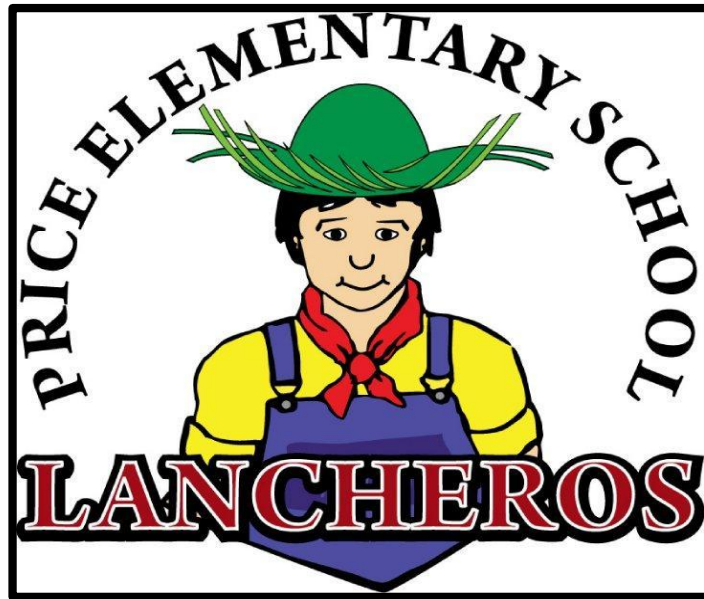


Capt. H.B. Price Elementary



WASC Self-Study Report 2018-2019

Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

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

The self-study process helped to establish a purposeful community within the school. The development of a purposeful community enabled all staff and stakeholders to come together to support student achievement and to address our critical learner needs in the areas of critical thinking and communication. The elements of a purposeful community include: agreed-upon processes, collective efficacy, use of all available assets, and outcomes that matter to all. Through the self-study process, all the elements of a purposeful community came into play as various facets of the school worked cooperatively toward meaningful outcomes that could only be achieved through a collaborative effort (Waters & Cameron, 2007).

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

In SY 2015-2016, the self-study process fostered the revision of the school vision and mission statements as well as the creation of the SLOs. As part of the self-study process, each grade-level developed a rubric to monitor the attainment of Student Learner Outcomes (SLOs) in respects to two critical learning areas. The two critical learning areas that were identified were communication and critical thinking. The critical learning areas were determined based on school data and teacher collaboration. The grade-level rubrics were created to assess student progress in regards to the achievement of SLOs. Use of the rubrics was implemented in SY 2017-2018. At the end of the Fall and Spring semesters, parents were given a progress report detailing their child's progress toward the attainment of target SLO goals for each grade-level. In regards to academic standards, teachers use the Guam Department of Education District Maps to determine what standards need to be taught. Students' achievement of academic standards is measured using various methods (assignments, projects, proficiency scales, Common Formative Assessments, interim assessments, and district summative assessments). As part of the self-study process, at the end of each school year, the school meets as a whole and in vertical teams to conduct a curriculum review to discuss any gaps in the teaching of

standards. For the Common Core State Standards and GDOE Curriculum Map please refer to the GDOE Website link:

<https://sites.google.com/a/gdoe.net/curriculum-and-instruction/home/curriculum-instruction-resource-page>

3. The analysis of data about students and student achievement.

The school self-study process has enabled stakeholders from our school organization to evaluate and improve the system of collecting, analyzing, and using student data to increase student achievement in academics and behavior. The administration, faculty and staff have participated in numerous professional development within the past three years to increase their data literacy specifically in the areas of data collection and analysis. The professional developments connected the analysis of data with creating goals, driving decisions, and improving student learning.

The assessment framework and system has been created and is used to support students in meeting academic standards, behavior expectations, and school wide learner outcomes. The framework is also aligned with the Guam Department of Education State Strategic plan, school-wide, and classroom goals. Although the system is in place and has tremendously improved, incorporating multiple ways of evaluating student learning, there is much needed improvements in communication of data and providing feedback in a timely manner with all stakeholders.

In this self-study, you will review the finding and evidence of the analysis of data about students and student achievement. Multiple assessments in place, such as district wide, universal screeners, common formative, teacher made tests, Positive Behavioral Interventions and Supports system, and School Wide Learners Outcomes Rubrics, have provided a wealth of data to guide stakeholders in supporting student learning. The strengths and weaknesses of this system have been identified and used to guide the next steps in our action plan.

4. 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 school self-study process has allowed CHBPES faculty and staff to improve its impact on student learning in relation to schoolwide learner outcomes, academic standards and ACS WASC criteria by underscoring areas of strength and illuminating areas of growth. The process has revealed gaps in curriculum as well as highlighted research-based practices that have proved to be successful in improving student outcomes. The self-study process has facilitated the identification of critical learner needs and allowed for a process to assess

progress towards the attainment of those needs in relation to the SLOs. The data analysis of SLOs is implemented across the curriculum and is used to adjust and enhance instructional content. Moreover, we were able to implement additional programs to impact our SLOs.

Programs that were implemented to increase student academic growth, due to formal and informal assessments data, were Fountas and Pinnell, SSIP, Explorer Kits, and Achieve 3000.

Programs that were implemented to decrease student discipline referrals, increase student engagement, and impact character development were PBIS, SPARKS, and community resources (i.e. SSHS, GW, UOG, Military, etc...).

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

The self-study process enabled the school community to come together and examine our areas of strengths and areas of need. Through this examination, the long-range action plan for the school was developed in alignment with the district's State Strategic Plan, the WASC follow-up areas, and the critical learner needs of communication and critical thinking. Central to the creation of the plan is ensuring that all stakeholders in the school community are given the opportunity each year to provide input regarding the SMART goals, the timelines, strategies, action steps, and evidence of effectiveness that are embedded in the action plan. In addition, the self-study process provides the mechanism, through the facilitation of a purposeful community, to ensure that the plan is being implemented and monitored to determine if adjustments need to occur in strategies and action steps. Moreover each year, data for the SMART goals is reviewed and analyzed to determine next steps for the subsequent school year.

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

Background



Nestled amid the hustle and bustle of Mangilao in the heart of Guam is Captain H.B. Price Elementary School, home of the Lancheros. Price Elementary, as the school is commonly known, serves 700 students from Pre-school GATE, Head Start, and Kindergarten through 5th grade. Inspired by the school's mission centered on educating the whole child, the Price Elementary school family strives for excellence by empowering students to become productive community members. Price Elementary is located on the eastern shore of Guam in the village of Mangilao. According to the Guam 2010 Census, Mangilao has a population of 15,191 residents.

Moreover, Mangilao serves as an epicenter of education containing Guam's only university and community college, located only a few miles away from Price Elementary. Thriving since 1958, Price Elementary was named after the 30th governor of Guam, Naval Captain Henry Bertram Price. Captain Price served as governor of Guam from 1923-1926. In the short time that he was governor, Captain Price provided the catalyst for farmers to become self-sufficient. He established the Department of Agriculture which, even today, remains a fixture in Mangilao and is located across Price Elementary. He is also credited for building roads in Mangilao to increase access for farmers, as well as a school, and a dairy factory. Therefore, inspired by Capt. Price, the school's mascot is the Lanchero, a Chamorro word which translated in English means "farmer". The Lanchero spirit continues to embody the vision set forth by Capt. Price nearly a century ago, as the faculty, staff, students, and parents of Price Elementary continue to be steadfast in their mission of sowing and cultivating the seeds of learning in students in a resolute determination to enable all students to become self-sufficient and valuable global citizens.

Political and Educational Structure



Guam is a territory of the United States of America. The executive branch of the government is led by Governor Eddie Baza Calvo and Lieutenant Governor of Guam Ray Tenorio. The legislative branch of the government consists of a unicameral body consisting of 15 senators. The legislature has budgetary oversight to the Government of Guam and the Department of Education. Another influential component of the political and education structure is the Guam Education Board. The Guam Education Board (GEB) has the authority to delegate its powers through Public Law 31-19, 17 GCA §3101-3133; whereas, previously the GEB was strictly a policy board. Therefore, public law now supersedes policy. The Guam Education Board (GEB) website states: The Guam Education Board (GEB) consists of eleven members, which include six elected members who serve a term of two years; three appointed members who serve a term of three years; a non-voting student member elected by the Island-wide Board of Governing Students (IBOGS); and a non-voting member appointed by the exclusive bargaining unit which represents teachers and other employees within the Guam Department of Education. This board creates and oversees all policies of the Department of Education. The make-up consists of eleven members, six of whom are elected for a two-year term and three appointed members who serve a three year term. There is a non-voting student member and teacher representative who speak on behalf of the students and teachers. The Superintendent and Chief Executive Officer is Mr. Jon J.P. Fernandez. His primary roles are to administer the Board Policies in addition to facilitating the overall operation of the department.

Population



Based on the 2010 United States Census Bureau, there are 159,358 residents who call Guam home. Price Elementary is nestled in the central village of Mangilao, home to 15,191 residents. The 2010 Census states that Guam's ethnic melting pot consists of Chamorro's - 37.1%, Filipinos-26.3%, other Pacific Islanders - 11.3%, White - 6.9%, mixed ethnicity - 9.8%, and other ethnic - 2.3%.

The social economic status of Price Elementary students is reflected in the percentage of the student population who qualify for free or reduced meals. For SY 12-13, 72% of the student population were eligible for free or reduced meals. In SY 13-14, 64% of students were qualified for free or reduced meals. Since SY 14-15, 100% of Price Elementary students receives breakfast and lunch meals at no charge under the Community Eligibility Provision of National School Lunch and School Breakfast Program (see Fig. 1). The aforementioned program allows all students at Price Elementary to receive a healthy breakfast and lunch at school at no cost to the household each day of the school year.

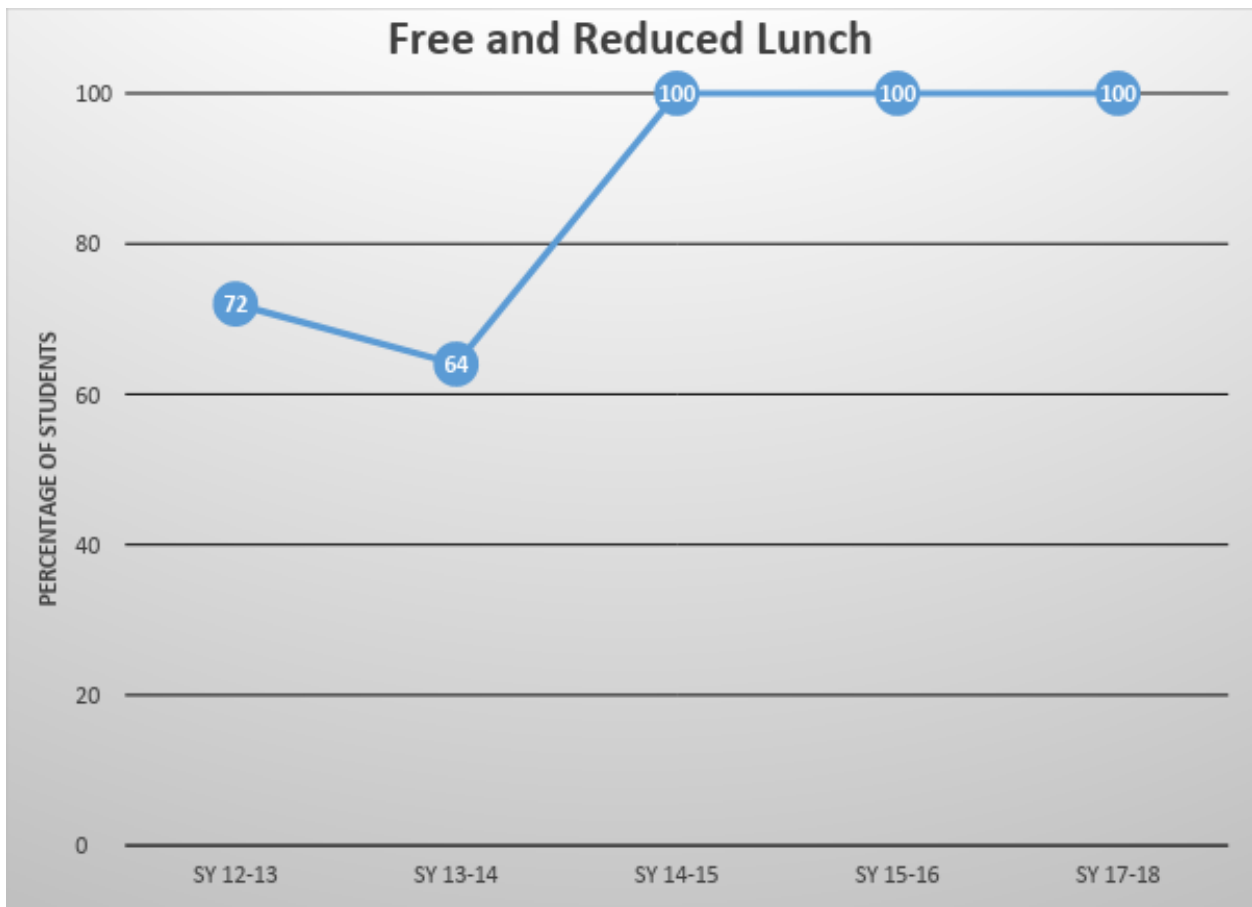


Figure 1: Free and Reduced Lunch

Economic Influences

According to the Guam Visitors' Bureau 2012 annual report, the island attracts about 1.3 million tourists. Tourism fuels and has historically influenced this island as it is now a billion-dollar industry that supports 10,000 jobs. Aside from the main economical influences of tourism, the island thrives on the Department of Defense's installations and locally owned businesses for revenue. The neighboring businesses within Mangilao consist of local restaurants, neighborhood stores, gas stations, churches, schools, and colleges. The University of Guam, the Guam Community College, Public Health, Santa Teresita Church, Ron's Diner, and Payless Supermarket are just a few of the institutions within the community of Mangilao.

WASC Accreditation History

CHBPES received initial accreditation in April of 2016. The school is currently completing its self-study in preparation of WASCs' visit in Spring of 2019.

Mission, Vision and Schoolwide Learner Outcomes

The State Strategic Plan (SSP), "20/20: A Clear Vision for the Education on Guam" was officially adopted by the Guam Education Board on September 23, 2014. In alignment with the SSP, CHBPES has established a clear vision and mission (purpose) that reflects the beliefs and philosophies of the institution. CHBPES has collaboratively created a clear statement of purpose that reflects the beliefs and philosophy of the institution while remaining consistent with the overall vision of the Guam Department of Education (GDOE).

GDOE Vision Statement

"Every Student: Responsible, Respectful, and Ready for Life"

GDOE Mission Statement

Our Educational Community

Prepares all students for life, Promotes excellence,
and Provides Support.

GDOE State Strategic Plan

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

Goal 2: All Guam Department of Education students will successfully progress from grade to

grade and from one level of schooling to another in order to maximize the opportunities to successfully graduate from high school.

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

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

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

CHBPES Mission Statement

Captain H.B. Price Elementary School community promotes the development of the whole child by fostering a relevant and challenging curriculum that enables all students to become productive community members.

CHBPES Schoolwide Learner Outcomes (SLOs)

- P – Prepared for Life
- R - Responsible and respectful citizens
- I – Innovative and resourceful thinkers
- C – Collaborative problem solvers
- E – Effective communicators

SLOs Rubric

In SY 2016-2017, each grade-level developed a rubric to monitor the attainment of SLOs in respects to two critical learning areas. The two critical learning areas that were identified were communication and critical thinking. The critical learning areas were determined based on school data and teacher collaboration. The grade-level rubrics were created to assess student progress in regards to the achievement of SLOs. Use of the rubrics was implemented in SY 2017-2018. At the end of the Fall and Spring semesters, parents were given a progress report detailing their child's progress toward the attainment of target SLO goals for each grade-level. The figures below represent the rubrics created for each grade-level.

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Kindergarten SLOs Rubric

School-Wide Learner Outcomes (SLOs) Reporting Rubrics

Student's Name	Homeroom	Reporting Teacher	Semester	SY
			1 st 2 nd	

Kindergarten Critical Learner Needs / SLOs	Score	Teacher's Comments
Critical Thinking		
P – Student is able to use decision-making skills in all situations and follow school rules.		
R – Student is able to make appropriate decisions in all situations.		
I – Student is able to generate their own thoughts and ideas.		
C – Student is able to work together to solve a problem (work/play).		
E- Student is able to think and process information before he/she acts.		
Communication		
P – Student is able to demonstrate effective use of expressive and receptive language when communicating with adults and peers.		
R - Student is able to communicate respectfully and appropriately.		
I – Student is able to lead discussions and express thoughts and ideas.		
C – Student is able to take turns sharing ideas.		
E- Student is able to communicate their wants and needs.		

Scoring Rubric

4– Exceeds expectation

3 – Meets expectation

2 – Partially meets expectation

1 – Does NOT meet expectation

Figure 2: Kindergarten SLOs Rubric

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1st Grade SLOs Rubric

School-Wide Learner Outcomes Reporting Rubrics

Student’s Name	Homeroom	Reporting Teacher	Semester	SY
			1 st 2 nd	

First Grade Critical Learner Needs / SLOs	Score	Teacher’s Comments
Critical Thinking		
P – Student is able to apply what they have learned to make wise decisions.		
R – Student is able to understand diversity and respect themselves as well as other.		
I – Student is able to apply what they have learned to solve problems within their environment.		
C – Students will be able to work with others to define a problem and to develop a plan to solve the problem.		
E- Student is able to clearly define the problem and ways to solve the problem.		
Communication		
P - Student is able to appropriately express his/her thoughts and emotions independently.		
R – Student is able to use appropriate language to express emotions and to mediate when conflict arises amongst peers.		
I – Student is able to articulate different strategies about solving issues within their environment.		
C – Student is able to communicate with peers on solutions to fix problems. Student knows when to seek adult assistance.		
E-Student is able to understand the consequences of not expressing themselves appropriately.		

Scoring Rubric

4 – Exceeds expectation

3 – Meets expectation

2 – Partially meets expectation

1 – Does NOT meet expectation

Figure 3: 1st grade SLOs Rubric

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2nd Grade SLOs Rubric

School-Wide Learner Outcomes Reporting Rubrics

Student's Name	Homeroom	Reporting Teacher	Semester	SY
			1 st 2 nd	SY-17-18

Second Grade Critical Learner Needs / SLOs	Score	Teacher's Comments
Critical Thinking		
P – Student is able to think about real life situations (being prepared, establishing good work habits, and working with others) and work towards being prepared.		
R – Student is able to follow school rules and respect others and themselves in making right decisions.		
I - Student is able to be resourceful, model creative thinking, and apply what they learn daily.		
C – Student is able to work with adults and peers towards finding solutions.		
E- Student is able to think and share their needs, wants, and ideas while being mindful of others.		
Communication		
P – Student is able to communicate in dialogue to express their needs, wants, and ideas daily.		
R - Student is able to use kind words and actions when communicating with peers and adults, taking ownership of their choices, and learning from it.		
I - Student is able to share ideas, listen to the ideas of others, and produce positive learning outcomes.		
C - Student is able to communicate with others in producing solutions academically and socially, resolving conflicts, and making responsible choices.		
E- Student is able to communicate their needs, wants, and ideas while being mindful of others.		

Scoring Rubric

- 4 – Exceeds expectation**
- 3 – Meets expectation**
- 2 – Partially meets expectation**
- 1 – Needs assistance to meet expectation**

Figure 4: 2nd grade SLOs Rubric

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3rd Grade SLOs Rubric

School-Wide Learner Outcomes Reporting Rubrics

Student's Name	Homeroom	Reporting Teacher	Semester	SY
			1 st 2 nd	SY 17-18

Third Grade Critical Learner Needs / SLOs	Score	Teacher's Comments
Critical Thinking		
P – Student is able to analyze and evaluate real life situations and be able to find solutions.		
R – Student is able to follow school rules. Student is able to abide by governing laws and rules.		
I - Students is a creative and resourceful thinker. Students is able to use limited resources and to think outside the box.		
C – Student is able to use critical thinking skills to work towards finding a solution with others.		
E- Student is able to work with others to find a gainful outcome.		
Communication		
P – Student is able to effectively share and exchange information, news, and/or ideas with citizens.		
R - Students is able to communicate responsibly and respectfully in the community.		
I - Students is able to communicate their creativity and resourcefulness.		
C - Students is able to communicate and explain solutions to a problem among their peers.		
E- Students is able to communicate effectively with others.		

Scoring Rubric

- 4 – Exceeds expectation**
- 3 – Meets expectation**
- 2 – Partially meets expectation**
- 1 – Needs assistance to meet expectation**

Figure 5: 3rd grade SLOs rubric

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4th Grade SLOs Rubric

School-Wide Learner Outcomes Reporting Rubrics

Student's Name	Homeroom	Reporting Teacher	Semester	SY
			1 st 2 nd	SY 17-18

Fourth Grade Critical Learner Needs / SLOs	Score	Teacher's Comments
Critical Thinking		
P – Student uses planning and organizational skills to be prepared for success. (examples: planner and notes are signed by parents, comes to class prepared, homework is completed.		
R – Student accepts others for their differences, weighs pros and cons, and helps someone in need.		
I – Student is able to find alternative solutions.		
C – Student is able to work in a team.		
E- Student thinks before speaking their mind.		
Communication		
P – Student is able to communicate effectively both verbally and nonverbally.		
R - Student demonstrates good manners and positive communication when interacting with others.		
I – Student voices needs and ideas when an alternative solution is needed.		
C – Student is able to communicate with peers to find solutions.		
E- Student is able to demonstrate proper communication protocols (uses appropriate indoor voice, listens when others speak, takes turns speaking, asks for help when they don't understand).		

Scoring Rubric

4 – Exceeds expectation

3 – Meets expectation

2 – Partially meets expectation

1– Needs assistance to meet expectation

Figure 6: 4th grade SLOs rubric

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5th Grade SLOs Rubric

School-Wide Learner Outcomes Reporting Rubrics

Student's Name	Homeroom	Reporting Teacher	Semester	SY
			1 st 2 nd	SY 17-18

Fifth Grade Critical Learner Needs / SLOs	Score	Teacher's Comments
Critical Thinking		
P – Student is prepared to learn, can write grammatically correct sentences, can read and comprehend different texts, and is able to use math problem solving in everyday life.		
R – Student uses proper language, brings all needed and expected materials to class, and respects boundaries of others and property.		
I – Student is able to use background knowledge and available resources to solve academic problems, personal problems, and peer related problems.		
C – Student is able to work cooperatively with peers and adults to solve academic and real world problems.		
E- Student is able to speak clearly and to express feelings in a healthy way by speaking calmly and sticking to the facts.		
Communication		
P – Student has the skills and capacity to be productive citizens in the community (e.g. able to speak clearly and write cohesively).		
R – Student is able to respond to situations in a socially acceptable manner that fosters both positive relationships and student growth (e.g. uses proper language and respects the boundaries of others and property.)		
I – Student is able to think creatively by generating and articulating new ideas from existing ones.		
C – Student is able to work with peers to develop collective insights of a task and its solutions.		
E- Student is able to express his/her feelings and thoughts in ways that are productive and that promote shared understanding.		

Scoring Rubric

- 4– Exceeds expectation**
- 3 – Meets expectation**
- 2 – Partially meets expectation**
- 1 – Needs assistance to meet expectation**

Figure 7: 5th grade SLOs rubric

Schoolwide Behavioral Expectations

The table below outlines CHBPES’ behavioral expectations for students as it pertains to specific settings in the school (classroom, cafeteria, playground, hallway, restroom etc...). The expectations are centered around the school’s 3 rules—BE SAFE, BE RESPECTFUL, AND BE RESPONSIBLE. Schoolwide behavioral expectations are taught both in and outside the classroom by faculty and staff and reinforced through positive rewards such as Lanchero Tickets and the Terrific Lanchero Program.

EXPECTATIONS	SETTING							
	All Common Areas	Classroom	Cafeteria	Playground	Hallway	Restroom	Arrival & Departure Areas	Special Events/Assemblies
BE SAFE “Awareness of Environment”	<ul style="list-style-type: none"> Walk facing forward Keep hands, feet, & objects to yourself Use all materials & equipment properly Stay in assigned area 	<ul style="list-style-type: none"> Walk facing forward Keep hands, feet, & objects to yourself Use all materials & equipment properly 	<ul style="list-style-type: none"> Stay in line Keep hands, feet, & objects to yourself Keep your food to self Sit with feet on floor, bottom on bench, & facing table Walk & hold tray with both hands Use all material & equipment properly 	<ul style="list-style-type: none"> Walk to & from playground Stay in assigned area Be aware of surroundings Keep hands, feet, & objects to yourself Use playground equipment properly 	<ul style="list-style-type: none"> Walk facing forward, single file Keep to the right 	<ul style="list-style-type: none"> Wash hands with soap Keep floors dry Keep water in sink Leave main door open Leave lights on 	<ul style="list-style-type: none"> Sit down Stay in assigned areas 	<ul style="list-style-type: none"> Carry chairs with legs to the ground Stay with class Keep hands, feet, & objects to self
BE RESPECTFUL “Respect for Self and Others”	<ul style="list-style-type: none"> Use kind words & actions Wait your turn Follow directions 	<ul style="list-style-type: none"> Use kind words & actions Wait your turn Follow directions 	<ul style="list-style-type: none"> Follow directions Allow anyone to sit next to you Use food the right way Talk without food in your mouth Use quiet voices Wait your turn 	<ul style="list-style-type: none"> Play fairly Wait your turn Include everyone Follow directions 	<ul style="list-style-type: none"> Hold door open for person behind you Use quiet voices 	<ul style="list-style-type: none"> Give people privacy Wait your turn Use quiet voices 	<ul style="list-style-type: none"> Use kind words & actions Follow directions Wait your turn 	<ul style="list-style-type: none"> Enter & exit quietly Respect personal space Follow directions
BE RESPONSIBLE “Law Abiding”	<ul style="list-style-type: none"> Follow school rules Take care of all personal belongings and school equipment Clean up after self 	<ul style="list-style-type: none"> Follow school rules Take care of all personal belongings and equipment Clean up after self 	<ul style="list-style-type: none"> Be in ABC order Have money ready Dispose of leftovers & tray in proper place Clean up after self 	<ul style="list-style-type: none"> Clean up after self Return any borrowed equipment 	<ul style="list-style-type: none"> Use hallway passes Stay on sidewalks Clean up after self 	<ul style="list-style-type: none"> Clean up after self Flush toilets Turn off water faucet 	<ul style="list-style-type: none"> Clean up after self 	<ul style="list-style-type: none"> Clean up after self Be active participants in events and assemblies

Table 1: Behavior Matrix

Schoolwide Expenditures

The table below details the expenditures incurred by CHBPES over the past 3 years. The parameters for the budget are set and approved by the legislature. Each year, a large percentage of the budget is allocated to: salaries, benefits, and contractual services. There was a significant increase in salaries from SY 2014-2015 to SY 2015-2016 due in large part to teachers reclassifying to a higher pay scale due to advances in certifications and education. Moreover, contractual services are primarily used to pay for cleaning and food services subcontracted by GDOE.

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Expenditure	SY 14-15	SY 15-16	SY 16-17
Salaries	\$654,702.14	\$2,868,127.38	\$2,868,127.38
Benefits	\$246,088.47	\$1,082,722.27	\$1,082,722.27
Travel	\$0.00	\$0.00	\$0.00
Contractual	\$75,607.31	\$127,132.88	\$127,132.88
Supplies	\$18,570.93	\$39,229.26	\$39,229.26
Text & Library Books	\$0.00	\$0.00	\$0.00
Equipment	\$10,283.98	\$2,475.88	\$2,475.88
Utilities	\$45,754.36	\$225,019.10	\$225,019.10
Capital Outlay	\$0.00	\$0.00	\$0.00
Other Expenditures	\$2,262.05	\$0.00	\$0.00

Table 2: Schoolwide expenditures

Grants

Guam Foundation for Public Education: In SY 2016-2017, the Guam Foundation for Public Education awarded CHBPES a \$3000 grant to implement Achieve 3000. Achieve 3000 is a web-based reading intervention program. Two primary classes and one intermediate class implemented the program.

SPARK: In SY 2016-2017, CHBPES was awarded a \$5000 grant to purchase physical education equipment to implement the SPARK program during recess and lunch.

Student Profile

Enrollment Data from K to 5th Grade

Table 3 indicates student enrollment from SY 2015-16 to SY 2018-19. CHBPES has an average of 675 students per school year. Over the past 4 years, there has been a significant decrease of 45 students, due in part to the expansion of the Guahan Academy Charter School and the mandatory withdrawal of out-of-district students.

	SY 2015-2016	SY 2016-2017	SY 2017-2018	SY 2018-2019
Total Student Enrollment	700	681	666	655
Students in English as a Second Language Program	296	314	260	244
Students in Special Education	27	30	29	24
Students in the Gifted and Talented Program	58	54	42	25

Table 3: Enrollment from SY 2015-16 to SY 2018-19.

Enrollment by Grade Level

Table 4 displays student enrollment by grade level from SY 2015-16 to SY 2018-19. Significant changes over the past four years include: kindergarten enrollment dropped by 26 students over the past four years, 1st grade enrollment decreased by 19 students, 2nd grade enrollment increased by 4 students over the past four years, and 4th grade decreased by 15 students over the past four years. The impact of the changes in enrollment was demonstrated in the closing of one 4th grade classroom and the opening of a 1st grade classroom in October of 2017. The following school year, a second grade classroom was opened to accommodate the incoming 2nd graders.

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Grade Level	SY 2015-16	SY 2016-17	SY 2017-18	SY 2018-2019
Kindergarten	120	118	97	94
First Grade	119	124	131	100
Second Grade	109	109	124	123
Third Grade	121	101	106	114
Fourth Grade	113	117	94	98
Fifth Grade	118	112	114	96

Enrollment by Ethnicity

Table 5 displays enrollment by ethnicity for SY 2015-16 to SY 2018-19. CHBPES represents a diverse population with Chamorro and Chuukese as the largest ethnic populations.

	SY 2015-16	SY 2016-17	SY 2017-18	SY 2018-19
Chamorro	47%	50%	48%	47%
Chuukese	32%	28%	29%	31%
Yapese	3%	5%	5%	5%
Filipino	8%	5%	4%	4%

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Other (Caucasian, Chinese, Palauan etc..)	(Korean,	10%	12%	14%	13%
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Enrollment by Gender

Figure 4 indicates a higher enrollment of males than females during SY 2015-16 and SY 2016-17. However, in SY2017-2018, females surpassed males by four students and the following year females surpassed males by just one student.

