grade level. Club/events Meetings Agenda/Notes Attendance Records Activity Results | SY 2019-2020 Sustain annually | -School Pride announcements on website / newsletters |

Finegayan Elementary School GDOE/WASC Self-Study Report 2019-2020

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|---|---|--|---|--|---|--|
| <p>Youth Crime Watch</p> <p>Peer Mediation</p> <p>WAVE Club</p> <p>Spelling Bee</p> <p>Science Fair</p> <p>Elocution</p> <p>Math Olympiad</p> <p>Kickball Tournament</p> | <p>Nurture cultural differences</p> | | | | | |
| <p>Strengthen PBIS through the following activities:</p> <p>Teachers will educate the students on the school-wide and PBIS expectations through lessons and activities.</p> <p>PBIS assemblies will include a mini-lesson on positive behavior and/or expectations, the presentation and sharing of discipline data with all stakeholders, the recognition of teachers and grade levels with zero referrals, as</p> | <p>Gain knowledge</p> <p>Utilize technology</p> <p>Increase communication & social skills</p> <p>Help create a productive learning environment</p> <p>Actively solve problems</p> <p>Nurture cultural differences</p> | <p>Admin</p> <p>PBIS Cadre</p> <p>Faculty & Staff</p> <p>OSL</p> | <p>Student incentives</p> <p>Certificates</p> <p>PowerSchool data/SWIS</p> <p>PBIS Behavior Matrix</p> <p>PBIS ODR Forms</p> <p>PBIS on line surveys (checklist)</p> <p>School safety survey and Self-assessment Handbook</p> | <p>PBIS Assembly</p> <p>Posted Expectation SLOs/Vision/Mission</p> <p>PBIS Behavior matrix posted and utilized</p> <p>Red Ribbon Week</p> <p>School Safety Survey data</p> <p>School Climate Survey Data</p> <p>TFI data</p> <p>Classroom Survey data</p> <p>Interaction activities with TAs</p> | <p>SY 19-20</p> <p>Ongoing annually</p> | <p>Monthly cadre meetings and/or trainings</p> |

Finegayan Elementary School GDOE/WASC Self-Study Report 2019-2020

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| <p>well as the recognition of students with Guihan ticket raffles; Guihan store</p> <p>PBIS cadre will meet regularly within their teams and with the district to ensure proper implementation and expectations are followed.</p> <p>Monitor and Evaluate the PBIS program to strengthen the implementation and protocols.</p> | | | | <p>PBIS monthly data</p> <p>PBIS District Trainings attendance record</p> <p>PBIS survey results</p> <p>ODR data</p> <p>OTRF data</p> | | |
| <p>Improve communication with FES stakeholders</p> <ul style="list-style-type: none"> -FES website -Social Media -Monthly Gaseta (newsletter) -Guihan Express - Faculty & staff e-news -Class dojos -Parent Portal (Power School) -FES Faculty & staff WhatsApp | <p>Gain knowledge</p> <p>Utilize technology</p> <p>Increase communication & social skills</p> <p>Help create a productive learning environment</p> <p>Actively solve problems</p> <p>Nurture cultural differences</p> | <p>Admin Leadership Team</p> <p>OSL Faculty & Staff</p> | <p>Customer service training</p> | <p>Binder (newsletters / express)</p> <p>Updated contents in FES website</p> | <p>SY 19-20</p> <p>Ongoing annually</p> | <p>Ongoing</p> |

Finegayan Elementary School GDOE/WASC Self-Study Report 2019-2020

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| - emails -Power School announcements -class newsletters | | | | | | |
| Establish a school safety cadre to ensure the facility is in compliance of implementation and monitoring of the Emergency Response Plan and district expectation through the following activities: Monthly safety drills such as Active Shooter, Fire, bomb threat, reverse evacuation, Earthquake, and Lock-down/shelter in place drills. Initial meeting with Guam Fire Department within the 10 days of the start of the school year. | Gain knowledge Increase communication & social skills Help create a productive learning environment Actively solve problems | Admin Leadership Team Safety Cadre OSL Faculty & Staff | Emergency Response Plan Safety drill protocol/ procedure training | Safety drills schedule Safety Drill After Action reports Student Accountability forms | SY 19-20 Ongoing annually | Monthly |
| Conduct facility safety inspection to ensure the safety of our school campus. Daily facility | Help create a productive learning environment Actively solve problems | Safety Liaison and safety team Admin AA | Public Health Inspection Checklist Munis work order entries | Monthly 14 Points report Monthly safety reports and | SY 19-20 Ongoing | Monthly |

