

**MID-CYCLE VISIT
VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

FOR

FINEGAYAN ELEMENTARY SCHOOL

**194 Chalan Kasperbauer
Dededo, Guam 96929**

Guam Department of Education

April 27-30, 2014

April 6-7, 2017

Visiting Committee Members

**Helen Sanpei, Chairperson
Principal, Hawaii Department of Education**

**Lance Jyo
Vice Principal, Hawaii Department of Education**

**Stanley Kayatani
Retired Principal, Hawaii Department of Education**

I. Introduction

Include the following:

- General comments about the school, its setting, and the school's analysis of student achievement data.
- Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.
- Briefly comment on the school's follow-up process. Include a description of the committee that has been responsible for overseeing the progress of the school's action plan and the preparation for the visit.
- Describe the process used to prepare the progress report.

Finegayan Elementary School (FES) is one of seven elementary schools in the Lagu Region of the Guam Department of Education (GDOE). It is the largest elementary school on the island and is located in Dededo, situated in the northern part of Guam. 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 provide students opportunities to learn, grow, and appreciate the true meaning of self-worth and pride. There are approximately 44,943 residents in the village of Dededo with approximately 38% or 16,922 residents who are under the age of 19 years. Of those residing in Dededo, 33% of the adults have attained a high school diploma or its equivalency with 62% of the adults speaking a language other than English at home.

FES has a culturally diverse faculty, staff, and families that have a distinct family-oriented dedication that encourages a positive and nurturing learning environment within the school campus and has provided stability with the changes in administrators and district expectations.

The student demographics continue to change because of the diverse ethnic community and transient families. As of September 30, 2016, the current school enrollment was 862 students enrolled in Headstart, Prekindergarten and Kindergarten through Fifth grade. The slight increase in enrollment was due to the addition of a pre-Kindergarten class of 18 students. Table 1 represents the grade level enrollment. Fourth grade has the largest percentage of students schoolwide.

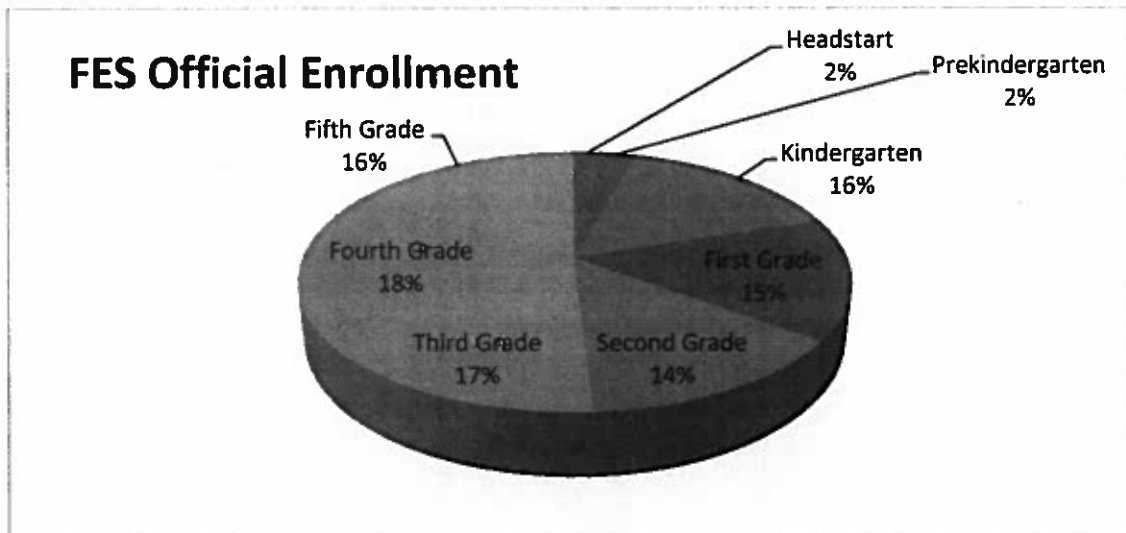


Table 2 reflects student ethnicity count with 325 Filipinos, 202 Chamorros, 193 Chuukese, 31 Pohnpeians, 27 Belauans and 17 Yapese. A small percentage of other ethnicities include students from Saipan, White-Non Hispanic, Japanese, Chinese, Kosrean, Vietnamese, Hispanic, Pacific Islander (Fijian) and Other (mixed).