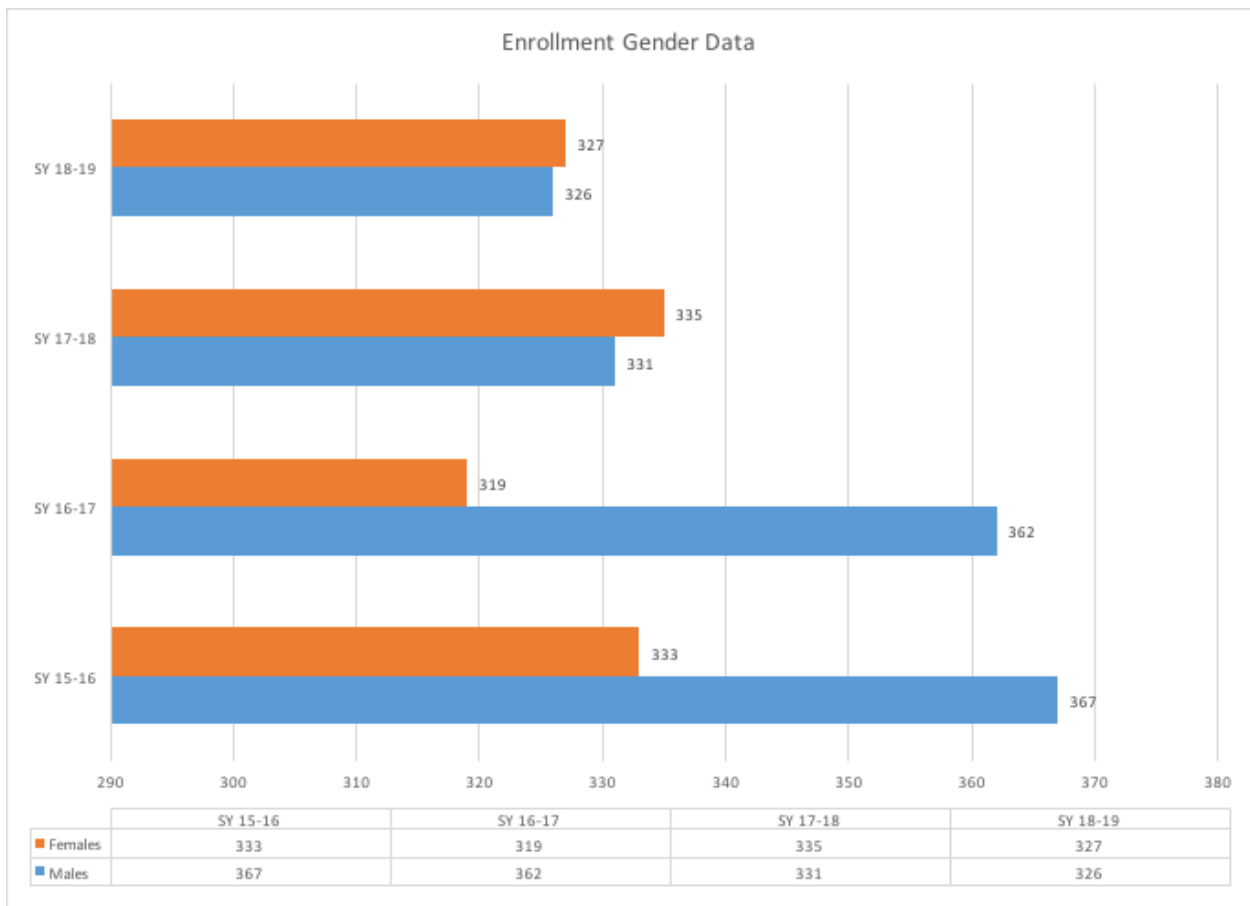


Figure 4: Enrollment by Gender

English Language Learners

Over the past 3 years, there has been a 7% decline in English Language Learners (ELL). ELL learners are identified by the Home Language Survey upon registration to GDOE. Once identified, students are given the LAS Links assessment for placement and monitoring of progress in English language proficiency.

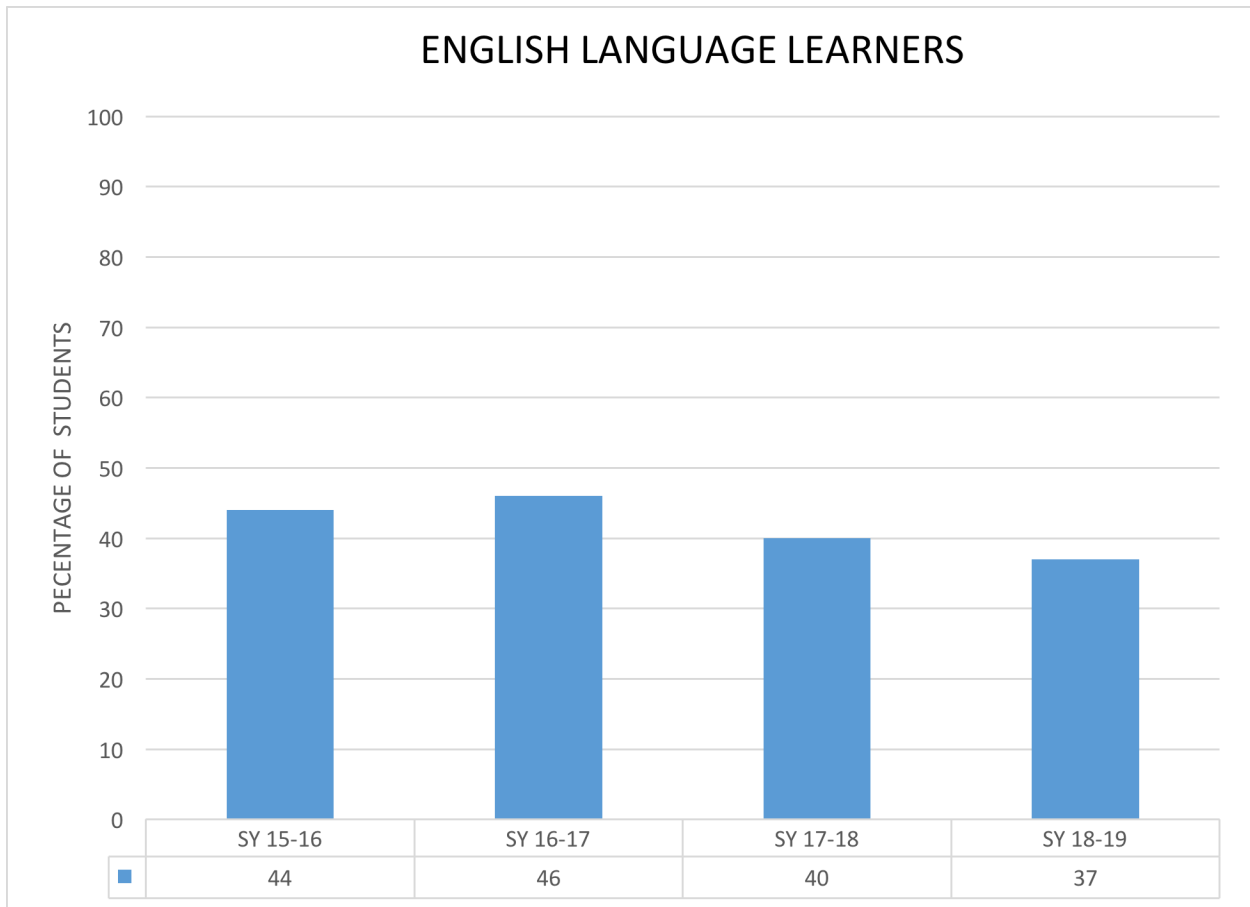


Figure 5: School percentage of ELLs.

Special Needs Students

The figure below shows the number Special Needs students over the last 4 years. The data indicates a drop of 13 students since SY 2015-16. This drop may be a result of a change in SPED policy in which speech students are not considered SPED identified unless they have another disability in addition to speech.

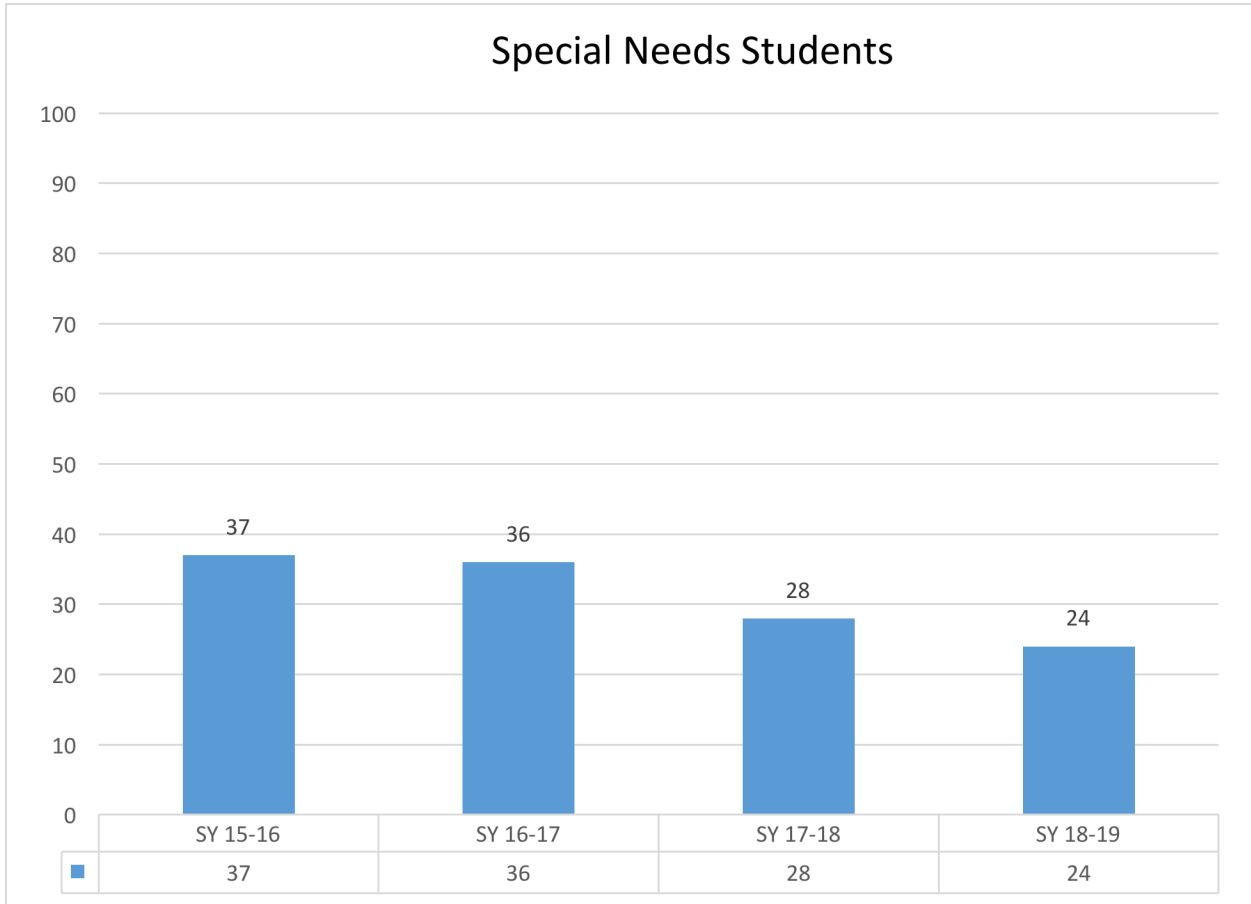


Figure 6 displays the number of students in the Special Education Program (SPED). The number of students enrolled at CHBPES and receiving SPED services for the identified school years are as follows: SY 2015-16: 3.8%, SY 2016-17: 4.4% and SY 2017-18: 4.3%. The highest percentage of disabilities represented were Specific Learning Disabilities, Autism, and Speech/Language Impairments.

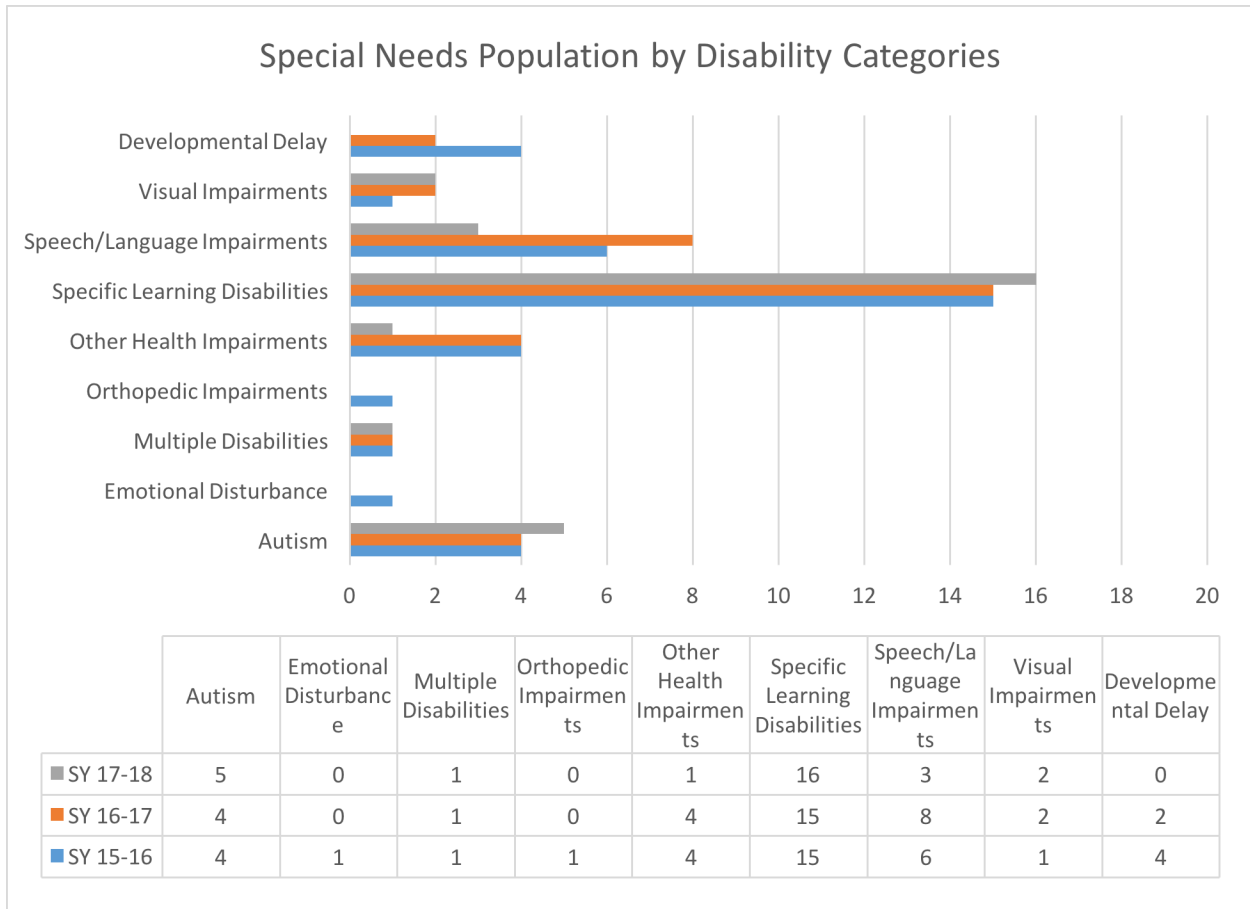
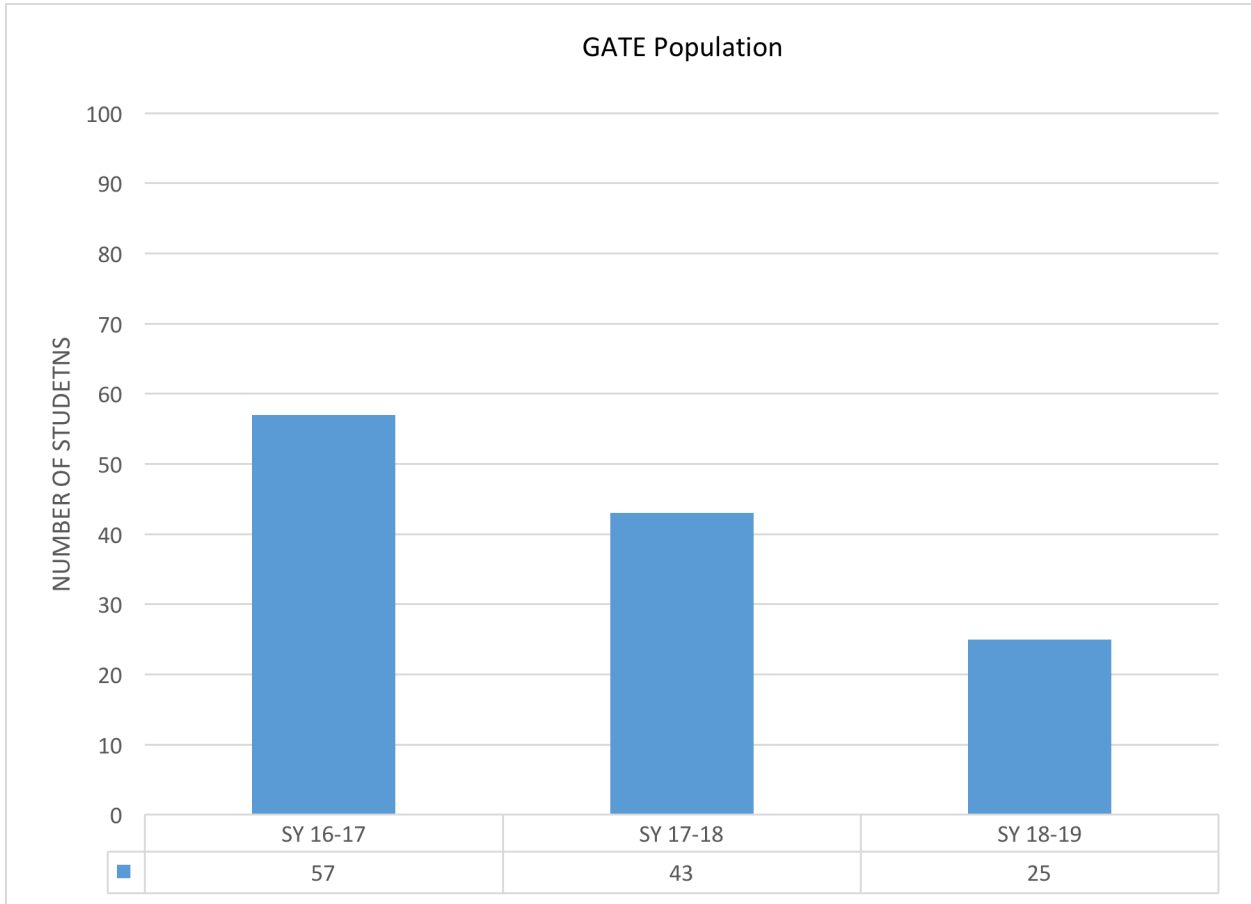


Figure 6: Special Needs Population by Disability Categories

Gifted and Talented Education (GATE) Population

Over the last 3 years there has been a significant decline in the number of students in the GATE program. From SY 2016-17 to SY 2018-19, the GATE program decreased by 32 students. This sharp decrease is due in large part to the absence of a district GATE tester whose responsibility it is to determine if students qualify for the program.



Free and Reduced Meals

The social economic status of CHBPES students is reflected in the percentage of the student population who qualify for free or reduced meals. Since SY 2014-15, 100% of Price Elementary students receives breakfast and lunch meals at no charge under the Community Eligibility Provision of National School Lunch and School Breakfast Program. The aforementioned program allows all students at Price Elementary to receive a healthy breakfast and lunch at school at no cost to the household each day of the school year. Before qualifying for community eligibility, CHBPES had 64% (SY 2013-14) of students receiving free or reduced meals.

Attendance Pattern

The attendance pattern data represents the student average daily attendance rate for SY 2015-16 to SY 2017-18. Within a 3-year span, daily student attendance rates remained fairly constant with an average rate of 93.3%. Daily attendance is monitored by the Central Office through PowerSchool (<https://powerschool.gdoe.net/teachers/pw.html>) as mandated by Board Policy 411. Teachers must report three or more unexcused absences. Discrepancies are reported back to the school for the administrator to address any concerns. Any chronic absenteeism is addressed by communicating with the Parent-Family-Community Outreach Program to provide assistance.

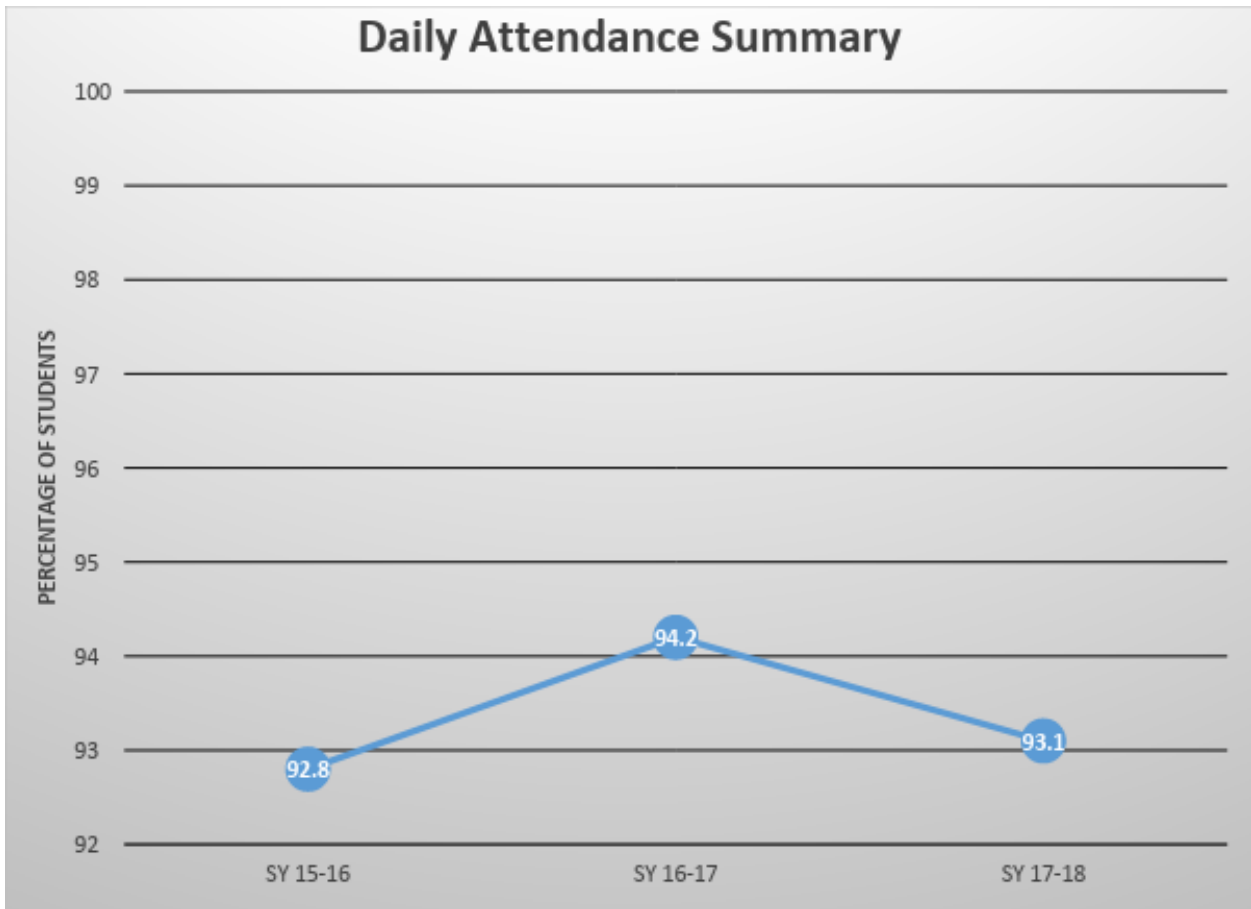


Figure 10: Attendance Summary

Student Mobility Rate

Student mobility refers to the phenomenon of students changing schools for reasons other than grade promotion. The average mobility rate at Price Elementary over the last three years is 28% or an average of 189 students a year that transfer to a different school.

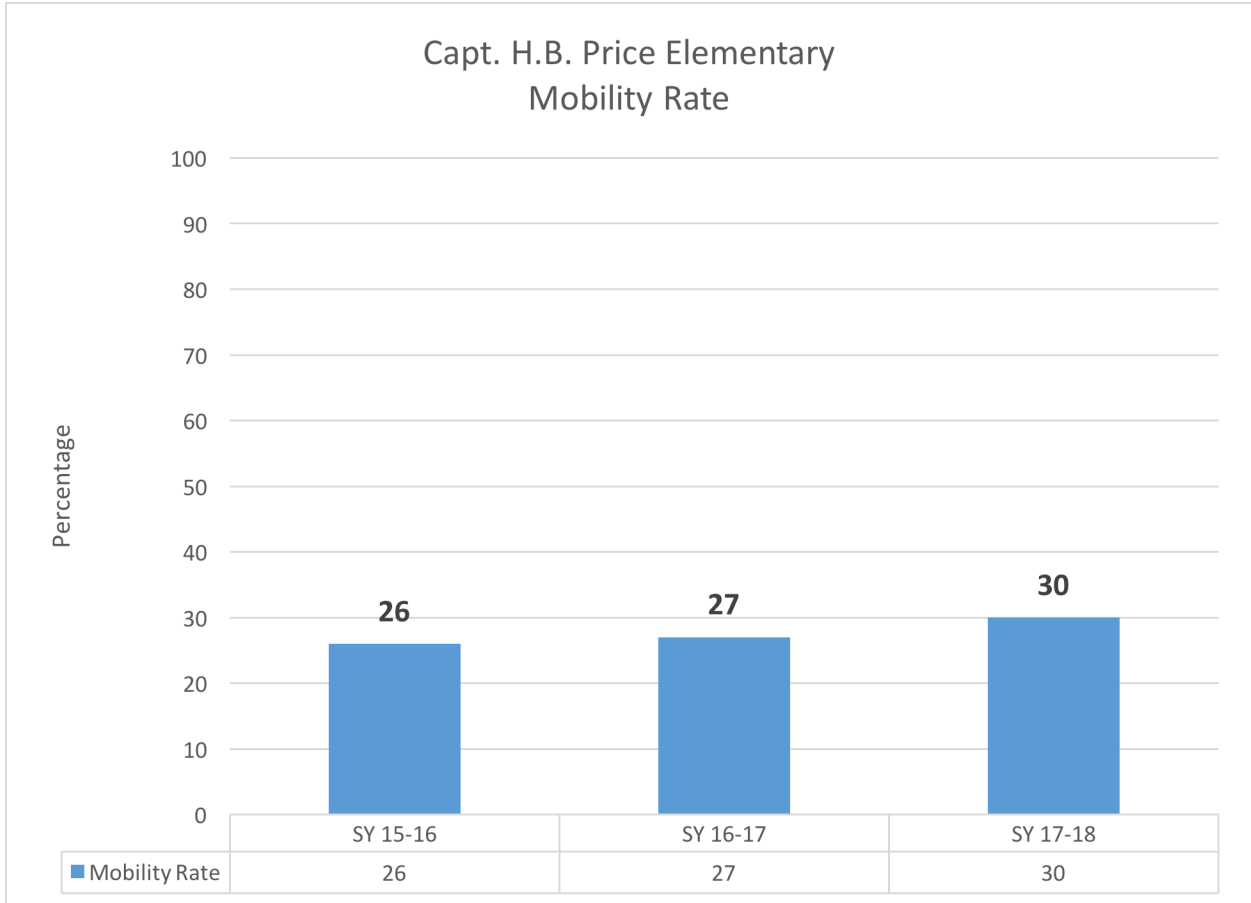


Figure 11: Mobility Rate

Student Discipline

The number of referrals over the last three years has demonstrated a 98.5% increase from 133 referrals in SY 2015-2016 to 264 in SY 2017-2018. The data is based on Office Discipline Referral (ODR) forms submitted to the office and is comprised of both major and minor offenses.

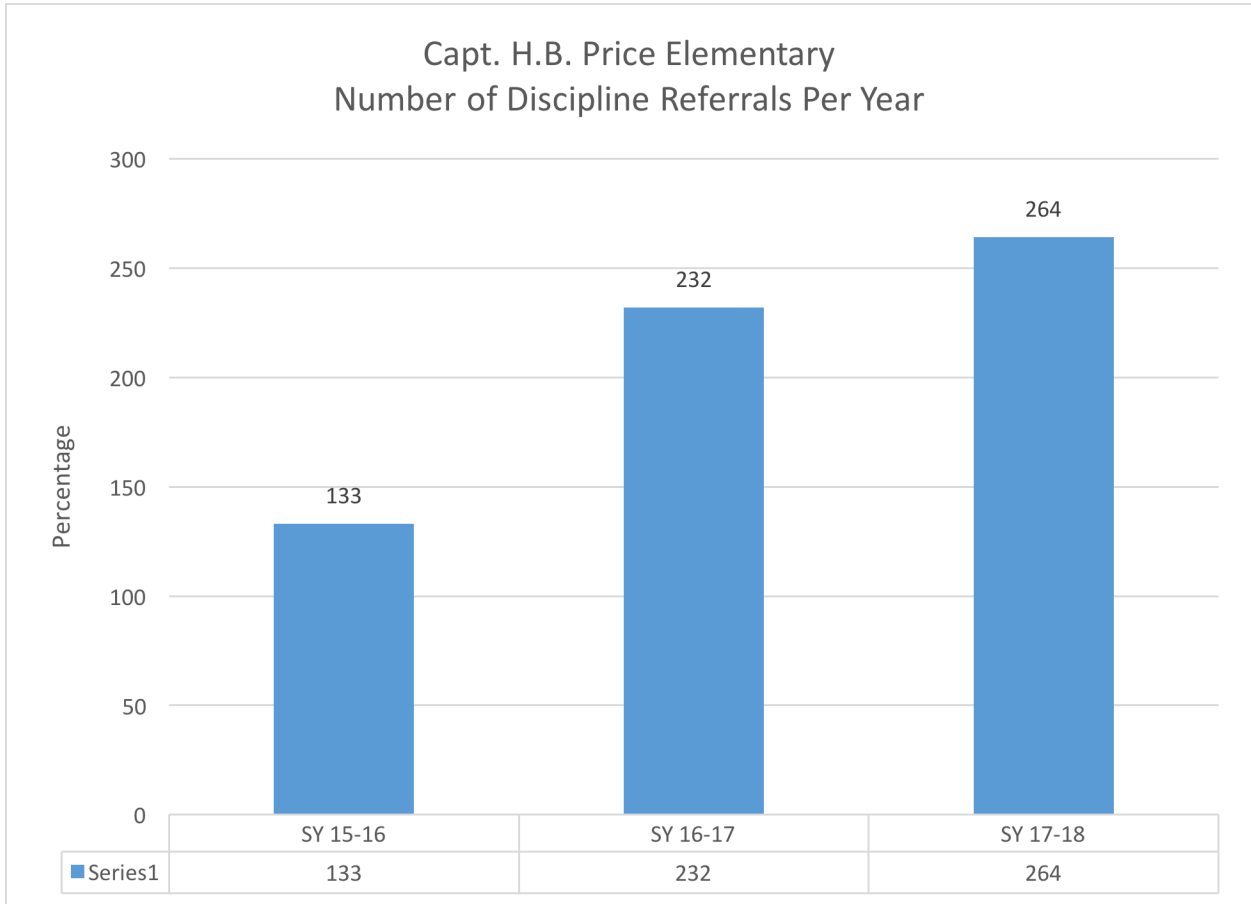


Figure 12: Discipline Rate

School Incidents by Problem Behaviors (Top 3)

From SY 2016-2017 to SY 2017-2018, the top three discipline infractions have consistently been physical aggression, disruptions, and defiance/insubordination respectively. In SY 2015-2016, physical aggression was again at the top of list for infractions followed by fighting and inappropriate displays of affection. However, from SY 2016-2017 to SY 2017-2018, the number of physical aggression referrals declined 26%.