Finegayan Elementary School GDOE/WASC Self-Study Report 2019-2020

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|-----------------------------------|--|--|--|------------------------------|--|--|
| walkthrough | | | | work orders status | | |
| Monthly Facility inspection | | | | Safety meeting minutes | | |

| Guam Education Board Goals and Objectives: |
|---|
| <p>Goal #5: All GDOE operations activities will maximize the critical uses of limited resources and meet high standards of accountability.</p> |
| <p>Objectives</p> <p>Objective 5.1: By SY2015-2016 (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 SY2019-2020 (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> |
| <p>Strategies</p> <ul style="list-style-type: none"> ✓ On an annual basis, review the organizational structure of the department at all levels of the system to ensure the clarity of all job duties and assignments to determine personnel and training needs, and to solidify interdepartmental needs. ✓ Establish a management internal control system to ensure the ongoing review and improvement of explicit management processes of all divisions and schools. ✓ Establish a Collaborative Teams model for all major projects within the divisions with explicit protocols appropriate to task, duties and specific project needs. ✓ Provide all personnel with training on specific management principles and practices to include, but not be limited to employee/management relations, effective time management, program/project planning, and other areas directly related to their roles and functions. |

| Action Step | SLO Assessments & WASC Critical Areas | Responsible person(s) Involved | Professional Development/ Resources | Evaluation, Report Or Product | Timelin e | Reporting/ Status |
|---|--|---|---|--|--------------------------------------|--|
| Training for teachers to utilize available technology equipment, resources, software, | Gain knowledge Utilize technology Increase communication & social skills | Admin Instructional Coach Computer Operator | PD focus will be on the use of available technology equipment, use of educational software (IXL, Brain Pop, etc.) | -Sign in sheet to determine usage. Student data Agendas/Note | SY 2019-2020 Ongoing annually | -EETT Monthly sign in sheet sent to central office rep for analysis of usage. |

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| <p>internet, and Power School to improve student outcomes.</p> | <p>Help create a productive learning environment Actively solve problems Nurture cultural differences</p> <p>WASC: Critical Area # 4 & 5</p> <p>District Expectation: Guaranteed and Viable Curriculum PLCs</p> | <p>Technology Cadre</p> | <p>New Technology Standards</p> | <p>s Attendance Records EETT Trainings</p> | | |
| <p>WASC Accreditation – Full Study</p> <p>Imbed opportunities through the utilization of Accreditation Half-day PDs, Focus on Fin, and Collaborative Learning Teams (CLT’s) with Focus groups and home groups to continue the process of the collection of</p> | <p>Gain knowledge Utilize technology Increase communication & social skills Help create a productive learning environment Actively solve problems Nurture cultural differences</p> <p>WASC: Critical Area</p> | <p>All stakeholders</p> | <p>Focus groups Home groups</p> | <p>Self-study</p> | <p>Ongoing</p> | <p>In progress</p> |

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| evidence and the validation of activities and/or best practices | #1-#5 District Expectation: SMART Goals Guaranteed and Viable Curriculum PLCs | | | | | |
| FATE PTO and Community Connections Continued support of Families and Teachers Empowered to build the relationships with all school community stakeholders through the following activities: PTCs Parent & employee Fair Parent Outreach Expos Parent Student Engagement Nights (Math/ELA night) | Gain knowledge Utilize technology Increase communication & social skills Help create a productive learning environment Actively solve problems Nurture cultural differences | FATE PTO Officers Admin Community, Business and military partnerships SSPAG | Agenda Minutes | Agenda Sign in Sheets Parent and student feedback Activities participation data | SY 19-20 ongoing | Monthly Semester |

