



MARCIAL A. SABLAN ELEMENTARY SELF-STUDY REPORT

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Guam Department of Education

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

March 24-27, 2020

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Guam Department of Education Vision Statement

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

Guam Department of Education Vision Statement

Our Educational Community.....

Prepares ALL students for Life by ensuring that ALL students, regardless of gender, ethnicity, national origin, sexual orientation, socioeconomic status, language proficiency, special needs, religion or beliefs receive a high quality education that will prepare them for Post-secondary education, the work force and civic engagement.

Promotes Excellence by adopting and implementation of high standards and expectations for all students and with everyone performing at their best at all times. This philosophy is grounded in the belief that all students can learn at high levels and all employees can provide the highest quality of service.

Provides Support by ensuring that our department has a framework to identify and address the academic, social, and emotional needs of our diverse student’s population through a support system that is comprehensive and timely with an unwavering focus and relentless commitment to the success of each and every student.

Marcial A. Sablan Elementary School

Mission Statement

“All Student’s at Marcial A. Sablan will learn to achieve success in life!”

Marcial A. Sablan Elementary School’s

SCHOOLWIDE LEARNER OUTCOMES (SLO’s)

All students will be....

Self Discipline

Team Workers

Academically Accountable

Responsible Leaders

Self Assured Citizens

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Christopher J. Fejeran, Agat Vice-Mayor

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Trudy Escalona, Vice-President
Carolyn Castaneda, Secretary and Treasurer
Joann Susuico, Teacher Representative

Principal

Geraldine J. Pablo

Leadership Team

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Cheryl Crueldad, 1st Grade Representative
Janice Macatangay, 2nd Grade Representative
Kaleen Calip, 3rd Grade Representative
Lisa Meeks, 4th Grade Representative
Catherine Lorio, 5th Grade Representative
Joann Susuico, Special Programs Representative
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Category E: School Culture (Environment) and Support for Student Personal and Academic Growth:

Marie Babauta- Balbin, Chairperson

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**Community Volunteer In Education and Department of Public Health and Social Services
Division of Public Welfare, Work Program Participant**

Gayle Arevalo

Preface

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

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

Marcial A. Sablan Elementary School full self-study process has been a collaborative effort that included input from the school administrator, faculty, support staff, parents, and community. The initial accreditation process began in SY 2016-2017. The Western Association of Schools and Colleges (WASC) focus groups were formed by using the school's existing Solutions Network Committees Members from SY 2016-2017. The solutions network committees consisted of the Interventions Committee, Cooperative Culture, and the Parent Involvement and Community Connections Committee (PI&CC). Each committee has a representative from each grade level, from a Special Program Member and from Support Staff. The Interventions Committee also formed the Curriculum, Instructions and Assessment Focus Groups. The Cooperative Culture formed the School Culture and Support for Student Personal and Academic Personal Growth. The Parent Involvement and Community Connections formed the Organization: Vision, Mission, Schoolwide Learner Outcomes, Governance, Leadership and Staff and Resources. Since the initial accreditation, each focus group met at the end of the school year to update the status of the action plan, except during SY 2018-2019 because of the loss of professional development days. This school year we were afforded the opportunity to meet and continue to collaborate and refine our report with additional 6 half-day sessions.

In SY 2016-2017, elementary school teachers met District Wide to identify the district priority standards for English, Language Arts, Math, Science and Social Studies. Work continued to solidify the District Wide priority standards in those areas in SY 2017-2018. In addition, MASE teachers worked on the vertical alignment of those District Wide Standards and began implementation phase in Standard Based Grading (SBG) at the school level. The work stalled in SY 2018-2019 when the number of professional development days were lost due to a series of storms hitting the Island. However, the Curriculum Leadership Team Members (CLT) continued working on Standard Based Grading implementation with their grade level colleagues.

Since the initial accreditation, the faculty and staff reviewed the school's Mission Statement and Schoolwide Learner Outcomes (SLO), in collaboration with parent and student input. The decision was made to keep our school's Mission Statement and SLOs. We moved forward this school year 2019-2020 in creating proficiency level scales for each of the SLOs. The next step in the process is creating a report form to report on each students' progress in accomplishing the SLOs and piloting the scales.

The process on how data is discussed is through grade or program level and committee work in their Professional Learning Community (PLC's). Student data include their pre- and post-test, district wide assessments, and CFA's. The discussion in PLC's center around four essential questions, "What do we expect our students to learn?" "How will we know they are learning?"; "How will we respond when they don't learn?"; "How will we respond if they already know it?" This process allows teachers to become reflective on what we want our students to achieve and how we want them to achieve those expectations.

After we received the exit report, MASE faculty began the work on addressing the nine (9) recommendations by aligning each to the focus groups which at that time we were using the four (4) focus groups. Each of the focus groups committees worked to address each and report to the whole group on their progress and status over the next two (2) years since the initial visit. The Focus groups were re-aligned as we moved to the GDOE pilot Accreditation format. It is hoped that through the accreditation process, we better reflect on our practices and activities to continuing to improve our services to our students so they are able to achieve success in life.



Chapter 1

Student/Community Profile

Chapter I: Student/Community Profile

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

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

Agat Elementary School was first established back in 1905. Mr. Jose Charfauros was its first principal, and Mr. Juan Sablan was its only teacher. The building had a thatched roof and an enrollment of 50 students. In 1908, the school was destroyed by fire. It was then that Mr. Ignacio Cruz leased his home to be used as a school building. Enrollment rose to 180 students in 1930. In 1936, Naval Governor Alexander renamed the school after Bishop Joaquin Olias and donated a two-acre lot for the school to be rebuilt. World War II's interruption and destruction of the island in 1944 paved the way for a new school building. Marcial Angeles Sablan accepted the challenge to bring the children of Agat, who were located at the concentration camps, back to school, thus commencing the reopening of Agat Elementary School. Two large structures with coconut-thatched roofs were quickly built as the new school. The two buildings weren't big enough for the enrollment it had, so Mr. Sablan divided the school day into three sessions. Principal Sablan and the faculty did their best with what they had. Despite the adversities, the school was successfully and effectively operational.

In 1970, steel frame and concrete structures were erected to replace the old structures. In 1998, Agat Elementary was renamed after Marcial Angeles Sablan. Marcial A. Sablan Elementary School (MASES) sits amongst five other elementary schools, two middle schools, and one high school that compose the Haya District, catering to school-aged children who reside within the village of Agat. The vicinity in which the school is located is a quiet, residential area surrounded by small business establishments and encompassed by single-dwelling homes, predominantly in the lower socio-economic scale. To date, the school houses 50 classrooms (not all of which are in use), one court yard, one parking lot, and a neighboring public library that shares its parking area. An additional classroom was added for the new Pre-Kindergarten program in September 2016. This school year, work on renovating our school awning began in August 2019 and is ongoing at the time of this report.

As of September 30, 2019, the official school enrollment is 427 students, Headstart & Pre-K through 5th grade. MASES is comprised of a diverse student background. Marcial A. Sablan is one of the few schools with a full day Head Start and is one of four schools with a Pre-Kindergarten Program. Marcial A. Sablan was one of the first schools to participate in the Community Eligibility Provision (CEP) Program under the Healthy Hunger Free Kids Act of 2010. The CEP allows schools that predominantly serve low-income children to serve nutritious school meals at no cost to all students through the National School Lunch and School Breakfast Program.

Marcial A. Sablan Elementary School has an active and supportive Parent Teacher Organization. The organization assists in raising funds to cover field trip expenses, promotional exercises, and cost of teacher resources.

STUDENT DEMOGRAPHICS

Marcial A. Sablan Elementary School is a public school that services students who are in the District of Agat and a few out of district students whose parents work at the school or near the Agat area. We are a feeder school to Oceanview Middle School which is within walking distance of MASE.

Figure 1 looks at the enrollment during the last 4 years. The data indicates that there has been a decrease in student population with decreases in the following ethnic groups: CHamoru (17% decrease), Filipino (41 % decrease), other Native Hawaiian Pacific Islanders (46% decrease), and other (20% decrease). At the same time there has been an increase in the Chuukese population by 52%. The increased number of Chuukese students are assessed based on the Home Language Survey, identified support within current resources are given which may be pull out, sheltered, or consultation by the ESL coordinator especially in reading and language arts. A request for an additional ESL teacher was made during the budget process to increase direct services for pull out and sheltered classes.

Figure 1: Enrollment by Ethnicity (based on Sept. 30 official enrollment)

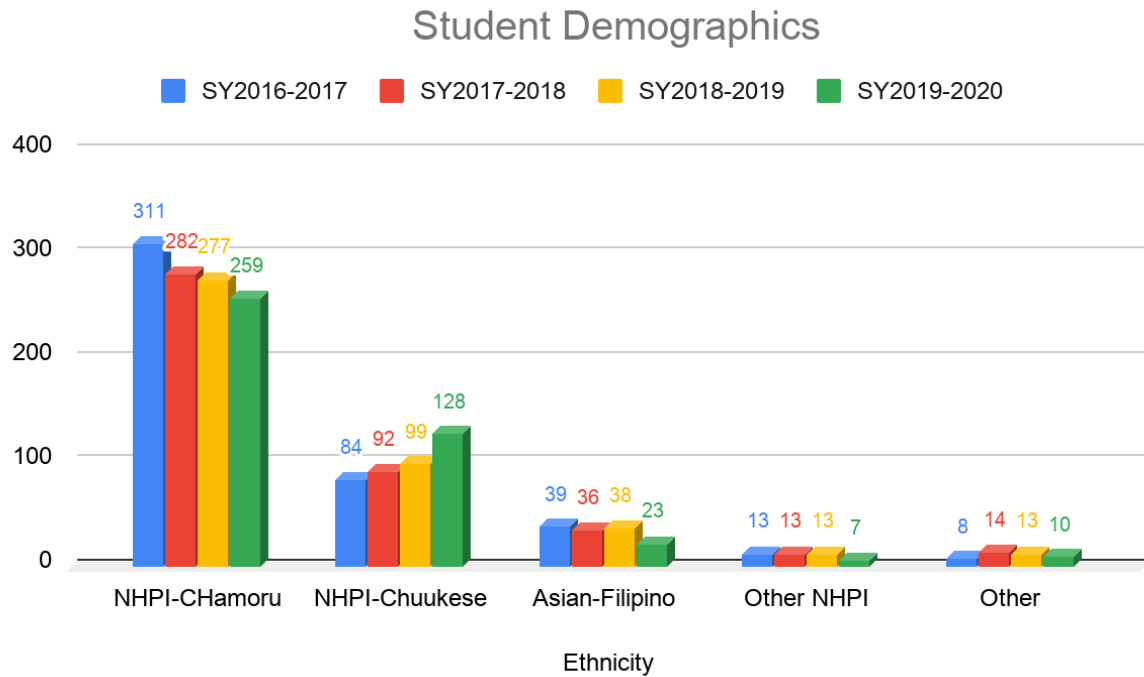


Table 1 Enrollment by Ethnicity

September 30, 2019 Official Enrollment	SY 2016-2017	SY 2017-2018	SY 2018-2019	SY 2019-2020
NHPI-CHamoru	311	282	277	259
NHPI-Chuukese	84	92	99	128
Asian-Filipino	39	36	38	23
Other NHPI	13	13	13	7
Other	8	14	13	10
Total	455	437	440	427

In figure 2, the following chart shows the breakdown by gender. The number of males and females over the last 4 years was not significantly different.

Figure 2

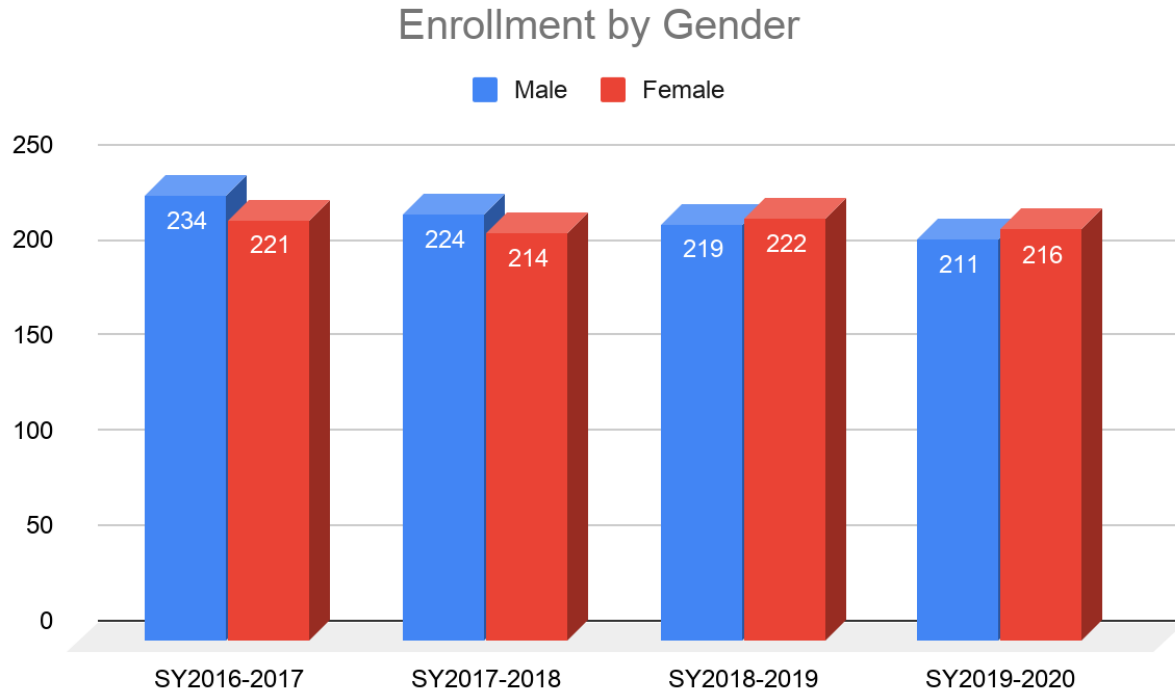


Table 2 Enrollment by Gender

Population by Gender (Sept. 30, 2019 All enrollment from Powerschool)	SY 2016- 2017	SY 2017- 2018	SY 2018- 2019	SY 2019- 2020
Male	234	224	219	211
Female	221	214	222	216

Marcial A. Sablan Elementary School ACS WASC/GDOE Self-Study Report

The table below is a breakdown of the September 30, 2019 enrollment. Our 3rd grade group is our highest population of students. It is unknown why this cohort group rose in number since their 2nd grade year.

Table 3: Enrollment by Grade Level 2019-2020

Grade Level	Males	Females	Total Enrollment
Head Start	8	12	20
Pre-Kindergarten	7	10	17
Kindergarten	32	30	62
1st Grade	35	30	65
2nd Grade	22	33	55
3rd Grade	44	37	81
4th Grade	24	35	59
5th Grade	39	29	68

SPECIAL PROGRAMS

Marcial A. Sablan School also provides services to students who are eligible for Special Education (SPED) Program, English as a Second Language (ESL), and Gifted and Talented Education (GATE).

Special Education Program

The Special Education Program is governed by the Individuals with Disabilities Education Act (IDEA) that makes available to eligible students with disabilities a free appropriate public education (FAPE) and ensures special education and related services to those children. Students identified with a disability, qualified for services in the disability and a specially designed instruction are part of the Special Education. Each child's educational team consists of the parent/guardian, service providers and/or evaluators, special education representative, regular classroom teacher representative, and school administrator meet annually to design the child's Individualized Education Program (IEP). Students are placed in their Least Restrictive Environment which may be the general education classroom, resource room (for reading, language arts, and/or mathematics), regional schools for specific disabilities, or other appropriate placement identified by the educational team.

Figure 3 data show a decrease in students in SPED Program. SPED services in the areas of Reading, Language and Math. However, the numbers will increase in the second half of the school year after students are referred and identified through the child study team. As of the writing of this report, there are four (4) students are being processed through the Child Study Team (CST) for referrals to Special Education and 2 additional who are beginning the CST process.

Figure 3

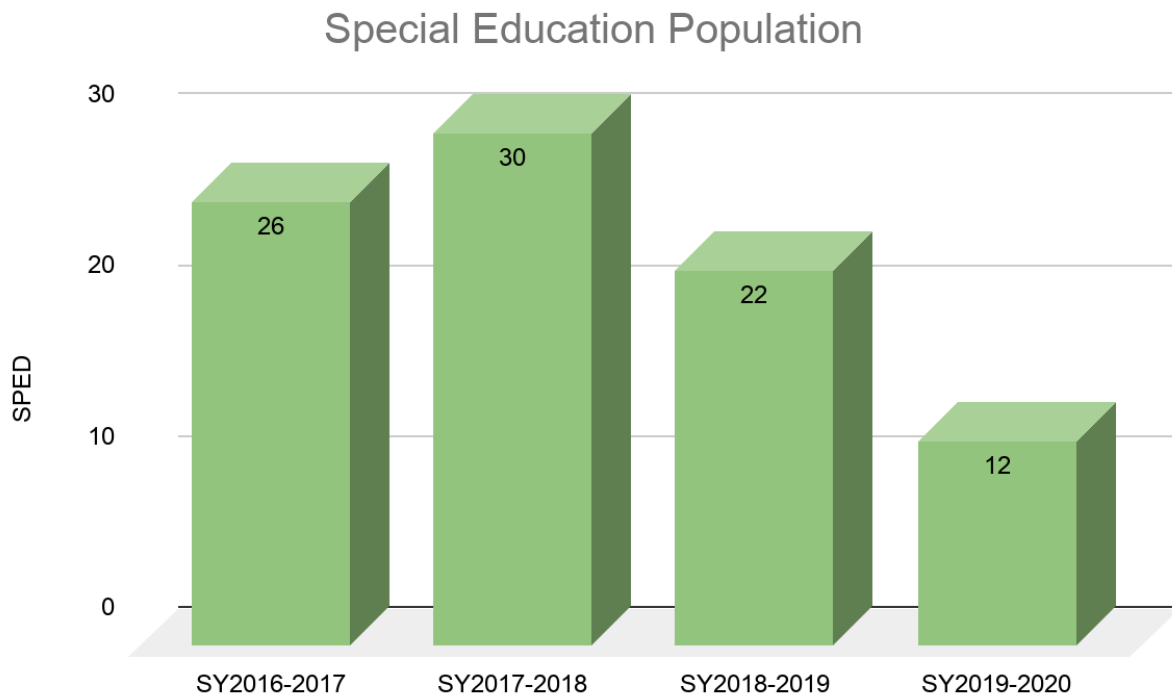


Table 4: Special Education (Note SY 2019-2020 data as of October 1, 2019)

	SY 2016-2017	SY 2017-2018	SY 2018-2019	SY 2019-2020
SPED	26	30	22	12

English as a Second Language

All students at Marcial A. Sablan Elementary School with a second language indicated on their home language survey are assessed using the Language Assessment Scales (LAS). If a student scores at a level 1-3 on the LAS LINKS or at a Not Proficient on the LAS Placement they are eligible to receive ESL services.

The needs of English learners (ELs) at Marcial A. Sablan Elementary School are addressed in three program types: Consultation, Pull Out and Sheltered. Selected ELs are serviced in a pull out or sheltered program receiving lessons designed using GDOE grade level content standards and Common Core Standards as well as other strategies. Those ELs who are not serviced in Pull Out or Sheltered programs are serviced on a consultation basis. Lessons for all ELs are modified as needed by the regular classroom teachers.

All ESL lessons are designed integrating content based instruction to target English language development. Our aim is to ensure that both academic objectives and language objectives are met concurrently. An additional objective is to instill self confidence in our English Learners so that they will feel comfortable and competent to perform in front of groups.

Figure 4 shows the overall ESL populations which has slightly increased over the last four (4) years. Table 6 shows the breakdown of students who are receiving pull out, sheltered or consultation services. The pull out and sheltered services allow teachers to work with students in a small group setting with a ratio of 10 to 1.

Figure 4

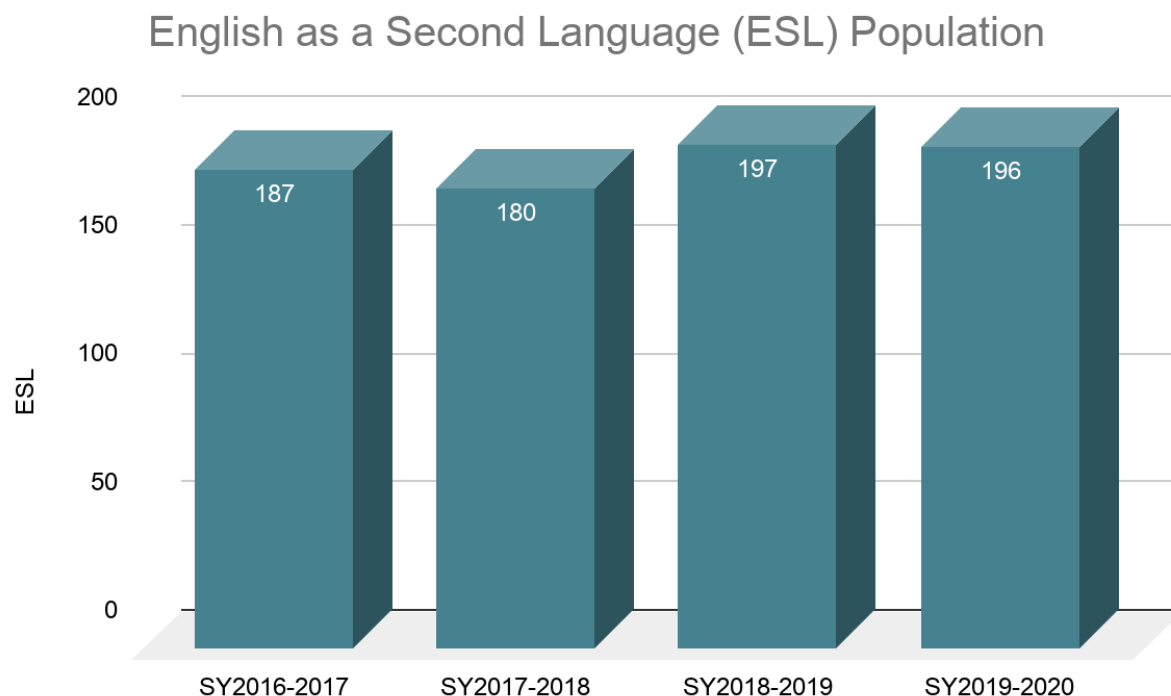


Table 5: English as a Second Language (SY 2019-2020 data as of October 11, 2019)

	SY 2016-2017	SY 2017-2018	SY 2018-2019	SY 2019-2020
ESL	187	180	197	196

Table 6: ESL Placement (SY 2019-2020 data as of October 11, 2019)

Program Type	SY 2016-2017	SY 2017-2018	SY 2018-2019	SY 2019-2020
Pull-Out	13	10	22	10
Sheltered	52	51	49	47
Consultation	97	102	108	107

Gifted and Talented Education (GATE)

Marcial A. Sablan's Gifted And Talented Education (GATE) program provides services to students who are identified as exceptional students and are recommended by teachers, counselors and parents. These students must score in the 80th percentile in the Teacher Rating scale and the Wide Range Achievement Test (WRAT) assessment to move onto the next GATE assessment

administered by the GATE tester. Small groups (not more than 12 students) of gifted students meet for 180 minutes per week in the GATE classroom through a pull out program. Public law 13-26, passed in 1975, mandates the gifted education program for Guam students.

The GATE Resource Teacher also works closely with the classroom teacher to discuss the needs and progress of each student and to assure an agreeable transition for the child from the general classroom to resource room. Progress is monitored to ensure student needs are met with activities that extend lessons to higher levels of learning and enrichment activities in academic areas.

Curriculum emphasis for the K-5 program includes activities designed to promote independent learners. In order to accomplish this, students are provided with a variety of learning skills in the areas of problem solving inquiry techniques, creativity, higher levels of thinking and acceleration. Also, integrated throughout the program are activities in the affective domain which involve feelings, values, social responsibilities, and self-esteem.

Table 7 shows the number of Gifted and Talented Education students serviced for the school year. New student recommendations and assessments for qualifications will be conducted during the third quarter.

Table 7: (SY 2019-2020 data as of October 11, 2019)

	SY 2016-2017	SY 2017-2018	SY 2018-2019	SY 2019-2020
GATE	41	26	38	29

MASES has an After School Program for Instructional Remediation and Enrichment (ASPIRE) available to students needing tutoring or enrichment services in the areas of Language Arts, Reading and Math. The current number enrolled for the program represents about 4% of the student population. The program is focused on closing the achievement gaps for students who are in need of intervention (See Table 8).

Table 8: ASPIRE Enrollment

Category	Enrollment 1st Quarter	Enrollment 2nd Quarter
Paid Participants (Enrichment)	2	3
Tutorial Participants (Intervention)	16	16
Total Participants	18	19

DISTRICT WIDE ASSESSMENTS

As of school year 2014-2015, Guam Department of Education implemented a new Comprehensive Student Assessment System called the ACT Aspire and the Standards Based Assessment (SBA), which replaced the SAT 10. The ACT Aspire is aligned with college and career readiness goals and the Common Core State Standards (CCSS), which was adopted in 2012 at all Guam public schools. The SBA was aligned to GDOE standards which was also adopted alongside the CCSS. The ACT Aspire is used to assess students in third to fifth grades in English, Reading, and Mathematics. The SBA is used to assess first and second grades in English/Language Arts and Mathematics and first to fifth grades in Science and Social Studies.