In SY 2015-2016, thru a resolution from the Guam Legislature, a Universal Prekindergarten class was added for incoming young children who qualify and meet criteria of the program. With only four schools approved to pilot the universal prekindergarten class districtwide, FES was selected by the Superintendent of Education for the Northern region and is currently in the second year of implementation for the prekindergarten program.

In the spring of 2015, the GDOE implemented the Comprehensive Student Assessment System (CSAS). As part of the State Strategic Plan, GDOE needed to ensure that the assessments aligned to the CCSS. ACT Aspire was selected as the national assessment because of its alignment with the CCSS. For the state-wide assessment, the Guam Standards Based Assessment (SBA) was created and piloted by Guam educators in ELA, Math, Science and Social Studies. The SBA includes subjects and grades not tested in ACT Aspire. All students, in grades one through twelve, were tested in Reading, Math, Science and Social Studies to include Guam History. Prekindergarten assessments are based on early childhood pre-readiness skills. Kindergarten students are assessed with the Brigance, which test social and emotional development, literacy, science and math.

3 TYPES OF CURRICULA SY2014-2015	Group Involved	4 TYPES OF CURRICULA SY2015-2016 and SY2016-2017	Group Involved
Headstart program	4 year olds	Headstart program	4 year olds
		Pre-Kindergarten	4 year olds (began SY2015-2016)
GDOE Content Standard / Common Core State Standards (CCSS)	Kinder-5 th	GDOE Content Standard (Science & Social Studies)/ Common Core State Standards (CCSS for ELA and MATH)	Kinder-5 th
Chamorro Language & Culture	Kinder-5 th	Chamorro Language & Culture	Kinder-5 th