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|--|---|---|--|--|---------------------------------|---------------------------|
| <p>Monthly FATE PTO meetings</p> <p>Fall & Spring Carnival</p> <p>Science Fair</p> <p>Spelling Bee</p> <p>Read for Record</p> <p>Kickball Tournament</p> <p>Cupcakes with Cops</p> <p>Ocean Traveling Fair</p> | | | | | | |
| <p>Involvement of stakeholders with school budget:</p> <p>Stakeholders budget input</p> <p>Consolidated Grant input</p> <p>Outreach presentations</p> | <p>Gain knowledge</p> <p>Increase communication & social skills</p> <p>Actively solve problems</p> | <p>Admin</p> <p>FATE PTO</p> <p>OSL</p> | <p>Budget packet</p> | <p>Budget proposal</p> <p>Consolidated grant</p> | <p>SY 19-20</p> <p>Annually</p> | <p>Stakeholder survey</p> |
| <p>NAF activities intentionality to support and promote students activities and achievement.</p> | <p>Gain knowledge</p> <p>Increase communication & social skills</p> <p>Actively solve problems</p> | <p>Admin</p> <p>AA</p> <p>FATE PTO</p> | <p>NAF Training</p> <p>NAF Packets</p> <p>NAF SOPs</p> | <p>NAF guidelines</p> | <p>SY 19-20</p> <p>annually</p> | <p>NAF documents</p> |

Appendices

Finegayan Elementary School GDOE/WASC Self-Study Report 2019-2020

| FES FOCUS GROUP COMMITTEES MEMBER SY 2019-2020 | | | | | | | |
|---|----------------------|---------------|-------------------------------------|---------------------|--------------------|---|--------------------|
| Focus Group/Professional Learning Community | TEAM A: Organization | | TEAM B: Curriculum | TEAM C: Instruction | TEAM D: Assessment | TEAM E: School Culture & Support for Student Personal & Academic Growth-SCSSPAG | |
| CHAIR | Jeffrey Malinap | | Kristine Gianchand / Elona Borgonia | James Nichols | Jennifer Malinao | Brenda Porter & Bernice Loftis | |
| Co-Chair(s) | Melissa Hernandez | | Jayne Driza | Lorna Sorianp | Florina Perez | Arlene Parcia | |
| KINDER | Jeffrey Malinao | E. Rebujo | E. Borgonia/K. Gianchand | T. Muth | G. Diego | A. Aromin | C. Garin |
| 1ST | Myra Ollet | S. Cheng | Jerilyn San Nicolas | Rowena Mendiola | C. Losbanes | G. Arce | R. Palugod |
| 2ND | T. Valdes | C. Valdez | Aisabel Naz | Joseph Manibusan | Florina Perez | K. Andrada | I. Radam |
| 3RD | Delia Jasmin | Vanessa Chua | Jayne Driza | Marites Canare | Theresa Santos | Arlene Parcia | Stephanie Morrison |
| 4TH | J. Dacasin | | Jeni Flores | James Nichols | Robyn Chaco | Bernice Loftis | Virginia Jover |
| 5TH | Hernandez | K. Aquino | Robert Owens | Angelica Gabriel | Jennifer Malinao | Venessa Perez | Jolina Anderson |
| CHAM. | Quenga | | A. Palomo | G.Manglona | D. Teria | L. Ignacio | E. Estebat |
| Support Groups | S. Naz | S. Dolor | Tina William | Lorna Soriano | R. Duenas | B. Porter | J. Lactaon |
| | F.Santos | | | | | | S. Peregrino |
| STAFF | Ms. Rose | Mr. Leonard | Ms. Bobbie | Jose Cabrera | | Mr. Larry | Ms. Jackie |
| | Mr. Gorge | Erwin Aguon | | | | Joevie Catalan | Ms. Janet |
| T.As | Gabriel Velasco | Joleen Bayona | Elsie Malate | Jenaiva Cruz | Johanna Bennet | Reena Afaisen | Joleen Mendiola |
| | Raena Baris | | | | | June Bunag | |
| Parent Rep | Dayna Pangelinan | | | | | | Annalyn Castro |