Each scale score on the ACT Aspire is linked to college and career data through scores on the ACT assessment. These scores may be used to determine how well prepared students are for further education and career training.

The ACT Aspire scores students up to four levels:

In Need of Support: Students who score in this level performed substantially below ACT Readiness Benchmark.

Close: Students who score in this level are below but near the ACT Readiness Benchmark.

Ready Level: Students in the Ready category have met the ACT Readiness Benchmark and are on target for 50% or higher likelihood of college course success by grade 11. The Ready Level can be divided into Ready and **Exceeding** to make the scoring based on four proficiency levels. Students scoring in the **exceeding** range are substantially above benchmark and have a higher chance of being college and career ready.

ACT Aspire Scale Score Ranges for Readiness Levels by Grade Level				
Subject	ACT Readiness Level	3 rd Grade	4 th Grade	5 th Grade
English	In Need of Support	400-407	400-410	400-411
	Close	408-412	411-416	412-418
	Ready	413-417	417-422	419-425
	Exceeding	418-435	423-438	426-442
Reading	In Need of Support	400-410	400-411	400-414
	Close	411-414	412-416	415-419
	Ready	415-418	417-421	420-424
	Exceeding	419-429	422-431	425-434
Mathematics	In Need of Support	400-408	400-410	400-411
	Close	409-412	411-415	412-417
	Ready	413-416	416-420	418-423
	Exceeding	417-434	421-440	424-446

The SBA scores student according to four levels:

Below Basic: Students are performing at a level that indicates little or no mastery of fundamental knowledge and skills.

Basic: Students are performing at a level that indicates partial mastery of the knowledge and skills fundamental for satisfactory work.

Proficient: Students are performing at a level that represents solid academic performance indicating students are prepared for the next grade.

Advanced: Students are performing at a level that signifies superior performance beyond grade-level mastery.

Figure 5a

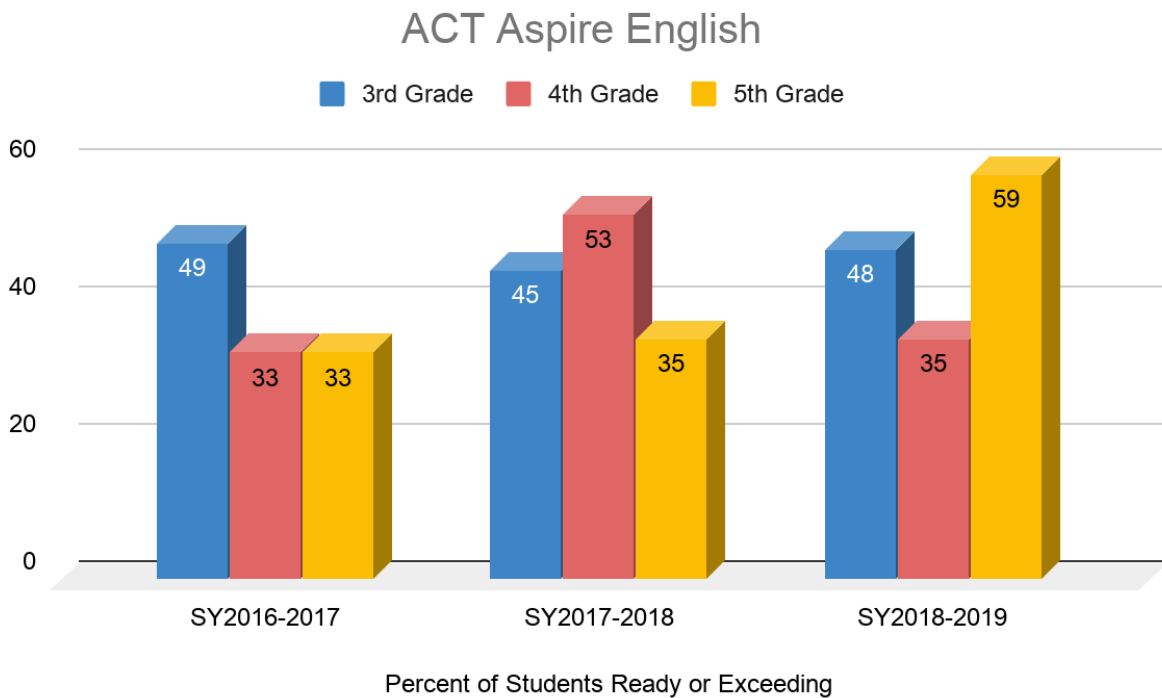


Table 9a

ACT ASPIRE English	SY 2016-2017	SY 2017-2018	SY 2018-2019
3rd Grade	49	45	48
4th Grade	33	53	35
5th Grade	33	35	59

Third and fifth grade are performing steadily or experiencing a growth in student achievement on ACT Aspire English. The Cohorts from SY 2016-2017 have increased except the fourth grade cohort group in SY 2018-2019 that had a drop in the percentage of students at ready or exceeding

levels. Several factors may account for the improvements. The adopted Common Core State Standards (CCSS) were adopted in 2012. Teachers since then have unpacked and worked with the standards, created their Consensus Maps, worked with their grade level teams within the school and within the district gaining a better understanding of the standards. It is noted during that school year one fourth grade teacher was on military orders and a limited term teacher was hired to cover for the fully certified teacher. This drop in achievement level for this group is carried over into fifth grade and their teachers having to strengthen those skills from fourth grade.

Figure 5b

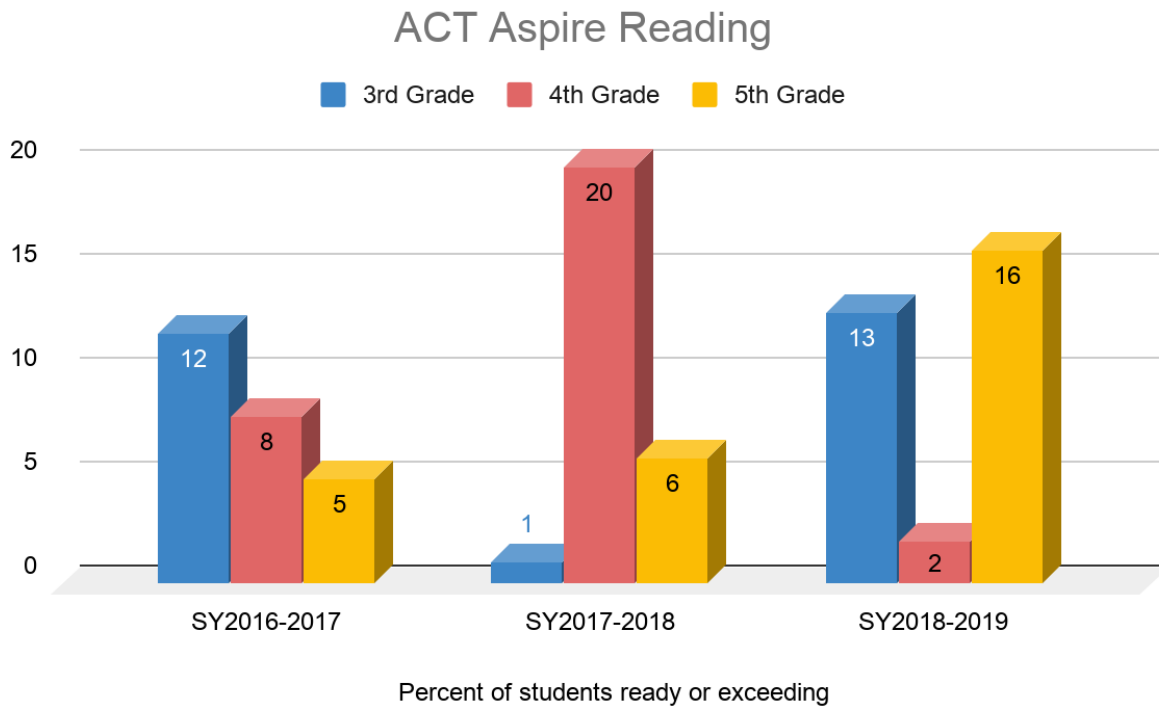


Table 9b

ACT Aspire Reading	SY 2016-2017	SY 2017-2018	SY 2018-2019
3rd Grade	12	1	13
4th Grade	8	20	2
5th Grade	5	6	16

The data shows low percentage of students ready in reading for third to fifth grade. As compared to the Standards Based Assessments (SBA) for English/Language Arts, the ACT Aspire Reading scores are fairly low. The ACT Aspire is linked to ACT College and Career Standards and Benchmarks for grades 3 and above. With the SBA tests, reading is assessed with Language Arts and reported as one score. This change in how and what we are assessing from grade 2 to grade 3 may cause disparities in achievement and a review of the skills being assessed will need to be reviewed. Teachers continue strengthen lower grade level skills with less time to focus on all grade level

reading skills. The low scores in reading may also be attributed to the increasing number of ESL students struggling with comprehension which indicates the need for support.

Figure 5c

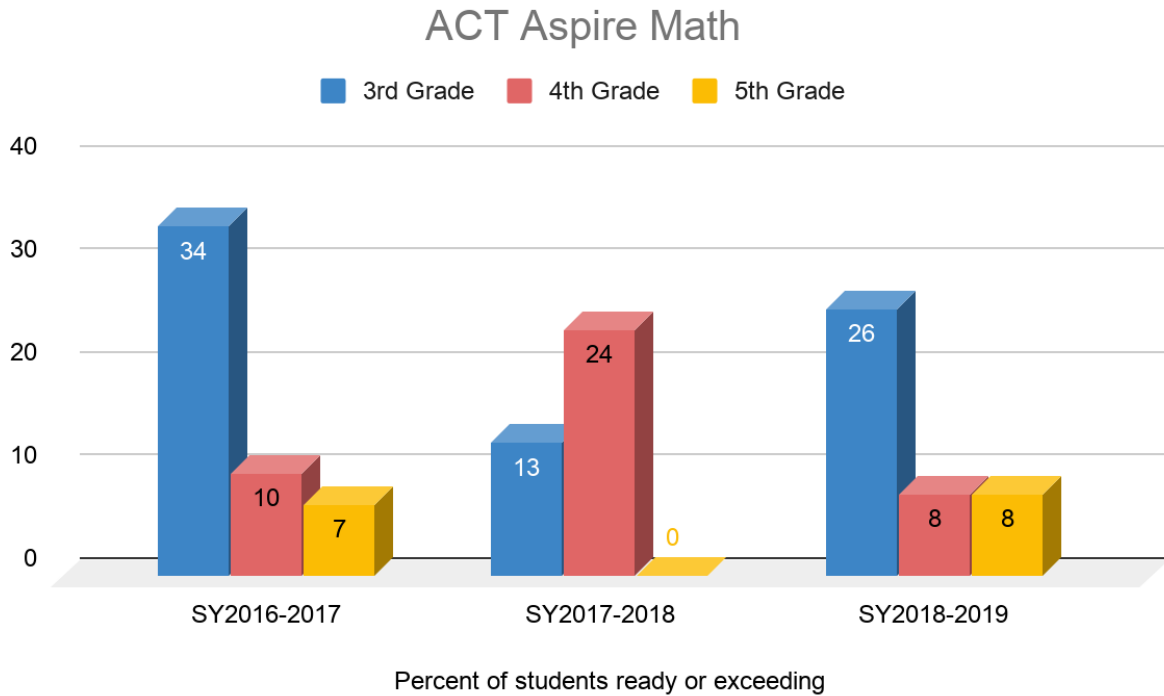


Table 9c

ACT ASPIRE Math	SY 2016-2017	SY 2017-2018	SY 2018-2019
3rd Grade	34	13	26
4th Grade	10	24	8
5th Grade	7	0	8

The data shows low percentage of students ready in math for third to fifth grade. As compared to the Standards Based Assessments (SBA) for Math, the ACT Aspire Reading scores are fairly low. The SBA was developed by the school district to be in line with GDOE district standards for grades 1 and 2. ACT Aspire is linked to ACT College and Career Standards and Benchmarks for grades 3 and above. This change in how and what we are assessing from grade 2 to grade 3 may cause disparities in achievement and a review of the skills being assessed will need to be reviewed. Teachers in the upper grades see students struggling with multiplication skills and place values. They continue to work on strengthening lower grade skills with less time to focus on all grade level math skills.

Figure 6a

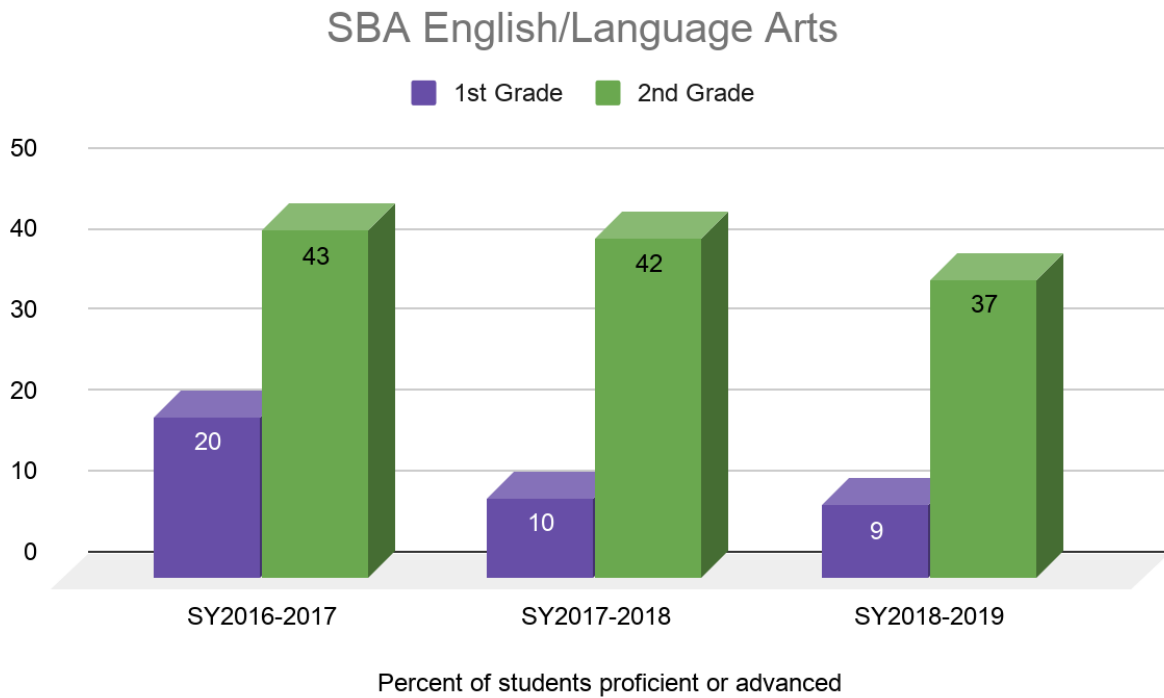


Table 10a

SBA English/Language Arts	SY 2016-2017	SY 2017-2018	SY 2018-2019
1st Grade	20	10	9
2nd Grade	43	42	37

As stated above, the SBA English/Language Arts test assesses Language Arts and reading skills combined into one score and was developed around GDOE standards at the time. Since the development of the SBA, GDOE has adopted the CCSS. The data shows increases within cohort groups when progressing from first to second grade which is what we would expect as students build their reading comprehension, language, and vocabulary skills as they transition from emergent to independent readers. It is noted that during SY 2018-2019, we did experience an increase of students in that year's second grade cohort group transferring in from other schools. All other grade levels remained relatively stable despite the transient population transferring in and withdrawing. That cohort group increased their level of achievement from their first grade scores but not as high as the prior years' second grade cohorts. This may be due to overloaded second classes in SY 2018-2019.

Figure 6b

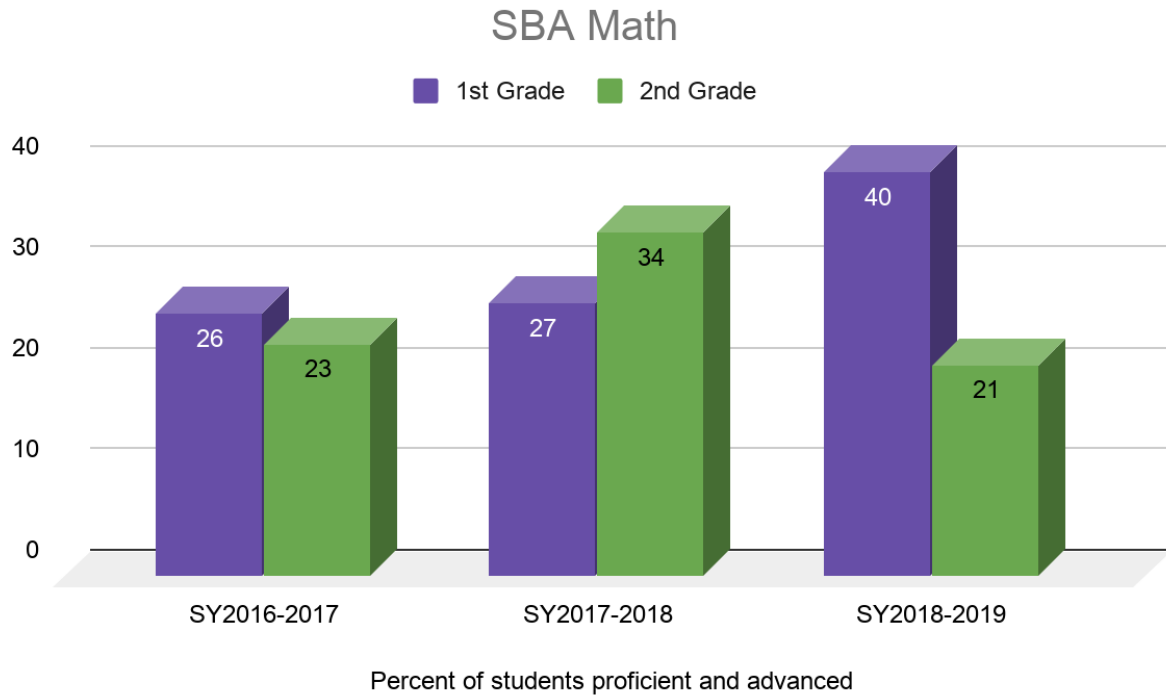


Table 10b

SBA Math	SY 2016-2017	SY 2017-2018	SY 2018-2019
1st Grade	26	27	40
2nd Grade	23	34	21

As stated previously, the SBA tests were developed using GDOE standards at the time but has since transitioned to CCSS. For the past few years, the school has focused on improving math achievement and have been using technology. Some strategies used to include days to recap skills, using flash cards to improve math automaticity with single digit addition and subtraction, moving math time earlier in the day, and using free web based apps such as Khan Academy to strengthen math skills. As stated earlier, there was an increased number of students in the second grade cohort group in SY 2018-2019 that may attribute to the drop in math scores that year.

Figure 6c

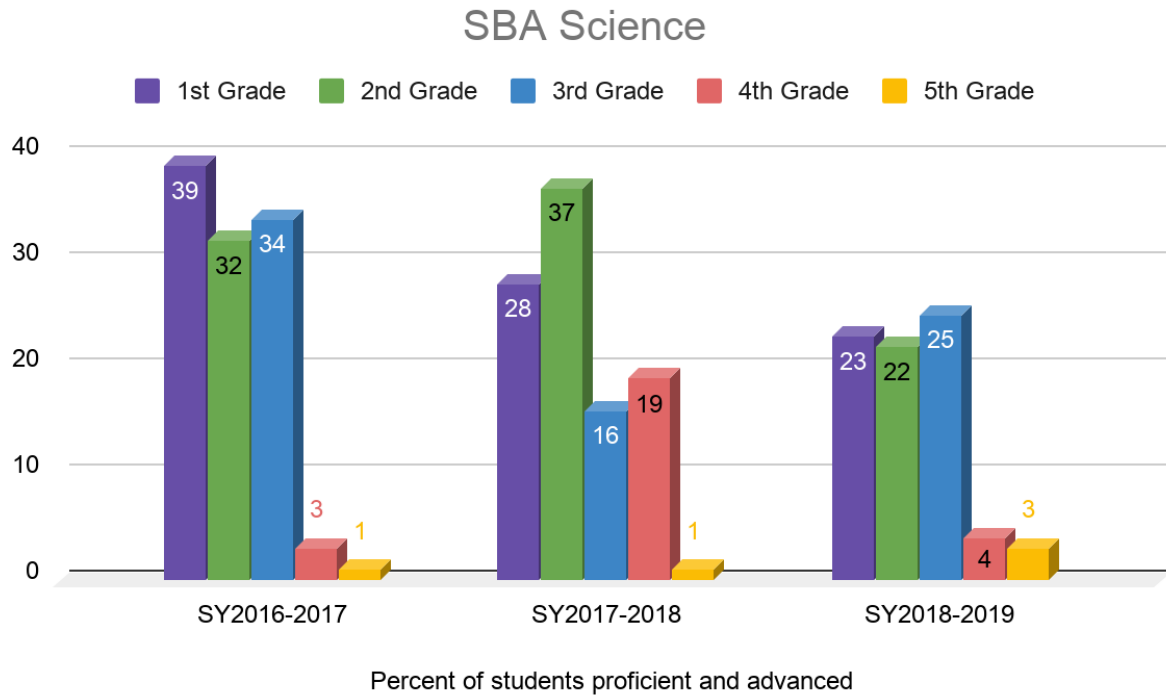


Table 10c

SBA Science	SY 2016-2017	SY 2017-2018	SY 2018-2019
1st Grade	39	28	23
2nd Grade	32	37	22
3rd Grade	34	16	25
4th Grade	3	19	4
5th Grade	1	1	3

In general, the data shows that as cohort groups' progress from one grade level to the next, they are experiencing struggles in science achievement. The Science SBA test was developed around GDOE science content standards at the time and are transitioning to Next Generation Science Standards (NGSS) which GDOE adopted December 2018. The data shows some parallel to reading scores in ACT Aspire (3rd to 5th grades) and may be related to reading comprehension and content language.

Figure 6d

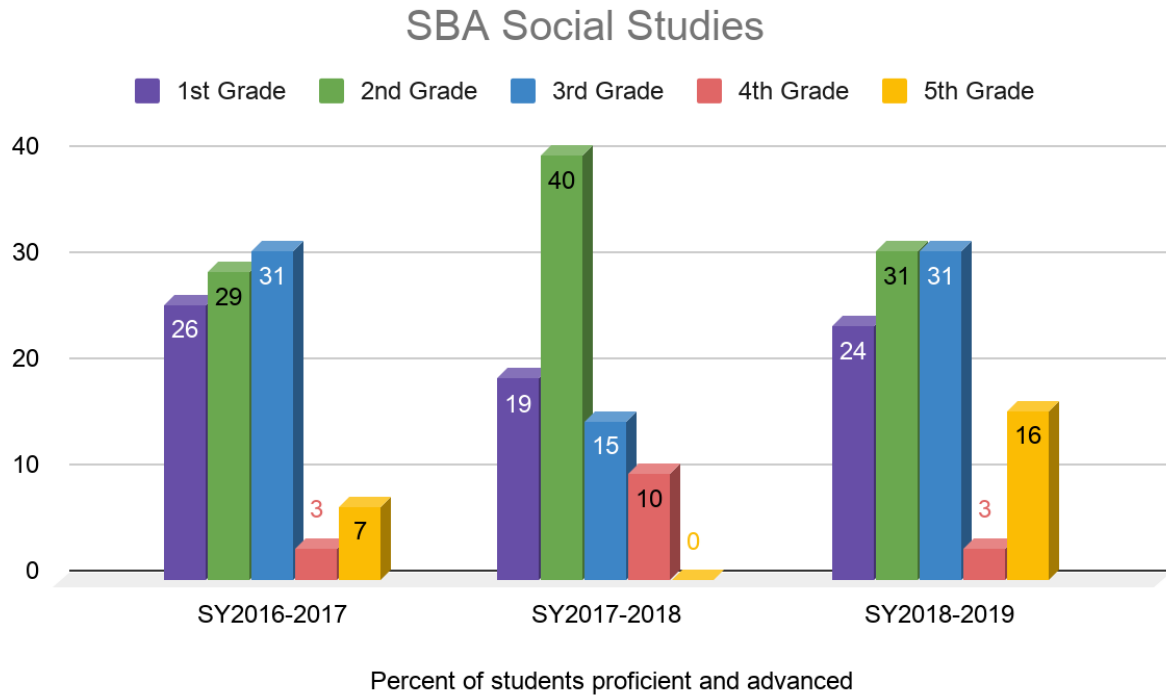


Table 10d

SBA Social Studies	SY 2016-2017	SY 2017-2018	SY 2018-2019
1st Grade	26	19	24
2nd Grade	29	40	31
3rd Grade	31	15	31
4th Grade	3	10	3
5th Grade	7	0	16

The data overall is following the trend of the science scores for each cohort with progress from one grade level to the next shows decrease in social studies achievement. The social studies SBA test was developed around GDOE content standards at the time. The data also shows some parallel to reading scores in ACT Aspire (3rd to 5th grades) and may be related to reading comprehension and content language.

Student Discipline and Attendance Summary

Discipline

The discipline data shows majority of the discipline surrounds behaviors that are considered Level 2 offenses. When reviewing the Level 2 behaviors majority are for physical aggression. Current year data is as of November 26, 2019. Behavior issues are indicators of our students' social and emotional health. Marcial A. Sablan Elementary School implements the Positive Behavioral Interventions and Supports framework to set behavioral expectations and address student behavior concerns in the Student Conduct Procedural Manual. Appropriate consequences and interventions are given. Those in need of Tier 2 and 3 interventions are supported and monitored by the School Guidance Counselor for further referrals to the Child Study Team, the District School Psychologist, and possibly support agencies outside GDOE.