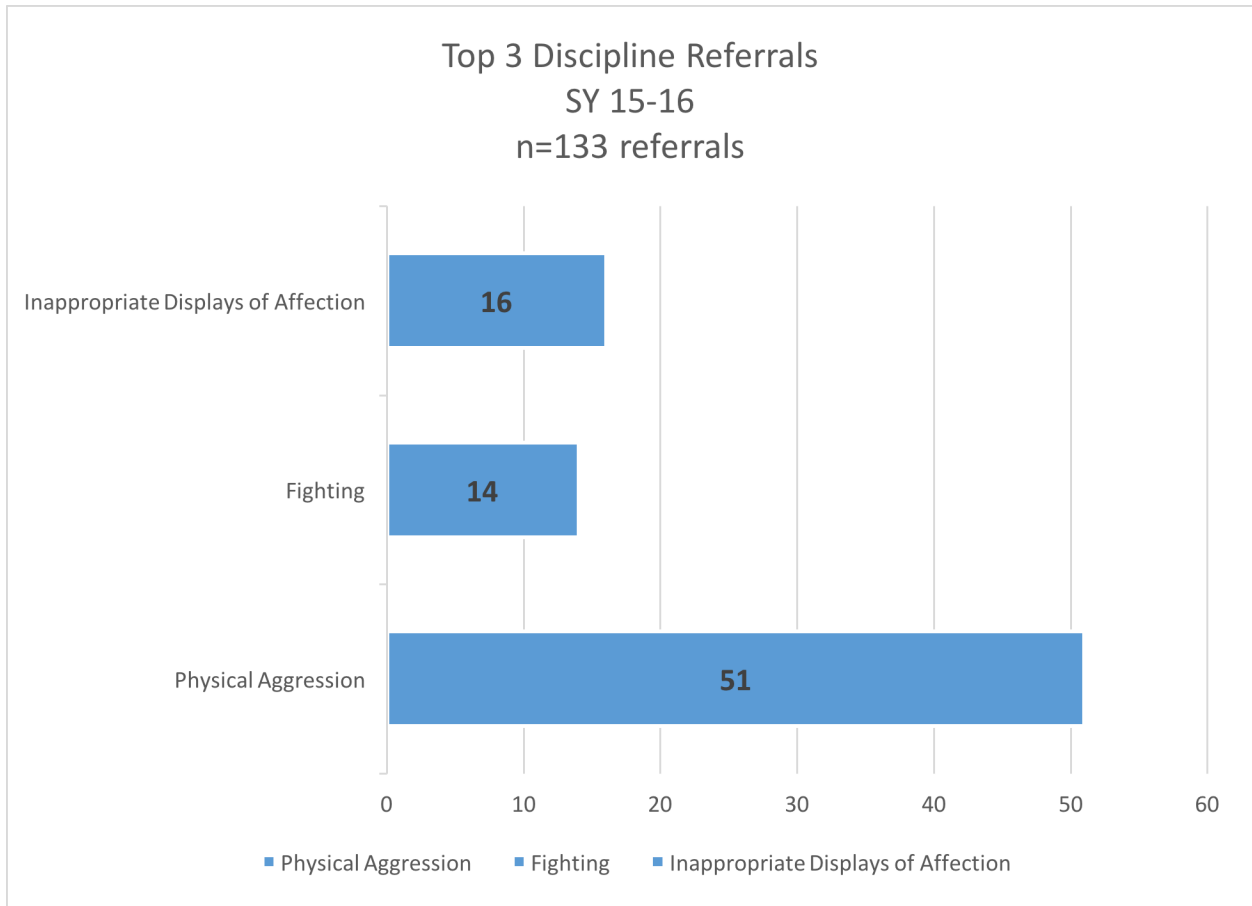


Figure 13: Top 3 Behavior Problems for SY 2015-16 Source: PowerSchool

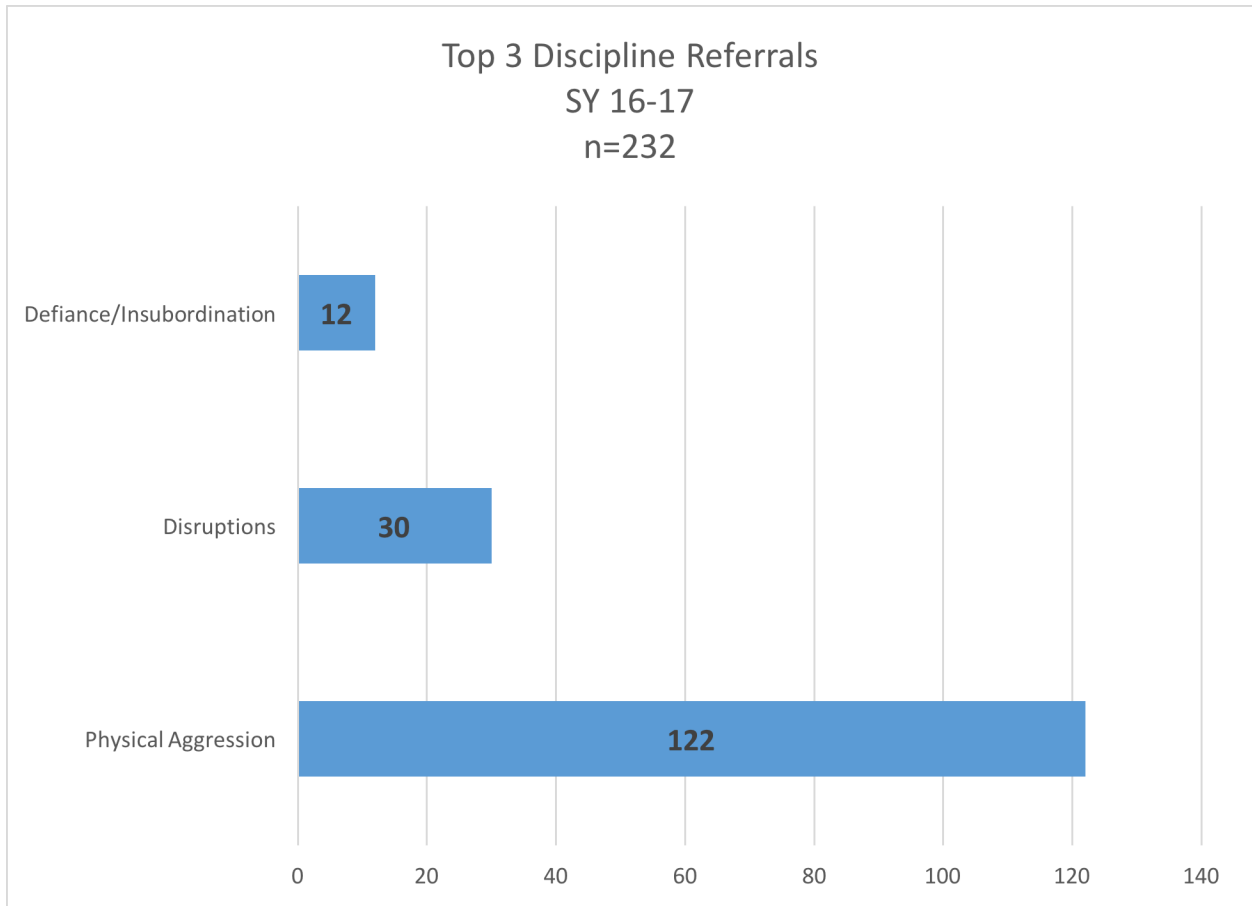


Figure 14: Top 3 Behavior Problems for SY 2016-17 Source: PowerSchool

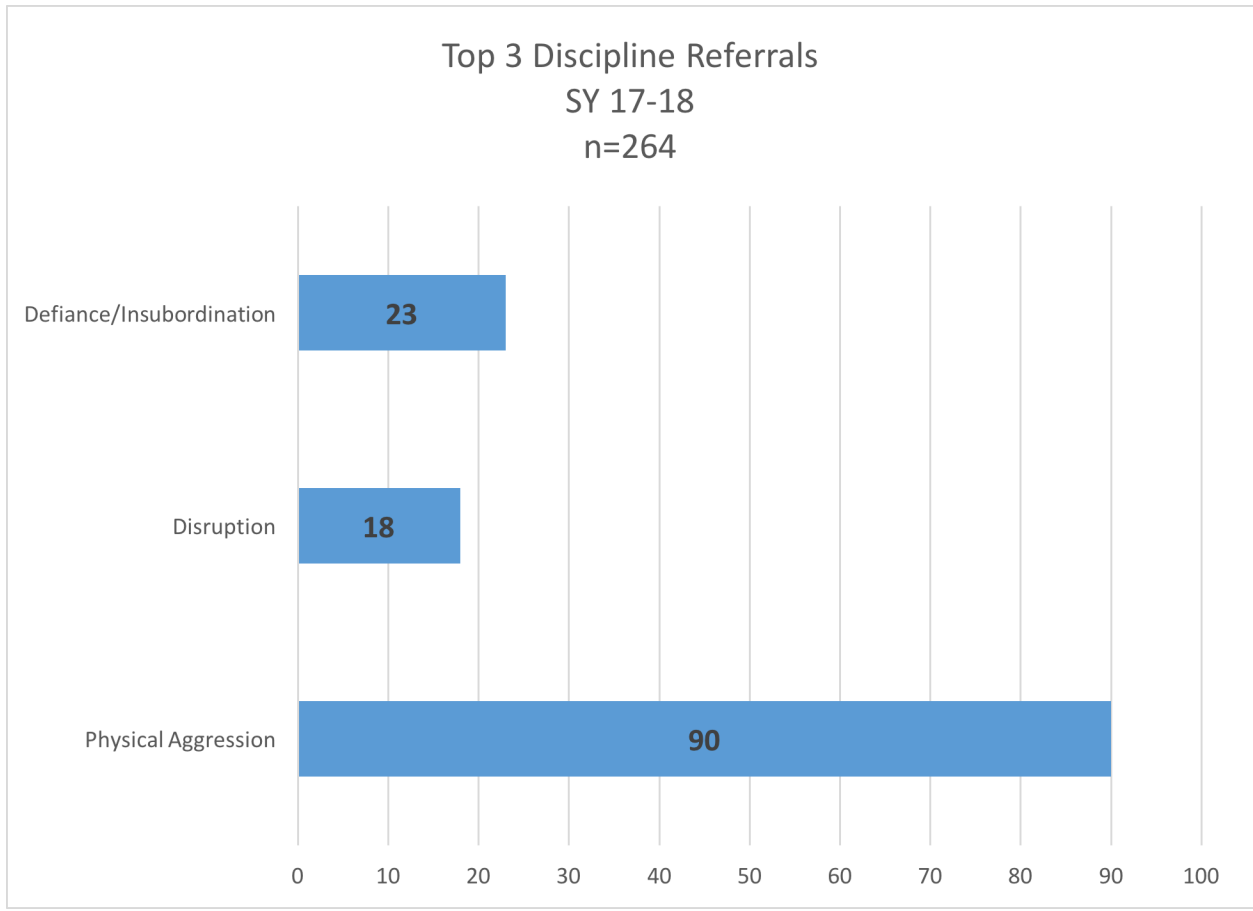


Figure 15: Top 3 Behavior Problems for SY 2017-18 Source: PowerSchool

Academic Co-Curricular Student Participation

CHBPES strives to provide students with learning experiences that support and complement the classroom curriculum. This is accomplished through the availability of co-curricular activities. The table below provides a listing of the academic co-curricular activities that are available to students and the average participation rate over the past 3 years.

Co-Curricular Activity	Average Number of Participants Each Year
Kids for the Cure	375
Guardians of the Reef	125
Traveling Ocean Fair	250
100 th Day of School	376
Geography Bee	35
Spelling Bee	150
Math Kangaroo	73
Math Carnival	682
Math Olympiad	17
Healing Hearts	682
Leadership	106
SPARK	375
Jump Rope for the Heart	9
4H Club	124
Teach Children to Save Program	106

Faculty and Staff Profile

CHBPES is one of the largest and most populated elementary schools on the island. There are 80 teachers and staff on board to include teacher assistants. CHBPES strives to ensure that teachers and staff are qualified for their respective positions. In addition, GDOE also requires that all educators meet and maintain their certification requirements from the Guam Commission for Educator Certification.

The following table includes teachers' and staff's highest degree achieved as well as the type of certification they hold by grade level.

Position Title	Quantity	Certification	Highest Education Achieved
Administration	2	1 Professional School Administrator (Principal) 1 Master Educator (Principal) 1 Professional School Administrator (Assistant Principal) 1 Master Educator (Assistant Principal)	Master's Degree (Principal) Master's Degree (Assistant Principal)
Kindergarten Teacher	6	2 Professional Educator 4 Master Educator	2 Bachelor's Degree 2 Doctorate 2 Master's Degree
First Grade Teacher	5	1 Master Educator 4 Professional Educator	2 Master's Degree 3 Bachelor's Degree

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Second Grade Teacher	6	3 Master Educator 2 Professional Educator 1 Basic Educator	1 Doctorate 2 Master's Degree 3 Bachelor's Degree
Third Grade Teacher	5	2 Master Educator 3 Professional Educator	2 Master's Degree 3 Bachelor's Degree
Fourth Grade Teacher	4	2 Master Educator 2 Professional Educator	2 Master's Degree 2 Bachelor's Degree
Fifth Grade Teacher	4	2 Master Educator 2 Professional Educator	2 Master's Degree 2 Bachelor's Degree
ESL Teacher	2	1 Master Educator 1 Professional Educator	1 Master's Degree 1 Bachelor's Degree
SPED Teacher	2	1 Professional Educator 1 Limited Term	1 Master's Degree 1 Bachelor's Degree
Chamorro Teacher	5	1 Master Educator 3 Professional Educator 1 Basic Educator	1 Master's Degree 4 Bachelor's Degree
GATE Teacher	1	Master Educator	Master's Degree
Pre-School GATE Teacher	2	1 Master Educator 1 Professional Educator	2 Master's Degree
Counselor	1	1 Professional School Counselor	Master's Degree

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Health Counselor	1	Guam Board of Nurse Examiners (Registered Nurse)	Bachelor's Degree
Librarian	1	1 Professional Educator	Bachelor's Degree
Administrative Assistant	1	NA	High School Diploma
Clerk	1	NA	High School Diploma
Computer Operator	1	NA	High School Diploma
School Aide	8	NA	7 High School Diploma 1 Associate's Degree
One-to-One Aide	4	NA	4 High School Diploma
Custodian	1	NA	High School Diploma
Teaching Assistant	7	NA	7 High School Diploma

Faculty Profile: Years of Teaching Experience

Faculty Name – Grade Level	YEARS OF EXPERIENCE				
	0-5 years	6-10 years	11-15 years	16-20 years	21 or more years
<i>Aguilar, Phan (Tina) – Kindergarten</i>				✓	
<i>Castro, Krystal – Kindergarten</i>	✓				
<i>Cruz, Josephine – Kindergarten</i>					✓
<i>Cruz, Kim Thai – Kindergarten</i>					✓
<i>Cruz, Marcy – Kindergarten</i>				✓	
<i>Perez, Nicole – Kindergarten</i>				✓	
<i>Arki, Susana – 1st Grade</i>					✓
<i>Griffith, Mariesa – 1st Grade</i>	✓				
<i>Lizama, Victoria – 1st Grade</i>	✓				
<i>Manglona, Jalma – 1st Grade</i>	✓				
<i>Mesa, Leilani – 1st Grade</i>	✓				

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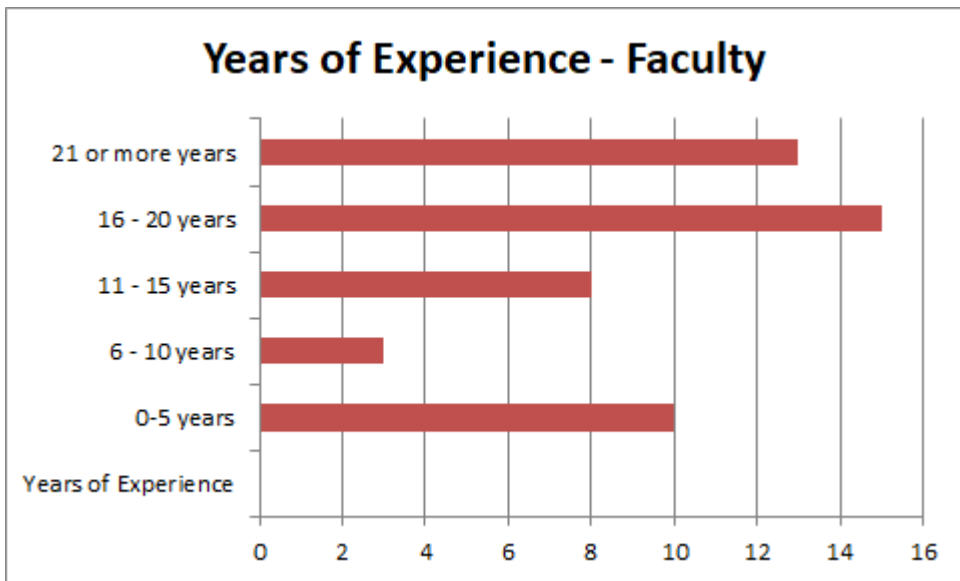
<i>Cruz, Marcia – 2nd Grade</i>					✓
<i>Flores, Jolynn – 2nd Grade</i>			✓		
<i>Hernandez, Candelaria – 2nd Grade</i>					✓
<i>Quinata, Joe – 2nd Grade</i>					✓
<i>San Nicolas, Maria – 2nd Grade</i>					✓
<i>Torres, April – 2nd Grade</i>	✓				
<i>Alig, Daniel – 3^d Grade</i>				✓	
<i>Certeza, Josephine – 3^d Grade</i>					✓
<i>Charfauros, Maria – 3^d Grade</i>				✓	
<i>Ibanez-Ignacio, Vanessa – 3^d Grade</i>			✓		
<i>Yanger, Charleena – 3^d Grade</i>			✓		
<i>Call, Gina – 4^h Grade</i>		✓			
<i>Meno, Cellina – 4^h Grade</i>				✓	
<i>O'Mallan, Rosa – 4^h Grade</i>					✓
<i>Villaflor, Aprilyn – 4^h Grade</i>				✓	

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<i>Castro, Donny – 5th Grade</i>				✓	
<i>Hawkins, Florence – 5th Grade</i>		✓			
<i>Meno, Nacrina – 5th Grade</i>				✓	
<i>San Nicolas, Edward – 5th Grade</i>		✓			
<i>Blas, Deborah – Chamorro Language</i>					✓
<i>Castro, Marie – Chamorro Language</i>			✓		
<i>Mariano, Angelica – Chamorro Language</i>			✓		
<i>San Nicolas, Fred – Chamorro Language</i>	✓				
<i>Yamasta, Bertillia – Chamorro Language</i>			✓		
<i>Uncangco, Naomi – School Counselor</i>		✓			
<i>Fedenko, Timothy – Librarian</i>					✓
<i>Minas, Sandra – Nurse</i>	✓				
<i>Leon Guerrero, Pat – Speech Therapist</i>					✓
<i>Loughran, Vickie – GATE</i>					✓

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<i>Dela Cruz, Kelsey – Pre-School GATE</i>	✓				
<i>Lizama, Aimee – Pre-School GATE</i>				✓	
<i>Amram, O. – HeadStart</i>					✓
<i>Pellobello, C. – HeadStart</i>	✓				
<i>Cruz, Joyce – ESL</i>				✓	
<i>Manibusan, Joanie – ESL</i>			✓		
<i>Sanchez, Roberto Joel – Assistant Principal</i>				✓	
<i>San Nicolas, Kathryn – Principal</i>				✓	



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There are 49 faculty positions, two of which are considered non-teaching faculty. The faculty of CHBPES has remained pretty consistent in the distribution of experience in the educational field. In 2015 27% of the faculty fell within the 0 to 5 years of teaching experience range and in SY 2018-2019 the percentage decreased to 20%. Teachers with 6 – 10 years of experience make up 6% of the school faculty and 74% of the faculty have 11 or more years of experience. Specifically, 16% fall between 11 – 15 years of experience, 31 % fall between 16 to 20 years of experience, and 27% have 21 or more years of experience. The greatest percentage increases and decreases occurred in the 21 or more years of experience and the 16 to 20 years of experience respectively. More than half of the teachers at the school have spent the vast majority of their teaching careers at Price Elementary, reflecting a great sense of pride and collegiality in the school. Currently, the student to teacher ratio is 21:1 taking into account our student population of 696 and 34 regular classroom instructional positions (including Headstart and Pre-School GATE).

Staff Name – Assignment	YEARS OF EXPERIENCE				
	0-5 years	6-10 years	11-15 years	16-20 years	21 or more years
<i>Sarrosa, Bernice - Admin. Assistant</i>	✓				
<i>Minas, Sandra - Nurse</i>	✓				
<i>Duenas, Johanna - Computer Operator I</i>		✓			
<i>Ulloa, Raedene - Clerk Typist I</i>		✓			
<i>Arceo, Mimie - School Aide</i>					✓
<i>Cruz, Edward - School Aide</i>	✓				

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<i>Cruz, Gregoria - School Aide</i>					✓
<i>Garrido, Cathy Jean - School Aide</i>					✓
<i>Mafnas, Doris</i>		✓			
<i>Manibusan, Darlene</i>				✓	
<i>Mariano, Candelaria - School Aide</i>					✓
<i>Paulino, Edna - School Aide</i>				✓	
<i>Keremius, William - Custodian</i>					✓
<i>Salas, Rosario - Library Technician</i>					✓
<i>Garrido, Devina - Social Workier</i>			✓		
<i>Camacho, Eva - Program Aide</i>			✓		
<i>Fejeran, Davin - 1:1 Aide (Part Time)</i>	✓				
<i>Gay, Marshalynn - 1:1 Aide (Full Time)</i>				✓	
<i>Panaguiton, Pamela - 1:1 Aide (Full Time)</i>				✓	
<i>Scharff, Mina Jean - 1:1 Aide (Part Time)</i>	✓				
<i>Sumbo, Levi - Pre-School Aide</i>				✓	

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<i>Valentino, Evan - Pre-School Aide</i>		✓			
<i>Aromin, Alexis-Nicole - T.A.</i>	✓				
<i>Ichios, Lei - T.A.</i>	✓				
<i>Jesus, Krystal-Rae - T.A,</i>		✓			
<i>Salas, Raelene - T.A.</i>	✓				
<i>Topasna, Salina - T.A.</i>	✓				
<i>Villagomez, Jane - T.A.</i>	✓				
<i>Kristal - T.A.</i>	✓				
<i>Aguero, Arlene - HeadStart Aide (AM session)</i>	✓				
<i>Tolmadol, Ashley - HeadStart Aide (PM session)</i>	✓				

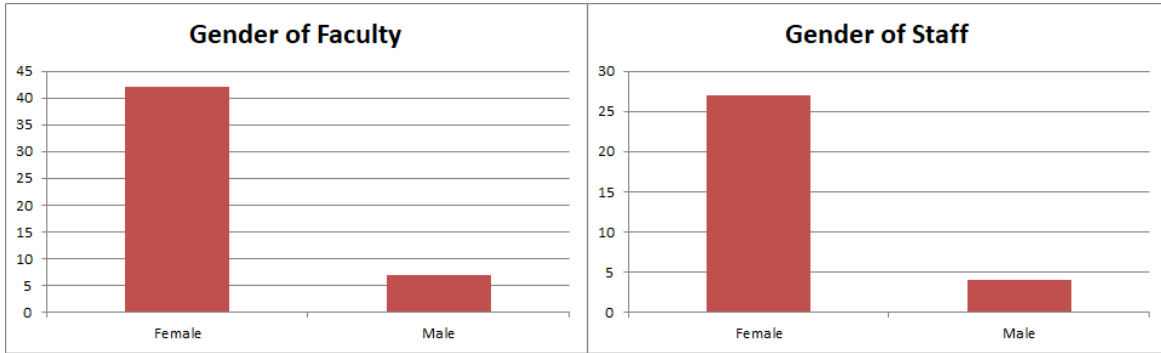


The overall staff count of 31 reflects full time and part time members with varying responsibilities. With one administrative assistant, a school nurse, a computer operator, clerk typist, library technician, custodial staff, social worker, community program aide, school aides, one-to-one aides (full time and part time), head start aides, and two pre-school GATE (Gifted and Talented Education) aides. There are a few other members of the workforce that service our school that are not assigned directly to the school site, such as, an IEP (Individualized Education Plan) coordinator, a School Attendance Officer, and a PBIS Coordinator. The table above indicates the name, title, and number of years experience of each support staff member while the graph depicts the total number of staff members in each of the categories for years of experience.

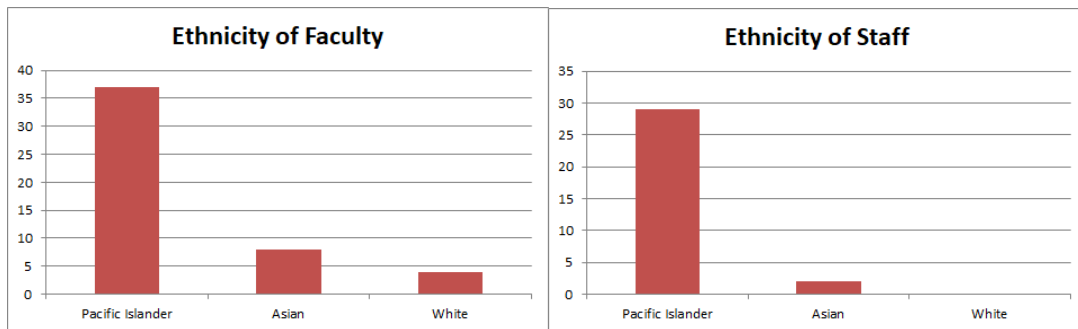
Faculty and Staff Gender and Ethnicity Data

The Guam Department of Education Personnel division is responsible for ensuring that any applications received for faculty and support staff, meet the minimum qualifications and certifications as established by the district. The staff at Price Elementary School is qualified for the positions in which they serve according to the requirements set by the Guam Department of Education. The faculty members and administration are certified for the positions they hold and are responsible for renewing their certification as required. The presence of an Equal Employment Opportunity (EEO) during interviews provides protection for any discrimination based on gender or ethnicity.

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The percentages of female faculty and staff are very close with 86% being female faculty members and 87% being female staff members. Similarly, the percentages of male faculty and staff are very close as well with 14% of faculty members being male and 13% being male staff members.



Approximately 76% of the teaching faculty identifies with Pacific Islander as a category of race, while 16% identify as Asians, and the remaining 8% are White. The staff breakdown shows 94% of the Staff identify themselves as Pacific Islanders and 6% identify themselves as Asian.

Faculty Professional Development

Aligned with the school’s mission statement, the faculty provides a relevant and challenging curriculum that fosters and addresses the needs of the whole child. As our school community moves forward to improving teaching and learning, we are currently aligning our research-based instructional practices to our schoolwide learner outcomes. During the past three years, our faculty and staff have participated in research-based professional development at the district and school level that have focused on implementing innovations that support a high level of learning

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experiences for administrators, faculty, staff, and students. The table below delineates the types of professional development our staff has focused on:

Type of Professional Development	Year	Number of Participants from CHBPES
Classroom Instruction that Works (CITW)	2015-present	45
Science, Technology, Engineering and Mathematics (STEM): Science-FOSS	2015-2018	10
State Systemic Improvement Project: Reading Instruction	2014-present	45
State Systemic Improvement Project: Fountas & Pinnell Reading Assessment	2016-2018	30
State Systemic Improvement Project: Continuous Cycle of Improvement	2015-present	45
State Systemic Improvement Project: Data Literacy	2015-present	45
State Systemic Improvement Project: AIMSWeb Administering and Scoring	2015-present	45
Common Formative Assessments (CFAs)	2015-present	45
Standards Based Grading (SBG)	2017-present	45
Early Childhood Strategies	2016-present	4

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Strategies for GATE students	2015-present	3
Autism Training	2015-present	10
Strategies for SpED students	2015-present	3
PBIS	2015-present	8
SPARK: Fit for Life	2015-present	4
Elevating Academic Language	2018	45
Vocabulary Strategies for ELL students	2018	7
Sheltered Instruction Observation Protocol (SIOP)	2016-2018	4
School-based Vertical Alignment	2015-present	45
Balanced Leadership	2014-present	4
Technology Training	2017-2018	4
SWIS Booster Training	2015	8
Lani Kate Curriculum	2016	45
Sexual Harassment	2015-present	60
District Training: Priority Standards	2016	8
5 District Expectations	2016	45

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Professional Learning Communities	2016	45
CITW: Setting Objectives	2017-2018	45
CITW: Nonlinguistic Representations	2017	45
CITW: Cues and Questions—QAR strategy	2017	45
CITW: Reinforcing Effort	2018	45
Writer’s Window	2015	45
AIMSWEB Writing and Spelling Training	2016	38
Promethean Training	2015-2017	12
Next Generation Science Standards	2018	6

Faculty Observation Data

Classroom Instruction That Works (CITW)

CITW is the instructional model used by GDOE. The focus of the last 3 years was refining teacher skills in Component 1 of CITW. Component 1 is centered on creating an environment for learning. It consists of Setting Objectives, Providing Feedback, Reinforcing Effort, and Cooperative Learning. The figures below detail the degree of implementation in classrooms at CHBPES of Component 1. The goal is to ensure that at least 80% of teachers are implementing the CITW components. Data is based on classroom observations conducted during SY 2017-2018 and is used to direct teacher professional development and coaching.

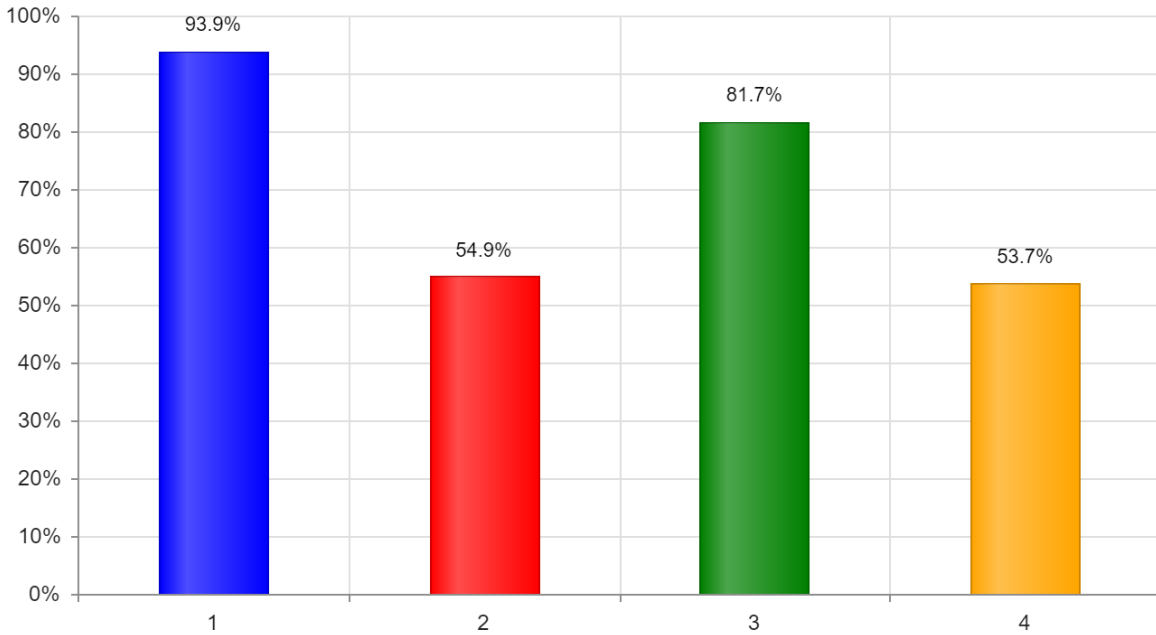
The observation data indicates the following:

1. Setting Objectives: Teachers have objectives posted in the classroom and the objectives are aligned with the learning activities. More refinement is needed in ensuring that objectives are discussed and referenced during the lesson.

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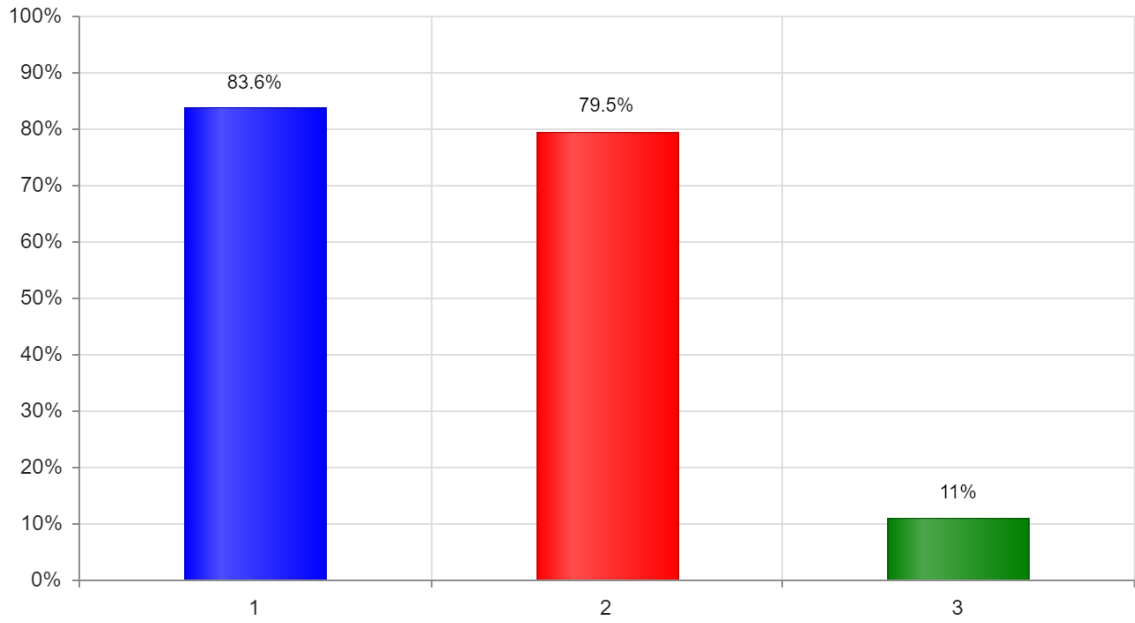
2. Providing Feedback: Teachers excel in ensuring feedback is aligned with the learning objectives. Refinement is needed in providing more opportunities for peer and self-feedback.
3. Reinforcing Effort: Teachers are verbally reinforcing effort to students. However, improvement is needed in using rubrics to define what effort means in class.
4. Cooperative Learning: Teachers need more training and coaching in using cooperative learning consistently and incorporating positive interdependence and individual accountability with cooperative learning activities.