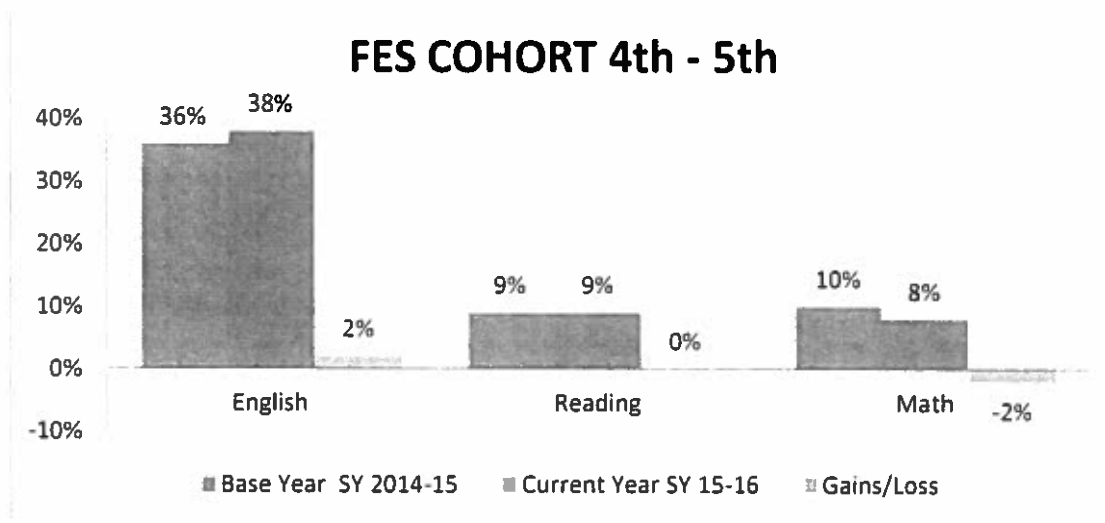
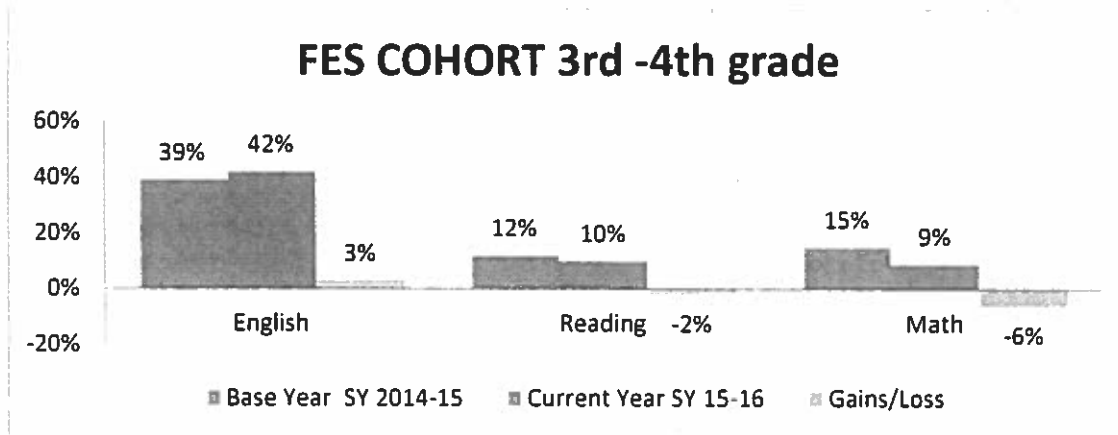
FES continues to ensure that the accreditation recommendations for improvement are implemented. The Leadership Team is responsible for overall implementation and monitoring of school improvement. The administrators, faculty, and staff are responsible for carrying out the specific aspects of the school action plan.

Since the first assessment in SY 2014-2015, FES now has two years of data in ACT Aspire to identify areas of strengths and areas in need of growth.

PERFORMANCE Indicator	Base Year	Current Year	Gain/Loss
ACT Aspire Test Results (Total weight = 45%)			
Grade 3: English, % Ready	39%	41%	2%
Grade 3: Reading, % Ready	12%	8%	-4%
Grade 3: Math, % Ready	15%	12%	-3%
Grade 4: English, % Ready	36%	42%	6%
Grade 4: Reading, % Ready	9%	10%	1%
Grade 4: Math, % Ready	10%	9%	-1%
Grade 5: English, % Ready	38%	38%	0%
Grade 5: Reading, % Ready	6%	9%	3%
Grade 5: Math, % Ready	7%	8%	1%
SBA Test Results (Total weight = 42%)			
Reading % Grade 1 Proficient or Advanced	29%		
Math % Grade 1 Proficient or Advanced	36%		
Social Studies % Grade 1 Prof or Advanced	30%		
Science % Grade 1 Proficient or Advanced	31%		
Reading % Grade 2 Proficient or Advanced	28%		
Math % Grade 2 Proficient or Advanced	29%		
Social Studies % Grade 2 Prof. or Advanced	30%		
Science % Grade 2 Proficient or Advanced	29%		
Social Studies % Grade 3 Prof. or Advanced	32%		
Science % Grade 3 Proficient or Advanced	32%		
Social Studies % Grade 4 Prof. or Advanced	20%		
Science % Grade 4 Proficient or Advanced	27%		
Social Studies % Grade 5 Prof. or Advanced	22%		
Science % Grade 5 Proficient or Advanced	17%		

The above table shows grade level performance in ACT Aspire and the GDOE SBA. The current year performance in English shows significant gains in 4th grade, a slight increase for 3rd grade and 5th grade remained the same as the base year. Although 5th grade had a gain of 1%, skills in Math require improvement for 3rd, 4th and 5th grade. The data shows gains in 4th and 5th grade Reading skills; however this also requires significant improvement.