Figure 7

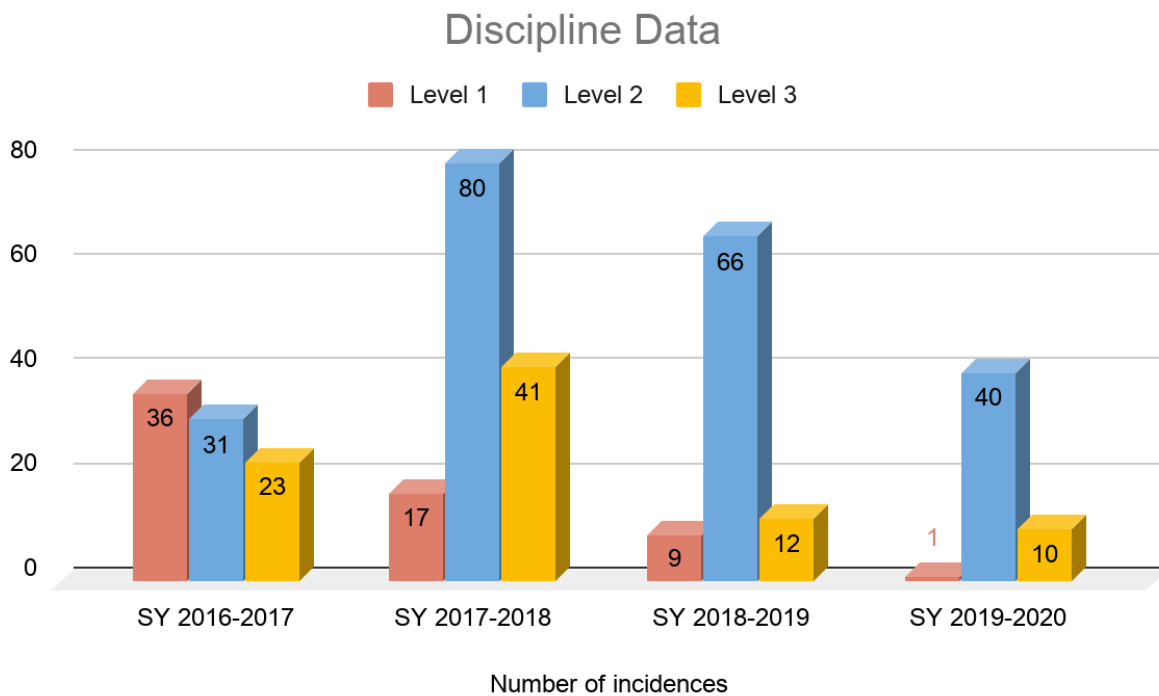


Table 11: Discipline (As of November 26, 2019)

	SY 2016-2017	SY 2017-2018	SY 2018-2019	SY 2019-2020
Level 1	36	17	9	1
Level 2	31	80	66	40
Level 3	23	41	12	10
Total	90	138	87	51

Attendance

The average daily attendance for SY 2018-2019 is 92.5%. Head Start and Pre-Kindergarten are non-compulsory age consisting of students who are three to four year old by July 31, 2019. Pre-Kindergarten through fifth grade attendance are captured in the average daily attendance. Student attendance is important to their learning and continual progress. To address students with habitual unexcused absences, the School Conduct Procedural Manual is followed that guides the school in providing interventions to address the attendance issues for individual students. Some interventions include meetings with the principal and truant officer. Medical issues are followed up by the nurse for guidance and monitored for referrals for further interventions and supports.

Table 12:

Average Daily Attendance		
SY 2016-2017	SY 2017-2018	SY 2018-2019
93.3%	91.9%	92.5%

STUDENT HEALTH

The Body Mass Index data collected over the last 3 years indicate that over one third of our students are considered overweight or obese. *Educational outcomes associated with childhood obesity in the United States: cross-sectional results from the 2011-2012 National Survey of Children's Health* by Carey, F.R. et al., a study cited in the International Journal of Behavioral Nutrition and Physical Activity on July 27, 2015, revealed that "obese children had the highest prevalence of school absences of any weight group." In addition, the study was consistent with previous literature that show, "obese children having the highest prevalence of school problems, repeating a grade, and low school engagement."

Figure 8

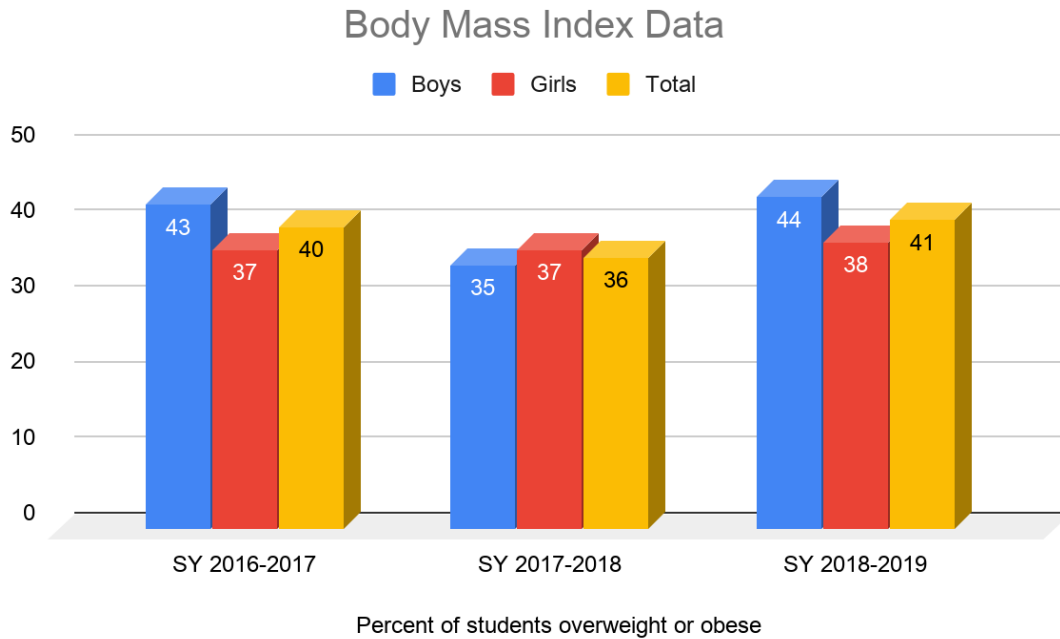


Table 13

Percentage of students Overweight or Obese (≥ 85 th %tile)

	SY 2016-2017	SY 2017-2018	SY 2018-2019
Boys	43	35	44
Girls	37	37	38
Total	40	36	41

FACULTY AND STAFF DEMOGRAPHICS

Marcial A. Sablan Elementary School faculty and staff are hardworking individuals who have the best interest of our students at heart. Many faculty and staff grew up in the Agat village where the school is located or in the neighboring village of Santa Rita. Many employees are closely or distantly related to many students that we service. When we say “Marcial A. Sablan Elementary School Family”, we truly are that. There is a close connection to our students and families that help us build relationships and trust with the community.

Table 14 is the number of faculty and staff on campus to include Headstart employees and teachers on long term leave for this school year. Not included in this table are contractual employees for outsourced services.

Table 14

SCHOOL PERSONNEL SCHOOL YEAR 2019-2020 AS OF December 15, 2019	
Administrator	1
Teachers (Includes Head Start)	28
School Guidance Counselor	1
School Health Counselor	1
School Librarian	1
Administrative Assistant	1
Computer Operators	1
School Aides (includes one to one aides)	8
Teacher Assistants (Includes 2 Headstart)	10
Clerical Staff	2
Substitute Teacher	1

Table 15 Faculty and Staff

Ethnicity	Total
NHPI-CHamoru	36
NHPI-Chuukese	0
Asian-Filipino	16
Other NHPI	3
Other	0

Faculty Survey School Year 2019-2020 (Highest Degree earned)	
Bachelor's Degree	17
Master's Degree	13
Doctoral Degree	0
No Degree but hold a Valid Teaching Certificate	2
Participated in professional development course in the last three years	32

Staff Survey School Year 2019-2020 (Highest education level)	
High School Diploma or Equivalent	14
Some College Credits	6
Associate Degree	3
Bachelor's Degree	0
Participated in professional development course in the last three years	23

Chapter II

Progress Report



Chapter II: Progress Report

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

Marcial A. Sablan Elementary School completed their initial accreditation on April 7, 2017 and was granted initial accreditation for three (3) years. MASES is committed to the action plan to address school-wide critical areas for follow up identified by the school and in addition to the suggested improvement areas outlined below.

1. As the school moves forward with the self-study process, the school leadership, faculty, parents, students, and staff address the following:
 - a. The process to ensure understanding of the school's mission and the schoolwide learner outcomes as MASES develops indicators and rubrics to ensure they address what needs to be measured.
 - b. The consistency between the school's mission, the schoolwide learner outcomes, the school program and all the initiatives and the ongoing school improvement.
2. The school leadership and faculty further refine the student/community profile that shows three years of data with noted findings (Task 1, Focus on Learning) and a summary that highlights implications of the data, 2-3 major student learning needs, and 3-4 important questions raised by the analysis of the student achievement and demographic data (Task 3 Focus on Learning).
3. The school leadership and faculty work together to strengthen understanding and the use of a variety of formative assessment data to improve student learning with the expectation that all instructional staff members are teachers of reading, writing, speaking, listening and critical thinking skills.
4. Based on analyzed multiple types of student achievement data and identified teacher professional growth goals, the school leadership and teachers will find it helpful to prioritize professional learning areas supported by regular dialogue and action within the professional learning communities to improve students' reading, writing, and math.

Examples include the following:

- Differentiated instruction within a classroom or through re-grouping, including critical thinking and inquiry approaches.
 - English acquisition strategies integral to all classroom instruction, including the SIOP strategies.
 - Integration of technology within instruction.
 - Regular use of assessment, including the development and implementation of common formative assessments.
5. The school leadership and faculty develop and implement a comprehensive technology plan that includes maximizing the increased use of technology by students and greater training and coaching of the teachers.
 6. The school leadership supports the implementation of a stronger vertical articulation communication process regarding data analysis, grade level standards, and instructional approaches.
 7. The school leadership and faculty examine ways to improve involvement of families that have challenges with communication in English so that there is greater support for their being part of the learning and support process for their children.
 8. The school leadership move forward with the implementation of a school team to focus on students in need of Tier II support for their behavior.
 9. The school leadership work with GDOE on planning and implementing improvements to the school's infrastructure to support student learning.

Marcial A. Sablan Elementary School ACS WASC/GDOE Self-Study Report

1. **Critical Area for Follow Up:** As the school moves forward with the self-study process, the school leadership, faculty, parents, students, and staff address the following:
 - a. The process to ensure understanding of the school's mission and the schoolwide learner outcomes as MASES develops indicators and rubrics to ensure they address what needs to be measured.
 - b. The consistency between the school's mission, the schoolwide learner outcomes, the school program and all the initiatives and the ongoing school improvement.

Progress:

Our school community effectively addresses and meets student learning needs by integrating and implementing the school's mission, vision and schoolwide learner outcomes. A rubric of our SLOs was finalized in October 2019 and shared with our parents and stakeholders during the Parent-Teacher Conference and a copy was sent home. The school's mission, vision and SLOs are an integral part of our daily instruction and climate of our school. They are integrated into lesson plans, recited at every general assembly, programs, off campus events, and other related school functions, posted in various areas on campus, provided in the weekly bulletin, and so forth. We continue to make strides as we make the school vision, mission and learner outcomes as a fundamental aspect in preparing our students for their future.

2. **Critical Area for Follow Up:** The school leadership and faculty further refine the student/community profile that shows three years of data with noted findings (Task 1, Focus on Learning) and a summary that highlights implications of the data, 2-3 major student learning needs, and 3-4 important questions raised by the analysis of the student achievement and demographic data (Task 3 Focus on Learning).

Progress:

At least three years of student data were compiled related to student demographics (ethnicity, gender, special programs participation), student achievement data (ACT Aspire and Standard Based Assessment), and other student indicators (body mass index, discipline data, and attendance). The leadership team met to discuss and summarize the data from the student profile to identify the major student learner needs and important questions for this self-study (refer to Chapter 3). The leadership team comprised of representatives from each grade level and support programs whose responsibility is to get feedback and input from their colleagues.

3. **Critical Area for Follow Up:** The school leadership and faculty work together to strengthen understanding and the use of a variety of formative assessment data to improve student learning with the expectation that all instructional staff members are teachers of reading, writing, speaking, listening and critical thinking skills.

Progress:

Teachers attended various trainings to keep abreast of updated strategies, resources and educational frameworks that will aid in our student growth and progress towards their success in life. Teachers are asked to give updates to the school leadership committee about how students are doing with the standards, as well as any concerns and resolutions discussed during their PLC meetings. PLC meetings are driven by data results, student performance and student progress. Data results are reviewed, compared, discussed, and changed based on re-teaching, reviewing, modifying or supplementing a skill or form of instruction. All data discussion is documented on the meeting minute's form that is submitted to the administrator.

4. **Critical Area for Follow Up:** Based on analyzed multiple types of student achievement data and identified teacher professional growth goals, the school leadership and teachers will find it helpful to prioritize professional learning areas supported by regular dialogue and action within the professional learning communities to improve students' reading, writing, and math.

Progress:

Grade level teams meet weekly or bi-weekly to discuss student progress in reading, writing, and math while addressing quarterly district priority standards that need to be taught. Grade level teams are updated by team representatives who attend continued district training on priority standards. PLC's are provided for grade level teams to meet and discuss alignment of standards as well as standards based grading and development of CFA's. Teachers discuss student progress and data from various formative assessments, this aids in developing interventions that may need to be applied or skills that may need to be reinforced.

5. **Critical Area for Follow Up:** The school leadership and faculty develop and implement a comprehensive technology plan that includes maximizing the increase use of technology by students and greater training and coaching of the teachers.

Progress:

With the arrival of brand new laptops and laptop carts available, students will be able to enhance and develop their technology skills. Furthermore, access to computer programs are available that target reading and math skills. The Education Technology Use Policy User Agreement (Board Policy 379) forms are sent out at the beginning of the school year for parents and students to acknowledge the terms and conditions of technology use at school, addressing appropriate usage and internet safety. Funding for some of the available technology, to include internet access, is funded under Title V-A Consolidated Grant Funds through Enhancing Education through Technology (EETT).

Several GDOE employees were sent to the International Society for Technology in Education (ISTE) Conferences and representatives from each school were provided training in various technology and web-based applications by those who attended. Our school principal was part of the group sent to ISTE and provided short trainings at MASE in using Khan Academy, Google Drive and Google Classroom, Code.org, Breakout EDU, and ISTE standards for students focusing on Digital Citizenship. Several teachers use the Khan Academy for math interventions and Google Drive for their work. A couple of teachers received training for CITW in Technology. Many teachers are technologically savvy that they explored other websites and are using free subscriptions. All kindergarten teachers received a 90 minute webinar training on January 30, 2020 for, "IXL Foundations I: Essential Tools for Daily Instruction" as part of the Consolidated Grant for Kinder Learn. This project included 6 laptop carts for our school with IXL subscriptions for kindergarten teachers.

6. **Critical Area for Follow Up:** The school leadership supports the implementation of a stronger vertical articulation communication process regarding data analysis, grade level standards, and instructional approaches.

Progress:

Grade levels Kinder to Fifth grade met to discuss and collaborate with one another on the District Priority Standards. At the school level, discussions took place for the need to have basic building components scaffold into a higher skill sets in preparation and connection to the next grade level standard. The grade levels met to identify gaps in the District Priority Standards and to find ways to address it.

7. **Critical Area for Follow Up:** The school leadership and faculty examine ways to improve involvement of families that have challenges with communication in English so that there is greater support for their being part of the learning and support process for their children.

Progress:

Marcial A. Sablan Elementary has been providing supportive services to families with English as a second language. There are programs within the Guam Department of Education, such as The Parent Family Engagement Program, that also provides support and services for our students and their families.

ESL teachers at MASES assist in determining the needs and support of ESL students. Notices sent home to parents regarding permission for testing are both in English and other respective languages. School social worker, guidance counselor, as well as ESL teachers participate in home visits to families who are in need of contact to support students in terms of attendance, academic, or behavior concerns.

The Parent Family Engagement Program has social workers within the program who are assigned to Marcial A. Sablan Elementary School to conduct outreach services to our families at the school and the areas within the village of Agat. During each of the parent teacher conferences at our school, the social workers have an

Marcial A. Sablan Elementary School ACS WASC/GDOE Self-Study Report

information table at the entrance of the school to inform them of services provided for students and families. Some of the information distributed to the families include necessary medical exams, shots, and documents needed for registering their children prior to the opening of the school year. The outreach events are organized each year within the village such as for medical outreach in which families can advantage of free immunization for their children in preparation for the school year.

Our school addresses the needs of families by requesting a translator for meetings or for the translation of school forms. We work with Student Support Services Division to provide other translation services for parents.

8. **Critical Area For Follow Up:** The school leadership move forward with the implementation of a school team to focus on students in need of Tier II support for their behavior.

Progress:

Marcial A. Sablan Elementary has a Cooperative Culture Committee to implement the Positive Behavioral Interventions and Supports (PBIS) but has developed its steps to help identify and assist students who are in need of Tier II support. The behavior committee consists of one grade level representative, principal, support staff, and an ESL teacher. Each month, the behavior data consisting of office discipline referrals are reviewed to determine which students are in need of Tier II support. In addition, teachers make student referrals to the school counselor for review of possible Tier II support. Once students are identified in needing Tier II support for their behavior, the team will consist of the student's parents, teachers, school support staff, principal, and school counselor. The Tier II team completes a child study team packet that consists of gathering all aspects of the student that helps develop an individualized plan of interventions such as a behavior management plan. The teachers have become more aware of the process of using interventions to decrease behavior. Students also are part of the development of their Tier II interventions that include a behavior management plan and they learn the importance of performing positive behavior that will help them.

9. **Critical Area for Follow Up:** The school leadership work with GDOE on planning and implementing improvement to the school's infrastructure to support student learning.

Progress:

As part of the budget process, Marcial A. Sablan Elementary School will send out Stakeholder Input Forms to gather suggestions for inclusion to the school's proposed budget in the areas of capital improvement, equipment, supplies/materials, personnel, and other suggestions. This information is compiled as the school prepares its budget request. In addition, the school holds an annual budget hearing to share with stakeholders what is being requested by the school and a final opportunity to provide input. Throughout the year, maintenance requests for facility issues are inputted into the Munis system as repairs are needed. This process is district wide and allows for GDOE to plan and identify short term and long term facility needs. Recently, GDOE acquired funding for the needed repairs for the school's awning and construction is occurring at the time of this writing with a projected completion date by December 31, 2019.



Chapter III

Student /Community Profile

Overall Summary from Analysis of Profile Data and Progress



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

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

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

Marcial A. Sablan Elementary School's improvement plan is a collaborative effort focused on areas of improvement that is guided by the School-Wide Action Plan centered on students' academic, social, and emotional growth.

A review of our student data by stakeholders, the school has identified school wide student learner needs:

1. **Mathematics:** Improvement in district wide assessments for ACT Aspire (3rd-5th Grade) and Standards Based Assessment (SBA, 1st-2nd Grade).

Although there were some area of growth for some grade levels, overall achievement levels remain low. Many factors contributed to the results. Improvements in areas may be attributed to the school wide focus on improving math achievement by first reviewing district priority standards and vertical alignment, having Recap days where teachers review and reteach skills students were struggling with, use of technology to solidify and provide practice on students' math skills, adjusting schedules so math is earlier in the day when students are alert, providing reinforcing math homework especially for automaticity with math facts. Cohort declines especially when students moved from SBA to ACT Aspire may be due to different tests that presented gaps from when students were in 2nd and then moving to 3rd grade.

2. **Reading:** Improvement in district wide assessments for ACT Aspire (3rd-5th grade reading) and SBA (1st-2nd grade English/Language Arts).

Cohort groups from 1st to 2nd grade indicate improvement but then start to decline in achievement levels from 3rd grade on. Several factors seem to affect the results such as testing in SBA in the lower grades and then moving to ACT Aspire for 3rd to fifth where reading and English/Language are scores are separated. Another factor may be a gap in reading expectations and skills needed for 3rd as compared to 2nd grade. Increase in our ESL Chuukese population where students' have difficulty with reading, writing, and speaking English.

3. **English as a Second Language (ESL) Learners:** Improve services to ESL students.

The data shows that there is an increase in our Chuukese population and may contribute to low achievement scores in low reading scores. This is important as we look to improve services to this population so they may be able to progress successfully.

Upon review of the data, the following questions were asked by our stakeholders:

How does the increased number of ESL students affect assessment results and how do we accommodate for the ESL learner needs?

How are students able to progress from one grade level to another while the District Wide assessments results show students are performing below proficient or below ready levels?

Is there an alignment between the District Wide Assessments and the District Priority Standards? If so, are we teaching enough of the standards for our students to be successful on the District Wide Assessment?

Are there gaps in what or how we are assessing with the different District Wide Assessments, SBA and ACT Aspire?



Chapter IV

Self-Study Findings



Chapter IV: Self-Study Findings

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

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

→Note: The five criteria categories are:

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

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

A1. Vision, Mission, and Schoolwide Learner Outcomes Criterion

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

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

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

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

Findings	Supporting Evidence
With the involvement of our faculty, staff, and parents, our school established a shared vision, mission statement and School-wide Learner Outcomes that reflect the beliefs and philosophies of our school community and have been in existence for over five (5) years and has remained unchanged. The mission of MASES is that <i>"All students at Marcial A. Sablan will learn to achieve success in life."</i> The faculty and staff help students understand the SLOs by expecting them to demonstrate good citizenship (what it looks like) in and out of the classroom, and to be STARS---"Self-Disciplined, Team Workers, Academically Accountable, Responsible Leaders, Self-Assured Citizens."	<ul style="list-style-type: none"> ● Faculty Handbook ● Parent, Student, Faculty, and Staff Survey ● PLC sign-in sheets & Minutes ● PLC (Professional Learning Communities) ● SLO's Performance Level ● Professional Development Days ● Schoolwide events ● Weekly & Monthly Newsletters ● Student Planners ● GDOE Quarterly Newsletters
In SY 2016-2017, the faculty, staff, and parents were surveyed to determine if the school's mission and SLOs were still applicable or will	

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need to be changed. The majority of those who responded voted to keep the mission statement and SLOs. However, the data details were lost when the computer that contained the data breakdown crashed.

In SY 2018-2019, teachers were asked to determine what a student will look like or behave like if they are meeting the SLOs for their grade level. In addition, students from 3rd-5th grade were asked to describe what a student who meets those SLOs will look like. Based on the feedback, the performance levels were developed to determine the degree to which students met the SLOs expectations.

Our Schoolwide Improvement Plan (SIP) is aligned to the district's State Strategic Plan (SSP) and Board of Education Goals. Initiatives such as: the identification of Priority Standards; the transition to Standards Based Grading (SBG); structured behavior expectations using the Positive Behavioral Interventions and Supports (PBIS) framework; use of instructional strategies using the Sheltered Instruction Observation Protocol (SIOP), Classroom Instruction That Works (CITW), and Early Childhood Education instructional models; and the development of Common Formative Assessments all are movements that will meet the Board Goals and align with the SSP and our school's SIP.

According to research, best practices tell us that setting expectations for student learning increases student achievement. MASE teachers are implementing these practices/strategies in the classroom by aligning our SLOs to the learning objectives and beginning each lesson with reciting it, along with the lesson objectives. They continue to refine the areas of instructional balance and providing effective scaffolding for student learning.

The Guam Department of Education School Library Program supports student achievement, enhance learning resources and technology by having the following four (4) components in the School Library Program Three Year Plan. The curriculum promotes life-long learning through information literacy instruction, fosters the development of reading, writing, speaking, and listening skills and provides experiences that expand and reinforce classroom instruction. The collection must contain rich and abundant materials from print and non-print formats and equipment to meet the teaching and learning of the school community. It should also reflect diversity and intellectual freedom principles. The integration of technology enhances the teaching and learning experiences of the school community. The use of the integrated library system allows the school librarian to be accountable for the collection by generating reports and assessing current and future needs of the library. The library should be welcoming, supportive, and a learner-centered environment. This will be accomplished by having a library structure (floor plan) that accommodates the needs of the school community.