**School Year 2019-2020
BELL SCHEDULE**

| | |
|-------------------------|---|
| <i>7:15am</i> | <i>Gates open</i> |
| <i>7:20am-8:20am</i> | <i>Breakfast service</i> |
| <i>8:20am</i> | <i>Warning Bell</i> |
| <i>8:25am-8:30am</i> | <i>Homeroom</i> |
| <i>8:30am</i> | <i>INSTRUCTIONAL BLOCK BEGINS</i> |
| <i>10:00am- 10:15am</i> | <i>Recess-Primary (Pre-K, K, 1st, 2nd)</i> |
| <i>10:30am-10:45am</i> | <i>Recess-Intermediate (3rd, 4th, 5th)</i> |
| <i>11:00am- 11:45am</i> | <i>Lunch-A (Pre-K, Kinder & 1st)</i> |
| <i>11:45am- 12:30pm</i> | <i>Lunch-B (2nd & 3rd)</i> |
| <i>12:30pm –1:15pm</i> | <i>Lunch-C (4th & 5th)</i> |
| <i>2:43pm</i> | <i>INSTRUCTIONAL BLOCK ENDS</i> |
| <i>2:43pm</i> | <i>Dismissal</i> |
| <i>2:45pm – 5:30pm</i> | <i>ASPIRE Program</i> |



FINEGAYAN ELEMENTARY SCHOOL

LIBRARY CLASS SCHEDULE




SY 2019-2020

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|-------------------------------------|---|--|---------------------------------------|---------------------------------------|
| 8:30-9:00 | Prep/Shelving | Prep/Shelving | Prep/Shelving | Prep/Shelving | Prep/Shelving |
| 9:00 – 9:20 | K. Andrada (122) 2 nd | G. Diego (113) Kindergarten | E. Borgonia (117) Kindergarten | A. Guerrero (115) Kindergarten | C. Garin (118) Kindergarten |
| 9:30 - 9:50 | I. Radam (126) 2 nd | A.Aromin (116) Kindergarten | K. Gianchand (119) Kindergarten | J. Malinao (114) Kindergarten | T. Muth (112) Kindergarten |
| 10:00 - 10:20 | J. Nichols (211) 4 th | J. Flores (209) 4 th | B. Loftis (220) 4 th | R. Chaco (218) 4 th | J. Dacasin (219) 4 th |
| 10:30 - 10:50 | C. Valdes (124) 2 nd | C. San Agustin (121) 2 nd | M. Castigador (125) 2 nd | J. Manibusan (123) 2 nd | F. Perez (120) 2 nd |
| 11:00 - 11:20 | J. Driza (207) 3 rd | V. Chua (208) 3 rd | A. Parcia (212) 3 rd | M. Canare (213) 3 rd | D. Jasmin (214) 3 rd |
| 11:30 - 11:50 | V. Jover (217) 4 th | C. Sourgose (201) 5 th | V. Perez (210) 5 th | J. Malinao (203) 5 th | M. Hernandez (204) 5 th |
| 11:55 - 12:55 | Lunch Break | | | | |
| 1:00 - 1:20 | M. Ollet (127) 1 st | G. Arce (128) 1 st | C. Losbanes (129) 1 st | VACANT (130) 1 st | R. Mendiola (131) 1 st |
| 1:30 - 1:50 | K. Aquino (206) 5 th | VACANT (205) 5 th | J. Anderson (202) 5 th | T. William (102) Pre-K | J. Lactaoen (101) Headstart |
| 2:00 - 2:20 | R. Palugod (132) 1 st | S. Chu Cheng (133) 1 st | S. Morrison (215) 3 rd | T. Santos (216) 3 rd | End of the Week SHELVING |
| 2:25 -2:43 | SHELVING | SHELVING | SHELVING | SHELVING | |