Evidence of Setting Objectives : Setting Objectives (EED) (Based on 82 walkthroughs)		Selected	%
■	1. The objectives are posted or on a handout in clear sight of all students for reference throughout the lesson.	77	93.9%
■	2. The objectives are discussed with students.	45	54.9%
■	3. Learning activities are aligned with learning objectives.	67	81.7%
■	4. Teacher references the learning objectives.	44	53.7%



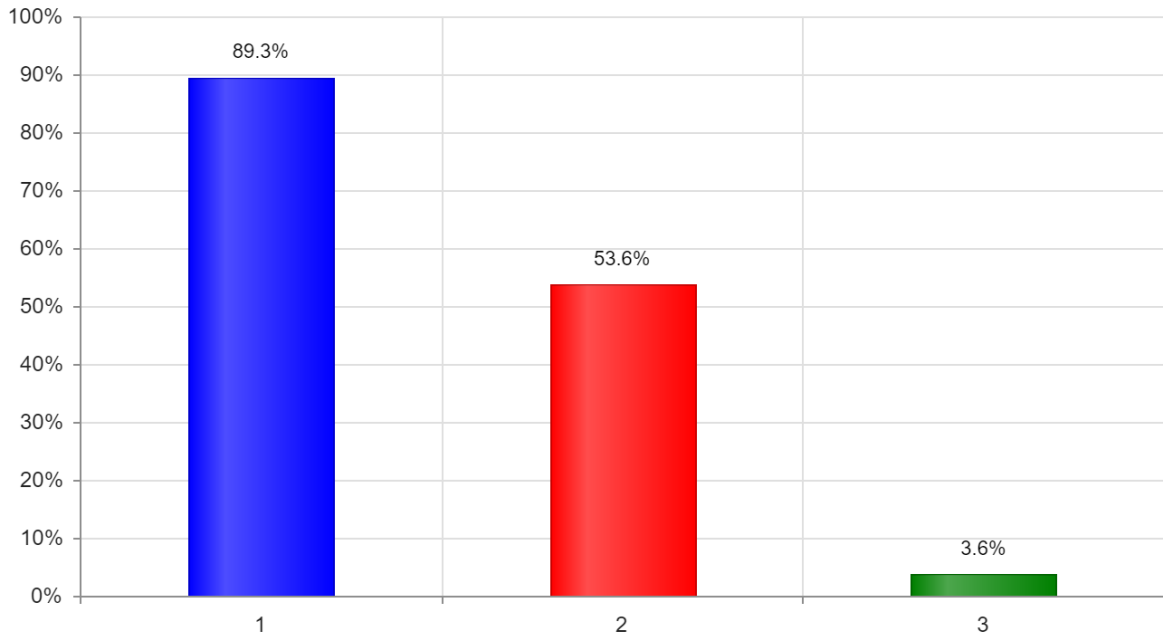
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Evidence of Feedback : Providing Feedback (EED) (Based on 73 walkthroughs)	Selected	%
■ 1. Feedback is aligned with the learning objective.	61	83.6%
■ 2. Feedback informs students of what is correct and next step to be taken.	58	79.5%
■ 3. Students provide peer- and/or self-feedback.	8	11%



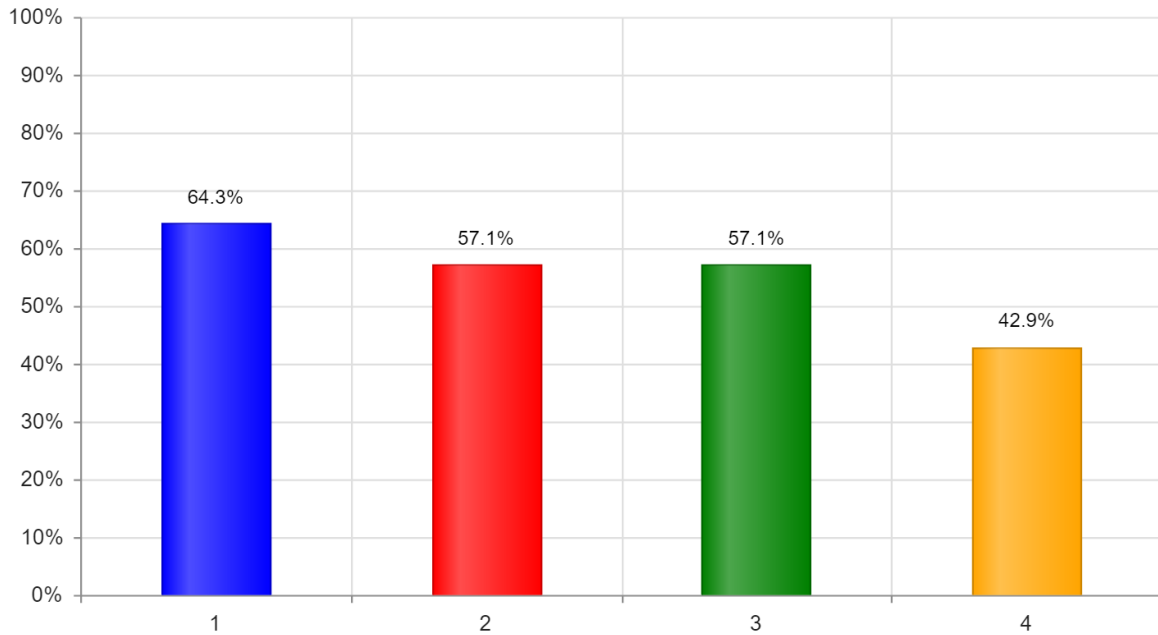
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Evidence of Reinforcing Effort : Reinforcing Effort (EED) (Based on 28 walkthroughs)	Selected	%
■ 1. Teacher verbally reinforces the effort of students.	25	89.3%
■ 2. Teacher points out student effort.	15	53.6%
■ 3. Teacher uses rubrics to define what effort means in class.	1	3.6%



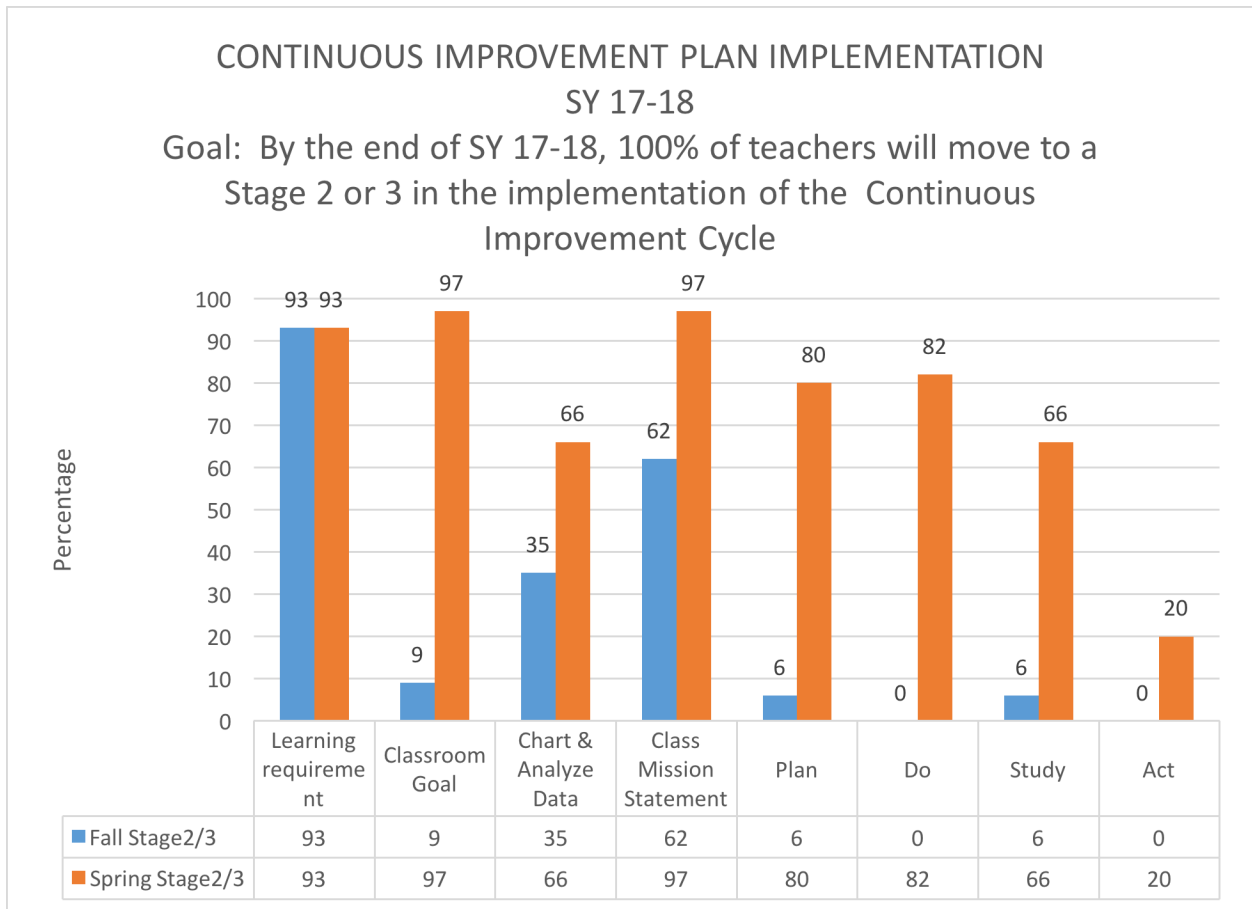
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Evidence of Cooperative Learning : Cooperative Learning (EED) (Based on 14 walkthroughs)		Selected	%
■	1. Students are in groups of 2-5 and have an assigned role.	9	64.3%
■	2. There is evidence of positive interdependence.	8	57.1%
■	3. There is evidence of individual accountability.	8	57.1%
■	4. Cooperative learning is used with other learning strategies.	6	42.9%



Continuous Improvement Cycle

As part of the State Improvement Project (SIP), CHBPES is tasked with implementing the Continuous Improvement Cycle specifically in the area of Reading instruction. The overall goal of SSIP is to increase the percentage of students reading on benchmark by 3rd grade. To support this goal, teachers at CHBPES implemented the Continuous Improvement Cycle to monitor and adjust their progress toward that goal. The goal is for 100% of teachers to move to a Stage 2 or Stage 3 in the implementation of the Continuous Improvement Cycle. Data is collected through classroom observations using the Continuous Improvement Cycle matrix. The figure below demonstrates the progress teachers have made during SY 2017-2018 in regards to the use of the Continuous Improvement Cycle for instruction. The data indicates that teachers have made significant gains in all stages of the cycle. However, additional professional development and coaching is needed in the following areas: Charting & Analyzing Data, Study, and Act.



Disaggregated and Interpreted Student Outcome Data

Student achievement at Price Elementary is assessed through a series of summative and formative assessments that vary through grade levels. The primary assessments used in the school include: the AimsWeb Universal Screener, ACT ASPIRE, the Standards-Based Assessment, and teacher made Common Formative Assessments (CFAs). Student achievement data collected from the aforementioned assessments assist faculty in evaluating student progress toward the school mission and the SLOs in association with the Common Core State Standards (CCSS) and the GDOE K-12 Content Standards and Performance Indicators. In addition, on a quarterly basis, student grades are recorded and disseminated to parents through the district wide school report card. Moreover, mid-quarter progress reports are also provided to parents to facilitate open communication and parent involvement in the area of student achievement.

ACT Aspire Data

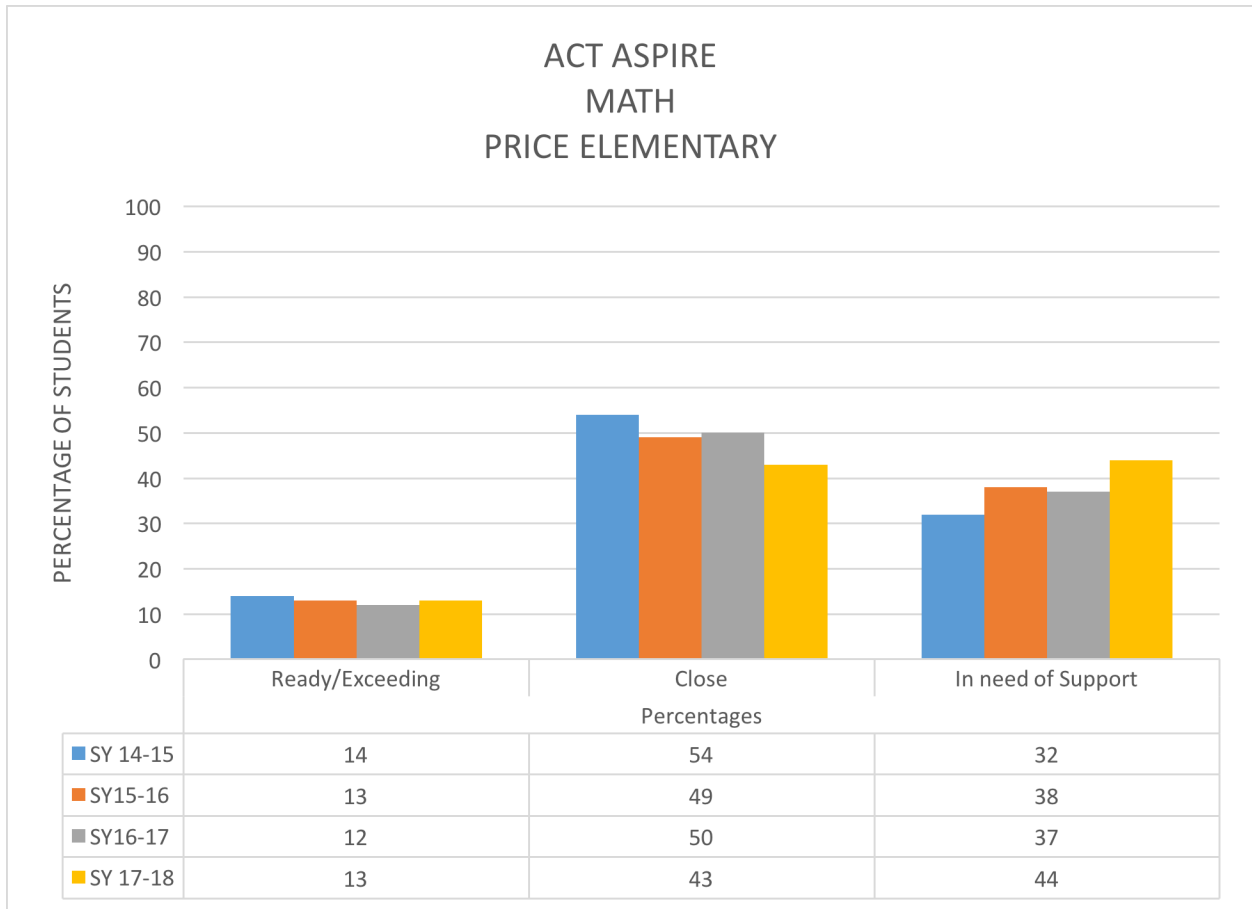
The ACT Aspire is a norm-referenced summative assessment that is vertically-articulated and benchmarked. The end-of-the-year assessment highlights progress towards the Common Core State Standards (CCSS) and the ACT College Readiness Standards and Benchmarks in English, Math, and Reading for grades 3rd to 5th. The ACT Aspire was first implemented in SY14-15. ACT Aspire depicts student progress according to the following categories: Exceeding, Ready, Close, and In Need of Support. The indicators for each category are:

- **EXCEEDING-** Students scored above the Ready Benchmark
- **READY-** Students met the ACT Readiness Benchmark and are on target for 50% or higher likelihood for college course success by Grade 11
- **CLOSE-** Scored below but near the ACT Readiness Benchmark
- **IN NEED OF SUPPORT-** Scored substantially below the ACT Readiness Benchmark (GDOE Comprehensive Student Assessment System, 2

Results

Math

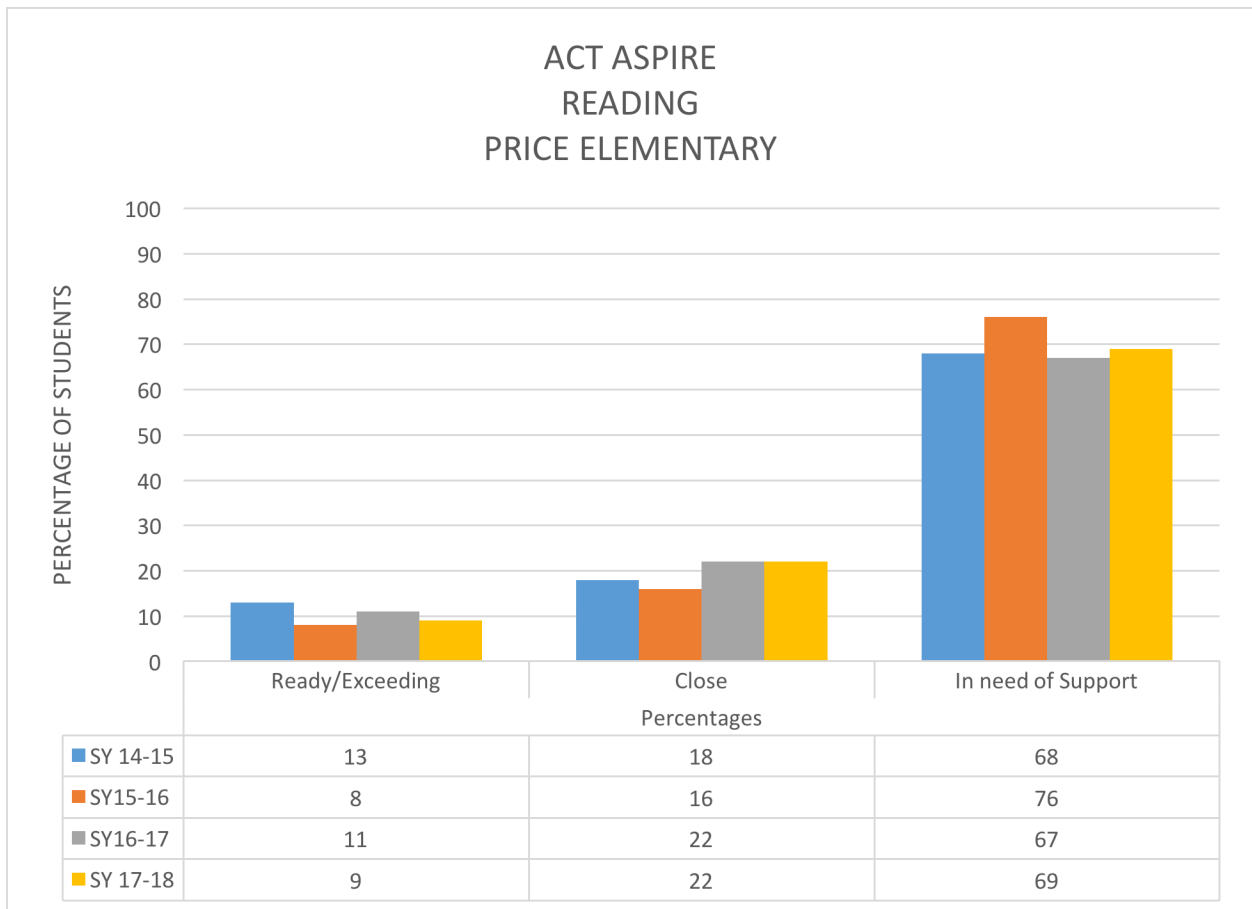
In Math, the results demonstrate a 1% decrease in students in the Exceeding and Ready over the past 4 years.



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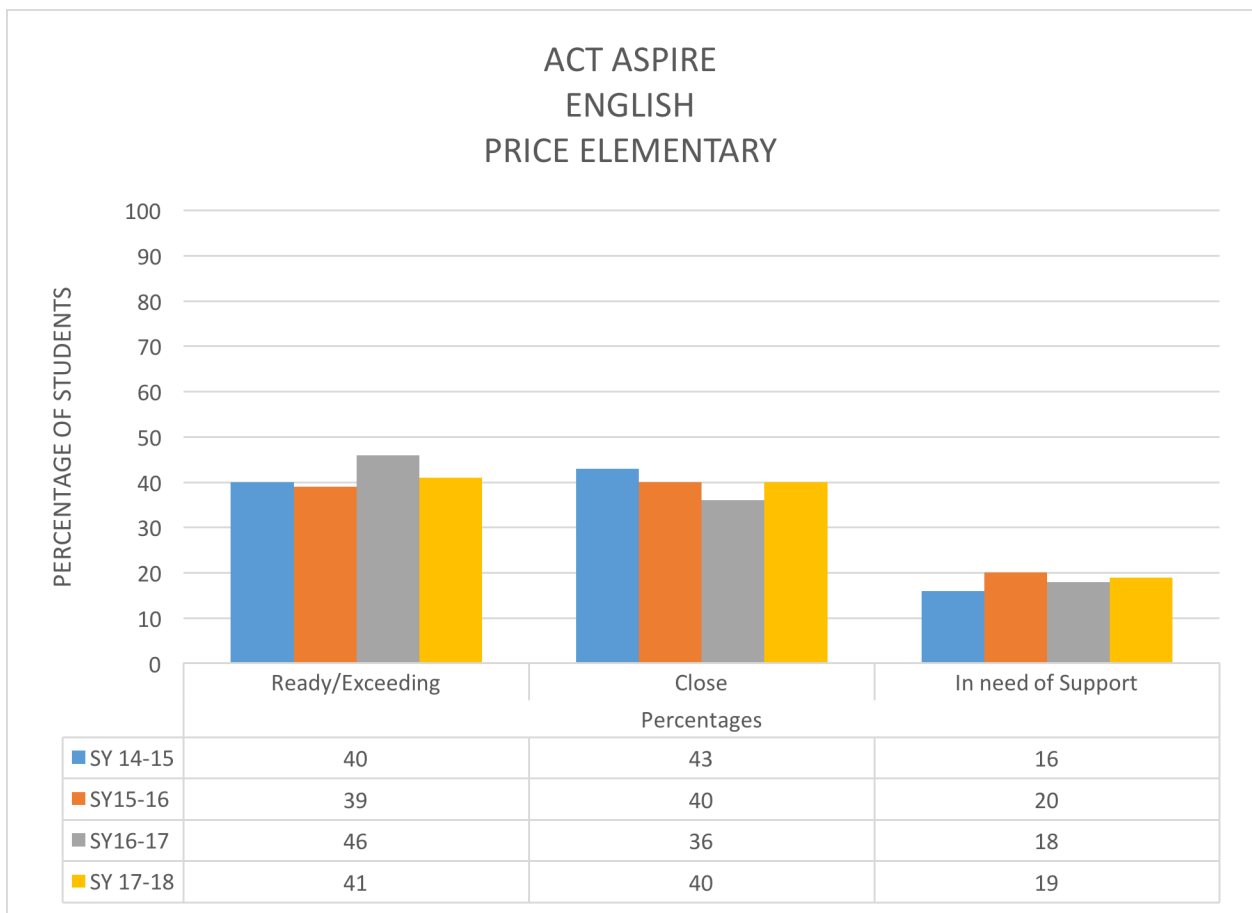
Reading

Reading data reveals a 4% decrease in students in the Exceeding and Ready levels over the past 4 years. However it should be noted that from SY 15-16 to SY 16-17 there was a 3% increase in students at the Exceeding and Ready levels and a 9% decrease in students who are In Need of Support.



English

In English, there was a 1% increase in students in the Exceeding and Reading levels over the past 4 years. Moreover, from SY 2015-2016 to SY 2016-2017 there was 7% decrease in students at the Close level, indicating movement of students from the Close levels to Ready or Exceeding levels. However, the following school year in SY 2017-2018 that upward trend was reversed with a 5% decrease in students at the Ready or Exceeding levels and a 4% increase in students at the Close level and a 1% increase in students in the In Need of Support level.



Guam Standards-Based Assessment

The Guam Standards-Based Assessment (SBA) is a criterion-referenced summative test administered by the district for grades 1st to 5th. The SBA measures Math, Reading, Science and Social Studies performance for grades 1st and 2nd, and Science and Social Studies performance for grades 3rd to 5th. The SBA is directly aligned with the GDOE Content Standards. The SBA was first implemented in SY14-15. The indicators for each category are:

Scaled scores are organized into ranges based on the grade level and subject tested, and classified according to the following proficiency levels:

- **ADVANCED**- Signifies superior performance beyond grade-level mastery
- **PROFICIENT**- Represents solid academic performance indicating students are prepared for the next grade-level
- **BASIC**- Indicates partial mastery of the knowledge and skills fundamental for satisfactory work
- **BELOW BASIC**- Indicates little or no mastery of fundamental knowledge and skills (GDOE Comprehensive Student Assessment System, 2015)

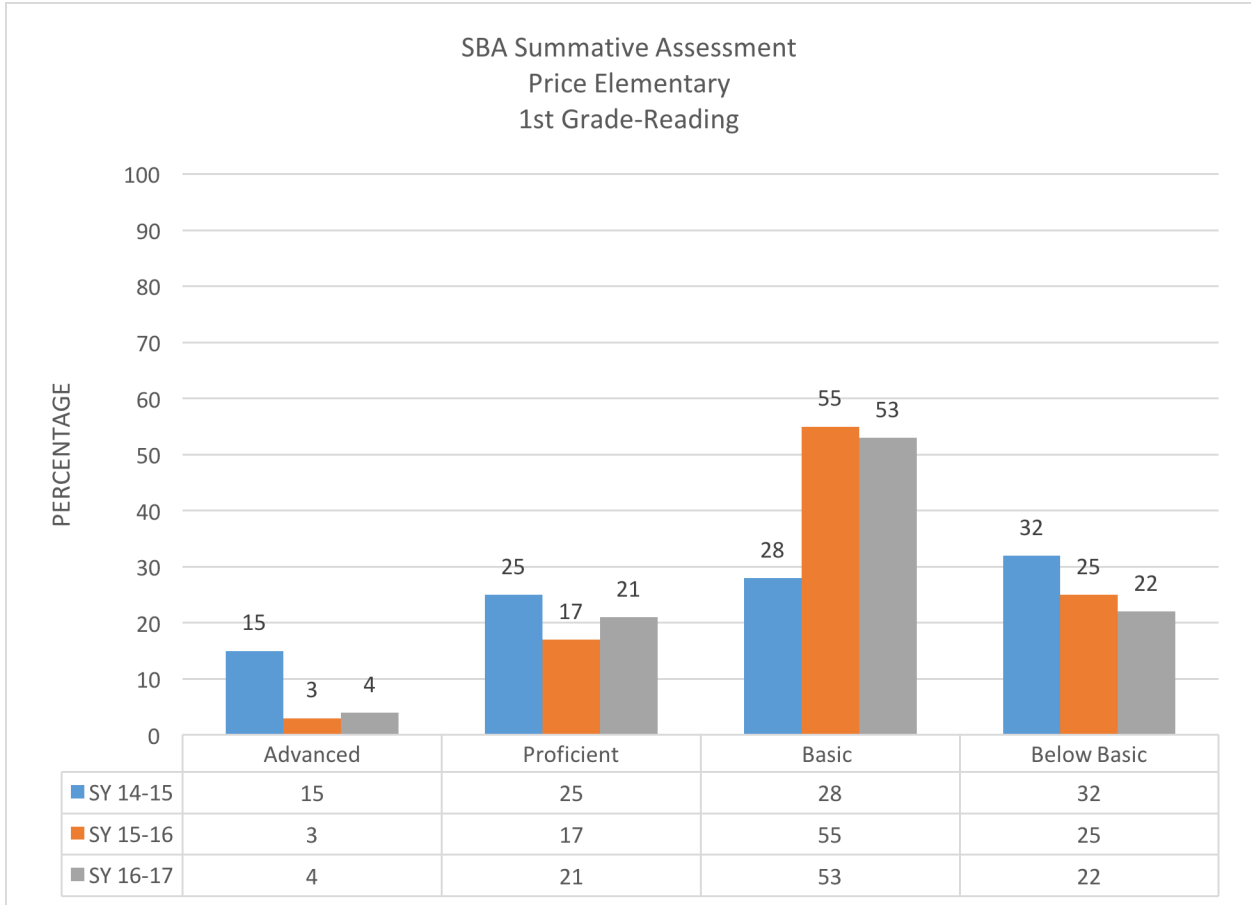
Results

Reading

The SBA measures Reading achievement for grades 1st and 2nd. The non-cohort data over 3 years indicates a decline in reading achievement in the primary grades. In 1st grade, there was a 15% drop in students performing at the Advanced and Proficient levels in Reading since SY 2014-15. For 2nd grade, there was a 7% decline in students at the Advanced and Proficient levels over the past 3 years. However, in examining the data on a year-to-year basis, 1st grade was able to increase achievement from SY 2015-2016 to SY 2016-2017 by 5%. In 2nd grade, when analyzing the cohort data, which follows the same group of students, there was a 13% increase in reading achievement from SY 2015-2016 to SY 2016-2017.