- PDN Educational Updates
- [School Website](#)
- [School Library Three Year Plan](#)
- PBIS & Behavior Matrix
- [SLOs Survey Teachers](#)
- [SLOs Survey 3rd Grade](#)
- [SLOs Survey 4th Grade](#)
- [SLOs Survey 5th Grade](#)

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

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

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

Findings	Supporting Evidence
<p>The faculty, staff, students and parents were given the opportunity to get involved and provide feedback on the vision, mission and SLOs. We continue to integrate them into our daily routines and communicate them to parents and community by way of newsletters or web-site.</p> <p>The community partners are actively sought to assist in programs and activities. In addition, the school has also provided opportunities for students to be actively involved in the school community. We have requested from parents or guardians at large to sign up and assist with the accreditation committees. We also contact PTO representatives to sit in on some of the committees to ensure parent perspectives are provided. This was shared in parent letters homes, calls by committee members to parents to participate, and with PTO members invited to attend and provide input.</p> <p>As we were finalizing the initial accreditation study, plans were already initiated to review and discuss the development of new mission statement and SLOs. There were two hurdles that presented itself over the course of the two (2) years since the initial study. The first was the transfer and change in faculty where the lead faculty member transferred to a new position with GDOE and updating teacher computers caused a loss of some of the evidence of the processes. The 2nd hurdle was the series of typhoons which hindered the ability to meet as a whole school to update and review the status of some of the action steps.</p> <p>Parents have direct access to a variety of technology-based tools such as GDOE Website and Parent Portal.</p> <p>Based on the information provided from committee members, the mission statement and SLOs were a status quo with discussion on possibly revisiting a SLO in the future. Meanwhile, the faculty and staff continue to integrate the vision, mission and SLOs in our daily routines, supporting GDOE's goals 3 and 5 of the State Strategic Plan (SSP) that which we expect all students to meet high standards and make a connection with all students.</p>	<ul style="list-style-type: none"> ● Vision, Mission and SLOs written and posted in every classroom and on various areas on campus. <ul style="list-style-type: none"> - various areas on campus - in weekly bulletins, newsletters, student planners - School website ● Outreach Programs ● Focus Group Minutes & Attendance ● Parent-Teacher Organization (PTO) ● SLOs

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

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

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

Findings	Supporting Evidence
<p>The school’s community understand and are committed to promoting the school’s mission and schoolwide action plan. We continue to work collaboratively in ensuring that we promote the mission statement in every aspect in our school’s operation. The mission statement guides all decisions pertaining to instruction, activities, and operations. The mission statement and SLOs are clearly articulated to all stakeholders via school meetings with parents/guardians, PTO meetings, Open House, and Leadership meetings. Outgoing documents i.e. parent/guardian bulletins, announcements, school’s website, etc. contain the mission and vision statements. Teachers also provide examples of their reinforcement of the mission statement and SLOs with their students.</p> <p>GDOE has established a clear district-wide vision and mission statement, which are reflected in the school’s mission statement and the SLOs. During our monthly general meetings and award ceremonies, everyone recites the vision, mission and SLOs. This gives parents the opportunity to practice and understand them, which supports the district’s state strategic plan (Goal #4) promoting a safe, positive and supportive environment. Then in school year 2018-2019, students, parents, faculty and staff completed a perception survey to share their understanding of the mission statement and the SLO’s and what it looks like.</p>	<ul style="list-style-type: none"> ● Display in classrooms, bulletin boards ● Parent Orientation Presentation/Open House ● Posters of SLOs ● Faculty Handbook ● Parent, Student, Faculty & Staff Perception Surveys ● Results of Parent Survey ● Professional Development Day Presentation ● Newsletters, School Website ● GDOE SSP

Regular Review and Revision

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

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

Findings	Supporting Evidence
<p>MASES supports goal #3 of the Guam Department of Education’s State District’s Plan, that “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.” We are making sure that the faculty and staff continue to revisit the SIP to ensure that they are aligned with our district’s goals and our SMART goals. The faculty and staff annually review the SIP during teacher orientation at the beginning of the school year for changes and updates. This is to ensure that continued improvements are addressed and made to enhance student learning and students’ progress and successfully graduate from high school.</p>	<ul style="list-style-type: none"> ● School Vision, Mission and SLOs ● SIP ● Agendas for Professional Development Days and Faculty Meetings ● Student & Parent Survey Results ● Faculty & Staff Results ● Grade level Meetings

The school mission statement was initially visited in 2016-2017 and all grade level representatives gave feedback in the discussion of the vision

statement, mission statement, SLO, and the schoolwide action plan and voted to keep them. Furthermore, the surveys concluded that while the majority of faculty, staff, parents and other stakeholders consented to keep the current mission statement based according to greatest number of favorable choices made. All Grade Level Chairs were asked to survey grade level members in keeping or changing the mission statement, and SLO's. Grade Level Chairs voted to keep mission and the SLO's. A rubric for the student learner outcome was created and shared to all stakeholders. A system to monitor, review, and/or revise of the school's vision statement, mission statement, and SLOs will be developed.

Schoolwide Learner Outcomes and Vision and Mission

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

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

Findings	Supporting Evidence
<p>GDOE's district-wide vision and mission statements is reflected in our school's mission statement and SLOs. If students are successful at being self-discipline, team workers, academically accountable, responsible and respectful leaders and self-assured citizens in their actions and achievements they will be better prepared to be contributors in the community. The academic standards define what all students should know and be able to do by the time they graduate from high school. They describe the knowledge, skills and abilities that students should have to attain high levels of competency in the content area. MASES mission, vision, and SLOs are proof in the instructional lessons.</p> <p>The schoolwide learner outcomes and academic standards are reflected in the school's vision and mission. Each of the outcomes plays an important role in achieving success in life. Being self-disciplined includes controlling one's feelings and behavior, making good choices, taking responsibility without being told to do so, working hard and following through. Being a team worker means the student will collaborate respectfully with others to complete a task or achieve a goal. Being academically accountable means being able to justify the actions taken and effort given while working to accomplish a goal. The student is ultimately responsible for their own academic success. A responsible leader sets a good example while influencing others in a positive way. A self-assured citizen will have confidence in their ability and character. The desired outcome for S.T.A.R.S. is an individual on their way to achieving success in life.</p> <p>During PLCs, teachers discuss strategies to become an effective educator. They align lesson objectives with the SLOs and indicator. The Principal provide observational feedback on the use of the SLOS in the lesson plans.</p>	<ul style="list-style-type: none">● School Vision, Mission, & SLOs● Open Public Access (OPAC) in Atrium Library Circulation Provides statistical reports for information included on federal and local report card needed for library books and equipment grant funding.● SLOs, I CAN statements - Lesson Plans● Principal's Observation Data

A2. Governance Criterion

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

Understanding the Role of the Governing Authority

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

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

Findings	Supporting Evidence
<p>The applicable laws related to education is found in Guam Code Annotated Title 17 (17GCA) in various subsections. "The governance of the Guam Department of Education is vested in an education board to be known as "the Guam Education Board" (17GCA §3102). "The Guam Education Board shall be responsible for all policies that govern the Department of Education" (17GCA §3102.1). "The Superintendent of Education (the Superintendent) shall be the Chief Executive Officer of the internal operating organization of the Department of Education and shall be responsible for the administration of the academic and service activities thereof. The Superintendent shall be responsible for implementing the policies adopted by the Board" (17GCA §3103). This outlines the roles and responsibilities of the management and operations of the Guam Department of Education (GDOE).</p> <p>The Guam Education Board (GEB) consists of Voting Members where six (6) are elected and three (3) appointed members selected by <i>I Maga 'lahi/Maga 'haga</i> (Governor) one each from a private business upper management, parent of a student enrolled within the GDOE, retired teacher or administrator of GDOE. The GEB also consists of three (3) non-voting members, one (1) elected student member from the Island Board of Governing Students, one (1) appointed from the bargaining unit representing teachers and other employees from GDOE, and one (1) appointed from the Mayors Council of Guam. This is important to provide a cross section of stakeholders to GDOE who have a vested interest in the success of schools to operate efficiently and safely to ensure the academic success of students within the public schools.</p>	<ul style="list-style-type: none"> • Board Policy 721 • Guam Code Annotated (GCA) Title 17 • Public Law 31-19 • Board Policy 216 • Student Handbook • Leadership Team Minutes • PTO Input & Involvement • Public Law 31-114- Delegation of Student Health Services • Policy 421- Dispensing of Medication • Board Policy 830- Parental Grievance • Board Policy 330- Registration, Length of Attendance, and Removal- Public Law 34-105- instructional days to hours • Board Policy 409- Prohibiting harassment, intimidation or bullying, cyberbullying, sexting, sexual harassment • Twitter account from the Superintendent

The school's stakeholders understand that the GEB submits the overall GDOE budget request to the Guam Legislature. Stakeholders have the opportunity to submit a survey of requests for funding in the categories of capital improvement, personnel, supplies and materials, equipment, and other requests. These requests are aligned to the BOE Goals, State Strategic Plan, the Vision and Mission of GDOE, the school's mission and schoolwide learner outcomes (SLOs), and the needs of the students. Each

school holds a stakeholders meeting to go over the school's request to the Superintendent and the Board of Education. After input and justification by each school community to the Superintendent and the Guam Education Board, the information formulates the final budget request to the Guam Legislature. This process allows stakeholder input in the budget process.

Relationship Between the Governing Authority and School

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

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

Findings	Supporting Evidence
The school's stakeholders are informed and understand the laws, Board Policies (BP), and Standard Operating Procedures (SOPs), expectations, and initiatives that guide the work of the school and the basis of decisions that are made through various publishings such as the student planners/handbooks, GDOE press releases. Information is also disseminated through Parent/student and teacher orientations, Parent Teacher Conferences (PTC) and Parent Teacher Organization (PTO) meetings that occur during the school year.	<ul style="list-style-type: none">• Board Policies• Parent Surveys• Parent & Teacher Sign-in Sheets• Student Handbook• School Website

Board Policies are developed as laws are passed or needs arise that affects the operations and decision making at the school level. Public input and work sessions at the Board level are conducted during the draft stage so discussions and input from the public occur. Once these policies are adopted, the Board Policies are published and SOPs are created and are shared to the stakeholders. Publishings of laws, policies, and/or SOPs are made on the Guam Department of Education (GDOE) website, the school website, in student planners, in faculty and staff handbooks, in media releases, in published manuals such as the Student Conduct Procedural Manual (SCPM) and the Student Procedural Assistance Manual (SPAM), at school orientations, and in other meetings such as PTO, faculty meetings, parent conferences with teachers or the principal. School level policies are aligned with these and are printed or published in student planners, newsletters, or parent letters sent home. All Board Policies and district SOPs supports the ability of the school to meet Board Goals, the State Strategic Plan, the Vision and Mission of GDOE, the school's mission and SLOs that focuses on student learning and achievement.

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	Supporting Evidence
MASES faculty and staff have a basic understanding of the relationship between their responsibilities and the governing authority. As stated in the GDOE’s website, “The Guam Education Board is responsible for all policies that govern the Guam Department of Education. Based on P.L. 31-19, the Boards shall have the authority to delegate such of its powers as it deemed appropriate but shall retain the ultimate responsibility for the exercise of its powers.” We know and understand that all board policies and personnel rules and regulations set the framework for us to do our job efficiently and effectively. Public Law. 31-19 may be viewed online.	<ul style="list-style-type: none"> ● Student Conduct Procedural Manual ● Student Procedure Assistance Manual (SPAM) ● Orientation Slides ● Board Policies ● P.L. 31-19 ● Faculty Meeting Sign-in sheets, Minutes

The Collective Bargaining Agreement between the Guam Education Board and the Guam Federation of Teachers (GFT) identifies other detailed responsibilities that guide the roles and responsibilities of the faculty, staff, management, and the governing board.

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

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

Broad-Based and Collaborative Planning Process

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

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

Findings	Supporting Evidence
The leadership team consists of grade level representatives, special program representatives, and an administrator who provide support, guidance and oversight of progress of program goals. The Solutions Network team consists of Parental Involvement & Community Connections, Intervention (Academic), and Cooperative Cultural (Attendance and Behavior). The committee will incorporate broad based approaches that communicates and addresses solutions for Improving student achievement and addressing schoolwide learner outcomes and academic standards. The committee will also review new SOPs and the purpose of leadership team. The leadership team engages all stakeholders and strategically allows a broad spectrum analysis of community input to make the best decision for all to benefit.	<ul style="list-style-type: none"> ● PLC Minutes ● PD Surveys ● “I can” statements ● SLOs incorporated into Lesson Plans ● Open House ● GDOE and GEB websites ● Leadership Meetings ● PTO General Meetings ● GATE Program monthly Workshops/Meetings ● Librarian Monthly ● SHC’s Monthly ● Counselors Monthly Meeting ● CHamoru Monthly Meeting ● Stakeholders Annual Budget

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MASE's faculty meets once a month or as needed to work collaboratively to improve student achievement. Weekly PLC meetings, monthly faculty meetings, monthly PTO meetings and quarterly professional development days are held to ensure that the lines of communication are open for constructive dialogue, decision making, networking and collaboration. The staff members participate in PDs and staff meetings. Some of the topics that are addressed at these meetings are school pride, data, upcoming events and so forth.

Input

- Home Visits
- School Bulletin
- School newsletter

MASES provides opportunities for our community to collaborate and show commitment to our school planning process. The school holds orientation and an Open House for enrolled students and their parents at the opening of the school year. Information about our school policies, academic and behavior expectations, vision, mission and SLOs are shared.

Other means of presenting data, policies, and procedures is through the GDOE's and MASE's websites and board meetings. All stakeholders are welcomed to submit their feedback through faculty and staff.

Marcial A. Sablan Elementary School's School Improvement Plan is developed to align with the BOE Goals, GDOE Vision and Mission, SSP, school mission, and student academic needs based on assessments such as ACT Aspire, SBA, CFAs and other course progress assessments, as well as student behavior and attendance data.

The Parent Teacher Organization (PTO) assists in addressing the needs of the school by finding resources and tools to support the classroom for student growth. PTO meetings are held once a month to inform all stakeholders of current school issues.

Correlation between Student Learning and the Schoolwide Action Plan

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

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

Findings	Supporting Evidence
The analysis of student data is used to identify student needs. The school's results of data derived from the ACT Aspire, AIMSWEB, SBA, Office Discipline Referrals, BMI, ASPIRE, formative assessments and surveys are analyzed by the school administrator, faculty, and staff. PLCs and leadership meetings are held to develop goals and action plans to improve student outcomes, identify and allocate resources, provide professional development and support to faculty and staff.	<ul style="list-style-type: none">• ACT Aspire• SBA• SWIS/District Pulse (discipline and or attendance data)• Body Mass Index (BMI)

The District State Strategic Plan, new standards adoptions to include Next Generation Science Standards and GDOE Technology Standards also guide our work and schoolwide action plan. These initiatives are based on the district data for academics, behavior, etc. and are used to identify professional development needs and resources to support the implementation.

Alignment of All Resources and the Schoolwide Action Plan

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

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

Findings	Supporting Evidence
Based on data and identified learner needs, MASE SAP and SIP are developed and aligned to the State Strategic plan. The faculty and staff identifies resources that is needed to implement the SAP and SIP to increase student achievement. The school follows Guam Department of Education budget planning procedures, which involves the district level and school level administrators, faculty, and staff and other stakeholders. The Administrator presents the budget request to the faculty, staff, parents/guardians via faculty meetings and School Budget Hearing. A school budget proposal is submitted, each school's proposal is reviewed and presented to the Superintendent for justification. All schools and divisions are compiled and submitted to Guam Board of Education for final approval and submission to the Guam Legislature for budget allocation.	<ul style="list-style-type: none">• School Budget• School Inventory

Progress Monitoring of the Schoolwide Action Plan

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

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

Findings	Supporting Evidence
The roles and responsibilities of the school's Leadership Team is defined in the newly created Standard Operating Procedure (SOP). Representatives are selected at the beginning of the school year and meet at least once every two weeks to assist in developing and updating the SIP, monitor progress of school and district initiatives, collaborate and make school level decisions that affect the academics and safety of the learning environment. Minutes of the meetings are shared school-wide. The Leadership Team meets to review and update the SIP for the school year, providing input on the actions steps based on feedback from their colleagues. PLCs provide their meeting minutes and other products that are part of the SIP deliverables. The WASC action plans are designed, implemented, and monitored by the WASC Focus Group committees and	Leadership Team SOP

are reported to the school during Professional Development time set aside as well as during faculty meetings. The Leadership Team discusses the progress and request for information or reports on the status of action items.

School Community Council

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

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

Findings	Supporting Evidence
<p>The Leadership Team meet at least once every two weeks to assist in developing and updating the SIP, monitor progress of school and district initiatives, collaborate and make school level decisions that affect the academics and safety of the learning environment. The members that form the Leadership Team bring back information to their colleagues and gather feedback. Based on feedback to the Leadership Team, decisions are made on initiatives, action plans, etc.</p> <p>Parents are afforded the opportunity for input and concerns during PTO meetings or direct school contact. Information may be sent via parent letters, school notices, school budget surveys and hearing where input and feedback are solicited for consideration in the decisions of the school.</p>	<ul style="list-style-type: none"> • Leadership Minutes • PTO Agenda and Minutes • Parent Letters • School Budget Survey

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

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

Qualifications of Staff

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

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

Findings	Supporting Evidence
<p>The Guam Department of Education (GDOE) is an equal opportunity employer and have procedures that dictate the hiring of faculty and support staff. The process is regulated through the Human Resource (HR) Division within GDOE. Job descriptions, minimum requirements for the various positions are advertised. Guam Educators (faculty) must meet certification requirements to be eligible for faculty positions. Applications are submitted to the HR Division for evaluation and rating. Those meeting minimum qualifications and ratings for both faculty and staff are placed on a list for an interview by the various schools and divisions overseeing the positions.</p>	<ul style="list-style-type: none"> • Federal Consolidated Grants • Certifications of Faculty • SOP for Faculty and Staff • GDOE Job Announcements • Professional Development Planner, Sign in sheets

The Guam Commission for Educator Certification (GCEC) is the body that ensures that Guam educators meet the certification requirements for teachers, counselors, librarians, and school administrators. This will ensure that highly qualified faculty are hired that will have the skill sets and knowledge to support students in their educational goals.

The Teacher & Administrator Effectiveness is a project under the Federal Consolidated Grant Title V-B. The focus of the project is supporting the Department's efforts to ensure that each classroom is equipped with an effective teacher and that schools are led by effective school administrators. The project supports teachers in three ways. The first is to provide mentorship to new teachers who are in their first three years of teaching. The second is by providing instructional coaches to the schools to assist all teachers in improving their teaching/instructional strategies so student learning is achieved. The third way is to assist those teachers who are limited term status to achieve their full certification. Currently, there are 4 teachers that are or will be supported by the project. The project also supports administrators by providing mentorship to new school administrators.

In addition, the Guam Department of Education and the school provides professional development during the school year to improve teaching strategies and to train in the implementation of district initiatives such as Standards Based Grading, CITW, SIOP, NGSS and use of FOSS Kits, etc. The school health counselors, school guidance counselor, librarian, CHamoru Teachers, ESL and GATE teachers hold monthly professional development days and/or meetings to improve their services to the students.

Annual Teacher Orientation at the beginning of the school year is conducted to review policies, procedures, expectations, and other information that is pertinent to ensure a successful school year.

Maximum Use of Expertise

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

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

Findings	Supporting Evidence
The process of assigning teachers is based on teacher certification and seniority that is addressed in the collective bargaining agreement for current permanent full time teachers. Support staff assignments are based on their job descriptions and collective bargaining agreement.	<ul style="list-style-type: none">● Teacher Certification Master Schedule● Collective Bargaining Agreement

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The school monitors its overall enrollment, and enrollment by grade level and assign faculty as needed for the specific grade. In the event there are not enough teachers to meet enrollment needs, the school administrators will request for a new position following standard operating procedures (SOP).

As stated in A4.1, the Guam Department of Education and MASE provide support to qualified employees to ensure services meet expectations and to improve student achievement.

Potential new teachers are referred for interview by the principal or a panel of principals. Fully certified teachers are priority for selection, followed by emergency, temporary certified, retired contract teachers, and temporary teachers. These are based on their qualifications. All new fully certified teachers are mentored within their first three years of hire through the mentorship program. Temporary/emergency certified and temporary hires have the opportunity obtain assistance to gain full certification under the Teacher Administrator Effectiveness Program. When selected, teachers are assisted by their grade level or special program team. In addition, at the beginning of each school year, the principal reviews relevant information and provides documents and information in a shared drive folder.

Potential new support staff (except for Special Education 1:1 aides, teacher assistants, Headstart Program personnel) are referred for interview by the principal or a panel of principals. If selected, employees meet with the principal for orientation by regarding duties, expectations, roles and responsibilities. Employees are sent for training at the district level as needed to meet their roles and responsibilities.

Other employees who are assigned to the school hired under different programs receive training by their respective programs. The principal monitors their duties based on their allowable activities and also meets with the principal for the expectations when on campus, review of their roles and responsibilities, and participation in activities as part of the school family.

Defining and Understanding Policies and Procedures

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

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

Findings	Supporting Evidence
All policies and standard operation procedures that guide the Department's operation, and decision making, rules and responsibilities are clearly defined on the Guam Department of Education website, www.gdoe.net . Other school level policies can be found at our	<ul style="list-style-type: none">• Faculty & Staff Handbook• Student Handbook• Information folder in Google Drive

information google drive that are shared with all faculty and staff, and in the school's faculty and staff handbook.

- Personnel Rules and Regulations
- [SPAM](#)
- SOP
- [Board Policies](#)
- PD Days, Faculty Meetings

Internal Communication and Planning

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

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

Findings	Supporting Evidence
<p>MASE structure's internal communication through the Leadership Team meetings, faculty meetings, PLC (Professional Learning Communities), Solutions Network Committees, emails, newsletters, Swiftk12 (replaces PowerAnnouncement) and WhatsApp chat groups. The multiple modes of communication effectively gets information quickly to all parties.</p> <p>All GDOE employees have an email account which allows one of the quickest ways to send out correspondences and information. Majority of our Faculty and Staff have cell phones with data that allows for another avenue for information to be quickly disseminated. PLC's, faculty, Leadership Team, and committee meetings are other ways information is disseminated and shared that allows for in depth discussions and decision making to address issues, concerns and implementation of planned activities.</p> <p>There are procedures in place to resolve differences, interventions and mediation are initial levels of resolution prior to a formal grievance or adverse actions which is stated in the Guam Department Of Education's Personal Rules and Regulations and Collective Bargaining Agreement (CBA). GDOE's Personnel Rules and Regulations covers progressive discipline. These procedures are in place to deal with personnel behavior which follows this order of progression: counseling, letter of concern, and reprimand. Continuation of issues then proceeds to request for adverse action which may include suspension, demotion, or termination. Grievance Procedures follow the lower chain of command to resolve issues regarding work environment. The first step is to have the school administrator address the issue at the school level. The second step will go to the principal's supervisor for resolution. The third step will go up to the Superintendent of Education for resolution of the problem.</p>	<ul style="list-style-type: none"> ● PLCs ● Leadership Team ● BP 900-917 ● CBA ● Faculty Meetings ● Grade Level Meetings ● Board Policies ● Principal Communicates with school community via emails, in-person, messages (WhatsApp)

Staff Actions/Accountability to Support Learning

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

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

Provide representative examples and data regarding impact on student learning.

Findings	Supporting Evidence
<p>In our WASC Focus Groups and Solutions Network Committees, action plans are developed, reviewed and revised based on critical learner needs and areas of growth. The information is then shared with all members through their grade level representatives or programs representatives. Discussions may include what each grade level or program is doing to address learner needs, input on ways to improve student outcomes or learner needs, identify persons who will be responsible for the actions, what is the final decision for an action based on input and feedback from stakeholders, what resources are needed, timelines, etc. The SIP and the SAP identifies responsible individuals for implementations and progress monitoring.</p> <p>Students under the Special Programs are monitored by their educational team, which includes their teachers, counselors, IEPC and ESL Coordinator, and other service providers as appropriate with parental involvement.</p> <p>Teachers and other educational team members identify student needs through data from SBA, ACT Aspire, student artifacts, CFAs, AIMSWEB, discipline, attendance and other assessments. Interventions and supports are identified for groups of students and individual students based on their needs.</p>	<ul style="list-style-type: none"> • SIP • SAP • PLC minutes • SBA, ACT Aspire, AIMSWEB data/scores • ODR (Office Disciplinary Referral) data • PowerSchool (daily attendance) • Grade level CFA assessments • Grade level artifacts

A5. Leadership and Staff Criterion – Research and Professional Development

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

Support of Professional Development

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

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

Findings	Supporting Evidence
<p>Marcial A. Sablan Elementary continues to seek and participate in professional development training provided by the district to develop its faculty administration and staff to improve their effectiveness in supporting student achievement. Professional Development is provided to the faculty and staff throughout the Professional Development days scheduled within the GDOE school year and additional training provided throughout the year.</p> <p>Teachers are afforded the opportunity to participate in professional development and trainings on topics such as CITW (Classroom Instruction that Works), SBG (Standards Base Grading), PS (Proficiency Scales), Priority Standards, Striving Readers, Autism Training, SIOP (Sheltered</p>	<ul style="list-style-type: none"> • Professional and Staff Development Days /planner • Cadre and Committee Listing • PLC minutes • Faculty Meetings, Sign in sheets

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Instruction Observation Protocol), NGSS (Next Generation Science Standards), FOSS (Full Option Science System), STEM/STEAM, Mathematical Series, Singapore Math, Safe Crisis Management, Sexual Harassment Training, Lani Kate Curriculum Training, Singapore Math, etc.

The faculty and staff are encouraged to present and share the strategies they learned with their colleagues during school level professional days.