| FES Computer Lab Class Schedule SY 2019-2020 | | | | | |
|---|---|---|---|---|--|
| <i>*Please let the Librarian know in advance if you would like to reserve the computer labs on OPEN times or days.*</i> | | | | | |
| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
| 8:45 - 9:30 | Lab A – M. Ollet (127) 1 st Lab B – VACANT (130) 1 st | Lab A – C. Losbanes (129) 1 st Lab B – S. Chu Cheng (133) 1 st | Lab A – R. Mendiola (131) 1 st Lab B – R. Palugod (132) 1 st | Lab A – G. Arce (128) 1 st Lab B – T. William (Pre-K) | |
| 9:35 - 10:20 | Lab A – M. Hernandez (204) 5 th Lab B – C. Sourgose (201) 5 th | Lab A – J. Malinao (203) 5 th Lab B – VACANT (205) 5 th | Lab A – J. Anderson (202) 5 th Lab B – V. Perez (210) 5 th | Lab A – K. Aquino (206) 5 th Lab B – J. Lactaon (Headstart) | |
| 10:55 - 11:40 | Lab A – V. Chua (208) 3 rd Lab B – OPEN | Lab A – M. Canare (213) 3 rd Lab B – A. Parcia (212) 3 rd | Lab A – S. Morrison (215) 3 rd Lab B – D. Jamin (214) 3 rd | Lab A – T. Santos (216) 3 rd Lab B – J. Driza (207) 3 rd | OPEN PRESENTATION/ TRAINING/ TESTING |
| 11:45 - 12:35 | OPEN PRESENTATION/ TRAINING/ TESTING | | | | |
| 12:40 - 1:25 | Lab A – K. Andrada (122) 2 nd Lab B – F. Perez (120) 2 nd | Lab A – J. Manibusan (123) 2 nd Lab B – I. Radam (126) 2 nd | Lab A – C. San Agustin (121) 3 rd Lab B – C. Valdes (124) 2 nd | Lab A – M. Castigador (125) 2 nd Lab B – OPEN | |
| 1:30 - 2:15 | Lab A – J. Nichols (211) 4 th Lab B – J. Dacasin (219) 4 th | Lab A – B. Loftis (220) 4 th Lab B – V. Jover (217) 4 th | Lab A – R. Chaco (218) 4 th Lab B – OPEN | Lab A – J. Flores (209) 4 th Lab B – OPEN | |

****During Grade-Level & Chiamorro CFA Testing, computer labs will be closed. Please see the Librarian should you need access to a mobile cart.****

FES SCHOOL-WIDE EXPECTATIONS

| EXPECTATIONS | HALLWAY RULES | PLAYGROUND | CAFETERIA | RESTROOM | BUS WAITING | BUS RIDE | CLASSROOM |
|--|---|---|---|---|--|--|--|