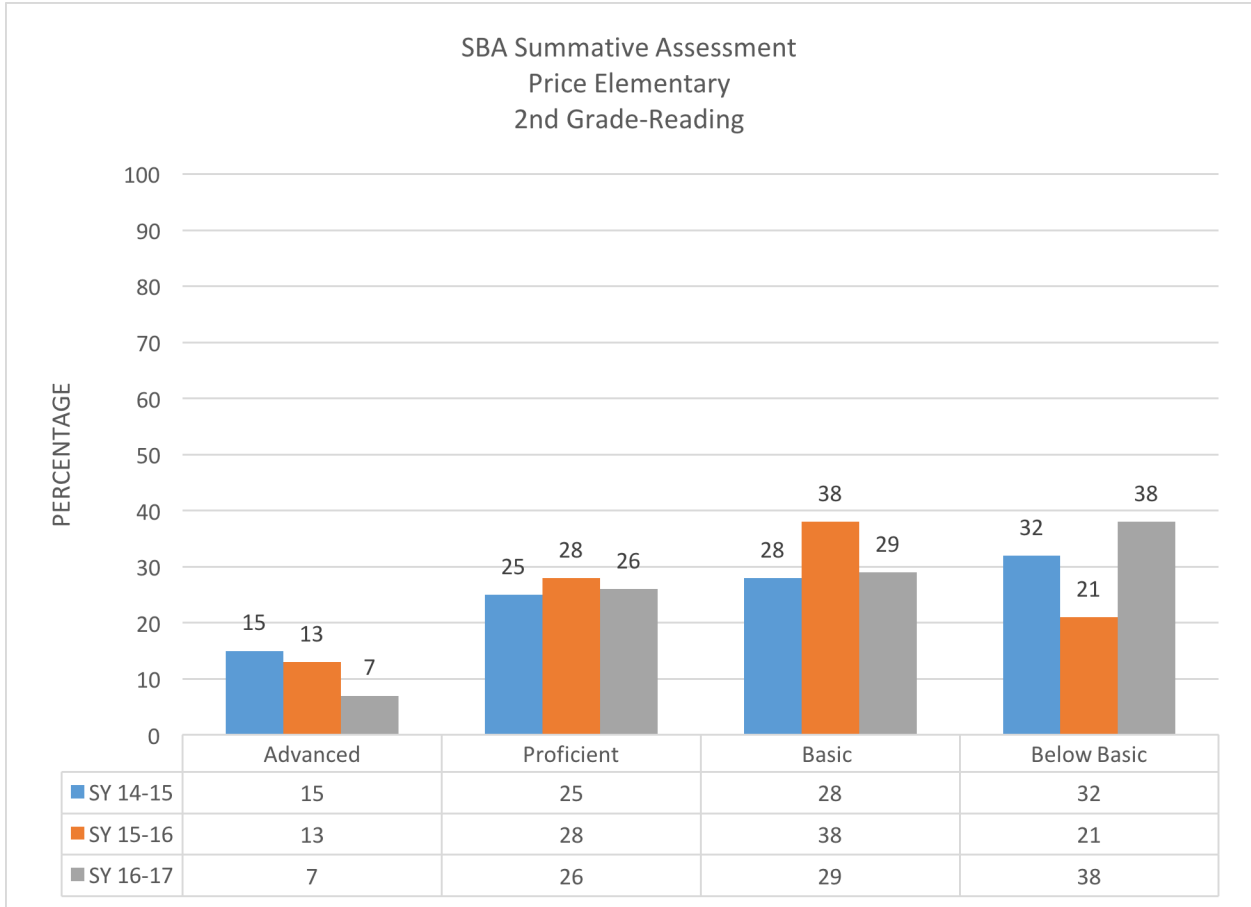
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1st grade (Non-cohort Data)

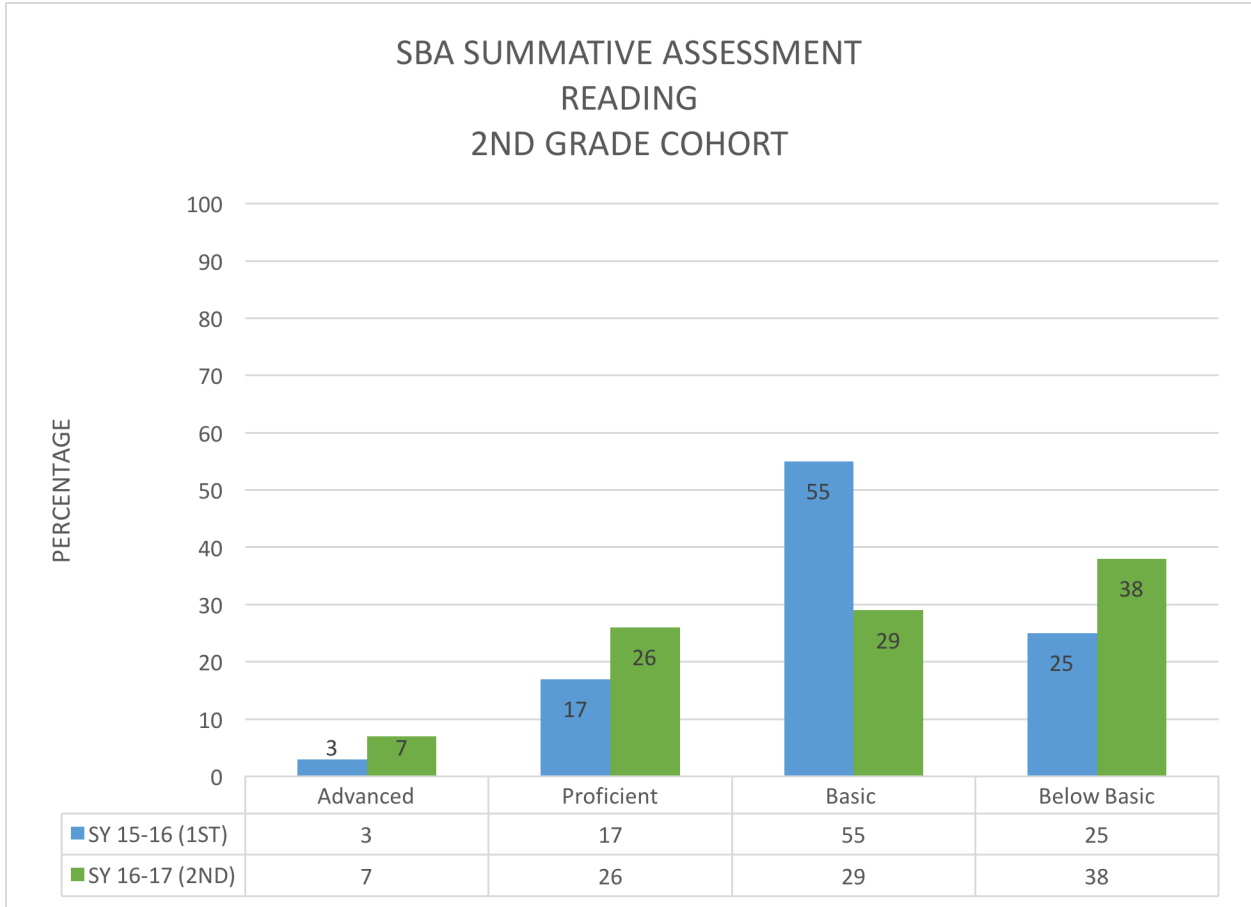


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2nd grade (Non-cohort Data)



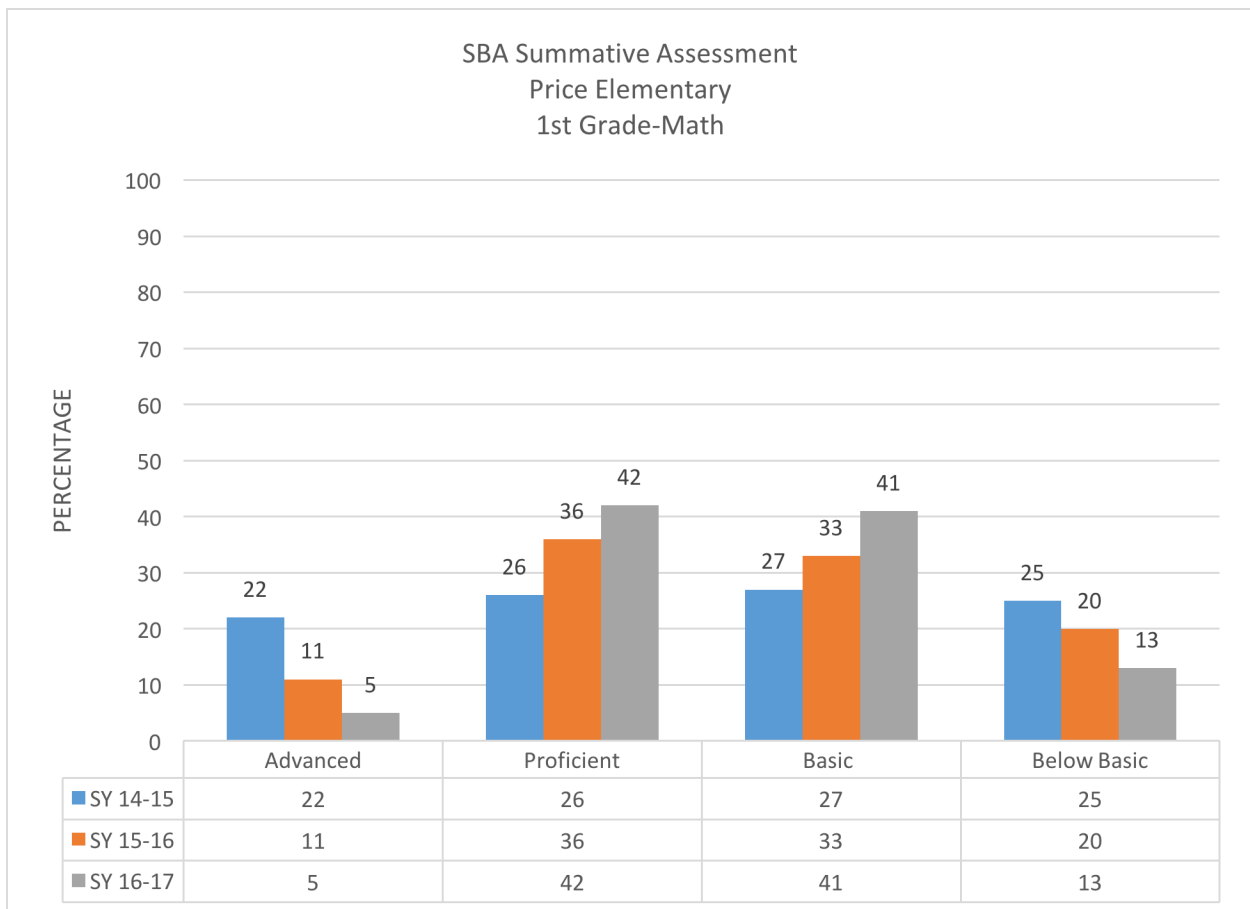
2nd grade (Cohort Data)



Math

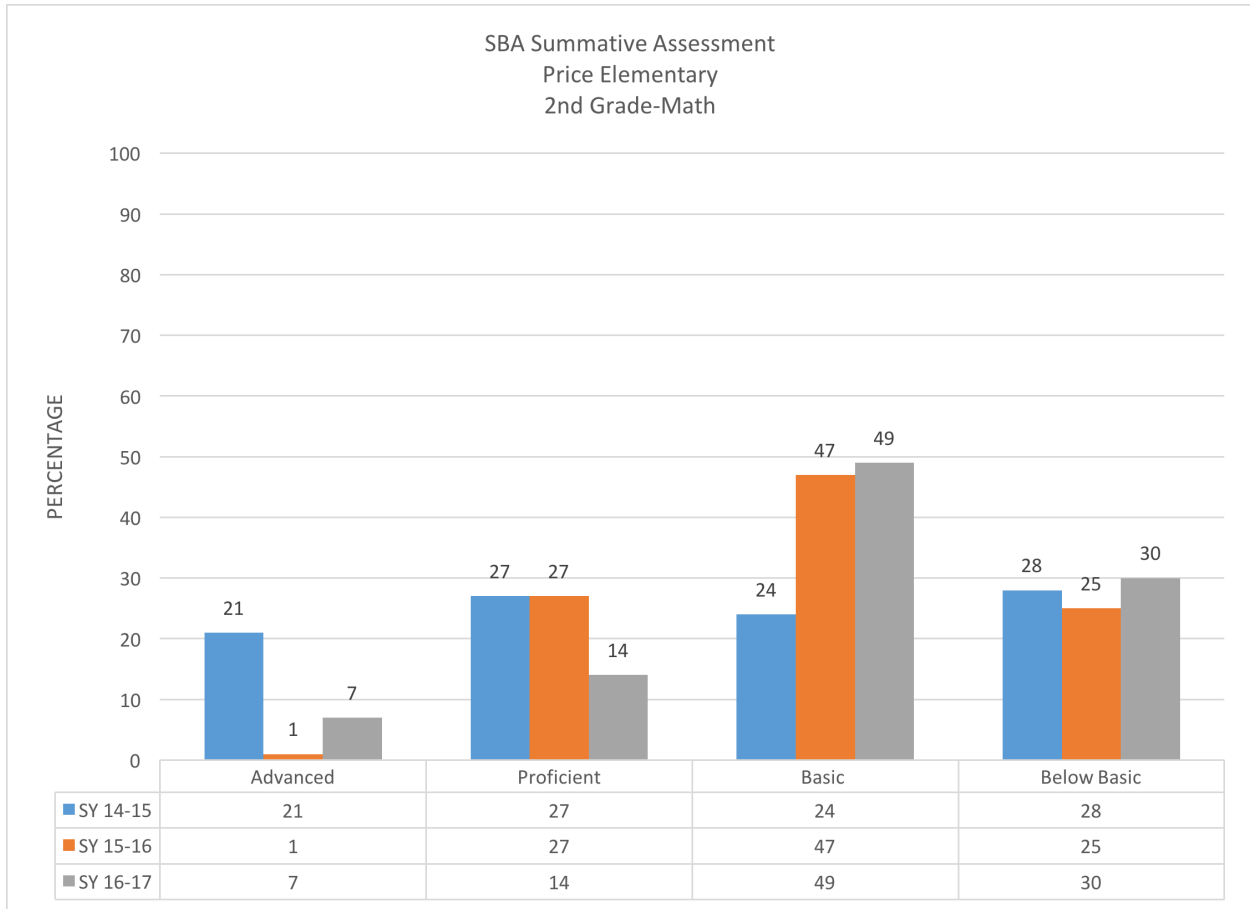
The SBA measures math achievement for grades 1st and 2nd. In 1st grade, there was a 1% decline in Math achievement over the past 3 years. In 2nd grade, both non-cohort and cohort data show a significant decline in Math achievement. Non-cohort data indicates a 27% decrease and cohort data shows a 26% decline in Math achievement.

1st grade (Non-cohort Data)



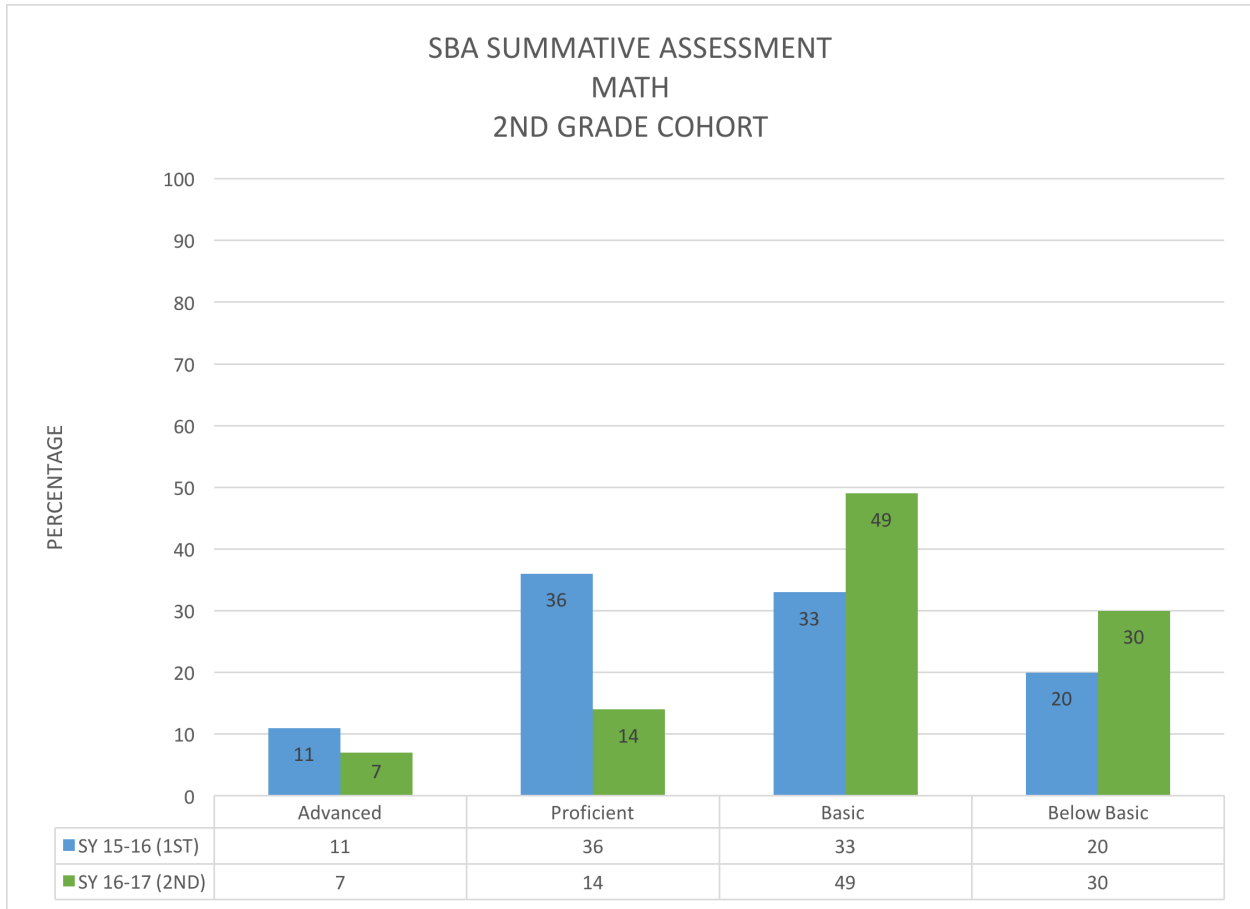
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2nd grade (Non-cohort Data)



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2nd grade (Cohort Data)

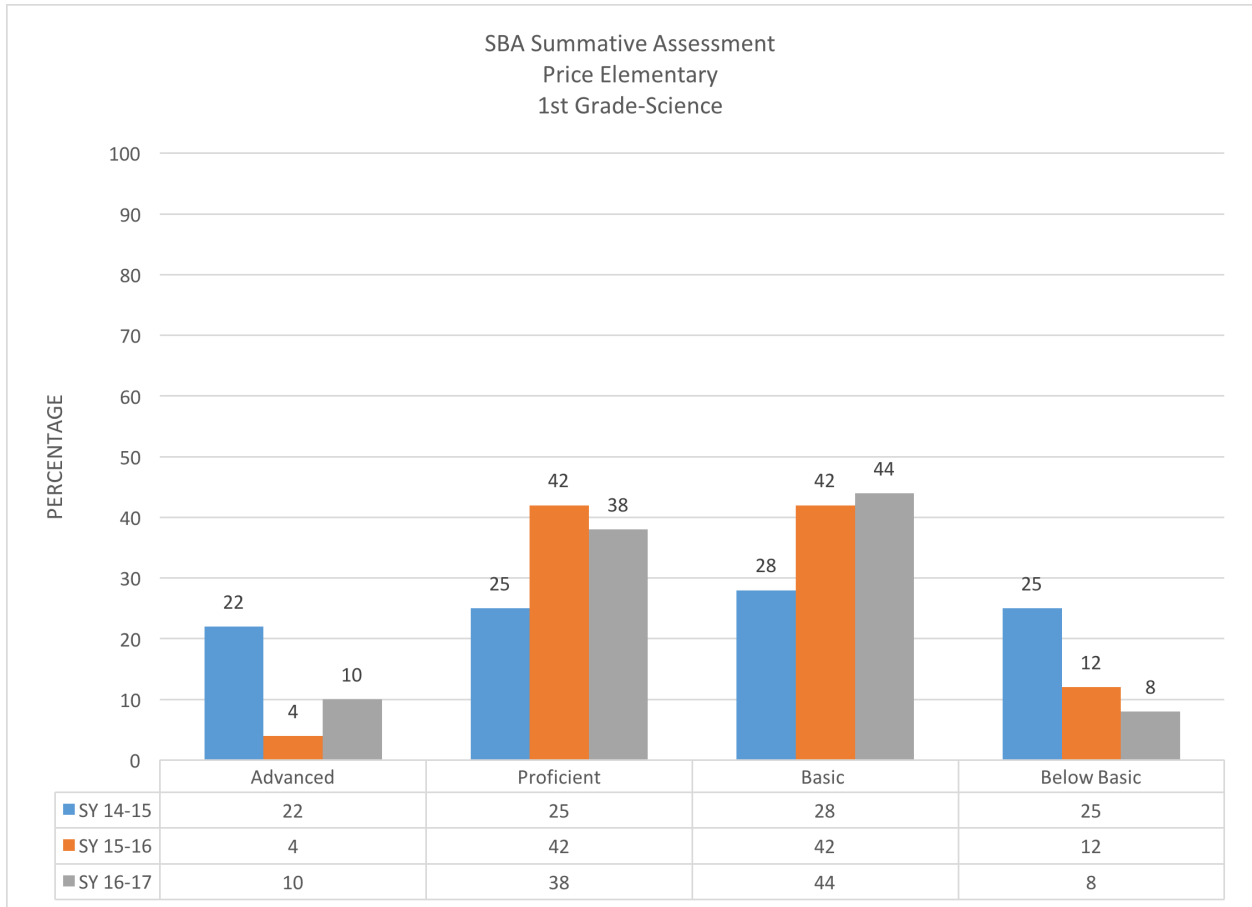


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Science

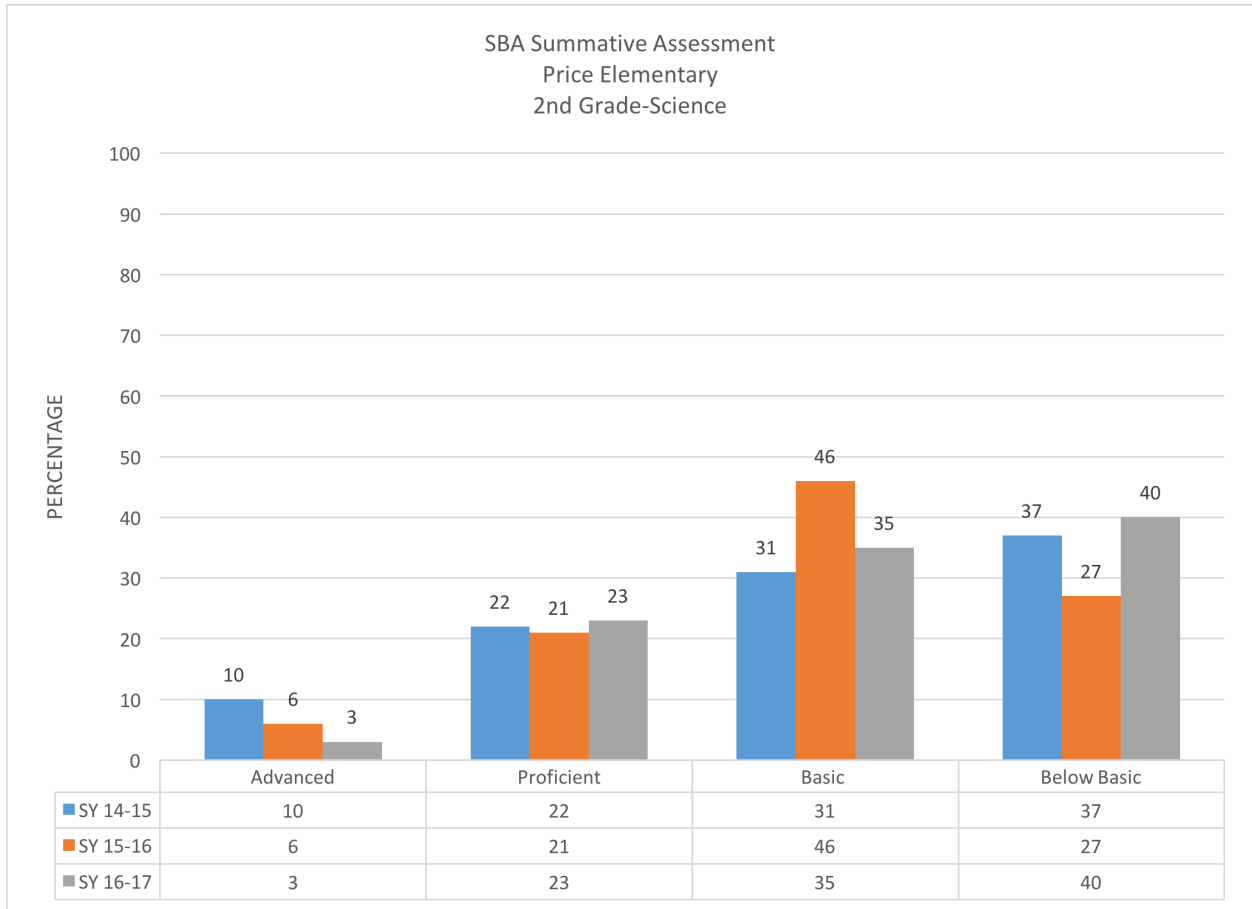
The SBA measures science achievement for grades 1st to 5th. The overall data for science indicates a general decline in all grades except 1st and 3rd grade. 1st grade showed a 1% increase over 3 years in non-cohort data and 3rd grade demonstrated a 7% increase in cohort data.

1st grade (Non-Cohort Data)



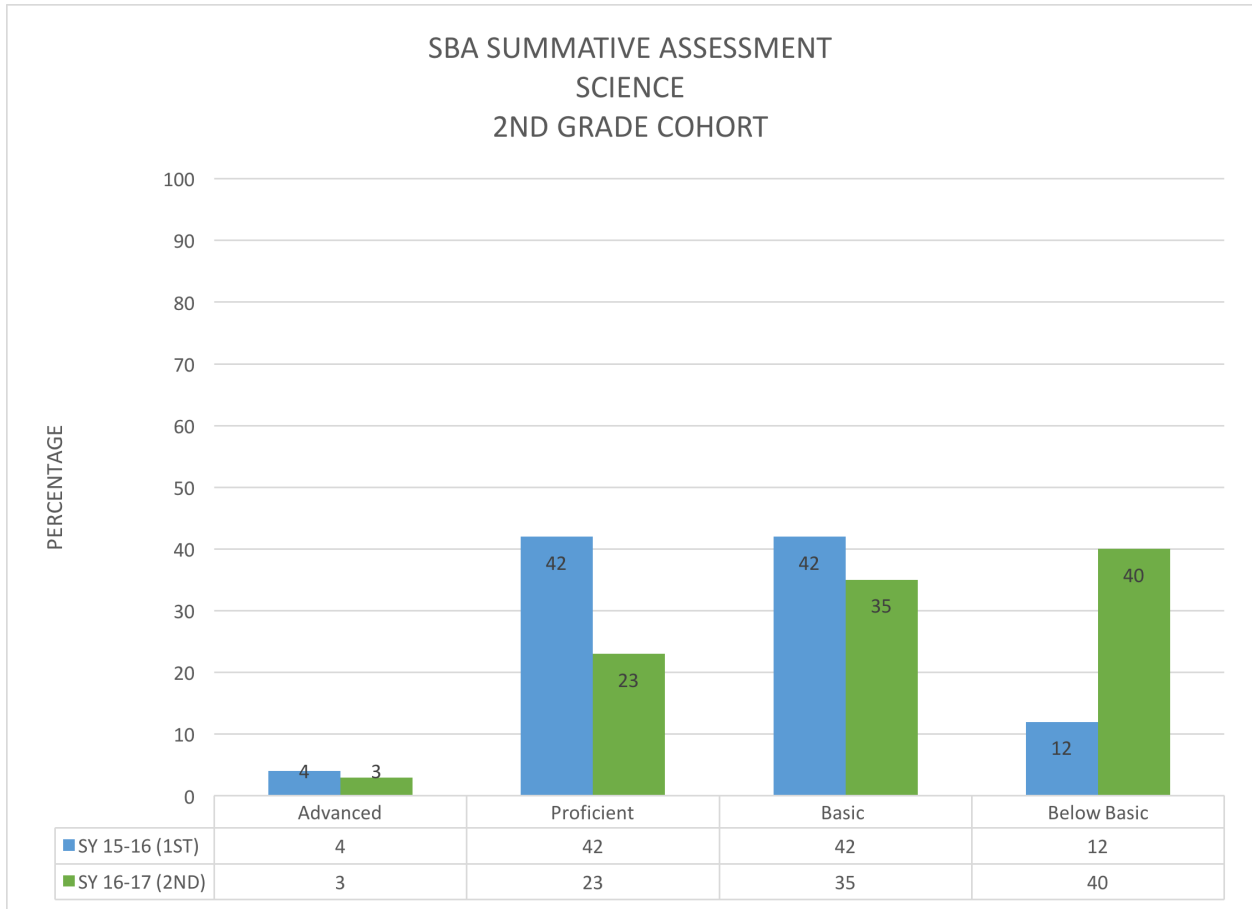
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2nd grade (Non-cohort Data)



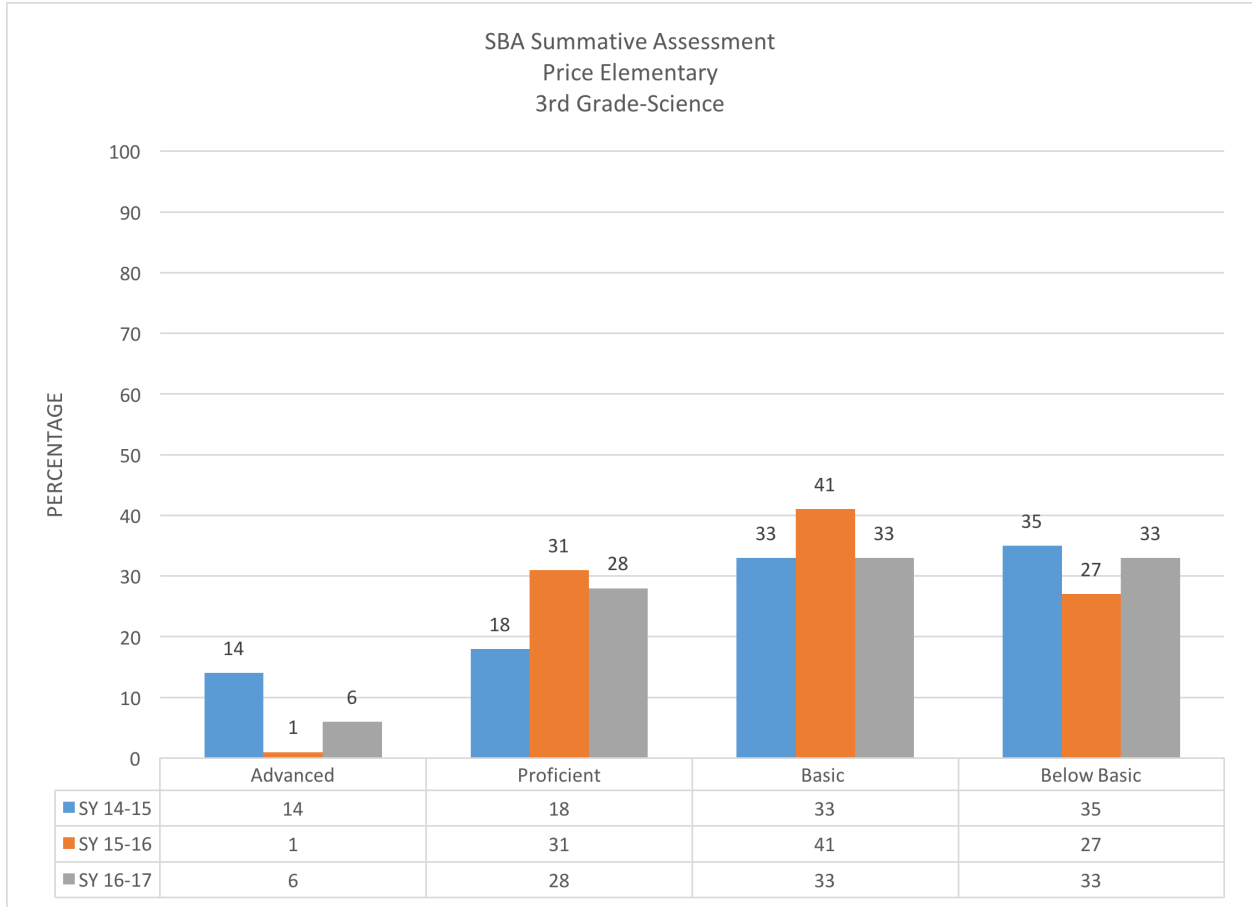
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2nd grade (Cohort Data)