These tables below show performance gains and losses for the same cohort of students, with base year in 3rd grade and current year data in the 4th grade. The data indicates the percentage of students performing at “Ready” level are on target for 50% higher likelihood of college course success by grade 11. The data also reflects continued gains in the English subject area and the highest percentage of “Ready” level students. A decline in the number of students performing at “Ready” level in Reading and Math is also evident.



The Leadership Team is composed of the two school administrators, eleven faculty members, and parents who were responsible for overseeing the progress of the school’s action plan and preparation for this visit. Since the last visit, significant developments and changes have occurred in regards to Administration and Focus Groups. The school has undergone three changes in assistant principals.

Additionally, changes in Focus Groups have occurred. Following WASC’s framework, the initial groups, Team A and D have combined to form Team A: Organization for Student Learning/ Resource Management and Development. Following the same framework, Team B: Curriculum, Instruction, and Assessment, separated into three individual groups.

Assignments of all faculty and staff members were realigned, with each team consisting of representatives from each home group;

Team A-Organization for Student Learning/Resource Management & Development

Team B-Curriculum

Team C-Instruction

Team D-Assessment

Team E-Student Support and Personal Academic Growth

The teams continue to meet and collaborate regularly on issues and concerns regarding student growth and academic achievement pertaining to their specialized goals. These collaboration efforts play a major role in guiding student learning and data driven assessments to monitor student progress. The Leadership Team continues to take the lead on professional development activities, selecting topic as recommended by faculty, staff, and students. Their diligent efforts are significant in the learning outcomes for students at FES, as reflected through the changes and improvements within the various teams. The many hours of collaboration, reflection, and hard work are evident in each committee's binders.

Administrators	Principal: Renielle Ranan Assistant Principal: Gerardo Galang				
WASC Coordinators	Chair: Pechel Sourgose Pascua Co-Chair: Cheryl Sourgose				
WASC Focus Groups	Team A: Organization for Student Learning/Resource and Management & Development (OSL/RMD)	Team B: Curriculum	Team C: Instruction	Team D: Assessment	Team E: Student Support and Personal Academic Growth (SSPAG)
Chair	Lesley Gomez	Kristine Gianchand	Marites Canare	Rachelle Panergo	Leticia Siguenza
Co-Chair	Valerie Peregrino / Len Roxby	Stephanie Morrison	Jennifer Malinao	Ednalyna Martin	Jayne Driza/ Venessa Perez

II. Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- Provide an analytical summary about the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section.
 - Note the evidence supporting the progress made and the impact made on student achievement.
 - If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address these issue(s) and include supporting evidence.
- **Note:** The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.

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 SLO's.

A well-defined curriculum standard for all subject areas is currently being implemented and ensures consistency across the school and District. The school continues to follow the 2010 GDOE CSPI for Science and Social Studies and has developed a curriculum map to align the adopted standards. These curriculum maps are aligned with the student learner outcomes and the Whole Child Tenets. Also, supplemental materials from CCSS and Science, Technology, Engineering, and Mathematics (STEM) are available to the faculty for utilization in the classroom.

Professional development for all grade level teachers to collaborate in selecting quarterly, priority standards for each subject within each grade level is provided by the District. Support program personnel include Special Education, ESL, and GATE, who take part in these professional developments opportunities.

Curriculum maps, supplemental materials, and professional developments provide a conceptual framework for schools to ensure that students are meeting grade level standards and SLOs in order to successfully transition to the next grade level.