Supervision and Evaluation

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

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

Findings	Supporting Evidence
The Professional Teacher Evaluation Program (PTEP) is implemented to evaluate teacher effectiveness and drives the identification of Professional Growth needs. The process starts with a pre-conference discussion on the PTEP standards that the teacher will focus on to improve. Then the teacher will work with their Professional Growth team to identify what evidence of student growth will need to be submitted and other evidence, timelines of implementation, etc. At the end of the year, the teachers will sit with the school administrator to assess their progress on the selected standards. The school administrator provides feedback on teacher observations to ensure teachers are engaging students at high levels of standards with effective and quality teacher practices.	<ul style="list-style-type: none">• Teacher Mentorship• PTEP Form• Observation and Walkthroughs• PLC minutes

MASE has senior teachers who formally and informally mentor and collaborate with new teachers so that they are able to transition into the school smoothly and help them feel welcome. They share lesson planning, teaching strategies that work, guidance on selection of teaching strategies and selection of artifacts in use and learning the many policies and procedures.

Professional Learning Community, or PLC's, regularly takes place. In these meetings, teachers share what they are teaching, strategies used, discuss data and create lesson plans, look through student work and discuss how to improve the quality of student work. This is also the time when teachers could ask for advice to see what works or not.

Measurable Effect of Professional Development

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

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

Findings	Supporting Evidence
	<ul style="list-style-type: none">• Professional Development

MASES uses academic performance data in designing professional development that can help make adjustments or improvements in instruction in the classroom. Professional development centered on topics such as instructional strategies (CITW, SIOP, Math strategies, Literacy strategies), interventions (PBIS), assessments (SBG and proficiency scales) and other district-wide trainings and workshops that focus on the Board of Education goals. The District Wide Assessment (DWA), AIMSWEB and other classroom assessments provide feedback for teachers on the gaps in knowledge of our students so they are able to improve their lessons to address those needs that help enhance student learning. Teachers are able to target the skills and knowledge to strengthen and develop SMART goals. Professional development or individualized teacher support are designed to improve instruction in the classroom after reviewing assessment results. Student growth measures are monitored for another cycle of improvement. Despite the school's efforts, student academic data still show the need for improvement in how we use instructional strategies, interventions, assessments, and feedback that addresses the individual needs of our students in reading, math, science, and social studies.

Days

- SLOs aligned with Lesson plans
- PLCs
- CITW, SMART Goals
- Sample assessments

A6. Resources Criterion

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

Allocation Decisions

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

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

Findings	Supporting Evidence
Decisions regarding Marcial A. Sablan Elementary School's resource allocations are aligned with the Guam Department of Education (GDOE) Vision and Mission, the school's mission, the school-wide learner outcomes, State Strategic Plan, academics standards, the school-wide action plan, school improvement plan, and Collective Bargaining Agreement.	<ul style="list-style-type: none"> ● GDOE State Strategic Plan (SSP) ● GDOE Budget Guidelines ● MASES Budget Proposal
The library OPAC system provides statistical reports for information included on federal and local report card needed for library books and equipment grant funding. For example, information such as bibliographic summary, cash-drawer statistics, circulation by age-group, collection by age report, copyright sensitive areas, district statistics, and holdings summary are collected daily and reported annually for library funding.	

At the school, the annual budget guidelines are sent by September to school administrators and division heads. It guides the school's budget process where input from the school's community is sought. The school administrators develop a school budget proposal that impact student outcomes and aligns with the school's mission, school-wide learner outcomes, school-wide action plan, school improvement plan, academics standards, the State Strategic Plan, and GDOE Vision and Mission.

The Guam Department of Education get input from all schools to make a request to the Guam Legislature for a budget that will meet the needs of the Department. However, the allocation has historically been less than requested which presents a challenge when trying to meet the school's mission and needs are prioritized. Majority of the school's budget goes towards personnel costs. A portion then goes towards contractual obligations and a minimum towards supplies, materials, and equipment.

Local funding to GDOE is augmented by federal grants such as the Federal Consolidated grant and other Department of Interior grants.

Allocation Involvement

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

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

Findings	Supporting Evidence
MASE leadership and staff are involved in resource allocation decisions through the budget process stated in A6.1 as they are given the opportunity to provide Stakeholder input on the needs of the school for personnel, equipment, supplies and materials, and other resources. In addition, the school librarian solicits teacher input in allocating library funds for classroom needs that are supported by library services. Other needs that cannot be funded by appropriated funds are identified and other funding resources are sought. Federal Consolidated Grant projects that can support the learning needs of our students are reviewed for participation. The Parent Teacher Organization assistance is requested to raise funds for needs not covered by other means. The process allows for stakeholders to put the needs of the students foremost on the minds of the those that appropriate funding the Department of Education.	<ul style="list-style-type: none"> • GDOE & GEB (Guam Education Board) Proposals • Adequate Education Act • MASE Budgetary Proposals • Salape Principat • Teacher/ Staff/ Stakeholder Input

Majority of the appropriate funding covers personnel costs which has the greatest impact on student learning as school personnel are the front line in engaging students in learning within a safe learning environment.

Practices

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

A6.3. Prompt: *Evaluate the effectiveness of the processes and procedures for developing an annual*

budget, conducting audits, and utilizing sound quality business and accounting practices, including internal controls within the school to ensure protection against mishandling of institutional funds.

Findings	Supporting Evidence
Marcial A. Sablan Elementary maintains processes and procedures in accordance to Guam Department of Education Standard Operating Procedures that are in place for developing an annual budget. Internal and external audits when necessary while utilizing sound quality business and accounting practices to include controls within the school to ensure protection against the mishandling of institutional funds.	<ul style="list-style-type: none"> • GDOE SOP's • NAF Reports • MUNIS

Due to GDOE high risk designation by US Department of Education, all GDOE Schools are guided by internal auditors to ensure that accounting practices are implemented when dealing with non-appropriated funds. Training and support are provided to school administrators and identified personnel in the implementation of handling of all funds. Monthly and annual Non-Appropriated Fund (NAF) reports are submitted to GDOE which is ultimately held accountable by the Guam Office of Public Accountability Internal Auditors. GDOE Internal Auditors work closely with the third party fiduciary administration for strengthening GDOE's accountability practices. GDOE accountability has been strengthened with the new fiscal management system through the use of the MUNIS accounting software.

Facilities Conducive to Learning

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

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

Findings	Supporting Evidence
Marcial A. Sablan supports the Every Child is Entitled to an Adequate Public Education Act. This effectively supports high quality learning as outlined in the 14 points guideline by the school district.	<ul style="list-style-type: none"> • Adequate Public Education Act - 14 Points • GDOE SOP • MUNIS
Marcial A. Sablan Elementary School facilities is aging with some buildings about 50 years old and do not meet current ADA compliance code which came into effect after some of the structures were built. MASE budget requests reflects the need for Capital Improvement Projects that local funding does not support. Consequently, other funding sources need to be identified. During SY 2018-2019, the school's fire alarms were repaired after being inoperable for many years. Around May 2019, GDOE was awarded \$750,000 from a grant under the US Department of the Interior Office of Insular Affairs ABCs Initiative. From that amount, \$593,000 was allotted to repair the walkway awnings at MASE.	<ul style="list-style-type: none"> • Budget Proposal 2021 (district) • School 2021 Budget Proposal

Over the last few years, there has been air conditioning replacement scheduled and maintenance coordinated by GDOE Facilities and Maintenance (FM) Division. Other maintenance, repairs, and pest control are inputted into the MUNIS system to be addressed by the FM Division with those aligned to Adequate Public Education Act, 14 Points

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prioritized. Monthly 14-Points report is submitted with an action plan to correct deficiencies and status prior deficiencies updated.

Annual contracts for custodial services and trash pick-up are budgeted for MASE. These services are monitored by the school to ensure that contractual obligations are met.

Instructional Materials and Equipment

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

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

Findings	Supporting Evidence
Marcial A. Sablan Elementary follows the Guam Department of Education's standard operating policies and procedures for acquiring and maintaining adequate instructional materials and equipment such as technological tools and software, the support systems for technology, textbooks, eBooks , supplemental printed materials, and STEM and STEAM resources and materials. However, the limited budgets of years' past have adversely affected the Guam Department of Education's ability to acquire and maintain adequate instructional material and equipment. Federal Consolidated Grants have often been used to augment local funding. For example, during the last 2 years, MASES acquired 12 additional mobile labs through its participation in two grant projects, Enhancing Education Through Technology (EETT) and ISLA Ayudante' (Kinder Learn program). Additionally, local Passport grant funding provided an Integrated Library System, software, electronic automation hardware and an all-encompassing technological ability to finance eBooks, a computer lab, White boards, and upgraded library structure for three years. Policies and procedures in monitoring the use and storage of allocated resources are in place as part of continual use of federal funds for these resources and are monitored annually by the GDOE and the US Department of Education.	<ul style="list-style-type: none">● GDOE Budget Proposals● Salape Principat● Integrated Library System (Automation)● Passport Funds● Curriculum & Instruction● Striving Readers Comprehensive Literacy Plan

Qualified Personnel

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

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

Findings	Supporting Evidence
The Guam Department of Education, through the Human Resource Department, determines and provides the budget allocations or resources	<ul style="list-style-type: none">● Staff Pattern● Federal Consolidated Grant

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to hire and retain qualified personnel for all programs at Marcial A. Sablan Elementary School. The Federal Programs has available grants for hiring para-educators and teaching assistants (TAs) to support our school's academic and special programs.

Each position description and job announcement contains minimum educational and experience requirements. The Human Resource Department evaluates each application/applicant to ensure that the minimal qualifications are met relative to the advertised job description. Each application is then given a rating with the top five ratings making the first round of interviews. Before an applicant is hired, s/he is interviewed by the respective supervisors along with an Equal Employment Opportunity certified personnel representative to ensure that the focus is strictly on job-related issues. Thereafter, the respective supervisors will make recommendations with the final decision based on the Superintendent's approval.

In terms of the individual schools, a list of qualified applicants from the process are referred to the respective principal for interview and hiring determination. Once an applicant is selected, the hiring process is followed and is contingent upon operating budget and areas of most critical need.

MASES has had teacher mentors through a program entitled, Teaching and Administrator Effective Program, which is available at all GDOE schools to support teachers with initial teaching certificates. These mentors work with new teachers to lend support and provide instructional strategies and lesson delivery.

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

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

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

Summary (including comments about the student learning needs):

At Marcial A. Sablan Elementary School, we continue to embrace its vision, mission and SLOs to ensure that every student is responsible, respectful and ready for life! We prepare our students by incorporating the vision, mission and SLOs into lesson plans, having everyone recite them at every general assembly, programs, and at off campus school related events. They are also posted on our websites, bulletins, newsletters, and various areas on the walls of our campus. The CHamoru Language and Culture Program have students recite the vision, mission and SLOs in our native language. A rubric of some measurable behaviors has been provided to all stakeholders. Teachers use a variety of approaches to get students, the school community and stakeholders to learn, understand and apply the vision, mission and SLOs in every aspect of life, most especially beyond the classroom.

Prioritize the strengths and areas of growth for Category A.

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

- At MASES, the faculty and staff are committed to learning and refining our roles to support student achievement by participating in on-going district and school level professional development.
- The school's vision, mission and SLOs are displayed in various areas on campus and reinforced on a daily basis by having everyone recite and understand them. A rubric of the SLOs was also created to support the learning objectives, "I can statements," priority standards, and goals.
- CHamoru Language and Culture program incorporates the vision, mission and SLOs by having students recite them in CHamoru.
- There is an increased number of mobile laptops, Ipads and tablets for classroom use and with it increased use of technology by students. We have increased our number of laptops to 376 in 2019 as compared to 2016, we only had 32 student laptops.
- Library has purchased new technology to meet the growing demands of technology.

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

- Increase the collaboration and involvement of all stakeholders on decisions, district level policies and initiatives by hosting several outreach events.
- Classroom teachers will refine the areas of differentiated instruction and use of best practices, thus making sure that strategies are diverse and changing to meet the needs of all students.
- Improve how we assess students in achieving the SLOs.
- Align lesson plans to the schoolwide learner outcomes (SLOs).

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

Category B: Standards-based Student Learning: Curriculum

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

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

Current Educational Research and Thinking

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

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

Findings	Supporting Evidence
<p>The Guam Department of Education (GDOE) has 5 district level expectations: SMART Goals, Professional Learning Communities, Guaranteed and Viable Curriculum, Common Formative Assessments, and Classroom Walkthroughs. Every year, all schools are given nine (9) professional development days, some are school-based and some are district level professional development. Each year, a Professional Development Planner is created around initiatives, training, and topics for Science, Technology, Engineering, and Math (STEM), Next Generation Science Standard (NGSS), Full Option Science System (FOSS), Singapore Math, Standards Based Grading, and Proficiency Scales received from the district to share the training information and discuss implementation as needed. These are aligned to the Board of Education (BOE) Goals, State Strategic Plan (SSP), Guam Department of Education (GDOE) Vision and mission, Marcial A. Sablan Elementary School (MASES) mission and schoolwide learner outcomes (SLO), as well as faculty and staff needs which enhances the learning experience for students.</p> <p>All elementary and secondary schools met during professional development days by grade level or content area to identify Priority Standards from the adopted Common Core State Standards (CCSS) during SY 2016-2017 and 2017-2018 meeting the expectation that all students will have a guaranteed and viable curriculum across the district. MASES teachers participated in identifying the District Priority Standards for Mathematics, ELA, Science, and Social Studies. The use of the Priority Standards over the last couple of years have yielded further discussions within the school especially as MASES began work in vertical articulation of the District Priority Standards. Since District Priority Standards have been identified and implemented the last two years, MASES teachers have articulated gaps in vertical alignment between grade level skills. These findings have been addressed as the district makes plans to review and revise District Priority Standards. As of recent district meetings, standards</p>	<p>PBIS Lesson Plans</p> <p>Professional Development</p> <p>Educational Trainings: -Singapore Math-January 2019-current -Science, Technology, Engineering, and Math (STEM) SY 2014-current -Next Generation Science Standard (NGSS) GDOE adopted and implement with STEM curriculum January 2019-current -Full Option Science System (FOSS) 2014-current -Classroom Instruction That Works (CITW)</p> <p>Marzano: Standards Based Grading 2019-current Proficiency Scales implemented at MASES 2017-current</p> <p>Curriculum Programs: -Head Start: Creative Curriculum; Second Step -Pre-K: GDOE Pre-kindergarten Teaching and Learning Curriculum Standards Framework 2015</p>

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have been revisited to ensure that skills are taught in the appropriate quarter and in line with student growth.

Annually, MASES teachers are given opportunities to revisit grade level consensus maps during professional development (PD) to make necessary adjustments with pacing and identify ways to close gaps between skills based on District Priority Standards. This also helps in planning for the following school year.

MASES teachers are resourceful in making instructional adjustments to meet student needs. Supplemental resources such as Success For All (SFA) founded by Robert Slavin of John Hopkins University is used in Reading and Singapore Math strategies are used to strengthen Math concepts. Since the foundation for reading begins in the primary grades where students are learning to read, the SFA framework is beneficial to students because lessons focus on phonics, fluency, and comprehension. Assessments such as SRI and Reading Roots help with student placement for the next school year. It is through these assessments that teachers know who are performing at grade level. The Singapore Math teaching method based on Singapore curriculum was introduced by the district to enhance Math performance. Strategies include different ways to solve math problems other than traditional methods through a 3-step learning process that most students need which is concrete, pictorial, abstract.

MASES faculty is moving forward with Standards Based Grading (SBG) using the Priority Standards. It is through this work in developing performance levels and unpacking of the standards that clarify on what students should be doing to demonstrate that they have met the proficiency level the standard calls for.

Each grade level, special programs, and CHamoru Language and Culture teams meet in their Professional Learning Communities to discuss curricular issues, student academic progress, student behavior, co-plan for instruction, develop new artifacts based on created performance levels, etc. Information is used to guide instruction and develop necessary interventions to foster student growth.

Implementation of PBIS (Positive Behavioral Interventions and Supports) lesson plans places emphasis on school behavior expectations (Be respectful, be responsible, be safe). Incentives include “Caught Being a Super Star” raffle tickets awarded for good behavior on school grounds such as classroom, cafeteria, and playground, and “Star of the Month” ceremonies where students are chosen by classroom teachers for good behavior and attendance.

ESL:
SIOP (Sheltered Instruction
Observation Protocol)

Adopted Common Core District
Priority Standards

Supplemental Resources:
Success For All (SFA)
Singapore Math

SBG Math was fully implemented
into PowerSchool SY 2018-2019.
SBG ELA implemented into
PowerSchool SY 2019-2020.

Academic Standards for Each Area

B1.2. Indicator: The school consistently implements, within and across grade levels or departments, schoolwide learner outcomes and academic standards for each subject area, course, and/or program

that ensure the same high expectations for all students.

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

Findings	Supporting Evidence
Students are introduced to the Guam Department of Education Mission statement, School Mission statement, Behavior Matrix, Schoolwide Learner Outcomes (SLOs) and the Graduate Learner Outcomes (GLOs) throughout the school year in grades Pre-Kindergarten to the fifth grade. SLOs and GLOS are recited by students in their classrooms where teachers make connections to lessons at hand. It is also recited during school wide assemblies and ceremonies. Teachers are encouraged to utilize PBIS lessons that place emphasis on SLOS not only in the classrooms, but in other parts of the school such as hallways, restrooms, offices, cafeteria, and playground areas.	Student Planner School environment: classrooms halls, offices Lesson Plans Assemblies: Monthly Star of the Month, Orientation, Open House Flag Ceremonies
Guam Department of Education Mission statement, School Mission statement, Behavior Matrix; Positive Behavior Intervention System (PBIS), Schoolwide Learner Outcomes (SLOs) and the Graduate Learner Outcomes (GLOs) are also printed in student planners and reinforced throughout the campus. These can also be found in posters hung in classrooms and hallways, as well as written in classroom welcome letters and weekly newsletters that teachers send home. This sets the focus and expectations of the school.	PLC Meetings Technology Lesson plans, laptop cart sign-in sheets
Curriculum maps that identify district priority standards serve as a guide for teachers to ensure that academic standards are met. These standards are evident in teacher lesson plans and are discussed in orientations and Open House events. In PLC meetings, standards are discussed, along with areas of improvement and strategies to effectively ensure that standards are met.	
MASES students develop their technology skills through a variety of computer lessons and programs such as Teach Your Monster to Read (Kindergarten and 1st grade), introduction to basic computer skills, keyboarding, Typing Club, Writing Process 2018 (2nd grade), Khan Academy (3rd grade), IXL enrichment resources (4th and SPED), and Khan Academy (5th grade) SY 2018 initial. Computer laptops and carts are available for student use. Lessons include digital citizenship to promote technology safety and use. The district is currently revising the technology standards for teachers to follow based on guidelines from ISTE (International Society for Technology in Education).	

Congruence

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

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

Findings	Supporting Evidence
Guam DOE teachers collaborated during district professional development days to create a consensus map that aligns with the Common Core State Standards. A consensus to prioritize the standards for each quarter allowed a more realistic coverage of skills taught. The maps ensure consistency in what all teachers should be teaching per quarter. This also allows for smooth student transition from school to school. Maps are revisited by all grade levels at the beginning of the school year for necessary revisions or concerns with pacing to be discussed.	District Priority Standards Consensus maps, lesson plans Vertical Alignment meetings Grade Level PLC
Teachers post learning objectives for the standard taught in their classrooms. During PLC meetings, teachers collaborate to review data, refine classroom instruction, so that students meet standards and schoolwide learner outcomes.	Head Start and Pre-Kindergarten curriculum
During vertical alignment meetings, grade levels meet with those above and below to align priority skills, noting gaps between skills taught and discussing ways to close those gaps considering what the priority standards are for that quarter. This ensures a smooth transition with skills needed to prepare students for the next grade level.	
The Head Start and Pre-Kindergarten programs have their set curriculum aligned to their own performance standards which helps prepare students for transition to Kindergarten. Particular assessments are given to evaluate student progress and activities are done to ensure meaningful connections to the schoolwide learner outcomes.	

Student Work — Classroom Learning Targets

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

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

Findings	Supporting Evidence
The examination of student work and observed student engagement is evident in Marcial A. Sablan Elementary School's classrooms. Content standards and schoolwide learner outcomes are the focal point in lessons being taught. Learning objectives are posted on classroom walls, as well as interactive proficiency scales displayed where students are able to self-evaluate their progress to determine how they are currently doing with the priority standard taught.	Learning target displays in classrooms Proficiency Scales/Priority Standards Development of PowerSchool SBG input (core subject areas)
Since the district revisited the priority standards, it has been easier for	PowerSchool (Science and Social

<p>teachers to focus on certain standards for each quarter. Work samples such as artifacts have been created by teachers to monitor student progress for the standard taught. This determines whether concepts need to be revisited to achieve mastery of the skill. Students can be observed in the classroom utilizing certain strategies demonstrating progress in a standards-based classroom. Lessons in all subjects include meaningful connections to schoolwide learner outcomes.</p>	<p>Studies SY 2019)</p> <p>Standard artifacts (assessments)</p> <p>Lesson Plans</p>
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Teachers are working on properly inputting SBG on Power School and creating artifacts (assessments) for core subject areas to further strengthen standards based curriculum. Other content areas will also be developed.

Accessibility of All Students to Curriculum

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

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

Findings	Supporting Evidence
To ensure that all students have access to a rigorous, relevant, and coherent curriculum, lessons are taught targeting Common Core State Standards (CCSS). The district narrowed down the number of standards taught by prioritizing certain standards for each quarter. Teachers utilize various strategies to supplement instructional practices, such as SIOP and CITW for both the general education and ESL classrooms. SPED classes also tailor specific student needs by making adjustments to IEP’s guided by standards and compliance. SBG proficiency scales and artifacts are developed and utilized to gauge student progress. Artifacts with assessment results are recorded on PowerSchool where parents can access student progress for standards taught. With the implementation of the Next Generation Science Standards (NGSS) and availability of FOSS Science Kits, teachers will have access to a new curriculum map that focuses science lessons as investigative and inquiry based. It is guided by a guaranteed and viable curriculum where students go more in depth with particular science topics in different grade levels.	District-Level Priority Standards Proficiency Scales, Artifacts Lesson Plans

The Chamorro Language program is also guided by district priority standards where all students participate in 20 minute classes for Headstart/Pre-K to 3rd grades and 30 minute classes 4th-5th grades, daily. Students demonstrate their understanding of the Chamorro language through daily conversation practices and program events such as Christmas and Chamorro Month activities. These activities are meaningful to students as they apply concepts from the standards to the Chamorro culture and language.

The Gifted and Talented Education (GATE) program allows students access to a rigorous, relevant, and coherent curriculum through activities, presentations, and participation in various academic events that extend lessons to higher levels of learning and enrichment for exceptional students

such as Math Olympiad. The program utilizes technology and engineering through STEM related activities.

Integration Among Disciplines

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

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

Findings	Supporting Evidence
Teachers make meaningful connections between subject matters through its curriculum, programs, services, and equipment provided to all students. Curriculum maps and lesson plans created by teachers which are guided by the district priority standards for ELA, Math and other content areas integrate literacy and communication, problem solving, human relations, and technology. Teachers also choose particular themes such as “All About Me,” and “Fire Safety and Prevention” to engage and support student learning across subject areas.	Curriculum Maps Lesson Plans Guidance Counseling Lessons GATE Program: Math, ELA, Science, Social Studies
The school guidance counselor provides Health lessons on character development and bullying prevention to name a few that promotes social and emotional health. Social Studies is also integrated with career development presentations, lessons, or activities.	CHamoru Program activities Technology Carts and Laptops
Special program teachers such as GATE and CHamoru also integrate their lessons and activities through participation in Math competitions and CHamoru Month song and dance presentations which incorporate literacy and Social Studies.	
Teachers are provided with computer carts that contain laptops for student use to do reading and math programs, view videos on pertinent topics for content area subjects, and to practice word processing and writing skills.	

Curricular Development, Evaluation, and Revisions

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

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

Findings	Supporting Evidence
School level PD days are utilized to review consensus maps, development of SBG and proficiency scales, and district priority standards. Opportunity to ensure that standards are aligned between grade levels are given during vertical alignment meetings and discussed during PLC’s. In the month of November 2019, district meetings with representatives from each grade level, took place to revisit the priority standards and adjustments were made so that standards taught will ensure that students are prepared for the	School Level Professional Development (PD) Parent and Student Perception Surveys Head Start: TSG Professional Development on-line courses, Head

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next grade level. Additional meetings will take place in January 2020 to fine tune other subject areas.

Parent and Student Perception Surveys were given toward the end of the school year which answers questions on how we can improve the school learning environment, teacher performance and expectations, and providing feedback. Teachers and administrator review and reflect on data provided by the surveys.

The Pilot Pre-Kindergarten curriculum utilizes the GDOE Pre-Kindergarten Teaching and Learning Curriculum Standards Framework 2015 which was created based on The National Association for the Education of Young Children (NAEYC) early learning standards, preschool curriculum models, and Guam's Early Learning Guidelines. Pre-K teachers meet monthly to discuss data collection, themes, and activities. Each year, a Family Conference is held for family engagement activities revolving around particular themes and early childhood practices. Pre-K teachers also participate in trainings and conferences to enhance and develop their program.

The Head Start program uses the research based curriculum, Creative Curriculum, which is aligned with My Teaching Strategies Gold (TSG). TSG encompasses five key areas that make up the essential pieces of high-quality classroom practice: teaching and assessing, reporting, on-going professional development, and family engagement.

Start Professional Development (District), Haya Learning Community Group (school-level), and Focus Group meetings.