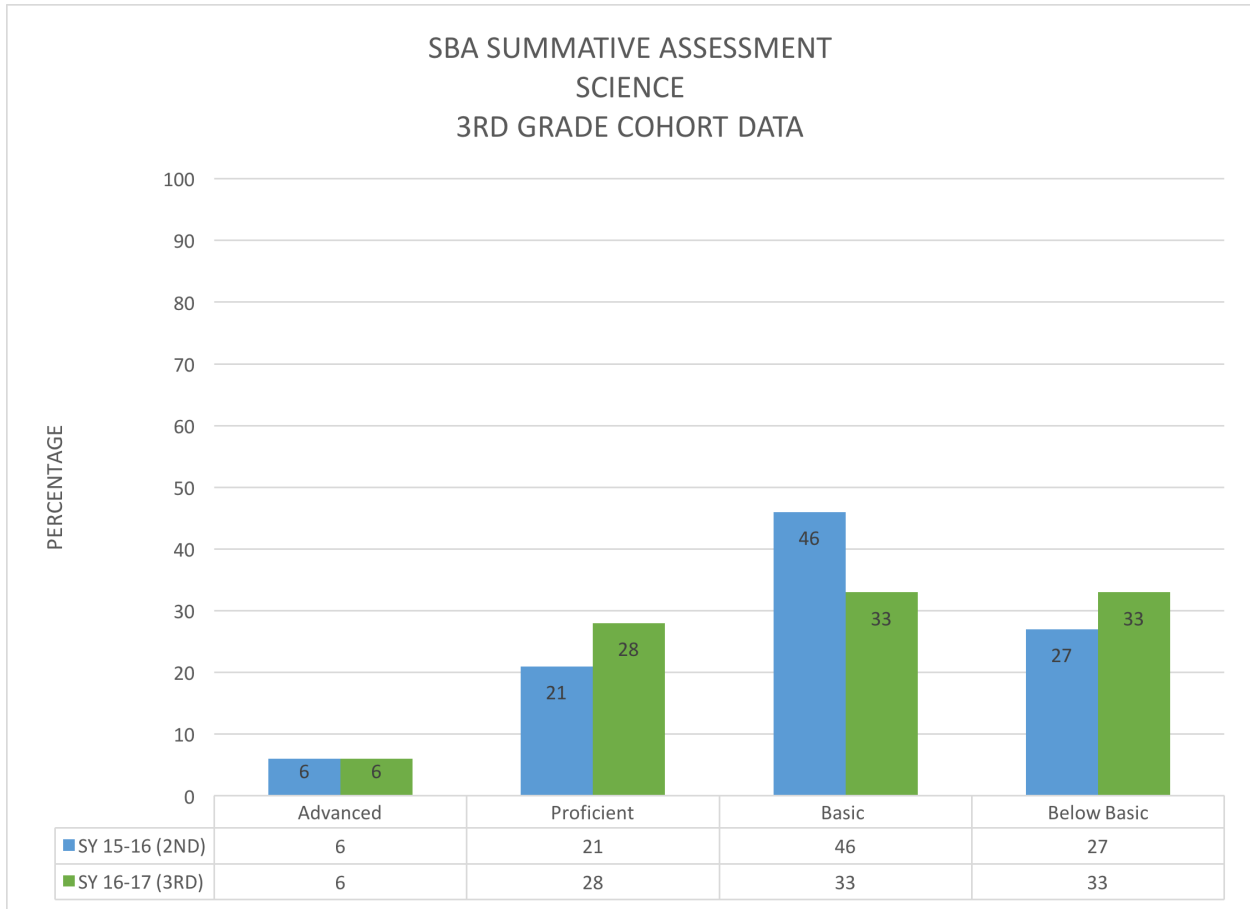


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3rd grade (Non-cohort Data)

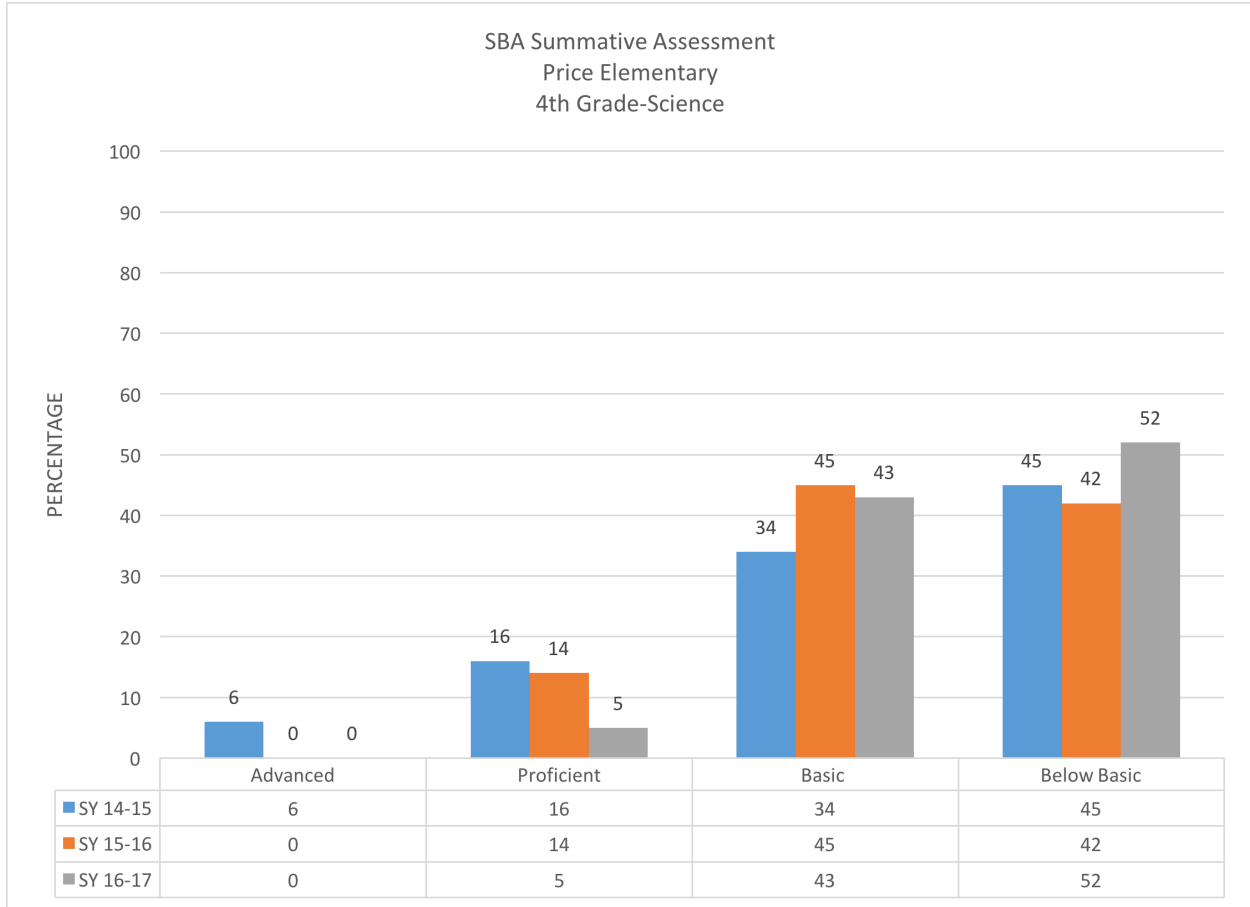


3rd grade (Cohort Data)

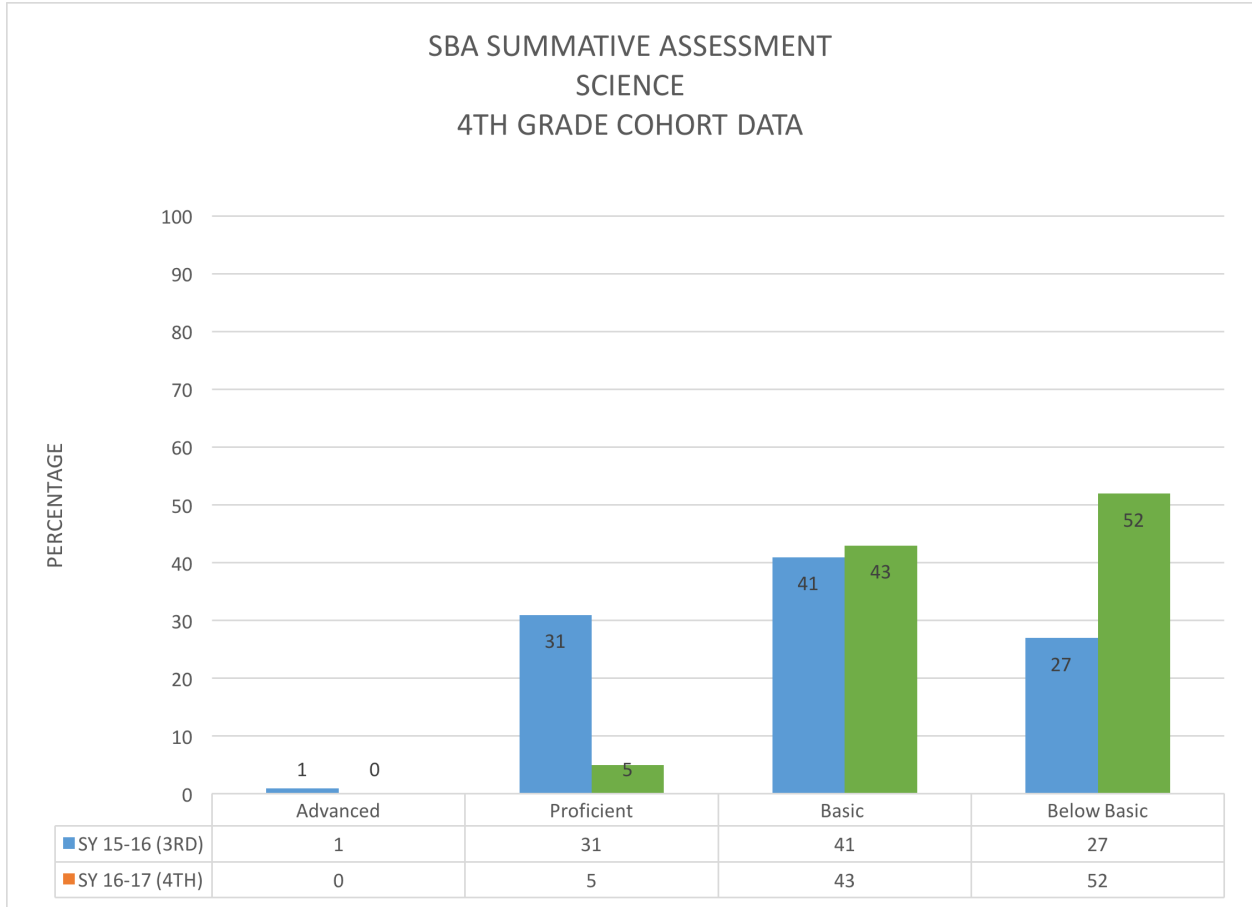


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4th grade (Non-cohort Data)

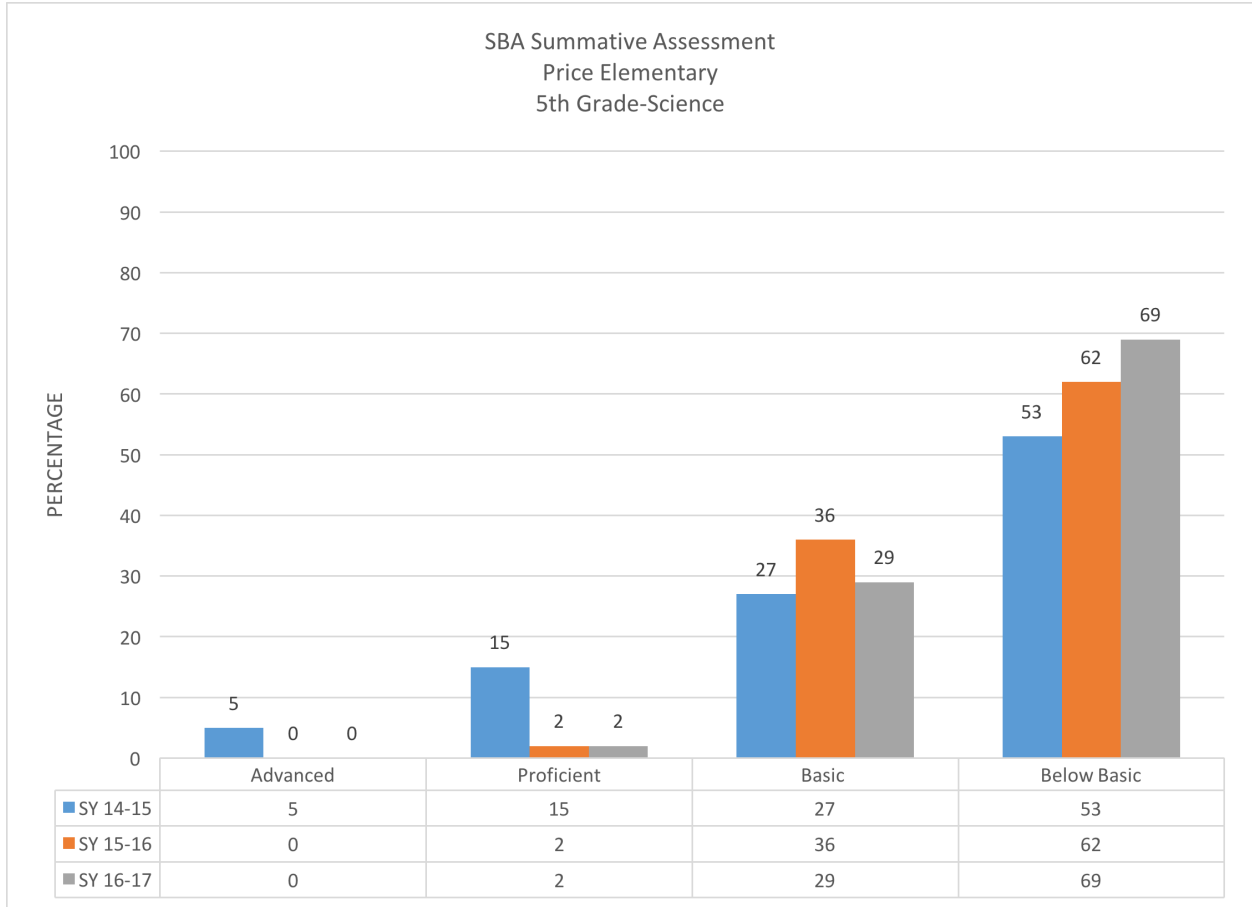


4th grade (Cohort Data)



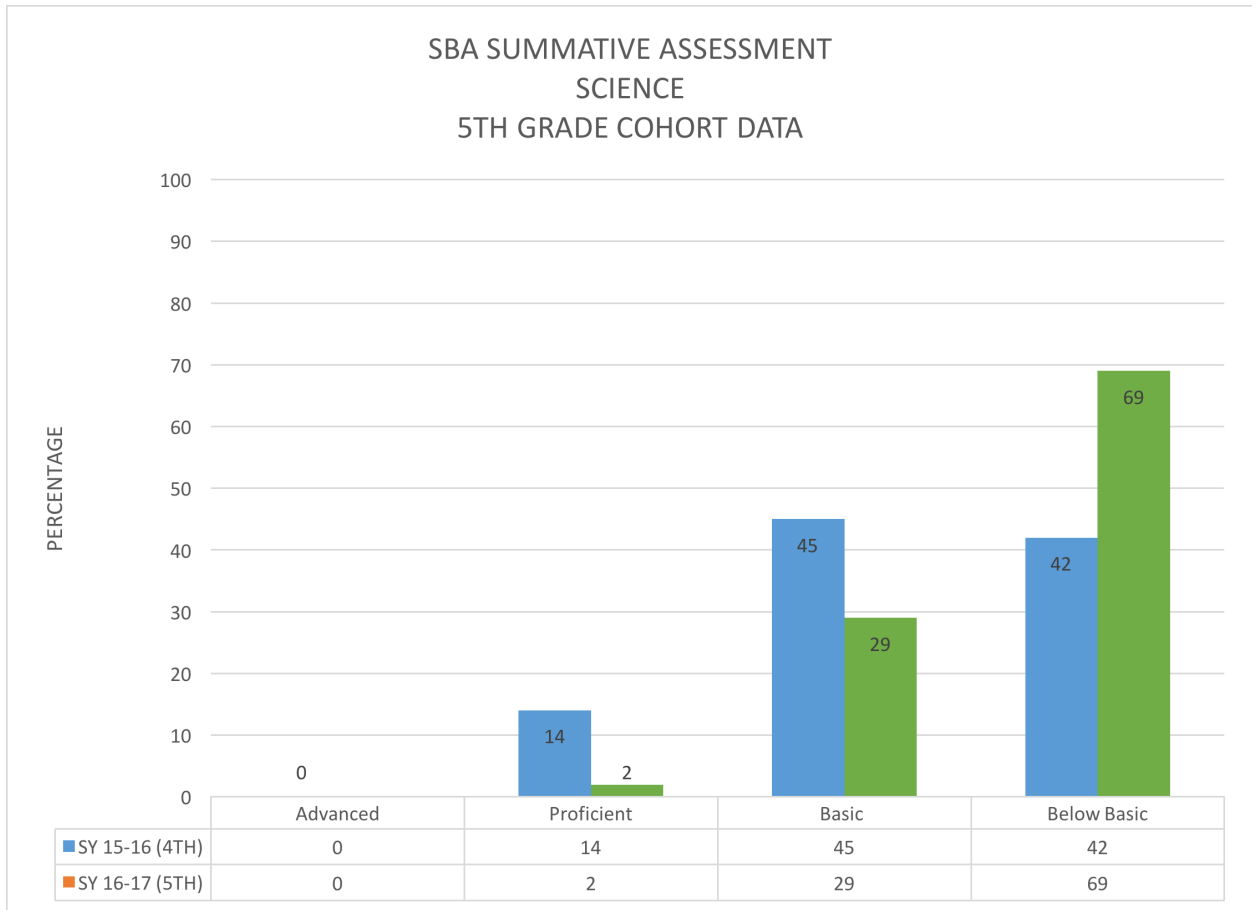
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5th grade (Non-cohort Data)



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5th grade (Cohort Data)



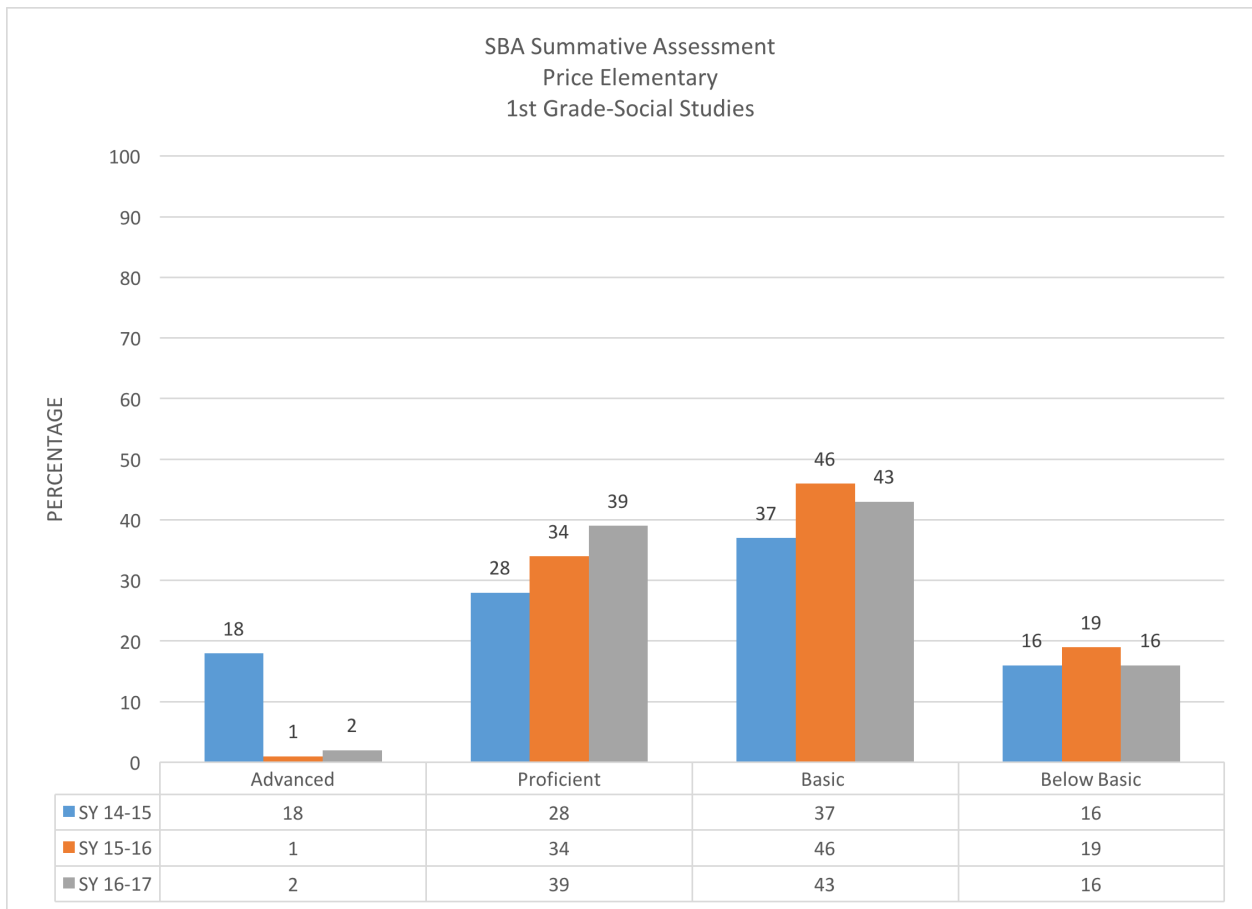
Social Studies

The SBA measures achievement in Social Studies for grades 1st through 5th. The data indicates the following increases:

- 6% increase in 1st grade achievement for SY 2015-2016 to SY 2016-2017
- 8% increase in 3rd grade achievement (cohort data)
- 1% increase in 5th grade achievement (cohort data)

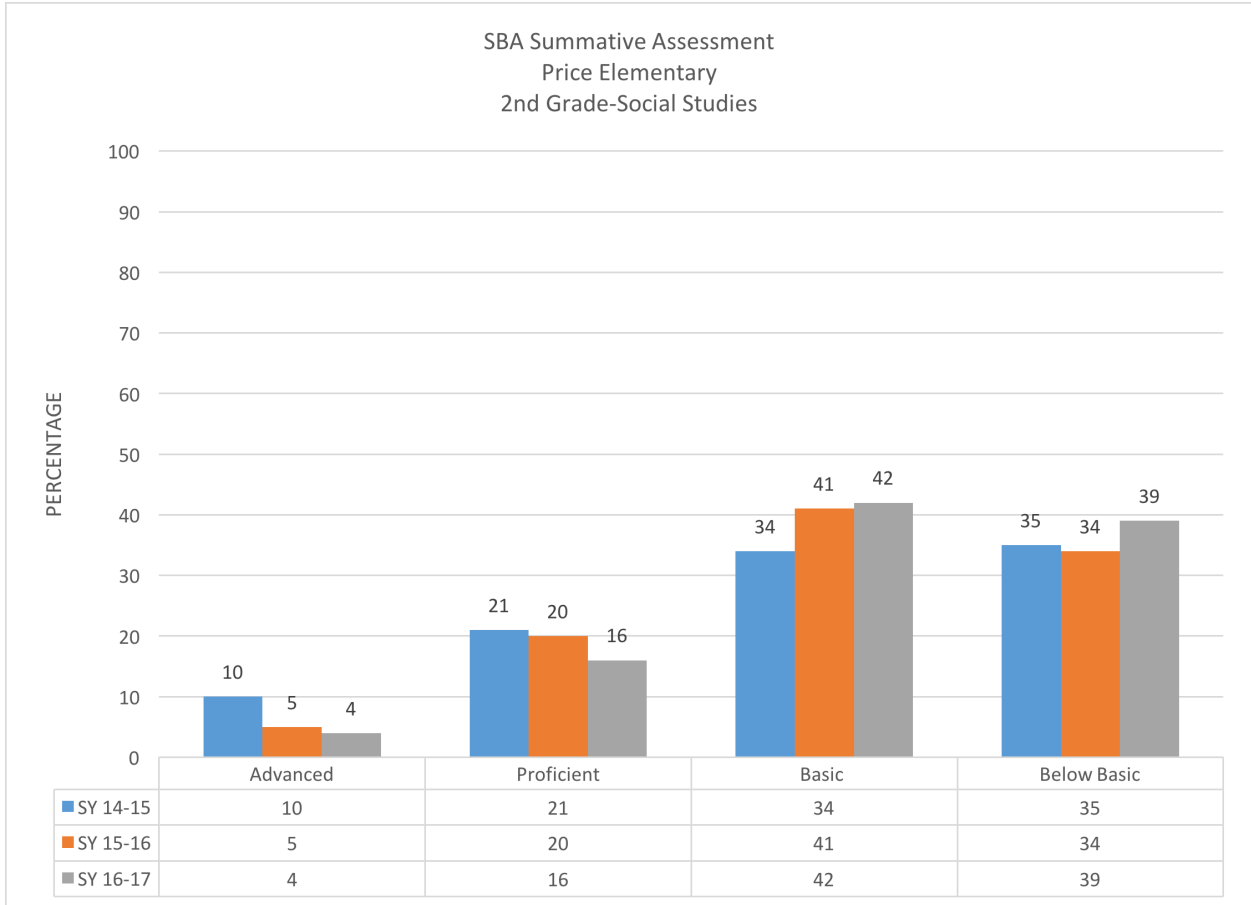
The data also demonstrated declines in both cohort and non-cohort data for 2nd and 5th.

1st grade (Non-cohort Data)



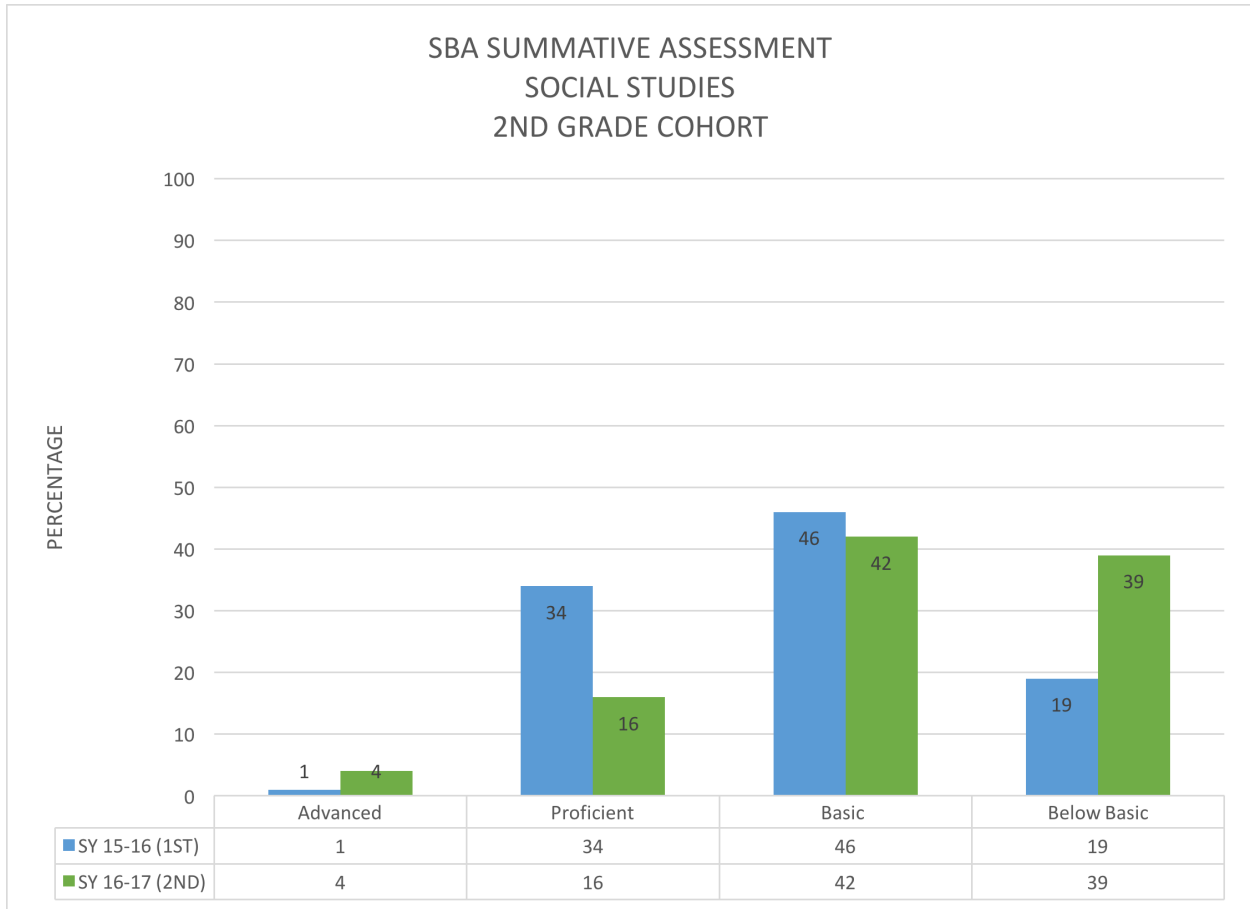
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2nd grade (Non-cohort Data)



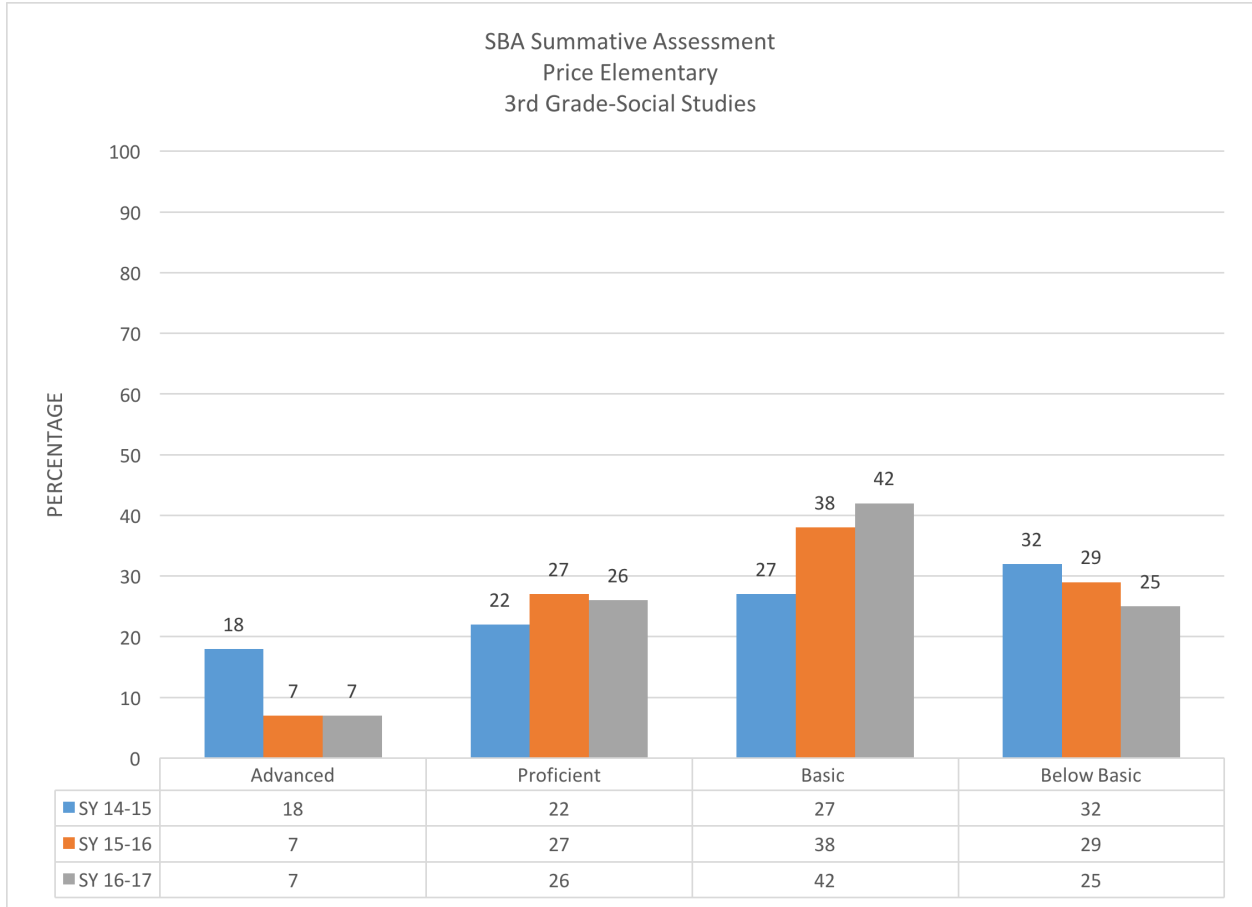
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2nd grade (Cohort Data)