Critical Area #2: Develop and implement 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 district provides Professional Development (PD) days, trainings, and workshops for teachers and staff to include Balanced Leadership and Modules, CCSS prioritization and unpacking, Classroom Instruction that Works (CITW), Marzano Standards-Based Grading (SPG), STEM, LEGO robotics, Play By the Rules program, LaniKate's Child Sexual Abuse Prevention, and other programs.

Other district initiated Professional Development trainings also includes Special Education, ESL, GATE, Chamorro, Counseling, Librarians, and School Health Counselors. This allows each department to collaborate and become knowledgeable in essential areas pertaining to the development and improvements in supporting teachers in meeting the needs of diverse learners.

The PBIS model has also been instrumental in several trainings on Bullying Awareness and Sexual Harassment. Regular classroom teachers and SPED resource classroom teachers participate in various Alternative Assessment and Autism trainings.

Faculty and staff attend district and federally-funded training on instructional strategies pertinent to their departments through various PD training sessions throughout the school year, on and off-island. PDs and trainings provide teachers insight and practice into researched based strategies and programs to effectively meet the diverse student population and differentiated needs of the teachers.

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

FES faculty and instructional coach work collaboratively to gather, analyze, and report all assessment data to be reviewed. Through this process, the school is able to identify student strengths and weaknesses. This information is then utilized to target areas in need of improvement. This data is also shared with parents, on a regular basis, to encourage parental involvement in the monitoring of their child's progress in school.

Assessments used within the school include DWAs: ACT-Aspire, SBA, and AIMSweb, along with grade level quarterly pre/post-tests. Data from these various assessments are utilized to analyze student performance and progress.

**AIMSweb BENCHMARK
ASSESSMENT SCHEDULE**
(Fall-August, Winter-December, Spring-April)

	Kinder	1 st	2 nd	3 rd	4 th	5 th
TEL (Early Literacy: LN, LS, NW, PS) Time: 1 min. Administered Individually	✓	✓				
TEN (Early Numeracy: OC, NI, QD, MN) Time: 1 min. Administered Individually	✓	✓				
OR (Reading Fluency) Time: 1 min. Administered Individually		✓	✓	✓	✓	✓
MAZE (Reading Comprehension) Time: 3 mins. Administered: Whole, Small Group		✓	✓	✓	✓	✓
MCOMP (Computations) Time: 8 mins. Administered: Whole / Small Group		✓	✓	✓	✓	✓
MCAP (Calculations/Applications) Time: 8 mins. Administered: Whole/Small Group			✓	✓	✓	✓
WRITTEN EXPRESSION Time: 3 mins. Administered: Whole/Small Group TW- Total Words Written WSC- Words Spelled Correctly CWS- Correct Writing Sequence		✓	✓	✓	✓	✓
S-CBM (SPELLING) Time: 2 mins. (10 sec. per word) 1 st -2 nd Time: 2 mins. (7 sec. per word) 3 rd -5 th Administered: Whole, Small Group		✓	✓	✓	✓	✓

To ensure progress evaluation of student performance, AIMSweb categorizes students into three tiers, thus providing teachers with the ability to identify students in need of different levels of instructional interventions.

FES utilizes CFAs, administered at the beginning and ending of every quarter, to monitor student progress in regards to quarterly standards and academic skills. The Brigance Assessment for grades pre-kindergarten and kindergarten students is administered at the beginning and end of the school year or as needed. This screening and assessment tool is used to determine if students within the early childhood age are developmentally delayed or advanced and provides teachers and parents with a better understanding of the child's ability.

The district utilizes the ACT Aspire and SBA to assess if students have met grade level content standards. These assessments are administered at the end of the school year with results provided the following school year. The data reflects the school and students' placements by cohort compared to the national standards. Additionally, it allows teachers to determine priority skills needed for student success in the next grade level.

Several assessments by the FES Gate program are used to identify gifted students. These assessments include a teacher rating scale, the Wide Range Achievement Test (WRAT), and the ACT Aspire.