| BE SAFE  | >WALK AT ALL TIMES. >STAY ON WALKWAY. >USE HANDRAILS WHEN USING STAIRS. >KEEP ALL BODY PARTS AND PERSONAL ITEMS TO YOURSELF. | >USE PLAYGROUND EQUIPMENT PROPERLY. >STAY IN PLAYGROUND AREA. >KEEP ALL BODY PARTS TO YOURSELF. | >WALK AT ALL TIMES. >QUIETLY STAY IN LINE. >KEEP ALL BODY PARTS TO YOURSELF. | >USE EQUIPMENT PROPERLY. >WALK AT ALL TIMES. >KEEP ALL BODY PARTS TO YOURSELF. | >WALK TO YOUR ASSIGNED BUS LINE. >SIT QUIETLY IN LINE. >FACE FORWARD. | >WALK AT ALL TIMES. >STAY SEATED UNTIL BUS STOPS AND THE BUS DRIVER TELLS YOU TO EXIT. >KEEP ALL BODY PARTS AWAY FROM THE AISLE WAY AND WINDOWS. | >WALK. >USE SCHOOL FURNITURE AND MATERIALS PROPERLY. >KEEP ALL BODY PARTS TO YOURSELF. |
| BE RESPECTFUL  | >WALK QUIETLY. >USE NICE WORDS. >EXCUSE ME, THANK YOU, PLEASE. | >TAKE TURNS, SHARE PLAYGROUND EQUIPMENT. >BE FRIENDLY TO OTHERS. >USE APPROPRIATE LANGUAGE. >LISTEN TO SCHOOL AIDES. | >USE INDOOR VOICES. >USE APPROPRIATE LANGUAGE. >KEEP YOUR FOOD AND DRINK TO YOURSELF. | >KNOCK ON THE DOOR. >LISTEN FOR A RESPONSE. >ENTER STALL IF EMPTY. >BE MINDFUL OF OTHER'S PRIVACY. | >SIT QUIETLY IN LINE UNTIL AIDE RELEASES YOU TO THE BUS. >KEEP ALL BODY PARTS TO YOURSELF. >LISTEN AND FOLLOW DIRECTIONS FROM SCHOOL PERSONNEL | >USE INDOOR VOICES. >USE APPROPRIATE LANGUAGE. >BE COURTEOUS TO OTHERS. | >USE INDOOR VOICES. >USE APPROPRIATE LANGUAGE. >LISTEN ATTENTIVELY TO TEACHER AND OTHERS. >USE APPROPRIATE HAND SIGNALS TO RESPOND. >TAKE TURNS. |
| BE RESPONSIBLE  | >BE AT YOUR ASSIGNED AREA. >HAVE A PASS WITH YOU. >BE ON TIME. | >USE RESTROOM/ DRINK WATER BEFORE RECESS ENDS. >LINE UP WHEN WHISTLE IS BLOWN. >BRING ALL PERSONAL ITEMS WITH YOU. | >FOLLOW ADULT DIRECTIONS. >LINE BOOK BAGS NEATLY ON FLOOR. >CLEAN UP YOUR AREA/THROW TRASH. >DISPOSE FOOD TRAYS AND UTENSILS IN SCULLERY AREA. | >USE >FLUSH >WASH >GO >KEEP RESTROOM CLEAN. | >REPORT TO YOUR AREA PROMPTLY. >KEEP ALL PERSONAL ITEMS WITH YOU. >KEEP ALL FOOD AND DRINK ITEMS IN YOUR BAG. >KEEP YOUR AREA CLEAN. | >BE ON TIME. >KEEP ALL SCHOOL ITEMS WITH YOU. >GET DOWN AT YOUR RIGHT BUS STOP. | >BRING SCHOOL SUPPLIES/MATERIALS DAILY. >TURN IN HOMEWORK OR ASSIGNMENTS WHEN DUE. >ARRIVE TO CLASS ON TIME. >KEEP DESK AREA NEAT AND ORDERLY. >THROW TRASH IN TRASH BINS. |