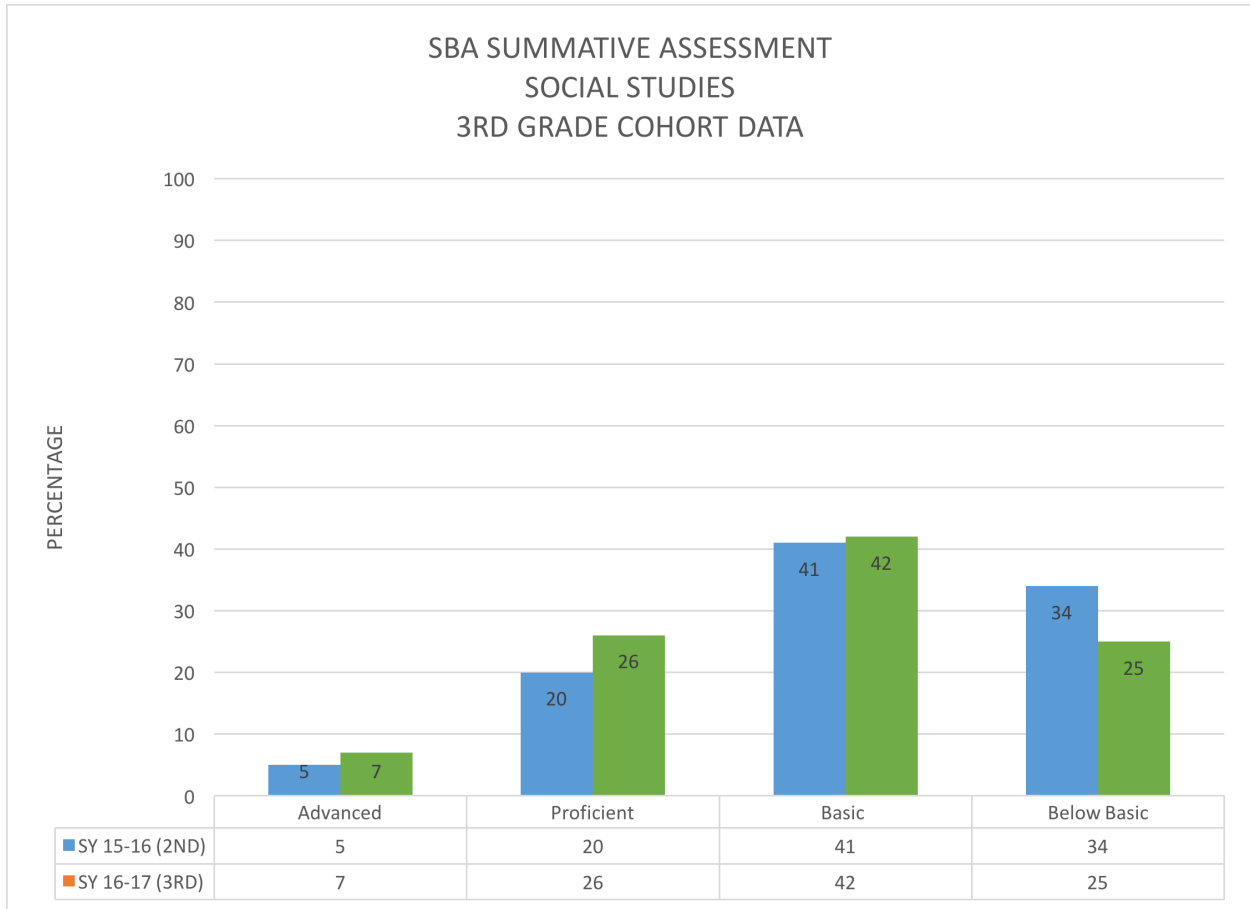


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3rd grade (Non-cohort Data)

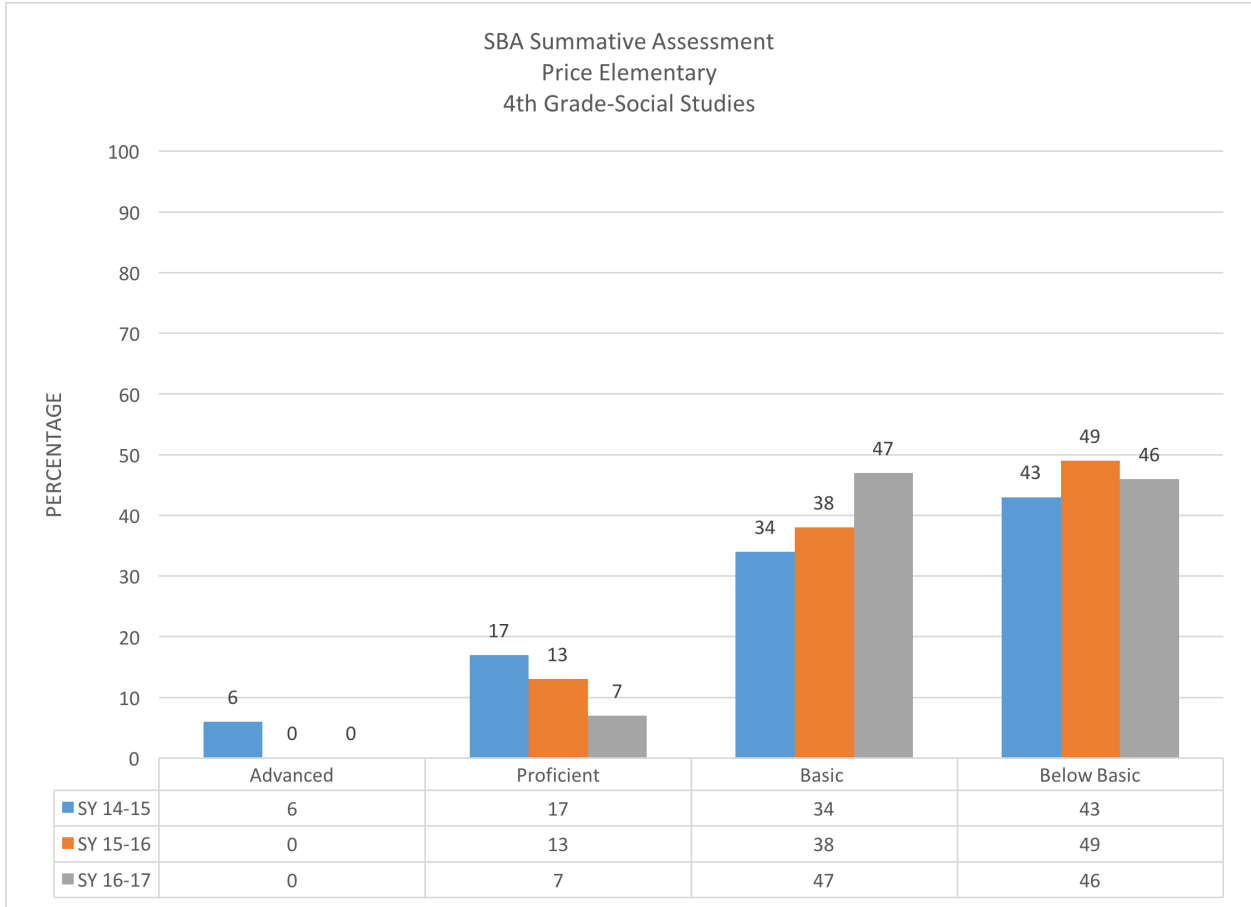


3rd grade (Cohort Data)

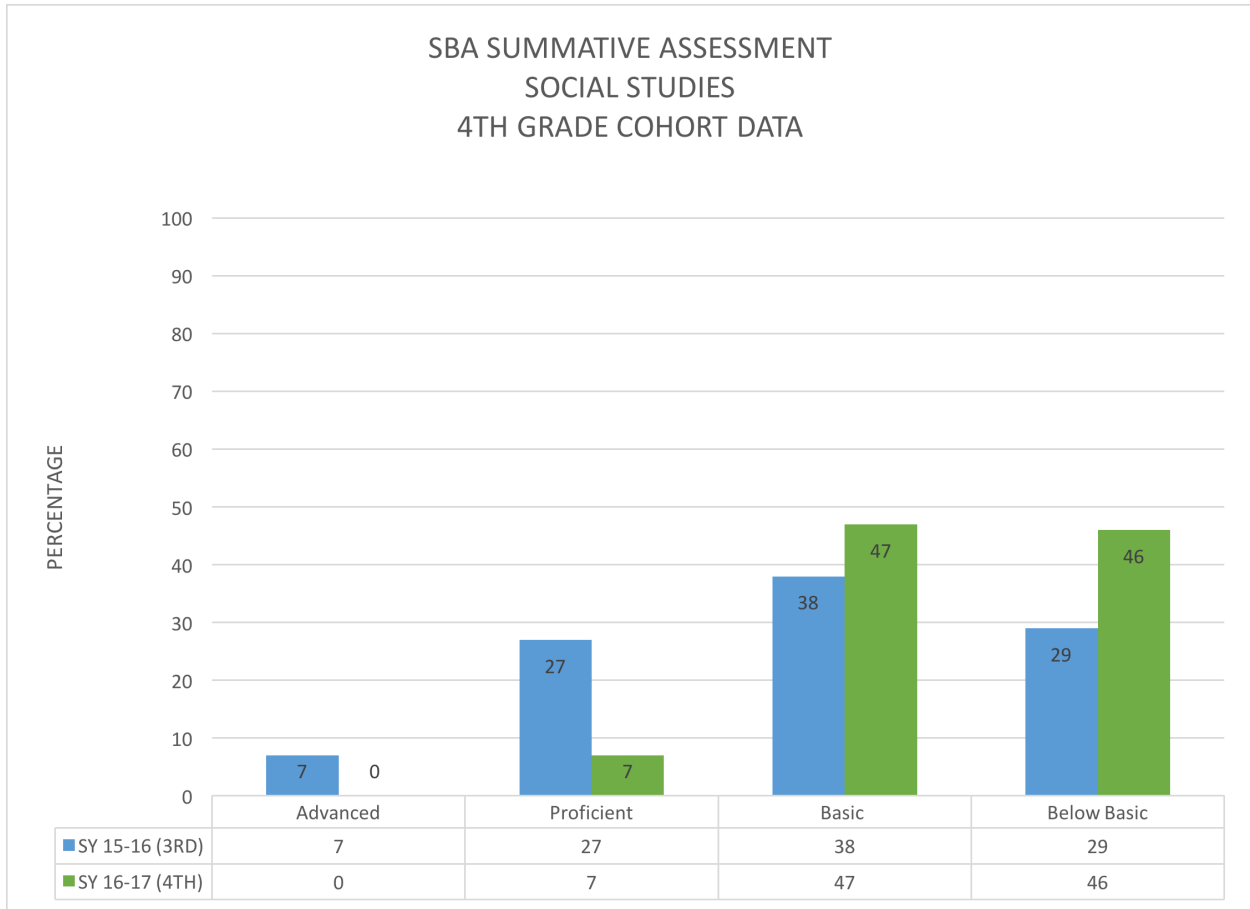


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4th grade (Non-cohort Data)

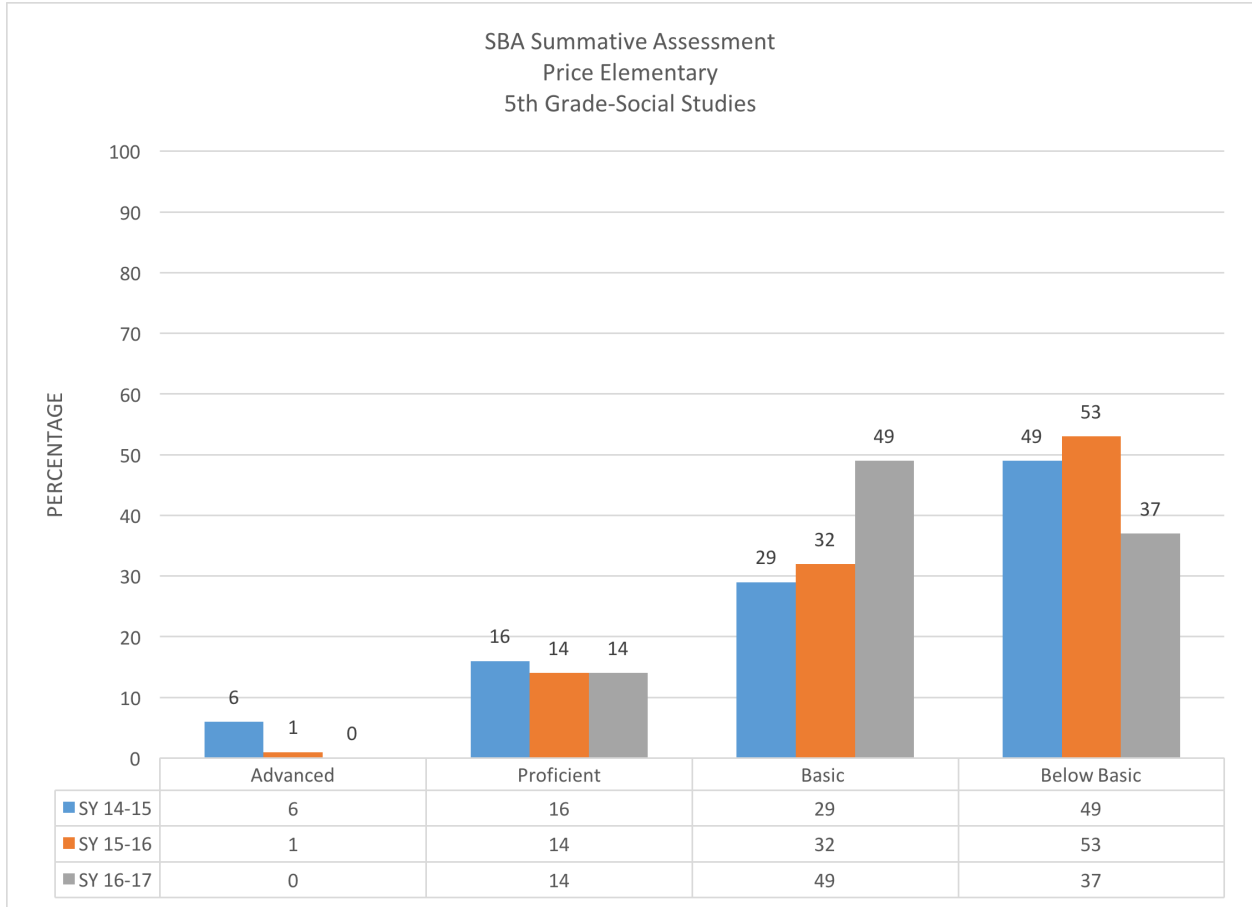


4th grade (Cohort Data)

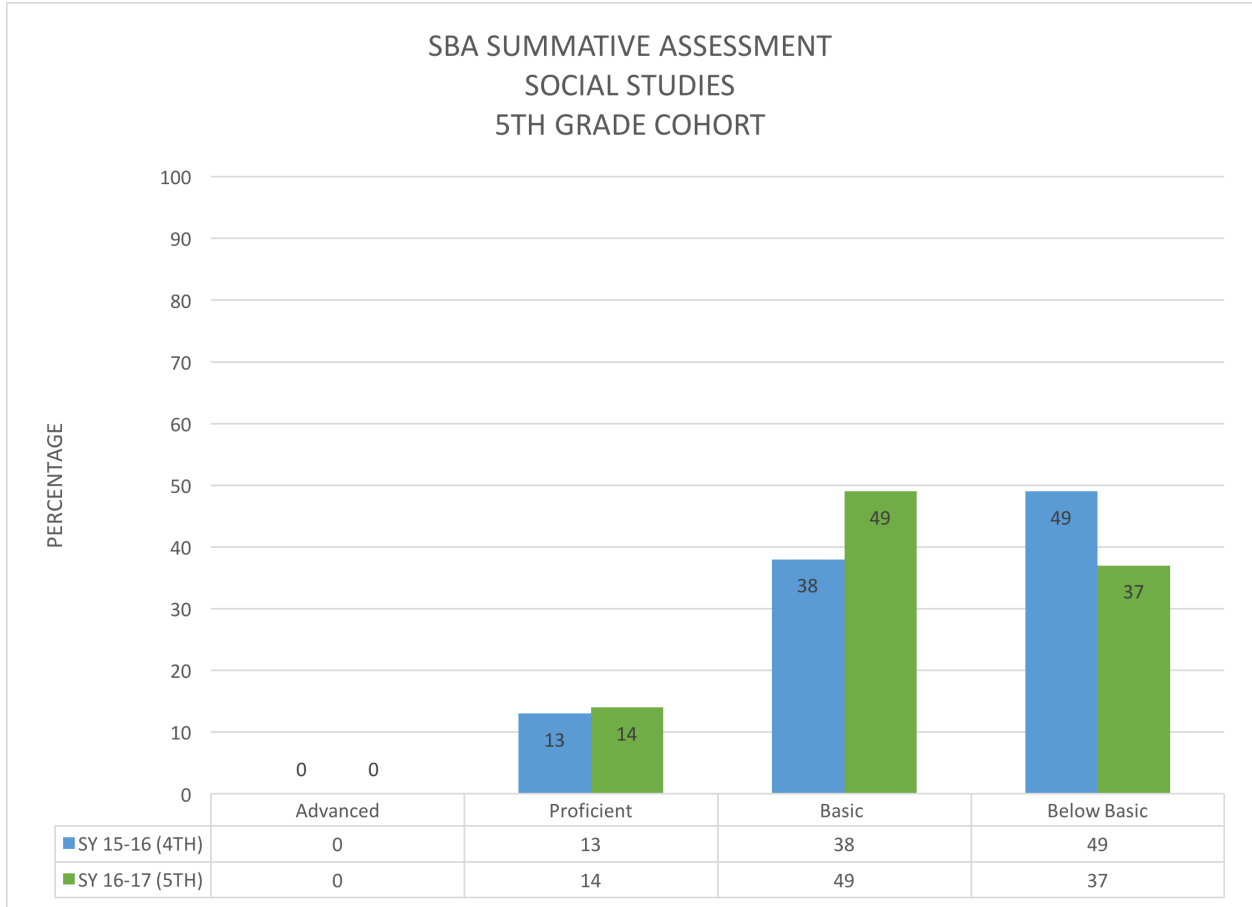


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5th grade (Non-cohort Data)



5th grade (Cohort Data)



SLOs Assessment

In SY 2016-2017, each grade-level developed a rubric to monitor the attainment of SLOs in respects to two critical learning areas. The two critical learning areas were identified as communication and critical thinking. The critical learning areas were determined based on school data and teacher collaboration. The rubric was created to assess student progress in regards to the achievement of SLOs. Use of the rubrics was implemented in SY 2017-2018. At the end of the Fall and Spring semesters, parents were given a progress report detailing their child's progress toward the attainment of target SLO goals for each grade-level (see Figures 2 to 7). Students were assessed according to the following scale:

Level 4: Exceeds expectations

Level 3: Meets expectations

Level 2: Partially meets expectations

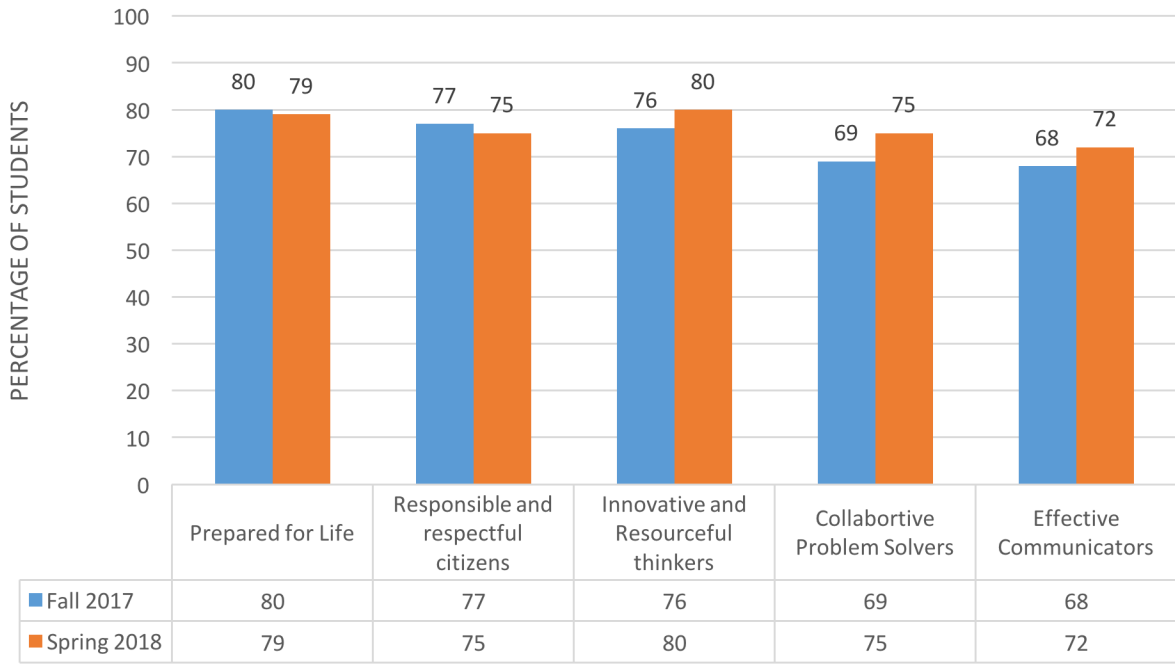
Level 1: Needs assistance to meet expectations

Results

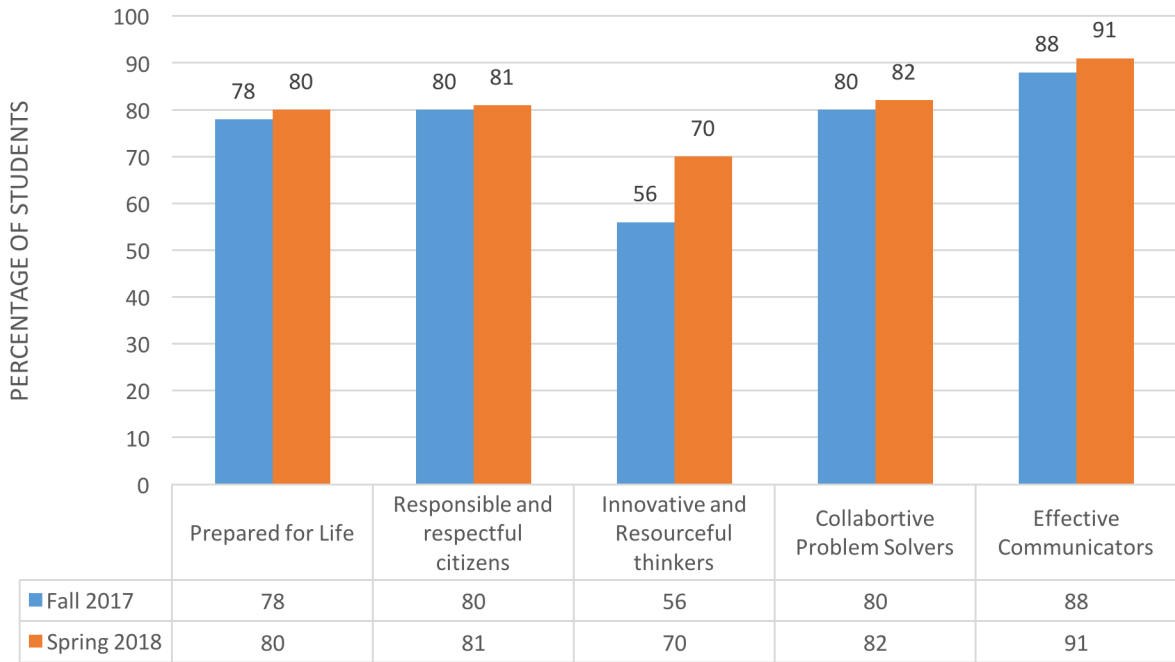
Kindergarten

The figures display the percentage of kindergarten students who met or exceeded expectations for the SLOs in two critical areas—critical thinking and communication. The assessment was based on student performance in the classroom. For critical thinking, kinder students demonstrated increases in 3 out of 5 learning outcomes. In communication, kinder students showed increases in all learning outcomes.

SLOs Assessment: Critical Thinking
 Kindergarten
 Level 3 and Level 4 Students

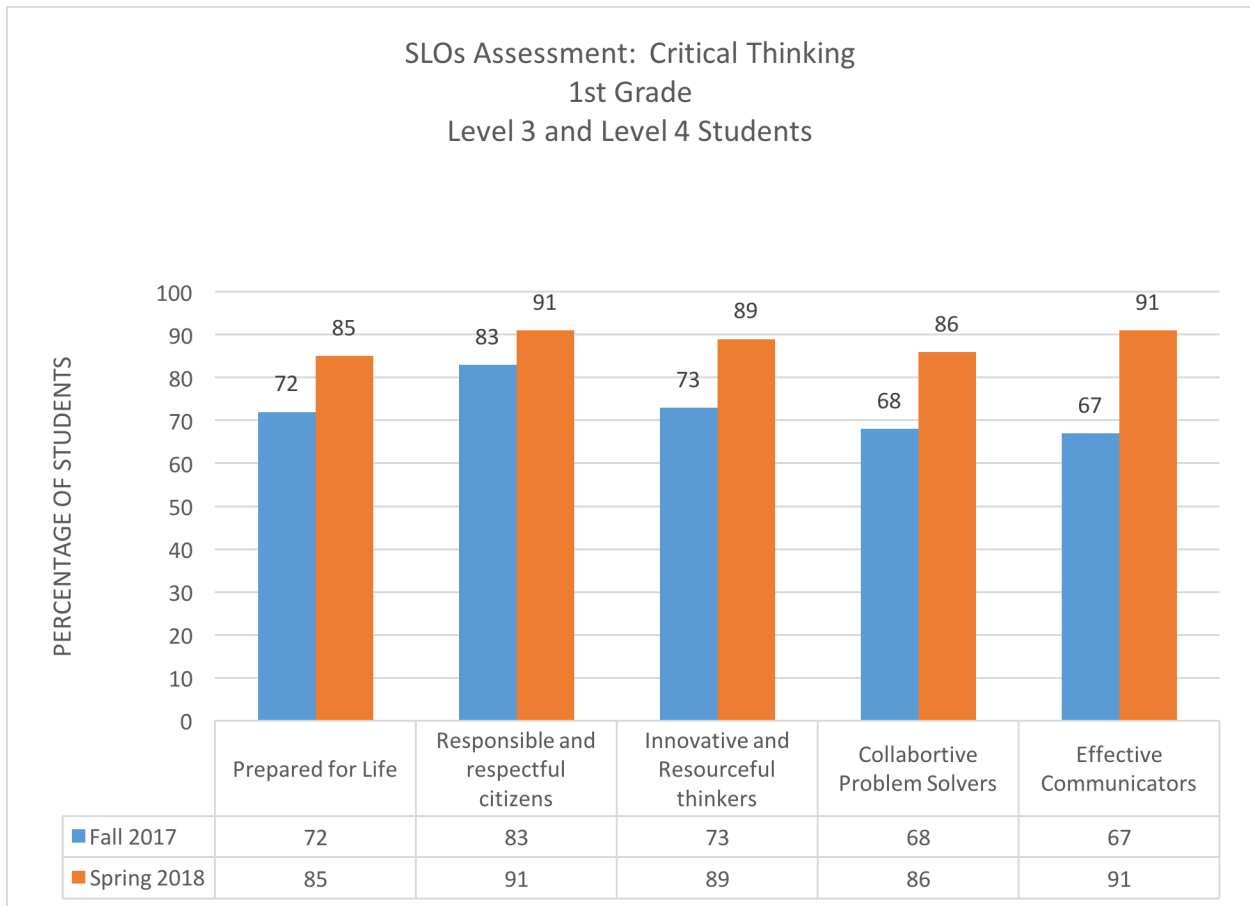


SLOs Assessment: Communication
 Kindergarten
 Level 3 and Level 4 Students



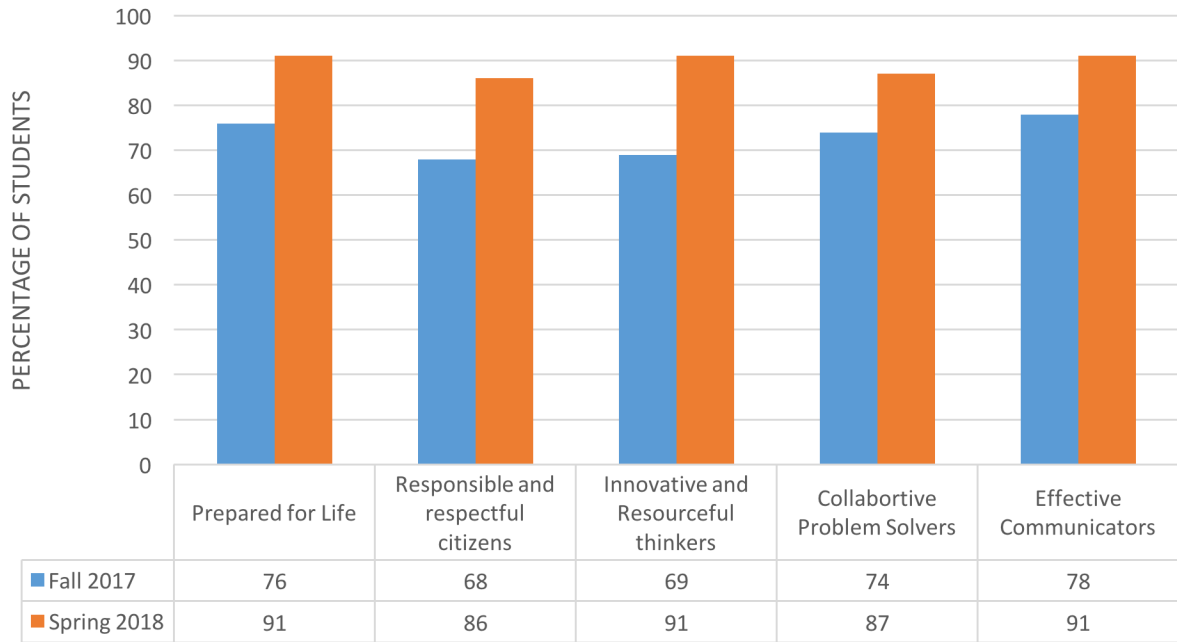
1st grade

The figures display the percentage of 1st grade students who met or exceeded expectations for the SLOs in two critical areas—critical thinking and communication. The assessment was based on student performance in the classroom. For both critical thinking and communication, 1st grade students demonstrated increases in all learning outcomes.



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**SLOs Assessment: Communication
1st Grade
Level 3 and Level 4 Students**

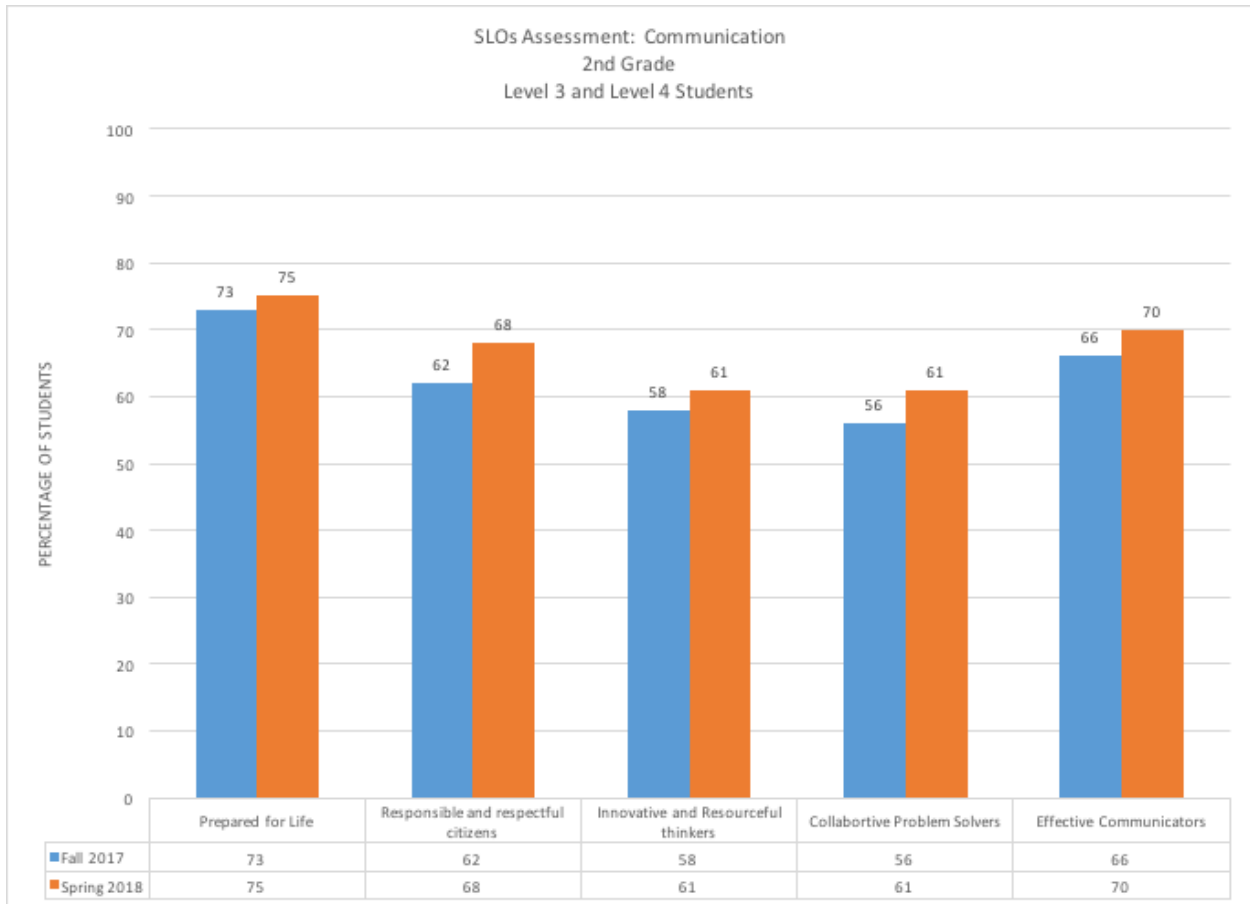


2nd grade

The figures display the percentage of 2nd grade students who met or exceeded expectations for the SLOs in two critical areas—critical thinking and communication. The assessment was based on student performance in the classroom. For both critical thinking and communication, 2nd grade students demonstrated increases in all learning outcomes.