Pilot Pre-Kindergarten curriculum: Pre-Kindergarten Teaching and Learning Curriculum Standards Framework 2015

Articulation and Follow-up Studies

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

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

Findings	Supporting Evidence
One way MASE articulates with other schools in the district is through the participation of representatives in district professional development where teachers work on identifying District Priority Standards and its update as well as work on Standards Based Grading (SBG) and other district Curriculum initiatives.	5th grade field trip to OMS Written placement tests administered by teachers
Fifth grade students and teachers conduct a school site visit to Oceanview Middle School (OMS). MASES teachers assist with placement test for OMS in April. Placement data is used for student placement in Math and ELA in middle school. Students participate in an orientation where NHS students from OMS go over school policies and programs, as well as extra-	District Goals/Priority Standards District Wide Assessments On-going district trainings: Singapore Math, FOSS/STEM Next

curricular activities. Other schools such as H.S. Truman Elementary, and Merizo Elementary also participate on the same day orientation. Students are taken on a tour of the school campus.

Generation Science Standards

Most recently, teachers met in November 2019 by grade level to revisit ELA, Math, and Social Studies priority standards. Representatives from MASES participated in the discussion, revision, and placement of the priority standards. There were discussions on updating the Science Priority standards with the recent adoption of the Next Generation Science Standards (NGSS) in 2018.

Teachers, by grade level, participate in training for funded curriculum resources such as Singapore Math to enhance mathematics standards and FOSS/STEM Life Science which are guided by the Next Generation Science Standards. In these trainings, teachers collaborate with teachers from other schools to share teaching practices and strategies in Math and Science.

Representatives from MASE also participated with other teachers in the revision of the District Wide Assessment for SBA in Social Studies in August and September 2019.

GATE students attended a Math Circle Program at UOG for several Saturdays to improve math skills. Math Circle meetings also help prepare students for Math Olympiad in which MASES students have placed island-wide. Katrina Baza, a teacher from Southern High School assists in coaching Math Olympiad competitors to improve their math skills and to prepare for competition. Math Olympiad is an island-wide elementary competition held in March for grades 4-5th, public and private schools fostering math skills in problem solving and critical thinking.

B2. Curriculum Criterion – Planning and Monitoring Student Learning Plans

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

Variety of Programs — Full Range of Choices

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

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

Findings	Supporting Evidence
Throughout the students’ elementary years, every student is given the opportunity to engage in conversations and activities with school personnel and community partners, as well as other students regarding college,	Career Awareness Activities Police Week Static Display “Science

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career, and other educational options.

Students are exposed to different career fields through various presentations on campus coordinated by the school counselor throughout the school year.

Students are also afforded the opportunity to learn through hands-on activities about the different careers and areas of interest through field trips. Visits to California Kitchen, UOG Triton Farm, the Guam Museum, and other areas that promote interests in fields within the community.

In addition, various guest speakers visit our school throughout the school year to provide more insight and knowledge about life in the community that can prepare them for the real world, such as local authors, artists, etc.

At MASES, we also provide extra-curricular activities that build college and career readiness such as our CHamoru Language and Culture activities both in school and community, Math Kangaroo, Math Olympiad, Math Count, WAVE Club, Special Olympics, Spelling Bee, Science Fair, Block Kids, Trench Kids, Track and Field for Elementary and so much more.

The GATE program provides instructional enrichment for gifted and talented students to promote college and career readiness. The program allows students to nurture and build their talent and skills so that they can reach their fullest potential. The GATE teacher is required to monitor students so that they are meeting learning expectations as well as make adjustments to the curriculum that target their learning needs. The GATE teacher also allows students to participate in extracurricular activities such as Math Kangaroo, Math Meet, UOG's annual Math Circle event, Block Kids Building Competition (Lego), as well as STEM related activities.

in Law Enforcement"

Money Sense presentations from various banks

Military Crew Visits

Fire Prevention activities and displays

Local Presenters, Authors and Artists

Guardians of the Reef (High School Seniors)

Drug Awareness Program (Red Ribbon Week) with Guam National Guard and Guam Customs & Quarantine K-9 Division

Math Olympiad

Math Kangaroo

Math Meet (GATE Competition)

Math Circle (UOG)

Block Kids Building Competition

Student-Parent-Staff Collaboration

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

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

Findings

Supporting Evidence

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Marcial A. Sablan takes a proactive approach in regards to developing and monitoring a student's personal learning plan, college/career and/or other educational options.	Intervention Committee PowerSchool
Individualized Education Plan (IEP) involves collaboration between the parents, teachers, administrators and specialists to develop an educational plan to meet student needs.	Parent-Teacher Conferences Report Cards
A behavior management plan (BMP) is written for students displaying problematic behaviors that disrupt the learning process or classroom environment. The plan is developed by a team of educators, parents and the administrator.	Parent and Student Perception Surveys Student Planners
Intervention Committee implements the Schoolwide Solutions approach. This approach establishes a coordinated, proactive network of support to address all barriers to individual students' success and to ensure that the school meets the targets set forth in its achievement plan. The committee consists of grade level teachers and support staff who commit to meeting throughout the school year to discuss, monitor, and plan strategies to focus on the issues of parental involvement, attendance, school climate, behavior, community relations, and health.	
Parent - Teacher Conferences are held twice a year in the fall and spring semesters. Parents meet with teachers on a one-to-one basis to discuss their child's academic and social progress indicated in the report card.	
Parents, students, teachers and administrators have access to various data from the student and parent portals under PowerSchool and Power Teacher. Any absences indicated by the teacher on PowerSchool is followed through with a message generated from our GDOE system that informs parents or guardians via phone call, text message, or email.	
At the beginning of the school year, each student is given a planner for teacher and parent communication use, as well as for students to write down and track assignments. The planner includes pertinent information about district and school wide policies and expectations. Some teachers attach classroom newsletters indicating announcements, other necessary information, and behavior charts for parents to monitor and acknowledge.	
Parent and Student Perception Surveys were given toward the end of the school year which answers questions on how we can improve the school learning environment, teacher performance and expectations, and providing feedback. Teachers and administrator review and reflect on data provided by the surveys to address our educational options.	

Monitoring/Changing Student Plans

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

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

Findings	Supporting Evidence
The school has an open door policy where parents are welcome to share concerns with teachers and administrators about their child's educational progress and how best to meet their learning needs.	Intervention Committee SPED/IEP meetings
Annual meetings are held for students with IEPs. Meetings can be called at any time prior to the annual meeting as per request of the parents, teachers or specialist. Parents are able to express their concerns and give input for their child's growth and progress with the IEP team to aid in the change or development of the educational plan. The IEP review process may include updates from all involved such as teachers, speech and language therapist, or physical therapist to determine if changes to plans are needed.	ESL progress report; modification reports Behavior Management Plan (BMP) Mid-Quarter Progress Report
Students who are receiving services under the ESL and Special Education Programs are monitored by teachers, coordinators, and the counselor. Because of specific guidelines and processes, the students' learning plan must meet compliance to their unique needs. Through ESL classes, ESL teachers provide instruction activities using SIOP and technology to meet ESL student needs.	
School counselor works with classroom teachers to develop BMP (Behavior Management Plans) for individual students who are in need of specific behavior improvement.	
Mid-quarter progress reports are given to parents each quarter. Parents are informed about student academic progress where teachers may provide suggestions for improvement.	

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 regularly evaluates the effectiveness of the strategies and programs.*

Findings	Supporting Evidence
School Orientation occurs prior to the school opening. A school wide orientation is held at MASES for all students and parents. These orientations have helped with the transitioning process for our families.	School Orientation Open House

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Families are introduced to school wide expectations, policies and procedures and academic programs.

Parent Teacher Conference

Open House is another opportunity at the beginning of the school year for parents to meet their child's teacher and to be informed about their grade level expectations and curriculum.

OMS Field Trip

Parent - Teacher Conferences are held twice a year in the fall and spring semesters. Parents meet with teachers on a one-to-one basis to discuss their child's academic and social progress indicated in the report card.

Fifth grade students and teachers conduct a school site visit to Oceanview Middle School (OMS). MASES teachers assist with placement test for OMS in April. Placement data is used for student placement in Math and ELA in middle school. Students participate in an orientation where NHS students from OMS go over school policies and programs, as well as extra-curricular activities.

IEP reviews are done yearly where updates from classroom teacher and services such as speech, determine if changes or adjustments are necessary to transition students to the next grade level.

B3. Curriculum Criterion – Meeting All Curricular Requirements

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

Real World Applications — Curriculum

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

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

Findings	Supporting Evidence
The students at MASE are aware of issues that are community or global related and stress the need for awareness. Our school has spearheaded a Thanksgiving Food Drive to gather donations for families that are less fortunate, Relay Recess activities which correlates with the Relay for Life in spreading awareness and raising funds for cancer, Hoops/ Jumps for Heart which correlates with American Heart Association in spreading awareness of cardiovascular research, and "Get Fit" workouts every Tuesday which spreads awareness on the importance of staying physically active for better health and a better mind.	Event Pictures Lesson plans Na Bonita Hagat Community Clean-Up Sign In Sheet
Marcial A. Sablan Elementary GATE students participate in a village community clean up called, "Na Bonita Hagat." Another event involves The Bureau of Statistics and Plans, Guam Coastal Management program in conjunction with the Guam International Coastal Cleanup Committee (GICC) that coordinates clean-up for numerous coastal sites throughout the	

island. With these activities, students apply a sense of community pride, demonstrating SLO's such as team workers, responsible leaders, and self-assured citizens.

Meeting Graduation Requirements (or end of grade span requirements)

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

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

Findings	Supporting Evidence
Teachers, parents, and school counselor work collaboratively to discuss and create a plan that meets the individual needs of the students based on their academic, attendance, and social-emotional indicators for growth and progress. Both committees utilize tier 1 and tier 2 interventions to assist in the planning and are monitored by the Interventions Committee and Cooperative Culture Committee. The Intervention Committee along with the Counselor, serve as the Child Study team along with the teacher to refer students for eligibility in SPED and 504. The Counselor and Administrator and student's educational team work collaboratively with tier 3 interventions to plan for students that are struggling with behavior and attendance. Tier 3 interventions may involve outside resources and agencies.	CST Referrals Intervention and Cooperative Culture Committee ASPIRE after-school enrichment and tutoring program Summer School Recommendations/Referrals
Teachers also provide academic support by assisting students one-on-one to aid students in mastery of skills. Teacher Assistants (TA's) are also used to pull out students needing extra and smaller group assistance in reading, language arts and mathematics. Additional support outside of the regular school day schedule is ASPIRE, an after school program consisting of students who are recommended by their grade level teachers or parent request for additional after school tutoring or enrichment.	
MASES participates in the GDOE summer school program. Each teacher refers up to 5 students for summer school who are at-risk academically. Teachers consider who will benefit the most from the extra tutoring and enrichment program. Transportation is also provided.	

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

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

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

Summary (including comments about the student learning needs):

MASES offers students progressively rigorous, relevant, and coherent curriculum through the use of various teaching strategies to supplement instructional practices, such as SIOP and CITW for both general and special program classrooms. This is evident as SBG proficiency scales and artifacts are developed and utilized to gauge student progress. Teachers also choose particular themes such as "All About Me," and "Fire Safety and Prevention" to engage and support student learning across subject areas. Teachers are provided with computer carts that contain laptops for students to use to enhance reading, language and math programs. Other programs offered are: the all day Head Start, servicing 3-4 years of age; Pre-Kindergarten servicing students who are 4 years of age; the CHamoru Language; ESL; and GATE Programs. The GATE program allows students to access higher levels of learning and enrichment for exceptional students at all grade levels. MASES also provides extra-curricular activities that build college and career readiness such as Cultural Activities both in school and community, various Math Events and Clubs, Special Olympics, Spelling Bee, Science Fair, Trench Kids, Track and Field and so much more.

GDOE continues to support teachers in expanding different curriculum research-based methods by offering training. The school supports this by sending teacher-leaders to training sessions, both on or off-island. This has resulted in several teachers earning trainer certificates that enable them to train teachers on campus. One of the training that has been on the forefront is, Standard-Based-Grading. Currently, Guam Department of Education is revising the method of grading in which it targets the student as an individual learner. During Department PLC meetings, teachers discuss pacing calendars, student data and progress, create assessments that identify what students are learning and discuss what growths need to be addressed.

Prioritize the strengths and areas of growth for Category B.

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

- The teaching faculty of MASES utilizes proficiency scales aligned to district priority standards, designed to help students gauge their learning and progress.
- Teachers meet bi-weekly to discuss data and plan ways to better monitor student growth and make necessary adjustments to their planning and teaching to meet student needs.
- MASES uses a variety of resources available to stimulate the academic growth of students, expose students to different career fields, and create meaningful connections between subject matters.
- Teachers actively incorporate technology into their content areas and class activities to reinforce and expand on skills.

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

- MASES feels the need to increase parental involvement to aid in more student participation, motivation, and attendance.
- Faculty and staff can develop ideas to increase parent understanding of Standards Based Grading, Common Core Priority Standards, and Proficiency Scales.
- Teachers can continue to meet to update our Vertical Alignment Plan based on a changes on adopted standards
- A call for continued collaboration schoolwide and within grade levels is essential for developing curriculum and instruction.

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

Category C: Standards-based Student Learning: Instruction

C1. Instruction Criterion – Student Access to Learning

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

Differentiation of Instruction

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

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

Findings	Supporting Evidence
Students at MASES are exposed to multiple forms of instruction.	Lesson plans
Teachers utilize different teaching methodologies such as teacher driven instruction, student centered instruction with teacher as facilitators, hands on demonstration or practice, collaboration, peer tutoring, and assistance from the Teacher Assistants (TAs) in the classroom.	Pacing Calendar Student Artifact
Teachers tailor their delivery of instruction from multiple trainings received. Throughout the years, teachers have been exposed to different trainings that enhance their teaching strategies and methods; such as Classroom Instruction that Works (CITW) Sheltered Instruction Observation Protocol (SIOP), Singapore Math (K-5th), Striving Readers (5th grade), Writing Wings (5th grade), Success for All (SFA), Comprehensive Literacy, Early Childhood Education and Math Solutions.	

Student Understanding of Performance Levels

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

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

Findings	Supporting Evidence
At the beginning of each instructional period/lesson, students are introduced or reminded of their learning objectives related to the standard they are covering. These learning objectives are written as “I Can” statements which use student friendly language. I can statements/ learning targets are posted within each classroom. This helps with expectations for students as well as teachers.	Pacing Calendar PowerSchool Proficiency Scales Self-Check Chart
The standard and aligned proficiency scales are posted in the classrooms and are referred to daily before and after a lesson. The scale shows the different learning objectives with performance levels of 4, 3, 2, and 1.	

A self-check chart that is student friendly are used by students to gauge their current learning level in each skill. Students complete a self-check for understanding. This allows the student to track their performance level and identify their area of need.

Students' Feedback

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

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

Findings	Supporting Evidence
Student feedback is a valuable resource for teachers. Feedback informs teachers on the effectiveness of their practice and the current level of performance of the students.	Student Feedback Proficiency Scales
Proficiency scales are displayed and discussed with the class. Students should be able to identify each level and its expectations. This is an important way for teachers to evaluate their instruction when students are able to articulate their own progress to their teachers using the proficiency scales.	Student Survey
Student Surveys are given to students at the end of the school year. Teachers tally the results and see what the outcome. In the following school year, teachers adjust their instruction based on the survey.	

C2. Instruction Criterion – Rigorous and Relevant Instruction

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

Current Knowledge

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

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

Findings	Supporting Evidence
With the evolution and growth of technology, the teachers at MASE do our best to keep up with the changes and to provide instruction that is current for our students to generalize into the changing world.	Lesson Plans Mobile laptop Cart Sign In/Out Sheet
Trainings related to the integration of technology in the classroom are Promethean Board Training, Google Apps and Extension Training and Striving Readers. Technological support within the classroom include teacher laptops, multimedia projectors, ELMOs, Promethean Boards, iPads, and IPEVO wireless interactive boards. These tools are used to enhance student learning and engagement.	

Our MASE teachers have a variety of options for technology access. MASE currently has 13 mobile laptop carts that teachers can sign in and out for. A few classrooms and the school's library are equipped with smart boards. Teachers with smart boards received training for its use and features. Other classes have the option to use a multimedia projector and their GDOE laptop to review materials or to engage in online materials for enhancement and enrichment. Teachers may technology for all content areas, but mostly for reading, language and math.

Student Engagement

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

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

Findings	Supporting Evidence
The teachers at MASE use their grade level pacing calendar to guide their lesson planning that allows students to utilize their higher-order thinking skills. Teachers focus on creating a student-centered classroom to allow the students to lead, actively participate and take ownership of their learning. In the classroom, students are engaged in discussions and work on class activities or projects that are designed to encourage higher-order thinking skills. Aside from the classroom setting, our students partake in multiple activities and competitions that enrich their learning. Our students have taken part in Math Circle, LEGO Building, Math Olympiad, Spelling Bee, Math Kangaroo, Get Fit, Kids Trench, Song Fest, Coastal Clean Ups, Upcycling Mascot, 2K/5K Get Fit Run, and Mock Trial.	<p>Proficiency Scales</p> <p>Lesson Plans (DoK)</p> <p>Classroom Observations/ Walkthroughs</p> <p>Student Artifact</p> <p>Event Pictures</p>

Teachers as Facilitators of Learning

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

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

Findings	Supporting Evidence
Teachers provide whole or class group activities. They allow collaborative groups for students to expand and share their knowledge during group discussions. Cooperative learning groups assigns student roles in a group while the teacher facilitates. Teachers will walk around the classroom monitoring student progress and provide feedback. Feedback and student centered classrooms creates a surrounding that encourage and support a variety of learning styles and the process of generalization. Student centered classrooms implements the use of proficiency scales to encourage students to evaluate their learning progress and articulate what needs to be demonstrated to reach the target level.	<p>Student Artifact</p> <p>Lesson Plans</p>

Variety of Strategies

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

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

Findings	Supporting Evidence
Teachers that attended trainings share and utilize the methods and strategies within their grade levels or classrooms. Our teachers currently implement the methods and strategies from CITW, SIOP, and Singapore Math. During the grade level (PLCs), teachers collaborate, monitor, discuss, evaluate and apply any modifications ,	Student Artifacts
to the instruction to ensure that students are given accessibility to the standard and school wide learning outcomes ESL utilizes the SIOP model which provides lesson plan formats, strategies, practices and application and student interaction.	Lesson Plans
	PLC Minutes

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

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

Findings	Supporting Evidence
Our MASE teachers provide and introduce multiple tools and resources to reinforce our students' knowledge and generalization. Tools such as computers, interactive smart board, IPEVO, iPads, and NIE. Every grade level uses technology in a variety of ways. Computers and iPads allow students to gain access to online educational programs, expand research, create and access online documents and practice digital citizenship. Interactive smart boards and IPEVOs enhances a student's learning experience and allows the students to interact as a group because it provides the opportunity to share screen, text, audio and video files with students in real-time. It also makes differentiated learning much easier because teachers are able to accommodate different learning styles. The use of NIE (Newspapers in Education) varies based on grade level; second grades used NIE for Nouns (ELA), ads with money (Math), pictures that showed the States of Matter (Science), current events discussion, first grade was Spelling and SPED class was using the NIE for language (describing and discussing the images), reading -(finding pictures that begin with the same letter as what was being introduced.)	Lesson Plans
	Computer Cart Sign/Out Sheet
	Student Artifacts

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

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

Findings	Supporting Evidence
MASE students are given the opportunity to demonstrate thinking, reasoning, and problem solving in individual or group settings. Our teachers provide a variety of instructional strategies for our students to become engaged in higher order thinking skills such as hands-on activities and experiments, family projects and pre-field trip and follow up activities and discussions and daily problem solving.	Lesson Plans Proficiency Scales CFAs

CFAs are divided into 4 levels. Level 1 being the foundation part of the standard and Level 4 being the generalization and application process of the standard. This allows the student to gauge and build on skills, critical thinking, reasoning and problem solving.

Real World Experiences

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

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

Findings	Supporting Evidence
The students at MASE are provided with real-world, age appropriate learning experiences that occur outside of the classroom setting. Learning experiences range from: career activities, visits from Fire/ Safety prevention, Military personnel volunteers and school visits, Red Ribbon Drug Prevention, Community Outreach, Valley of the Latte, UOG Triton Farm, Underwater World, Guam Museums, National Parks, Theatrical Plays, GPD Drug Free Display Presentations, Guardians of the Reef, I-Recycle and Coastal Clean-Ups	Lesson Plans Pictures from Events Field Trip Request form

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

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

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

Summary (including comments about the student learning needs):

MASE teachers tailor their delivery of instruction to accommodate different types of learners at any and all skill levels. Perception surveys administered to teachers and students are used for teachers to adjust their classroom instruction. Recent perception survey results indicate that teachers not only routinely go over lessons and SLOs but also effectively provide differentiated instruction for all types of learners. Teachers review lesson objectives and expectations with students before engaging in a lesson. With constant training in instructional programs such as Classroom Instruction That Works (CITW), Singapore Math (K-5th), Striving Readers (5th grade), Comprehensive Literacy, Early Childhood Education, Math Solutions and Sheltered Instruction Observation Protocol (SIOP), teachers deliver instructional methods that accommodate our general population as well as our ESL and other special population groups. Routine professional development sessions afford teachers opportunities to further develop strategies that ensure students are provided a quality learning experience by trained professionals.

MASES classrooms display a variety of artifacts through student projects, work, or group activities as well as visible standard-based targets and "I Can" statements. Teachers have students lead, actively participate and take ownership of their learning. Teachers use their grade level pacing calendar to guide lesson planning and proficiency scales to encourage students to evaluate their learning progress. CFAs levels allow the student to gauge and build on skills, critical thinking, reasoning and problem solving. In addition, the use of Cooperative learning groups assigns student roles in a group while the teacher facilitates the activity or lesson.

Instruction in the classroom is further enhanced by the incorporation of technology by teacher and students. Teachers enrich lessons by the use of mobile labs, interactive smart board, IPEVO, iPad, NIE and multimedia projectors. Students are encouraged to utilize technology and online resources to better their ability to research, discover, and apply knowledge in the classroom and determine means of use in real-world application. Teachers provide rigorous lessons for students at all levels of learning.

Prioritize the strengths and areas of growth for Category C.

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

- Teachers provide multiple learning opportunities for students using a variety of resources that reflect standards-based learning.
- Standards selected by the district were then aligned to proficiency scales that were created for Math and ELA. As part of gaining understanding about standards-based student learning, perception surveys were completed by students at the end of the school year for their feedback on learning environment, delivery of instruction, and overall teacher performance.
- Student learning is enhanced with technology activities since standards are embedded in lesson plans or units of study.
- MASES classrooms display a variety of artifacts through student projects, work, or group activities as well as visible standards-based targets and "I Can" statements.

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

- MASES is currently developing proficiency scales for other content areas such as Science and Social Studies. Proficiency scales were developed for priority standards in Math and ELA.
- There is a need to collaborate, provide feedback, and review the proficiency scales created thus far so students can monitor their progress for that particular standard.
- Teachers will continue to review their lesson plans to ensure that cooperative learning as well as the use of other instructional strategies take place to improve standards-based learning and a student centered classroom.

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

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

D1. Assessment and Accountability Criterion – Reporting and Accountability Processes

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

Professionally Acceptable Assessment Process

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

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

Findings	Supporting Evidence
The Faculty and Staff at Marcial A. Sablan Elementary School evaluates and discuss the effectiveness and purpose of assessments. In SY 2014-2015, GDOE adopted ACT Aspire and Standards Based Assessment (SBA) as District Wide Assessments and Aims Web a a progress monitoring assessment. Results from these District Wide Assessments (DWA) are used during grade level Professional Learning Communities (PLC) and within the Collaborative Learning Teams to monitor, identify and create SMART goals for improvement in Reading, Language Arts and Math.	Assessment Data AIMS Web SBA ACT Aspire PLC/ CLT Minutes Reading Roots Data SRI Data
School wide assessments are used to aid in determining student placement and monitoring student progress. Grades Kinder and first use the Reading Roots Formal Assessment quarterly and second to fifth grade use the Scholastic Reading Inventory (SRI) quarterly. MASE is a school that is implementing Standards Based Grading (SBG), the grade levels have each created and Common Formative Assessments (CFA) that are conducted on a daily basis to check for understanding or to monitor if a skill needs to be reviewed or retaught. ESL uses Language Assessment Scales (LAS) for students who were identified in the Home Language Survey upon enrollment as having languages other than English spoken at home. LAS determines placement and services for the students. SPED uses the Diagnostic Online Reading Assessment (DORA) for reading, a teacher made assessment for language and Adaptive, Diagnostic Assessment of Mathematics (ADAM) for Math. SPED uses the results for data to report on the Present Level of Academic Achievement and Functional Performance (PLAAFP) during initial, IEP review meetings, and to monitor quarterly growth in Reading, Language and Math on annual IEP goals.	Grade Level CFA's Grade Level SMART Goals Diagnostics LAS Links DORA Reports ADAM Reports

Basis for Determination of Performance Levels

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

areas.

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

Findings	Supporting Evidence
In 2017, our Guam Department of Education opted to make a move through a meaningful shift in mindset, Standards Based Grading (SBG). Changes include clear indicators of grades, indicators of student learning and success and the focus on knowledge rather than points. SBG is a system of assessing and reporting that describe student progress in relation to standards, where students can demonstrate mastery of a set of standards and move immediately to a more challenging set of standards. The end result is for students to have mastered the essential content necessary for the next level. Full implementation of SBG for the district is expected by 2020.	Curriculum Maps Proficiency Scales PLC Minutes Lesson Plan Template

MASE faculty and staff were given the opportunity to develop aligned proficiency scales and to select a conversion scale. Proficiency scales are aligned with ELA and Math Standards across grade levels. These scales are student friendly.