Finegayan Elementary School GDOE/WASC Self-Study Report 2019-2020

Finegayan Elementary School
School Year 2019-2020

| Teacher Assistants Schedule | | | | | | | | | |
|---|----------------------------------|------------------------------------|----------------------------------|--|--|------------------------------------|------------------------------------|--|------------------------------------|
| TAs | Reena Afaisen | Joleen Bayona | Joleen Mendiola | VACANT-1 | Gabriel Velasco | Raena Baris | VACANT-2 | June Bunag | Jenievea Cruz |
| Signature | | | | | | | | | |
| 7:30 - 8:30 | PBIS Interaction: 1st grade area | PBIS Interaction: 2nd grade area | PBIS Interaction: 2nd grade area | PBIS Interaction: Bags area/Cafeteria Hallways | PBIS Interaction: 4th & 3rd grade area | PBIS Interaction: 1st grade area | PBIS Interaction: Cafeteria | PBIS Interaction: Kinder area | PBIS Interaction: 5th grade area |
| 8:30- 10:00 | K-Guerrero | K-Diego | K-Malinao | K-Gianchan | K-Muth | K-Aromin | ESL-Naz & Soriano | K-Borgonia | K-Garin |
| 10:00-10:15 | 4th Grade - Flores | 4th Grade- Nichols | 4th Grade- Jover | 3rd Grade- Canare | PBIS Interaction: Recess | 4th Grade- Dacasin | 4th Grade- Chaco | 4th Grade- Loftis | 3rd Grade- Santos |
| 10:15-10:30 | | | | | | | | | |
| 10:30-10:45 | 2nd Grade - Perez | 2nd Grade- San Agustin | 2nd Grade- Andrada | 2nd Grade- Manibusan | K-Muth | PBIS Interaction: Recess | 2nd Grade - Valdes | 2nd Grade - Castegador | 2nd Grade - Radam |
| 10:45-11:15 | | | | | | | | | |
| 11:15 - 11:45 | PBIS Interaction: Cafeteria | 3rd Grade- Chua | 3rd Grade- Parcia | PBIS Interaction: Cafeteria | 30 mins Lunch+Break (11:00-11:45) | 3rd Grade- Jasmin | 3rd Grade- Driza | 3rd Grade- Morrison | 30 mins Lunch+Break (11:15-12:00) |
| 11:45 - 12:30 | 30 mins Lunch+Break | 30 mins Lunch+Break | 30 mins Lunch+Break | 30 mins Lunch+Break | K- Muth/Palomo | 30 mins Lunch+Break | 30 mins Lunch+Break | 30 mins Lunch+Break | PBIS Interaction: Cafeteria |
| 12:30 - 1:30 | 1st grade- Ollet | 1st grade-Arce | 1st grade - Losbanes | 1st grade -San Nicolas | K-Muth | 1st grade - Mendiola | 1st grade - Palugod | PBIS Interaction: Cafeteria | 1st grade - Chen |
| 1:30-2:00 | 5th grade - Sourgose | 5th grade - Anderson | 5th grade - Malinao | 5th grade - Aquino | K-Muth | 5th grade - Gabriel | 5th grade - Hernandez | 5th grade - Perez | 1st grade - Chen |
| 2:00-2:43 | K-Guerrero | K-Diego | K-Malinao | K-Gianchan | K-Muth | K-Aromin | 1st grade - Chen | K-Borgonia | K-Garin |
| 2:43-3:30 | PBIS Interaction: Car Riders | PBIS Interaction: Bus Waiting Area | PBIS Interaction: Car Riders | PBIS Interaction: Aspire Waiting Area | PBIS Interaction: Walkers-Kasper/ Bus Waiting area | PBIS Interaction: Bus Waiting Area | PBIS Interaction: Bus Waiting Area | PBIS Interaction: Walkers-Fern/ Car Riders | PBIS Interaction: Bus Waiting Area |
| 3:30 - 4:30 (Holiday: Make-up hours allowed 7am-5pm) | ASPIRE Tutoring (Mondays) | ASPIRE Tutoring (Mondays) | ASPIRE Tutoring (Tuesdays) | ASPIRE Tutoring (Tuesdays) | ASPIRE Tutoring (Wednesdays) | ASPIRE Tutoring (Wednesdays) | ASPIRE Tutoring (Thursdays) | ASPIRE Tutoring (Thursdays) | ASPIRE Tutoring (Fridays) |
| Total Hours (Max 38 hrs per week) | 38 hrs | 38 hrs | 38 hrs | 38 hrs | 38 hrs | 38 hrs | 38 hrs | 38 hrs | 38 hrs |
| | Late start @ 8:00 on Mondays | Late start @ 8:00 on Mondays | Late start @ 8:00 on Tuesdays | Late start @ 8:00 on Tuesdays | Late start @ 8:00 on Wednesdays | Late start @ 8:00 on Wednesdays | Late start @ 8:00 on Thursdays | Late start @ 8:00 on Thursdays | Late start @ 8:00 on Fridays |
| Schedule is subject to change based on school needs. | | | | | | | | | |
| Updated September 7, 2019 | | | | | | | | | |

LOGISTICS FOR EVACUATION

WHISTLE BLOW: Long Whistle Blow

| STAFF NAME | LOCATIONS |
|---|--|
| Larry Gagan 101 thru 105 301 thru 309 | <ul style="list-style-type: none"> • Headstart 101, PreK 102 • 103 • SpED-104-105 • Speech-304 • GATE-306 • Outreach-307 • Counselors-305 & 309 |
| Jose Cabrera (315-317) Library, Cafeteria | Chamorro (315, 316, 317, 318, 319) Library, Cafeteria |
| Bobbie Bermudez Main Office 106-111 | Main Office Conference Room-106 Nurse-107-108 ESL-109-110 Faculty/Staff Lounge-111 |
| Cheryl Borja 112-121 | Kindergarten 112 thru 118 2nd grade-119-121 |
| Gorge Taijeron 122 thru 133 | 2nd grade-122-125 4th grade-126-127 1st grade-128-133 |
| Janet Mendiola 201-210 | 5th grade 201-205, 210 Counselor-209 GATE-211 |
| Jackie Muna 212-220 | 3rd grade-212 thru 216 4th grade-217-220 |
| Principal or designee | Contact Emergency Personnel (Call 911) |