The Special Education Department utilizes teacher-made assessments and other research-based assessments to monitor student progress based on goals, as determined by the IEP team. Student progress is monitored periodically and evaluated quarterly through Special Education progress reports. These reports are provided to the IEP team members to ensure

that these students with disabilities are provided with proper supports, services, modifications, and accommodations.

The Language Assessment Scale (LAS) Links placement tests and the LAS Links K-12 are utilized by the ELS Department with the LAS Links placement test determining the appropriate program placement for entering students. Assessment data is also utilized to monitor ESL learners' language development. This assessment provides data that is useful for instruction modification and designing strategies to assist the ELS learner.

The (SLO) provide specific targeted student expectations with a criterion that is established to include descriptive statements for each of the SLOs. A variety of assessments also provide teachers with the necessary data to develop lesson plans and instruction that are data driven.

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.

The school's technology plan is an integral part of the library curriculum that is aligned to District's goal of utilizing technology to enhance instruction, engage learning and communication among school personnel and parents. The plan ensures that every student is technologically literate. Teachers are provided resources that include a stationed computer lab, a roving lab, interactive whiteboards in selected classrooms, and digital equipment for faculty to use as needed for instructional purposes.

The recently updated computer lab provides supplemental computer-assisted instruction. In addition to basic internet access and Microsoft Office software, other programs include Starfall, Dancemat, MOBYMax, ABC mouse, Brainpop, and Epic. A second computer lab is anticipated for the later part of next school year.

The roving lab and other digital equipment provide teachers with the support necessary to incorporate technology in the classroom. An online sign-up sheet is provided for teachers to electronically check out additional digital equipment.

This school year, seven FES Kindergarten grade level teachers were awarded a grant to pilot the IXL Program for technology instruction in the classrooms.

The district provides teachers the opportunity to acquire laptops for instructional and school use after completing online courses. To further support teacher accountability and accessibility, the district has mandated the use of PowerSchool and PowerTeacher Gradebook which also accessible by parents.

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 latest research on best practices/"next practices" as the school implements the action.

Assessment data analysis is used to determine the areas of strengths and weaknesses of students within content areas and grade levels. FES faculty analyzes the available data and the school's instructional coach and teachers from the assessment team receive periodic trainings for analyzing assessment data for AIMSweb and ACT Aspire. These trained teachers, along with administrators, interpret the provided data before disseminating to the rest of the faculty and parents.

For the ACT Aspire data (3-5), the assessment team identifies and discusses the areas of weaknesses as reflected on the district wide assessment data. Teachers then share instructional strategies to address the schoolwide areas of need. Areas of strengths are also discussed to determine which instructional strategies were successful and how it could be applied to further increase student achievement.

The AIMSweb data (K-5) assessment team identifies individual student as well as class needs. Teachers trained in analyzing and interpreting AIMSweb results assist other teachers in determining the grade level in which individual students are performing. AIMSweb data provide teachers with insight into the effectiveness of strategies used to teach assessed skills and allow for instructional modification to improve student mastery through skills targeted in lessons.

The data team also analyzes data of the other assessments administered to students. This provides additional information necessary for program intervention and support. Teachers also collaborate among home groups and consult with other grade levels and departments to share effective strategies. Additionally, with the data interpretation in mind, teachers also apply research-based strategies introduced and practiced at professional developments, trainings, and follow through presentations.

III. Commendations and Recommendations

A. Commendations:

1. A school technology plan that is integrated into the library curriculum and reflects the district's goals in utilizing technology to enhance instruction, engage learning and facilitate communication among school personnel and parents.
2. A warm, dedicated and enthusiastic staff and community that works collaboratively to facilitate improved student achievement.

B. Recommendations:

The Visiting Committee makes no additional recommendations. The school is committed to addressing their critical areas of focus and have made adequate progress. The staff knows where their work needs to be focused and their action plan serves as a guide to accomplishing their goals.