Teachers created curriculum maps based on the identified prioritized standards for each grade level. During PLCs, teachers generate scales and rubrics that are aligned with the standards on the curriculum maps. Teachers are encouraged to use a common lesson plan format which outlines the MASE Mission statement, Student Learner Outcome, student objectives, priority standards and CCSS.

Modifications Based on Assessment Results

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

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

Findings	Supporting Evidence
MASE uses assessment data to drive decisions and modify the school's programs, instructional process, professional development and resource allocations to demonstrate a results driven ongoing process.	ACT Aspire SBA
Prior and current assessment data are compared to drive any changes towards instruction, intervention, implementation, and progress for upcoming school years. Administrators align professional development (PD) towards State Strategic Plan Initiatives, CITW, SIOP, etc.	CFAs State Strategic Plan Initiative

Monitoring of Student Growth

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

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

Findings	Supporting Evidence
In the classroom, teachers monitor student progress through various ways. One way teachers monitor progress is through student feedback through Thumbs up/Thumbs down, Random Reporting and Quick Checks. Another way would be through Obtrusive and Unobtrusive assessments such as assignments, CFAs, projects, observations and activities. Teachers use these forms to plan their future lessons and activities to align with the grade level standard and SLOs.	Lesson Plans Report Cards Progress Reports PowerSchool
Data from AIMSweb, SBA, ACT Aspire, CFA, SRI and other informal assessments are reviewed. From the data, SMART goals are developed and decisions are made to change formal instruction, intervention, implementation, progress, re-teaching, etc.	Summative and Formative Assessments AIMS Web Data
School-wide Learner Outcomes (SLO) are the school's expectations of student's behavior and performance. After analyzing the School-wide Learner Outcomes (SLO) based on measurability, attainability, realistic and demonstrative expectations, the majority of the school community voted to keep the school SLOs	SLO Rubric Teacher/ Student Survey

D2. Assessment and Accountability Criterion – Classroom Assessment Strategies

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

Appropriate Assessment Strategies

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

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

Findings	Supporting Evidence
The teachers at MASE use multiple forms of assessments to measure student progress and growth towards their grade level standards and school wide expectations. Teachers have PLC meetings on a weekly basis to discuss class data on skills, assessment data, create and evaluate CFAs, create lesson plans, etc. This would allow us to afford more opportunities for our students to practice and prepare for the District Wide Assessments.	Summative Assessments PLC Meetings

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All classes use proficiency scales to create a student centered approach to measure self-progress and to assist teachers in modifying instructional practices.

Using Assessment Data

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

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

Findings	Supporting Evidence
Marcial A. Sablan Elementary School use assessment data to make decisions and modify instructional practices in congruence with the students' academic needs and requirements. Assessments are analyzed and compared to previous years to guide administration, department and faculty in regards to changes for the upcoming school years.	Summative Assessments PLC Minutes Alternate Assessment

Grade levels discuss and reevaluate their pacing calendar and proficiency scales to better ensure student success and to improve in other identified areas of need. Teachers can provide accommodations or modifications in the curriculum for individual students under SPED or ESL to ensure that they are meeting their goals and objectives in the relevant content areas.

Professional Developments consist of our administrator and PD Cadre working collaboratively to plan and present new strategies and information gained from previous trainings.

Demonstration of Student Achievement

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

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

Findings	Supporting Evidence
MASE teachers implement a variety of embedded standard based curriculum assessments to track, develop and evaluate student achievement in relation to academics and school-wide learner outcomes. Assessments used are ACT Aspire and SBA.	Lesson Plans Pacing Calendar PLC Minutes

Two articles from Guam Daily Post reflected on comments stated by the Deputy Superintendent of Curriculum and Instruction. In October 2016, it states "Standard based grading measures student proficiency in learning goals...grades are based on student achievement" and "the department has been working toward adopting SBG model." In September 2018, he added that "SBG makes grading clearer and focuses on student's growth in a specific subject overall."

MASE teachers have generated proficiency scales and CFAs that are

aligned with CCSS and Depth of Knowledge (DOK) levels. Each level on the proficiency scale is designed to explain the target expectations and can be used to enhance student learning goals and outcomes. CFAs focus on pattern performance and consistency rather than a single assessment. Additionally, teachers implement forms of researched based instructional strategies. Strategies that stem from McRel's Classroom Instruction that Works are; cues, questions and advance organizers, identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, non-linguistic representation, cooperative learning, setting objectives and providing feedback. From SIOP, strategies utilized include; lesson preparation, interaction, building background, practice and application, comprehensible input, lesson delivery and review and assessment.

Teacher Feedback to Students

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

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

Findings	Supporting Evidence
Teacher input attendance daily and grades in a timely manner into PowerSchool. Grades are based on priority standards, learning objectives and are aligned with schoolwide learner outcomes. Grades are available for parents to view using Parent Portal. This access allows parents to discuss and track their child's progress, view completed, upcoming and missing assignments and assessments and to contact teachers for further feedback on their child's progress.	PowerSchool/ Powerteacher Lesson Plans Report Cards Student Artifacts
Teacher surveys are used to evaluate and reflect on our current practices, teaching strategies, school's mission and schoolwide learner outcomes.	Teacher Survey PLC Minutes
Teachers send informational sheets and notes within the student planner and indicate comments on progress reports and report cards. Grade levels meet to discuss student progress and academic preparation.	Student Planner

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

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

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

Summary (including comments about the student learning needs):

MASE shares performance data with teachers, students, parents, and other stakeholders. The school provides a positive school culture by celebrating students' exemplary demonstration of the Schoolwide Learner Outcomes, Most Improved, STAR Student, etc.

Our school continues to improve in ways for reviewing and analyzing assessment data more efficiently in PLCs. Our teachers makes attempts to create and administer standards-based assessments that reflect the proficiency scales. We identify that in time and with practice we are working towards a smoother transition to proficiency scales, assessments, and standards-based grading. Our survey results help guide and evaluate decisions made towards the student's levels of proficiency, tracking of instructional progress and student reflection on their learning.

Prioritize the strengths and areas of growth for Category D.

Category D: Assessment and Accountability: Areas of Strength

- Multiple assessments are used for various reasons that can help teachers determine how to tailor their lessons to student needs and to monitor student progress.
- During PLC meetings, data results are discussed and an action plan is generated to work towards addressing any area of needs and SMART goals are made based for the school's goal for Reading and Math.
- Administrator and faculty review data, modify school and grade level goals, ensuring what is realistic and achievable. Assessments like AIMSWEB also provides data for parents to review.
- Grade levels discuss and reevaluate their pacing calendar and proficiency scales to better ensure student success to include accommodations or modifications in the curriculum for individual students under SPED or ESL to ensure that they are meeting their goals and objectives in the relevant content areas.

Category D: Assessment and Accountability: Areas of Growth

- Since the new AIMSWEB assessment has been administered recently, teachers are encouraged to familiarize themselves with testing and generating data to tracking and compare student growth.
- Teachers will continue to review, evaluate and revise their CFAs for all content areas.
- Students will utilize a data tracking sheet to monitor their academic progress.
- Revisiting school and grade level SMART goals to match data from school and district level assessments is necessary for MASES to be held accountable for student learning.

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

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

E1. Parent and Community Engagement Criterion

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

Parent Engagement

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

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

Findings	Supporting Evidence
Parents are afforded many opportunities to communicate with the faculty and staff at MASES through various methods.	<ul style="list-style-type: none"> ● School Website ● Educational Update in the Pacific Daily Newspaper
Prior to the beginning of the school year, announcements are provided to the public through the use of the Pacific Daily News Educational Update and official GDOE announcements for Parent/Student Orientations dates and times. During this time, the principal will give a brief overview of the A, B, C Expectations of the school and district. The A, B, Cs stand for Attendance, Behavior, and Course Progress.	<ul style="list-style-type: none"> ● PowerSchool ● Principal Newsletter ● Teacher Newsletter ● School issued planner ● Notebook/ communication logs ● Open House agendas and sign - in sheets
During the beginning of the school year, teachers will send out class and/or grade level newsletters and parent letters welcoming the child and parent to the class. The teacher will give an overview of what to expect from the class in terms of standards to be covered, procedures for various routines, and other information. In addition, some teachers have set up group emails or group chat groups via WhatsApp to send out information as well as emailing or contacting parents individually. If needed, parent conferences are set up with individual parents throughout the school year.	<ul style="list-style-type: none"> ● Parent Teacher Organization Agendas and Sign-in Sheets ● Parent letters by Principal ● District School calendar ● Agendas ● Sign-in Sheets
The school will annually issue students (pending funding and printing) student planners where teachers and parents may communicate daily with little notes written in the planner or attached to the planner. The planner serves as a communication log for teachers and parents. The school will also hold an annual Open House within a month of the school opening for parents to make a visit to the classrooms to see and hear from the teachers about what goes on in the classroom and an opportunity to meet with teachers.	
In addition, the principal will issue parent letters informing parents of school wide information and events that will affect the student learning	

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and teacher learning process.

Parent Involvement and Community Connections committee works towards organizing events and programs for parents to be a part in. The committee consists of representatives from each grade level.

The district has also set aside two Parent Teacher Conference for elementary, middle, and high schools that are published and scheduled in GDOE calendar and in the media.

The Parent Teacher Organization also works with the principal to provide support to the school and to share in the concerns and issues that the school is facing. They work collaboratively to resolve the parent concerns and to involve the community in the school's budget process. They hold monthly meetings to gather information and to share information with parents.

The school also has a school website for parents to access for needed information such as events, bell schedule, copy of the student planner, policies, etc.

Student progress and attendance can also be monitored through the parent portal on PowerSchool. The parents can obtain their password to view a copy of their child's grades for individual assignments, tests, projects, and other forms of assessments as well as information on their child's attendance record. PowerSchool also links their child's attendance to the PowerAnnouncement where notifications of their child's absences or tardies are sent out via automated telephone calls or via email notices to the parents' contact information.

Mid-Quarter progress Reports are sent home for parents to be aware of their child's academic progress.

MASES principal, counselor, and/or a Parent Family Outreach social worker assistant assigned to our school conduct home visits in cases where a student's teacher is unable to get in contact with parent or guardian. MASES ensures parents are informed or involved in all aspects of the school by using any means necessary.

Individualized Education Plans (IEP) meetings take place for students eligible or who are currently receiving special education services. The parent or guardian is an integral part of the student's educational team and their input is invaluable to the decision of their child's IEP.

Community Resources

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

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

Findings	Supporting Evidence
<p>Findings</p> <p>Marcial A. Sablan Elementary (MASES) utilizes community resources to assist in the enrichment of our students, in-kind donations for school programs and activities for our students, enhancement of educational topics, and maintaining the school environment for students.</p> <p>The Agat Mayor's office continues to be an active partner with our school in a variety of events such as the Christmas Program, weekly GET-Fit sessions, and the annual 2k/5k Family Fun Run/Walk. The nearby Navy Base command has also continued to support our school by providing volunteers for activities with students, career presentations, in-kind donations, and maintaining school grounds. Navy volunteers have been supportive preparing the school prior to the start of the school year.</p> <p>MASES has had community partners, parent volunteers and Parent Teacher Organization, donate their services in making improvements on the school campus such as fundraising events to assist in building our cafeteria stage, and beautifying the school.</p> <p>MASES weekly Get Fit program has consisted of a variety of physical fitness activities. The Get Fit coordinators have had gym, Zumba and yoga instructors teach our students during the event each week. School coordinators has also worked with the Guam Running Club over three (3) years to coordinate a 2k/5k Family Fun Run/Walk as part of our Get Fit Program.</p> <p>MASES has networked with community partners in the government, and the private sector to help educate our students about careers, maintenance support, and donating educational materials. The Guam Rotary Club is one organization that donates dictionaries to third grade students each year to assist students.</p>	<ul style="list-style-type: none"> ● Sign-in sheets of presenters ● Letters of request ● Sign-in sheets of presenter ● 2k/5k Fliers ● Parent Newsletters ● Letters of request for presentations for each agency ● Teacher/Weekly Newsletters on Get Fit Announcements ● Pictures of improvements done on our school, in-kind donations ● List of agencies and donated items ● Dictionaries

Parent/Community and Student Achievement

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

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

Findings	Supporting Evidence
Our school community and parents are informed of student achievement of the academic standards and schoolwide learner outcomes.	<ul style="list-style-type: none"> ● Newsletters to Parents – Behavior Expectations
Before the school year begins, our school has a Parent Orientation in which parents are informed of any new information about academic standards, lunch, behavior expectations, uniform policies, and new requirements.	<ul style="list-style-type: none"> ● Parent Teacher Conferences (sign in sheets) ● Monthly school wide newsletter ● PowerSchool Parent Portal ● Report Cards
Marcial A. Sablan elementary (MASES) schedules an Open House soon after the start of the school year. The Open House allows parents to visit classrooms, and to meet with teachers to learn more about the academic standards and school wide learner outcomes. Parent - teacher conferences are held twice a year.	<ul style="list-style-type: none"> ● Progress Reports ● Parent Meetings ● Open House ● School Website
Teachers discuss if their child is mastering their academic standards and schoolwide learner outcomes. Parents are also informed through report cards, Monthly school wide newsletters, progress reports, School website, emails, Parent Portal in PowerSchool, phone calls, notes sent home, and home visits. Teachers also schedule parent meetings during the school week to meet to discuss their child's progress and any concerns.	

E2. School Culture Criterion

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

Safe, Clean, and Orderly Environment

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

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

Findings	Supporting Evidence
Marcial A. Sablan elementary school (MASES) adheres to the Standard safety procedures. These written policies and procedures are followed and enforced on the campus. The faculty and staff have been trained through district training, professional development workshops, faculty meetings, to ensure the safety for all students, school personnel and visitors.	<ul style="list-style-type: none"> ● School Handbook ● SOP ● School Conduct Procedural manual ● SPAM ● Emergency Response Plan

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One of the policies that ensures safety on our campus is staff monitoring the gates. During school hours, personnel check visitor's IDs and have them sign in and out at the entrance of the school. A pass is given to each visitor who remains on campus.

Monthly emergency drills are conducted to ensure efficient and timely responses to various emergencies that may arise. A daily FireWatch is maintained when fire alarms are not operable to prevent fires and to swiftly respond to and communicate a fire emergency if needed. A bell signal system is used as well as WhatsApp Broadcasts to school personnel. A communication system via WhatsApp is also implemented during emergencies to inform upper management and various response teams to assist the school. Teachers and staff are aware of those who do not have WhatsApp and ensure the information is passed on. The administrator, and staff also utilize radio communication to ensure safety. In addition, staff have designated areas to conduct a sweep during emergencies to ensure everyone is informed of the emergency being conducted and to account for their safety.

Annual district training for school administrators and selected staff on how to safely and legally conduct proper search and seizures for weapons and contraband. Staff are also trained in Safe Crisis Management procedures for students who need assistance in behavior control to ensure their safety and the safety of those around them.

MASES School Safety Liaisons are trained to work with Oceanview Middle School (OMS) Safety Liaisons twice annually to identify potential safety and health issues based on Department of Public Health & Social Services Division of Environmental Services Rules and Regulations Pertaining to School Sanitation. The team from OMS inspect our school using the Violation, Demerit Assignment Check List to formulate a report for our school to address. MASES School Safety Liaisons work with our Administrative Assistant to make work requests in the Munis system for Facilities and Maintenance Division to address the safety and health issues with our facilities. MASES School Safety Liaisons also conducts inspections at the school site throughout the year for potential new safety issues so they are addressed timely. A designated school aide also inspects fire extinguishers monthly and prepares them for annual service maintenance during the summer to ensure they are ready for use in case of emergencies at the beginning of each school year.

The school administrators are also trained and are kept informed of any changes to the Student Conduct Procedural Manual (SCPM) where Positive Behavioral Intervention and Supports (PBIS) framework, attendance, and discipline procedures are written. In addition, administrators are trained to handle situations such as assault and child abuse which is covered in the Student Procedural Assistance Manual (SPAM).

- Second Step Bullying Prevention Lesson plans
- District Policy on Bullying
- School handbook
- Letters of request for presentations on safety and bullying prevention

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A Positive Behavior Intervention and Supports (PBIS) Coach assists teachers and staff in the implementation of the (PBIS) framework which promote a positive and safe learning environment. Behavior expectations have been created for each location of the school that informs students about how to be respectful, responsible on safe while on campus. PBIS lesson plans are also being taught by the teachers and school counselor to reinforce the behavior expectations.

The school counselor provides lessons using the “Second Step Bullying Prevention Curriculum.” The lessons address our initiative as a school to decrease bullying and harassment. The lessons taught are also based on behavior data. Lessons are held in the month of October, which is “Bullying Prevention Month.” Presenters within the Law Enforcement Community have done presentations on Bullying Prevention, Cyberbullying, and the Crime Stoppers Program.

All students, parents, and school personnel must sign off on a technology Acceptable Use Policy document and Network and Technology waiver form as mandated by the school district. The school handbook also indicates internet safety policy. Digital Citizenship lessons are also done by each teacher to educate our students about internet safety.

Discipline and Behavior Management System

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

E2.2. Prompt: *Evaluate the effectiveness of the discipline and behavior management system to support student learning, growth, and development.*

Findings	Supporting Evidence
The Student Conduct Procedural Manual outlines the procedures for addressing discipline and students in need of behavior management.	<ul style="list-style-type: none">● School Behavior Matrix● PBIS Lesson plans● Referral document for social worker
MASES has implemented Positive Behavior Intervention and Supports (PBIS) program. A behavior matrix which outlines behavior expectations under the categories of Be Respectful, Be Responsible and Be Safe, has been created for each area of the school. School personnel has been trained on how to teach and recognize positive behaviors.	<ul style="list-style-type: none">● Cooperative Culture Meeting minutes● SWIS behavior data● School Counselor student log sheet
Teachers at MASES conduct lessons, titled, “Getting Along,” and also Positive Behavior Interventions and Supports (PBIS) lessons with their students. The “Getting Along Lessons,” are done at the beginning of the year to promote teamwork, peace path steps, and a positive environment within the classroom. The PBIS lessons entail students learning behavior expectations that are part of our Behavior Matrix. The behavior matrix indicates all behavior expectations students are to perform at all areas of the school.	<ul style="list-style-type: none">● Behavior Management plan templates● Child Study Team Document by Student Support Office● Referral to Student Support Services District Psychologist● Behavior Matrix● PBIS lesson plans

- Getting along lessons

Behavior Interventions implemented by teachers include praise for appropriate behavior, positive reinforcement, implementing behavior modification plans, communication with parents, referrals to the counselor for supportive counseling, lunch detention, and loss of privileges. A referral to the social worker is also done if teachers are unable to make contact with parents about behavior concerns.

The Cooperative Culture Committee consists of grade level representatives and support programs that analyze Office Discipline referrals to the office. The committee uses the behavior data each month to identify students in need of tier II or tier III support and also to create action plans to decrease problem behavior. Members also create monthly events to help promote positive choices among the students.

As part of the PBIS program, office discipline referrals are put into a Database called SWIS. The data base helps the school identify students who are in need of Tier II supports which require a designed behavior management plan and referral for supportive counseling by the school counselor.

Teachers also communicate concerns of students to the school counselor and principal who are not in the SWIS database to assist with behavior management. The school counselor creates a Tier II team that involves teacher, parent, principal, one support staff, and school counselor that will be a part of creating a behavior management plan.

If a student is in need of additional support, a referral to Student Support Office (SSO) will be done seek services from the District Psychologist.

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
Findings	Supporting Evidence
Students achievements are recognized and celebrated by the faculty, school staff and stakeholders during the school year to promote high expectations and to honor students' individuality. As part of reinforcing the expectations, the Pledge of Allegiance, National Anthem, Fanhoge Chamoru, school song, Inefresi, school's mission statement, vision, and schoolwide learner outcomes are recited during each school assembly.	<ul style="list-style-type: none"> ● Star of the Month (Bumper sticker, certificates, photos, parent invite, teacher reward) ● Honor roll certificates ● ACT-Aspire/SBA Awards Ceremony certificates ● Caught Being a Super Star ● Student work exhibited (hallways and class) ● CHamoru Month Gupot
MASES provides various student centered ceremonies and activities which are connected to our school's mission statement, and schoolwide learner outcomes. There are also activities, and curriculum that celebrates cultural	

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diversity and individual differences. Star of the Month is a ceremony that is used to celebrate a student's achievement in displaying behaviors in our behavior matrix (Be Respectful, Be Responsible, and Be Safe), good attendance, following uniform policy, and citizenship in and out of the classroom.

Each year, MASES has a Christmas Program showcasing the performing arts skills of all our students in all grade levels. It also promotes our school pride and enthusiasm. MASES has had a talent show at the end of the school year for students to showcase their cultural backgrounds, and talents.

Perfect Attendance awards are given to students on a quarterly basis and at the end of the year. Caught being a Star Raffle is an incentive for the students to practice and understand our behavior expectations of being respectful, responsible, and safe. Honor Roll Awards are given each year to students for academic achievement who meet the criteria for either A-Honor Roll or B-Honor Roll. Students are recognized at the end of each quarter. Students are also recognized for their academic performance in the Act Aspire Test (ACT) and Standard Based Assessment (SBA) in an awards ceremony.

Teachers display student work in their classrooms to celebrate individual differences, which also allows students to learn from their peers. Teachers also provide incentives and recognition within the classroom to encourage student academic goals.

Guam History and CHamoru Heritage Month start our CHamoru month festivities in March. Students participate in class activities such as creating or building the Guma Higai and practicing cultural songs and dances in CHamoru to participate in the (island-wide songfest). Other school activities include the school-wide CHamoru Program where students from each grade level perform for the school and the community.

Spelling Bee is a competition that is an annual event that encourages students to excel in this skill. The competition enables for one student to represent our school in the island spelling bee. Math Olympiad is an activity that stresses math achievement in our students. This math enables students to learn additional math skills in an after school program which prepares them to compete among other schools.

CHamoru

- Spelling Bee
- Christmas Program agenda
- Math Olympiad description
- Perfect attendance certificate template

Culture of Trust, Respect, and Professionalism

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

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

Findings	Supporting Evidence
Findings	Supporting Evidence
<p>The school community of MASE, demonstrate a culture of trust, respect and professionalism in different ways. The school community is committed to informing stakeholders of all facets of the school electronic media, school newsletters, printed materials, and also meetings.</p> <p>The Parent Teacher Organization has held meetings at different locations within the village to ensure stakeholders have an opportunity for input.</p> <p>Parent and student perception surveys are created and administered by teachers. The surveys provide feedback about teaching practices in order to make any needed improvements in the classroom.</p> <p>The school staff and faculty receives professional development training such as customer service and sexual harassment awareness that promotes continued professionalism, trust, and respect.</p>	<ul style="list-style-type: none"> ● Customer Service Training ● Sexual Harassment Training ● Perception Survey & their tallies used as part of the PTEP process to help teachers improve their teaching ● Posting of School Policies regarding Visitor Conduct

E3. Student Support Criterion – Personalization

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

Adequate Personalized Support

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

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

Findings	Supporting Evidence
Findings	Supporting Evidence
<p>MASES provides appropriate support to students in areas of academic assistance, health, career, and personal counseling.</p> <p>Teachers refer students to the Intervention committee if a student is experiencing academic difficulties. The Intervention conducts meetings with representatives from all grade levels to identify additional interventions the teacher can utilize. The interventions are documented in a Child Study team packet.</p> <p>We have a health counselor (nurse), who conducts various services such as health screening, health awareness and safety presentations in the classroom. The nurse does Body Mass Index (BMI) screening for all students at the start of each semester. The nurse presents to students during the BMI screening about the importance of eating healthy and exercising in order to improve their BMI. The nurse provides a report home to inform parents of their child's results at the end of the semester.</p> <p>Tutoring is provided as a form of academic assistance to students. The teacher assistants schedule weekly tutoring sessions. Tutoring covers</p>	<ul style="list-style-type: none"> ● TA Tutoring Sessions <ul style="list-style-type: none"> ○ Before School ○ During the instructional day ○ Aspire - afterschool ● BMI screening ● 504 documents ● IEP documents ● Sample behavior plans ● counselor logs ● Counselor referral forms ● counselor brochure ● child study team packet

subjects recommended by the teacher.

MASES' English as a Second Language (ESL) program offers services to students according to their testing scores completed by the ESL teachers. Students are provided sheltered ESL classes with modified curriculum, consultation and Pull-out services.

Students who have 504 services, have meetings within the school year to address concerns, or updates on services. Students who are in the special education program, have Individualized Education plans (IEP) meetings to review goals, and status of student's services.

In order to address academic, social, or emotional concerns, students can be referred by parents, teachers, staff, or administrator to the school counselor. Supportive counseling, behavior plans, or referrals for community resources can be done by the school counselor.

Direct Connections

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

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

Findings	Supporting Evidence
<p>MASES provides a variety of services to help students' learning needs. Teachers, administrator, the nurse, parents or support staff may refer students to the school counselor to assist in academics, social, and emotional needs.</p> <p>There are committees in which teachers can make referrals to address student needs. The Intervention committee addresses academic concerns and the Cooperative Culture committee assists with student behavior.</p> <p>All the interventions that are done for a student are documented in a Child Study Team Packet, and if a student is in need of more services, referrals can be made to the Division of Special Education, the District Psychologist, or for a 504 plan.</p> <p>The school health counselor (nurse) conducts Body Mass Index (BMI) screenings, schedules yearly hearing tests, evaluating student needs and providing referrals to doctors or services in the community.</p> <p>If attendance is a concern, teachers monitor and follow the Office Truancy Referral Form (OTRF) interventions. Referrals are made to the Truancy Officer as part of the interventions made in the OTRF.</p>	<ul style="list-style-type: none"> ● Nurse's log ● Hearing screening records ● Referrals forms ● Counselor logs ● Office Truancy Referral Forms (OTRF) ● Referral form for District Psych. ● Child Study team packet ● 504 documents

Strategies Used for Student Growth/Development

E3.3. Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in

the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum and instruction that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for intervention (e.g., ELL and other alternative learning programs).

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

Findings	Supporting Evidence
School leadership and staff develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.	<ul style="list-style-type: none"> • Lesson plans • IEP meeting documents • ESL student profile documents
Students at MASES are provided with alternative instructional options instruction. Teachers use different teaching strategies such as teacher driven instruction, student centered instruction with teacher as facilitators, hands on demonstration or practice, collaboration, peer tutoring, cooperative learning and assistance from the Teacher Assistants (TAs) in the classroom. The English as a Second Language program (ESL), also incorporate various strategies for each student according to the testing results the program does to meet student needs.	
The special education program consists of students identified as needing specialized support. Periodic meetings take place to review the progress of students in the program and determine the support needed.	

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	Supporting Evidence
Marcial A. Sablan elementary students have access to challenging, relevant and coherent curriculum.	<ul style="list-style-type: none"> • Aimsweb assessment • Gifted and Talented information
Students are tested each semester by using the AIMSWEB assessment to help place students in academic groups that will be challenging for them. Teachers assess students regularly to ensure students reach their true	<ul style="list-style-type: none"> • Gate listing • ESL documents

potential.

Marcial A. Sablan's Gifted And Talented Education (GATE) program provides services to students who are identified as exceptional students and are recommended by teachers, counselors and parents. These students must score in the 80th percentile in the Teacher Rating scale and the Wide Range Achievement Test (WRAT) assessment to move onto the next GATE assessment administered by the GATE tester. Progress is monitored to ensure student needs are met with activities that extend lessons to higher levels of learning and enrichment activities in academic areas.

The needs of English learners (ELs) at Marcial A. Sablan Elementary School are addressed in three program types: Consultation, Pull Out and Sheltered. Selected ELs are serviced in a pull out or sheltered program receiving lessons designed using Guam Department of Education (GDOE) grade level content standards and Common Core Standards other strategies. Those ELs who are not serviced in Pull Out or Sheltered programs are serviced on a consultation basis. Lessons for all ELs are modified as needed by the regular classroom teachers.

Curricular/Co-Curricular Activities

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

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

Findings	Supporting Evidence
Findings	Supporting Evidence
Schoolwide Learner Outcomes have become a part of each classroom and school assembly of Marcial A Sablan elementary. There are a variety of curricular/co-curricular activities that are provided to students. Teachers organize learning opportunities by taking students on field trips to places such as museums, and historical landmarks that support standards in subject areas.	<ul style="list-style-type: none"> • SLOs • Proficiency scales • Behavior matrix • Field trip forms • Math Olympiad information • Spelling Bee information • Letters of Request for presentations
Educational programs and events are also provided to students each school year support learning standards such as presentations by community partners, and government agencies. Students also have the opportunity to join in challenging educational competitions to enhance their skills such as the Spelling Bee, and Math Olympiad.	
Teachers provide opportunities in the classroom such as having cooperative learning groups that promote teamwork, self-discipline and leadership. Students are taught or stressed in becoming academically accountable by learning how to self-monitor their school work through the use of proficiency scales.	

Positive Behavior Interventions and Supports (PBIS) incorporates school activities that reflects the schoolwide learner outcomes by the creation of the behavior matrix which is the behavior matrix. Each student is taught the behavior expectations and recognized by classroom and schoolwide incentives.

Meeting Student Needs Through Curricular/Co-Curricular Activities

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

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

Findings	Supporting Evidence
<p>MASES regularly evaluates the degree to which curricular/co-curricular activities are meeting the needs of students who require access to a system of personalized support. Each grade level has professional learning community meetings in which they gather weekly to discuss academic data and student performance within their team. Student data is reviewed, strategies discussed, such as recommendations for additional support such as a referral to the Intervention committee. Collaborative Learning Teams meet to review academic data and review tips and strategies to use in the classroom for particular subject areas.</p> <p>MASES GET Fit weekly fitness activity takes place once a week throughout the school year to not only promote a healthy lifestyle but also to help make an impact on students' attitude and academic performance. This activity helps to make an effect on students' Body Mass Index (BMI) in which the school nurse screens each semester.</p> <p>Student perception surveys have been conducted which provides feedback for teachers to make adjustments to help meet students' needs.</p> <p>Students who are listed English as a second language are provided personalized support following ESL testing. Students are provided services such as in the form of either Pull out classes, Sheltered classes, or consultation. Teachers and ESL teachers monitor their academic progress. If students are still experiencing academic difficulties after two years of ESL services, teachers may request that the student be tested for Special Education Services.</p> <p>Individualized Education plan (IEP) meetings allow for monitoring the progress of students who are being provided special education services. Our Individualized Education Plan Coordinator (IEPC) provides that support to our students who are in the special education program.</p>	<ul style="list-style-type: none"> ● PLC Minutes ● 504 documents ● Special education listings ● ESL listing and documents ● GET-Fit Schedules ● Student perception surveys

The school counselor is the 504 coordinator who monitors students who have 504 plans. The students who meet the criteria of having a physical or mental impairment that affects one major life activity.

Student Perceptions

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

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

Findings	Supporting Evidence
Findings	Supporting Evidence
Students at MASES are given the opportunity to share their perspectives of their teaching and learning process in their classes. The surveys are given to the students to complete at the end of the school year. They are designed to meet the understanding of the students. Primary grades and Intermediate grades have a different survey. Teachers and the principal reviews and analyzes the results. The surveys provide feedback for teachers and principal if modifying instruction is needed.	Student Perception Surveys

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

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

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

Summary (including comments about the student learning needs):

The staff and faculty of Marcial A. Sablan elementary school (MASES) continue to provide support for each students' personal and academic growth. Student learning needs are being addressed by identifying students at risk, addressing behavior management, providing personalized support and utilizing community resources.

Parents continue to be informed of school events, learning objectives, and academic progress through scheduled conferences, monthly newsletters, home visits, school orientations, and open house events. Faculty and staff also work together in assisting students who are at risk, and are in need of additional support through utilizing various interventions and appropriate referral processes. The English as a Second language program (ESL) assists students with a personalized plan and collaborates with teachers according to student testing results. Health screening, student perception surveys, and referrals for counseling helps to address student academic, health, and emotional needs.

The students of Marcial A. Sablan elementary are being given a variety of enrichment opportunities that support our mission and schoolwide learner outcomes through networking and obtaining resources within the community. Community partners have continued to also provide that support in our annual events, Get Fit fitness activity and maintenance of school grounds. Educational presentations, physical activities, and in-kind donations are also products of our networking within the government and local businesses.

The Faculty and staff also strive in celebrating student achievement. Students are recognized for quarterly honor roll awards, district wide testing scores, and positive behavior. MASES also celebrates individuality and culture through the school events such as CHamoru month, and performances.

Prioritize the strengths and areas of growth for Category E.

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

- Networking with community resources that provide educational presentations for our students and services in maintaining school grounds. (Businesses, Mayor's Office, government agencies)
- Parents and the school community are informed of student achievement of the academic standards and schoolwide learner outcomes through the curricular/co-curricular program.(Monthly newsletters, school planner, website)
- Celebrating student achievement (awards ceremonies for academics, behavior, attendance)
- Personalized support with the resources we have. (tutoring, aspire, online computer support such as Khan Academy, and IXL)

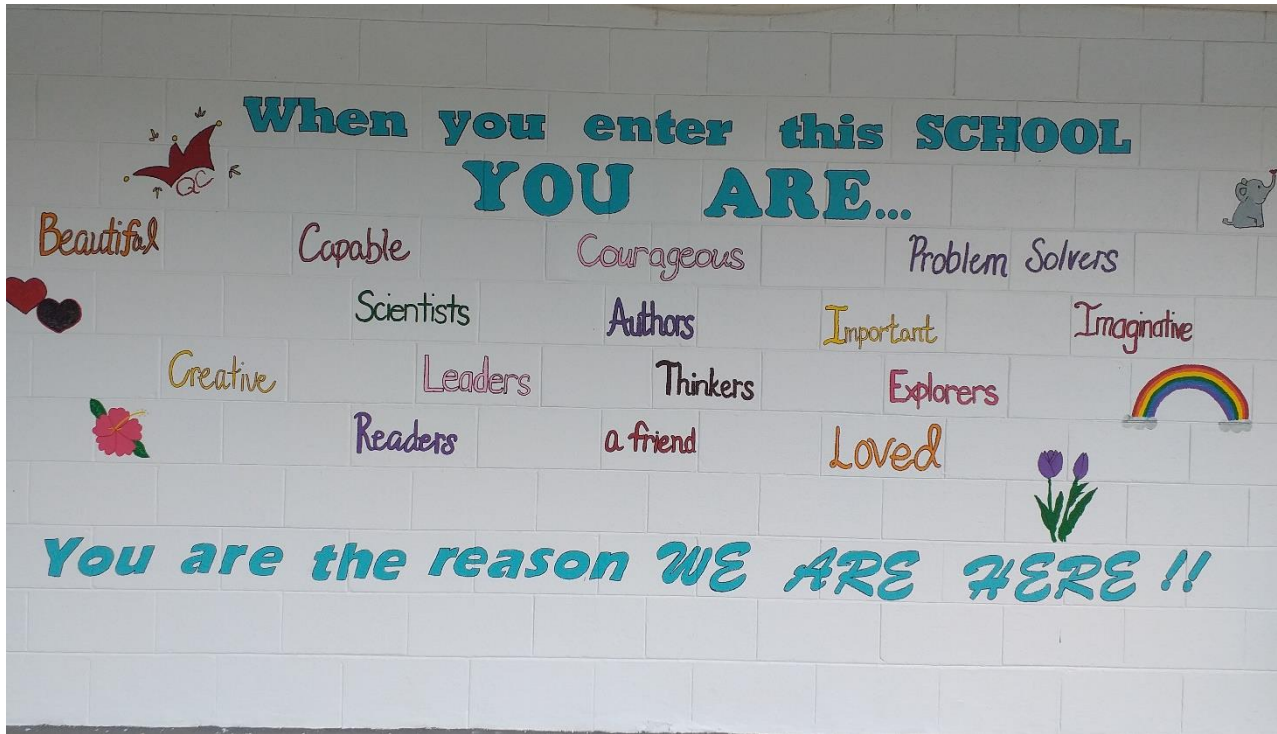
Category E: School Culture (Environment) and Support for Student Personal and Academic Growth: Areas of Growth

- Review and adjust our school's Positive Behavior Intervention and Supports (PBIS) program to reinforce positive behavior in the school and address student learning needs. (E2.2 Discipline and Behavior Management System)
- Increase parental involvement in reinforcing academic skills and behavior expectations.

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- Align Solution Network activities and responsibilities (Intervention, Parent and Community Involvement and Cooperative Culture) to address student learner needs. (E4.2 Evaluate curricular/co-curricular activities)

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



Chapter V

Schoolwide Action Plan

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Standards Based Grading
- Parent Involvement
- Differentiated Instruction
- Behavior Interventions
- Solution Network

Chapter V: Schoolwide Action Plan

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

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

- At MASES, the faculty and staff are committed to learning and refining our roles to support student achievement by participating in on-going district and school level professional development.
- The school's vision, mission and SLOs are displayed in various areas on campus and reinforced on a daily basis by having everyone recite and understand them. A rubric of the SLOs was also created to support the learning objectives, "I can statements," priority standards, and goals.
- CHamoru Language and Culture program incorporates the vision, mission and SLOs by having students recite them in CHamoru.
- There is an increased number of mobile laptops, Ipads and tablets for classroom use and with it increased use of technology by students. We have increased our number of laptops to 346 in 2019 as compared to 2016, we only had 32 student laptops.
- Library has purchased new technology to meet the growing demands of technology.

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

- The teaching faculty of MASES utilizes proficiency scales aligned to district priority standards, designed to help students gauge their learning and progress.
- Teachers meet bi-weekly to discuss data and plan ways to better monitor student growth and make necessary adjustments to their planning and teaching to meet student needs.
- MASES uses a variety of resources available to stimulate the academic growth of students, expose students to different career fields, and create meaningful connections between subject matters.
- Teachers actively incorporate technology into their content areas and class activities to reinforce and expand on skills.

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

- Teachers provide multiple learning opportunities for students using a variety of resources that reflect standards-based learning.
- Standards selected by the district were then aligned to proficiency scales that were created for Math and ELA. As part of gaining understanding about standards-based student learning, perception surveys were completed by students at the end of the school year for their feedback on learning environment, delivery of instruction, and overall teacher performance.
- Student learning is enhanced with technology activities since standards are embedded in lesson plans or units of study.
- MASES classrooms display a variety of artifacts through student projects, work, or group activities as well as visible standards-based targets and "I Can" statements.

Category D: Assessment and Accountability: Areas of Strength

- Multiple assessments are used for various reasons that can help teachers determine how to tailor their lessons to student needs and to monitor student progress.
- During PLC meetings, data results are discussed and an action plan is generated to work towards addressing any area of needs and SMART goals are made based for the school's goal for Reading and Math.
- Administrator and faculty review data, modify school and grade level goals, ensuring what is realistic and achievable. Assessments like AIMSWEB also provides data for parents to review.
- Grade levels discuss and reevaluate their pacing calendar and proficiency scales to better ensure student success to include accommodations or modifications in the curriculum for individual students under SPED or ESL to ensure that they are meeting their goals and objectives in the relevant content areas.

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

- Networking with community resources that provide educational presentations for our students and services in maintaining school grounds. (Businesses, Mayor's Office, government agencies)
- Parents and the school community are informed of student achievement of the academic standards and schoolwide learner outcomes through the curricular/co-curricular program.(Monthly newsletters, school planner, website)
- Celebrating student achievement (awards ceremonies for academics, behavior, attendance)
- Personalized support with the resources we have. (tutoring, aspire, online computer support such as Khan Academy, and IXL)

Goal 1: Improve Marcial A. Sablan Elementary School's implementation of Standards Based Grading.

Objective 1: Marcial A. Sablan Elementary School will update its vertical alignment with new adoption of Next Generation Science Standards and revisions to District Priority Standards, Skills, and Topics.

Guam Education Board 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."

SLO Alignment: Academically Accountable

ACTIVITY	PERSONS RESPONSIBLE	TARGET DATE	RESOURCE	PROJECTED/DESIRED OUTCOMES	ASSESSMENT	STATUS
1.1.1 Each grade level will review their consensus maps	Teachers	May 2020 ELA May 2021 Math May 2022 Science May 2023 Social Studies	- CCSS - Consensus maps - District Priority Standards, skills and topics (PSST)	- Specify, discuss and prioritize (5) standards per quarter	Completed Consensus Map	Initial Planning
1.1.2 Each grade levels review the previous grades consensus maps	Teachers	February 2021 ELA February 2022 Math February 2023 Science February 2024 Social Studies	Grade levels Consensus Maps	- List pre-requisite for previous grade level	Collaborative Team Minutes	Initial Planning
1.1.3 Meet with previous grade level for collaboration of standards	Teachers	May 2021 ELA May 2022 Math May 2023 Science May 2024 Social Studies	- List of prerequisites	- Finalize common standards for the pre requisites	Collaborative Team minutes	Initial Planning

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1.1.4 Meet with grade levels to finalize Priority standards	Teachers	September 2021 ELA September 2022 Math September 2023 Science September 2024 Social Studies	- Pre-Requisites -Consensus Maps	- Applying priority standards	Vertical Aligned Standards	Initial Planning
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Objective 2: Marcial A. Sablan Elementary School (MASE) will improve collaboration schoolwide and within grade-level for developing curriculum, instruction, and assessments.

Guam Education Board 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.”

SLO Alignment: Self-Disciplined, Team Workers, Academically Accountable, Responsible Leaders, Self-Assured citizens

ACTIVITY	PERSONS RESPONSIBLE	TARGET DATE	RESOURCE	PROJECTED/DESIRED OUTCOMES	ASSESSMENT	STATUS
1.2.1 Grade Levels will meet and develop PLC Norms, agreed upon processes for decision making, roles and responsibilities of each member (facilitator, secretary, data analyst, etc)	Teachers	August of each year	-PLC template	-Improved decision making, collaboration	Group Norms, calendar of meeting dates, agreed upon processes, meeting minutes.	Initial Planning
1.2.2 Each grade level develops proficiency scales for Science, Social studies, and other content. Revise existing to address changes to	Teachers	May 2021 Annual review thereafter	District PSSTs and other guidance, NGSS standards, CCSS, GDOE other content standards, GDOE Technology Standards, DOK	- Objectives clearly stated, students understanding of their progress in meeting standards at target level, students are able to monitor their progress using proficiency scales and data tracking sheet, increased student achievement.	-Proficiency scales -student data tracking sheets -student SBG grades -DWA results -PLC Minutes	Initial Planning

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identified District PSST and rigor			wheel, student tracking sheet			
1.2.3 Revise Common Formative Assessments to align with rigor in Proficiency Scales	Teachers	May 2021 Annual Review thereafter	District PSSTs and other guidance, NGSS standards, CCSS, GDOE other content standards, GDOE Technology Standards, DOK wheel, student tracking sheet	-Improve CFAs to be rigorous and aligned to proficiency scales that will inform instruction and targeted interventions	-CFA data -PLC minutes discussing data and decision(s) made for instruction and interventions -student data tracking sheets -student SBG grades -DWA results	Initial Planning
1.2.4 Improve the use of instructional strategies that address all learners	-Principal -Teachers -GDOE CI&I -Instructional Coach -ESL Coordinator	Ongoing	District Professional development Calendar for all content areas - CITW (focus on Creating environment components) -SIOP (focus on 2 components per year) -Differentiated Instruction Professional Development in Mathematics strategies and reading	-Improved lesson plans and activities that have real world applications -Improved instruction that will engage students in learning	-Professional Development Planner (school level) -District Professional Development participation -Lesson Plans -PLC minutes -student data tracking sheets -student SBG grades -DWA results	Initial Planning
1.2.5 Use various student data to develop SMART GOALS	-Principal -Teachers -GDOE CI&I -Instructional Coach	Ongoing	Data from -ACT Aspire -SBA -AIMSWEB -SRI -CFAs -Pre-Post Tests	SMART Goals are developed to increase student achievement to meet grade level expectations.	-SMART Goals -Student growth data from listed assessments -SBG grades -Lesson Plans -student data tracking sheets	Initial Planning

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Objective 3: Marcial A. Sablan Elementary School (MASE) will improve the use of technology to provide interventions and support for differentiated instruction to increase student achievement in mathematics and reading.

Guam Education Board 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.”

SLO Alignment: Academically Accountable, Self-Assured citizens

ACTIVITY	PERSONS RESPONSIBLE	TARGET DATE	RESOURCE	PROJECTED/DESIRED OUTCOMES	ASSESSMENT	STATUS
1.3.1 Identify and obtain web-based mathematics and reading applications that provide practice and assessments to improve mathematics and reading skills.	-Principal -Teachers	May 2021	Web-based math and reading applications. -Khan Academy -IXL -Achieve 3000	Students will improve their mathematics and reading skills with interventions and supports tailored to their individual needs.	-DWA assessments in SBA and ACT Aspire -CFAs -Student SBG grades -AimsWeb	Ongoing
1.3.2 Library resources to support student achievement and use of technology	-School Librarian	May 2026	-ALA/AASL 21 st Century Standards -GDOE Library Program Guidelines -Elementary Librarian Curriculum digital integrated and print accessible -GDOE Technology Standards -ISTE Standards	Students will expand their learning experiences and reinforce classroom instruction using library resources in order to increase literacy (reading, writing, numeracy, technology). Teachers will utilize the library resources to supplement and enhance their instruction.	-Library sign in sheets -Library Plan -Library schedule -Library inventory -Digital subscriptions	Ongoing

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Goal 2: Increase parent involvement with and understanding of school curriculum, instruction, assessment, and behavior expectations.

Objective 1: Marcial A. Sablan Elementary School will increase parents' understanding of curriculum, instruction, assessments, and behavior expectations through various parent events.

Guam Education Board 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."

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

SLO Alignment: Team Workers, Responsible Leaders, Self-Assured Citizens

ACTIVITY	PERSONS RESPONSIBLE	TARGET DATE	RESOURCE	PROJECTED/DESIRED OUTCOMES	ASSESSMENT	STATUS
2.1.1 Student Led Parent Teacher Conference in which students play a role in explaining their grades and progress to their parent instead of the teacher	-Teachers	SY 2020-2021 Annual thereafter	-Student report card -Student work / portfolio	-Increase in parent involvement and understanding of student's academics. - Increase student performance and practice of SLO's.	-Parent Sign-in sheets - student grades -Calendar -student SBG grades -Proficiency Scales	Initial planning
2.1.2 Family and School Together (FAST) is an event in where parents are invited to their child's classroom to learn about the grade level skills and behavior expectations.	-Parent Involvement and Community Connection committee -Teachers	SY 2020-2021 Annual thereafter	GDOE content standards Teacher curriculum	-Increase parent involvement and create a positive connection between school and home. - Increase the completion of homework -Improve student scores	-Parent sign-in sheets -Parent feedback sheets -Student grades -Calendar of event in conjunction with Open House	Initial planning
2.1.3 Provide a parent workshop that will explain what the 5 Cooperative	Cooperative Culture Committee	SY 2020-2021 Annually thereafter	Success for All materials; Getting Along lessons	To increase the parents understanding of the cooperative standards so that they can help reinforce and	-Parent sign in sheets at workshops -SWIS Behavior Data	Initial Planning

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Standards are all about.				encourage specific learning goals and appropriate behavior.		
2.1.4 Second Cup of Coffee to hold mini-lessons about SBG, CCSS, District PSST, and proficiency Scales	-Parent Involvement and Community Connections Committee -Teachers	SY 2020-2021 Annually thereafter	-SBG Handouts -Curriculum Map -District PSST -Proficiency Scales -CCSS -mini-lesson plans -coffee and cups -snacks	To increase parents understanding of curriculum, standards based grading and how students are being graded.	-Parent sign in sheets to event -Calendar of Second Cup of Coffee dates -Parent survey	Initial Planning

Goal 3: Improve Marcial A. Sablan Elementary School's implementation of the Positive Behavior Intervention and Supports (PBIS) framework.

Objective 1: Marcial A. Sablan Elementary School will decrease the number of student office discipline referrals.

Guam Education Board 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."

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

SLO Alignment: Self-Disciplined, Team Workers, Responsible Leaders, Self-Assured Citizens

ACTIVITY	PERSONS RESPONSIBLE	TARGET DATE	RESOURCE	PROJECTED/DESIRED OUTCOMES	ASSESSMENT	STATUS
3.1.1 Teach the 5 Cooperative Standards: <ul style="list-style-type: none"> Active Listening Help and encourage each other Everybody participates 	-Cooperative Culture Committee -All teachers	SY 2020-2021 Annually thereafter	-Professional Development -Success for All materials; Getting along lessons	Increase the students' positive participation in the learning process	Evaluate the individual teams' team participation by checking their points as noted on the SFA team score sheets	Initial Planning

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<ul style="list-style-type: none"> • Tell your answer and explain why • Complete tasks on time 						
3.1.2 Implement Class Council Meetings	-Cooperative Culture Committee -All teachers	SY 2020-2021 Annually thereafter	-Professional Development -Success for All materials; Getting along lessons -Class Council Meeting Format -Peace Path	Increase the students' positive participation in the learning process, improve students' ability to resolve conflicts, improve problem solving skills.	-Class Council Minutes -Discipline Data	Initial Planning
3.1.3 Caught Being a Star tickets will be given to students who are displaying the 5 cooperative standards. The tickets will be used to purchase prizes at a student store.	-Cooperative Culture committee - Teachers -Staff	SY 2020-2021 Annually thereafter	-Star ticket template -Store items	Decrease number of student referrals and increased positive behaviors.	-SWIS Behavior Data -Number of tickets each has gained per month.	Initial Planning

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Goal 4: Improve the effectiveness of the Solutions Network Committees

Objective 1: Marcial A. Sablan Elementary School will re-align Solutions Network Committee activities to the school action plan and learner needs.

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

Guam Education Board #5 “All GDOE operations activities will maximize the critical uses of limited resources and meet high standards of accountability.”

SLO Alignment: Team Workers, Responsible Leaders

ACTIVITY	PERSONS RESPONSIBLE	TARGET DATE	RESOURCE	PROJECTED/DESIRED OUTCOMES	ASSESSMENT	STATUS
4.1.1. Create and use a master list matrix that helps each committee assess their responsibilities and activities that will address student learner needs	Committees	End of the school year 2020	-Matrix -Working Smarter Matrix	-Increase efficiency -Increase organization of school activities -increase productivity of each committee -Increase parent involvement and student academic performance -Improved alignment to student learner needs.	- parent surveys -student perception surveys - committee calendars -school calendars -student academic scores -Solutions Network Committees minutes	Initial planning