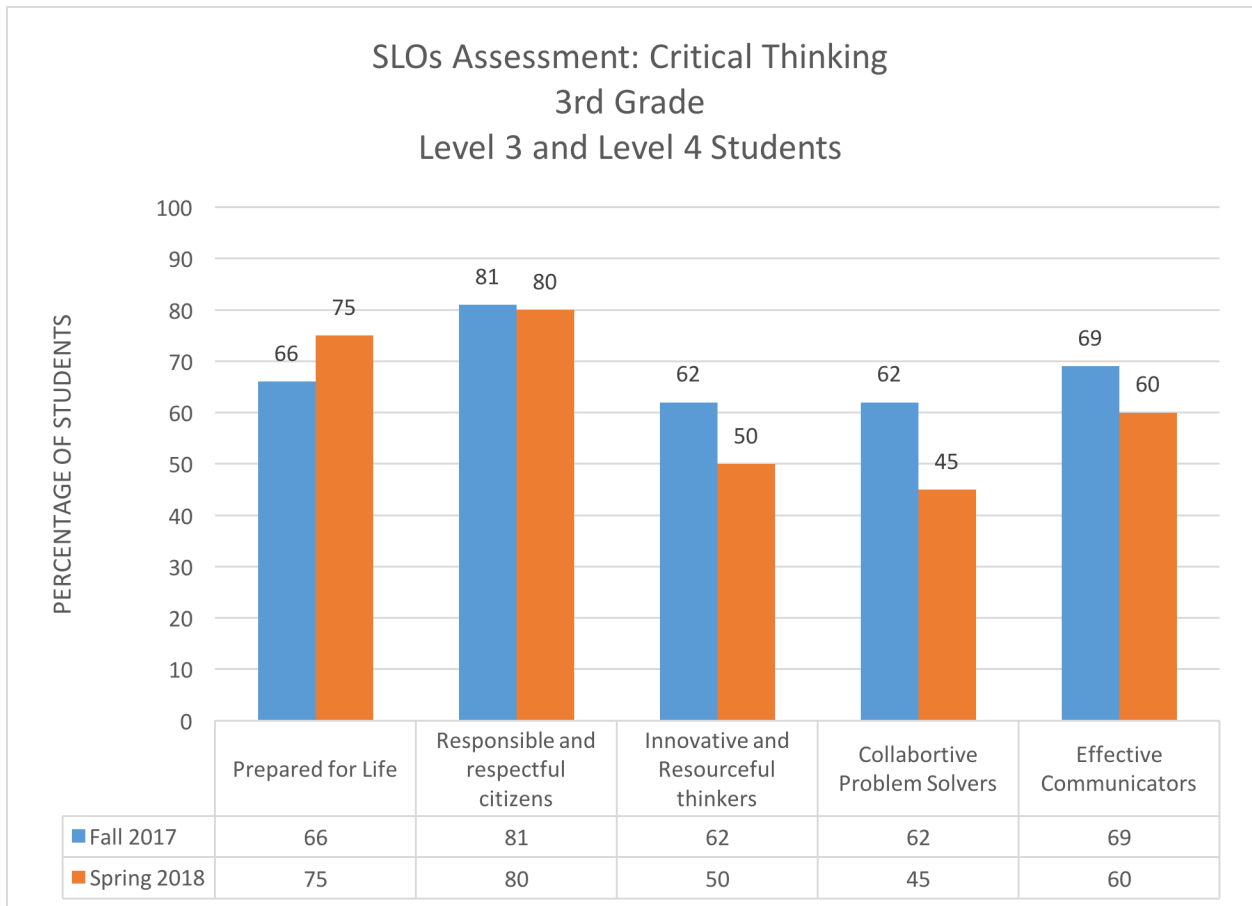


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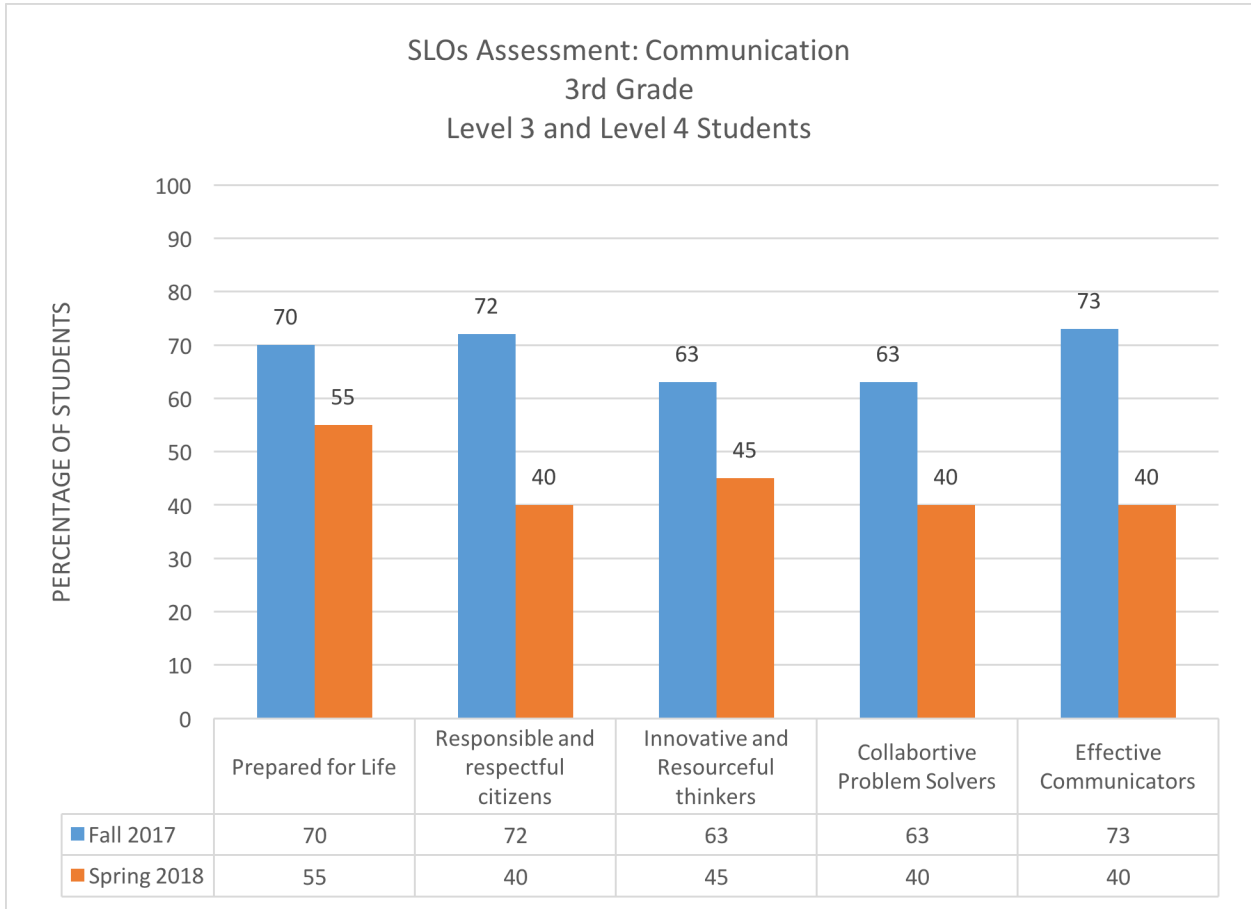


3rd grade

The figures display the percentage of 3rd grade students who met or exceeded expectations for the SLOs in two critical areas—critical thinking and communication. The assessment was based on student performance in the classroom. For critical thinking, 3rd graders demonstrated increases in 1 out of 5 outcomes. For communication, 3rd graders did not make any increases in any of the learning outcomes.

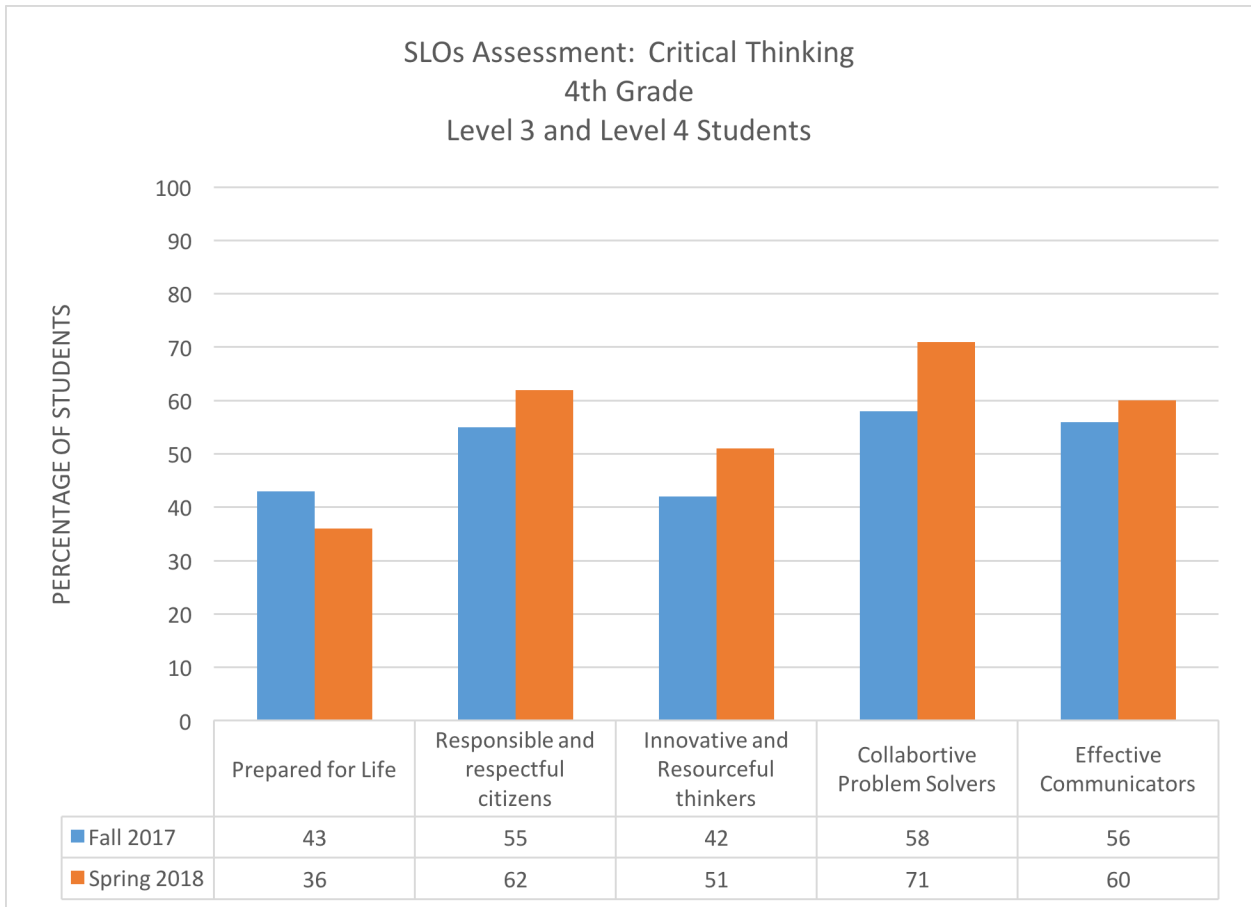


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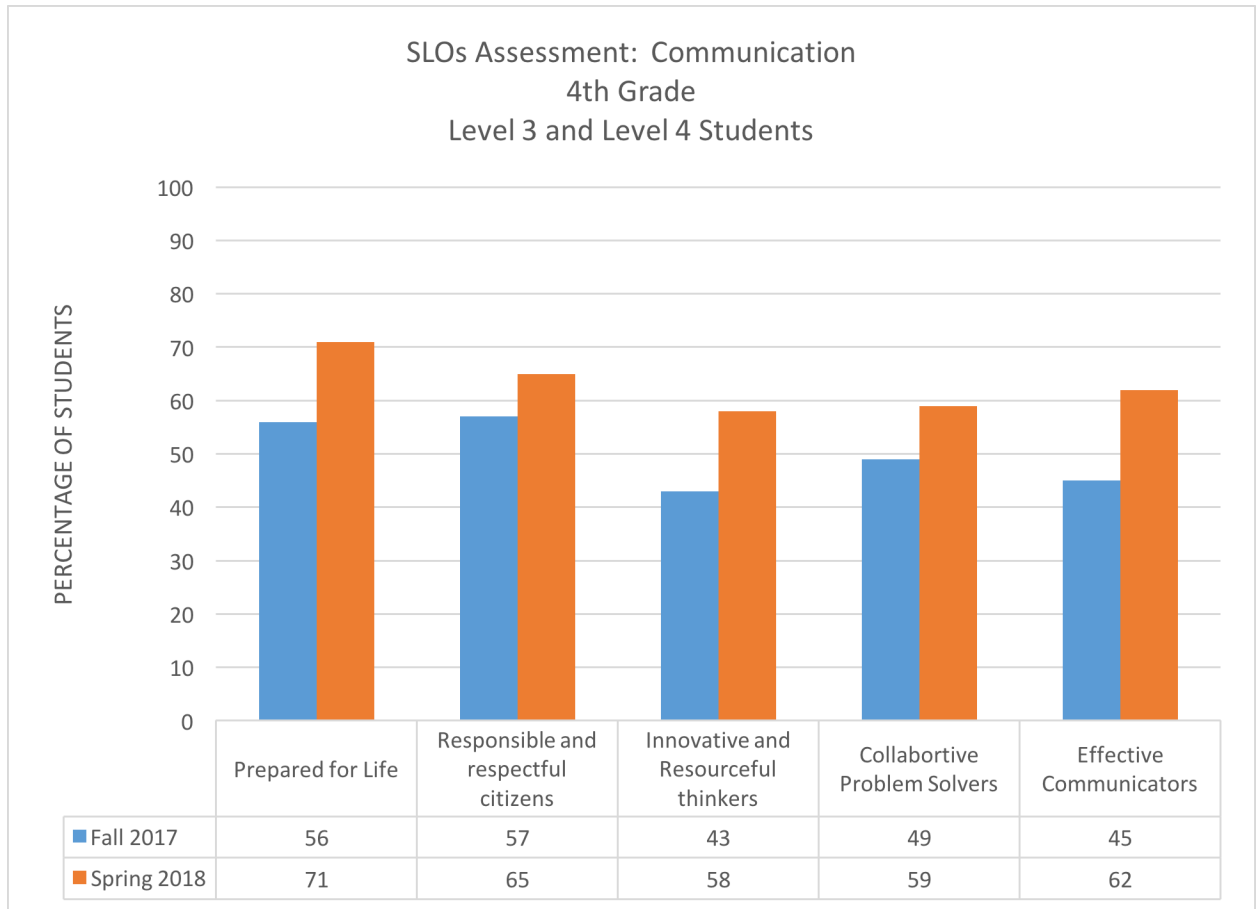


4th grade

The figures display the percentage of 4th grade students who met or exceeded expectations for the SLOs in two critical areas—critical thinking and communication. The assessment was based on student performance in the classroom. For critical thinking, 4th grade students increased in 4 out 5 learning outcomes. For communication, 4th grade students demonstrated increases in 5 learning outcomes.

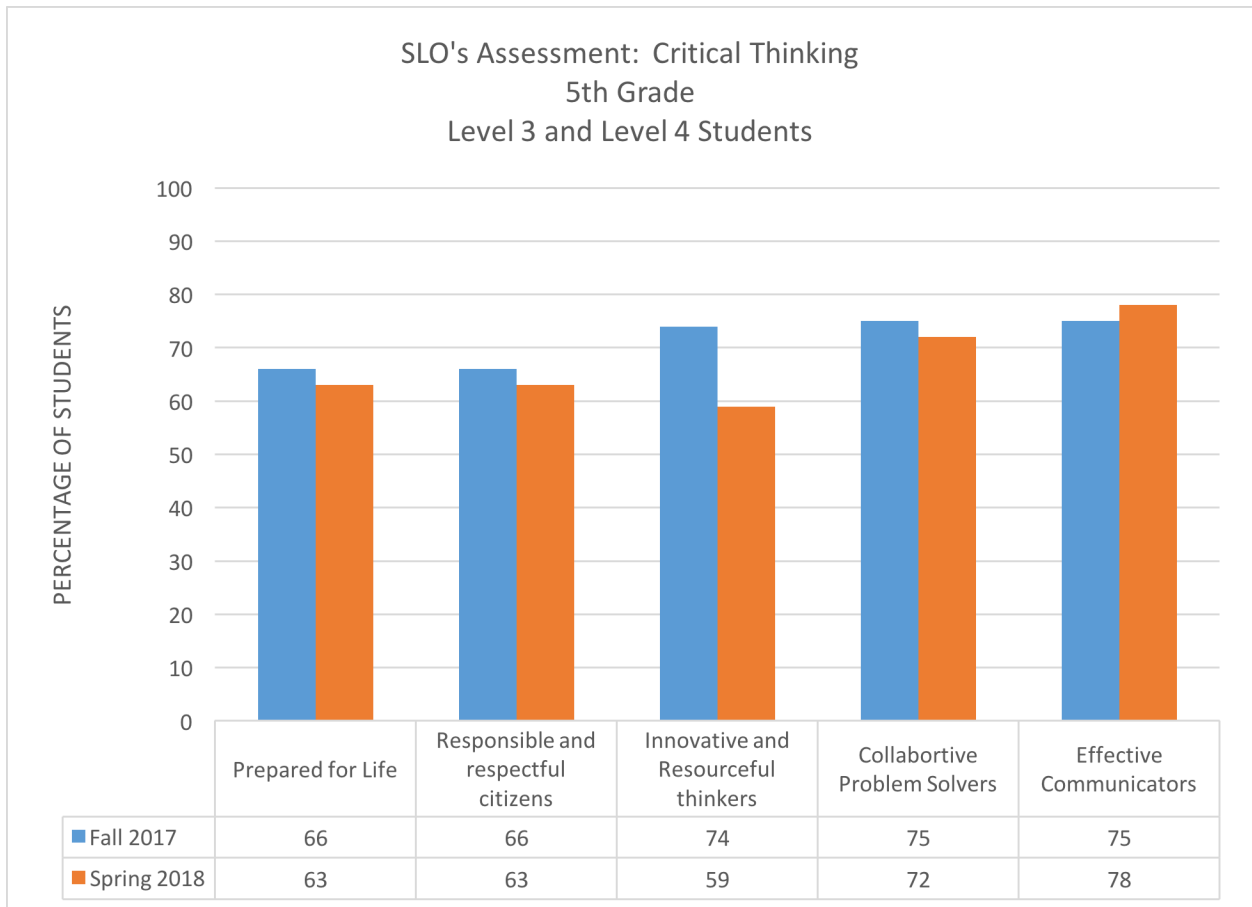


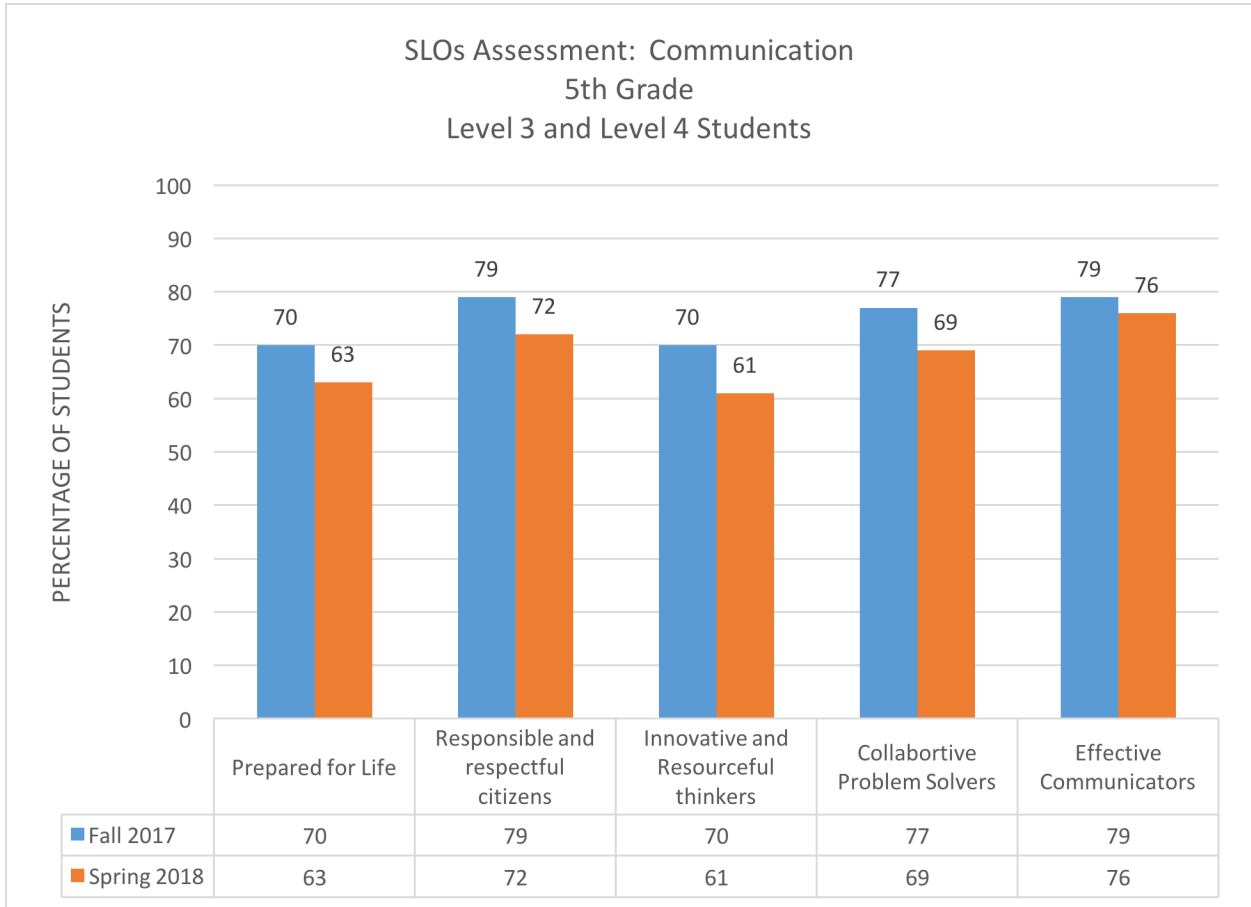
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5th grade

The figures display the percentage of 5th grade students who met or exceeded expectations for the SLOs in two critical areas—critical thinking and communication. The assessment was based on student performance in the classroom. For critical thinking, 5th grade students increased in 1 out of 5 learning outcomes. For communication, 5th grade students did not demonstrate increases in any of the learning outcomes.

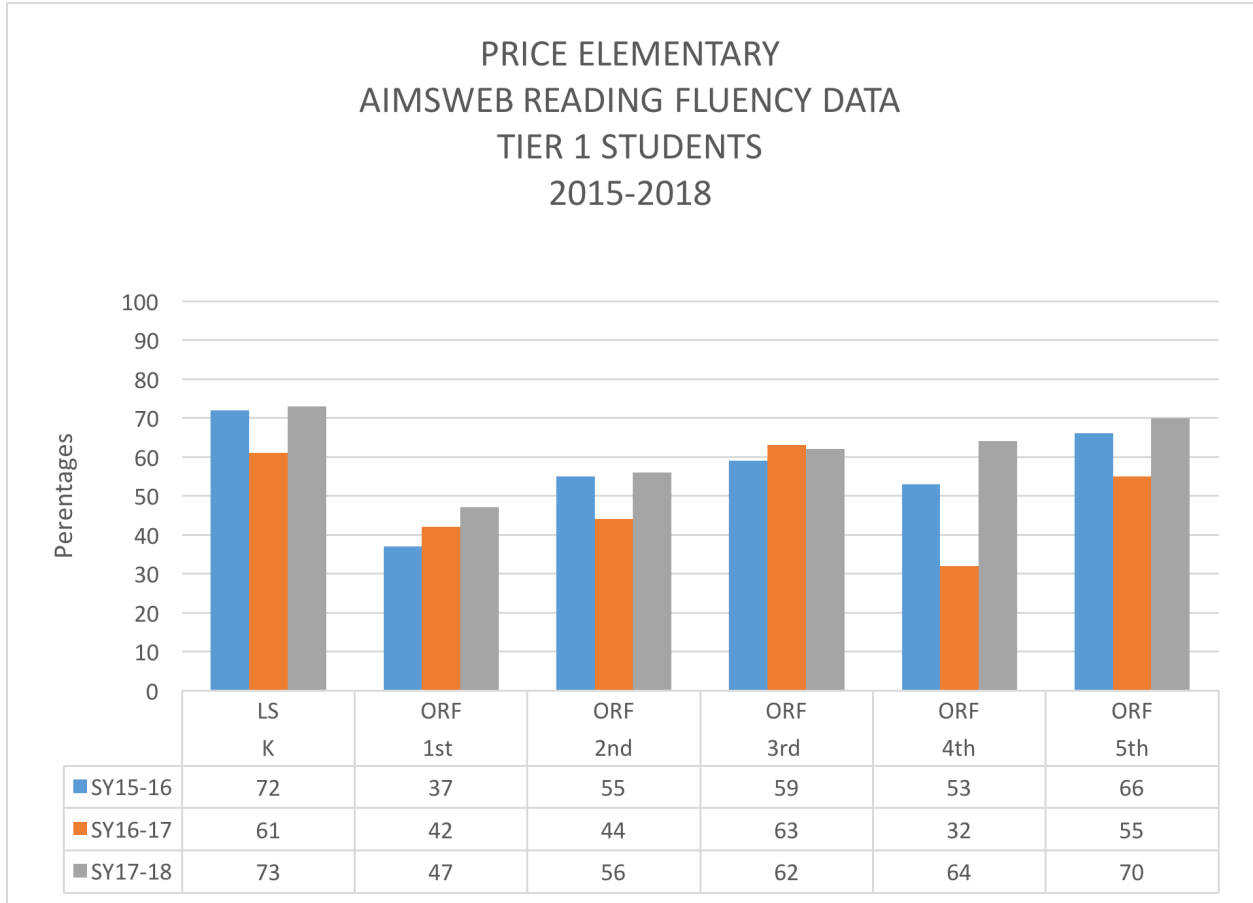




AIMSweb

District-wide use of AIMSweb began SY 2014-2015. For Price Elementary, AIMSweb replaced the DIBELS as a universal screener, progress monitoring, and data management tool. Similar to DIBELS, AIMSweb gives schools a framework for multi-tiered instruction and targeted interventions. The figures below detail Oral Reading Fluency scores from 2015-2018. As a State Systemic Improvement Project (SSIP) school, Price Elementary uses the AIMSweb as a tool to ensure that students are reading on benchmark by the 3rd grade. The goal of teachers is to provide strategic and intensive support for students in Tier 2 and Tier 3 in order to move them to Tier 1. Tier 1 students are average to above average and may only need class wide interventions, Tier 2 students are in need of strategic support or small group interventions, and Tier 3 students are in need of intensive support or individualized interventions. The AIMSweb assessment provides teachers at Price Elementary with valuable data for this process. The figure below demonstrates the percentage of students in Tier 1 in Oral Reading Fluency (1st to 5th) and Letter Sounds (Kindergarten) as measured by AIMSweb. The data indicates a significant decline in SY16-17 in all grades except 1st and 3rd in reading aptitude. However, the following year, SY17-18, there were major increases in reading skills in all grades except 3rd grade, which only showed a 1% decline.

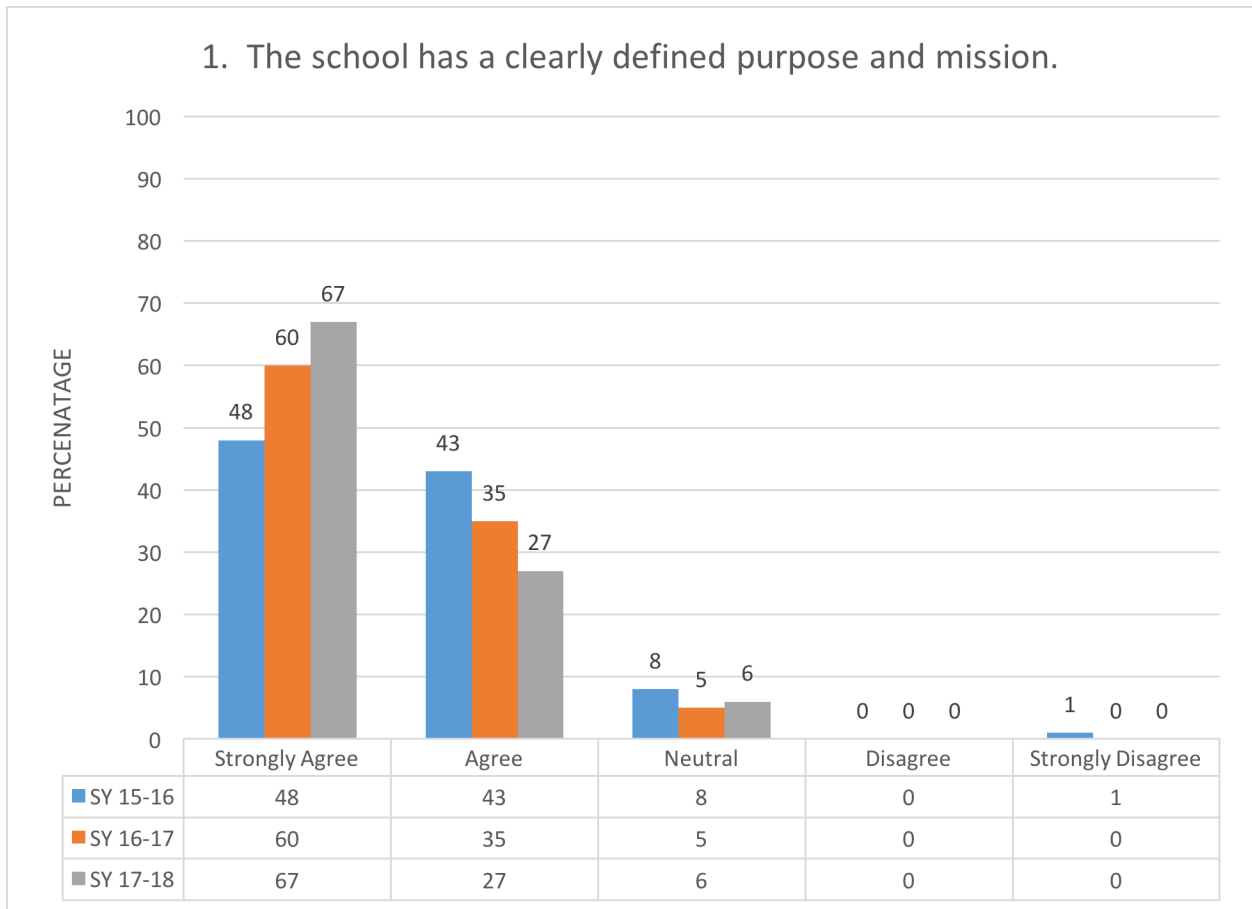
Results



Perception Data

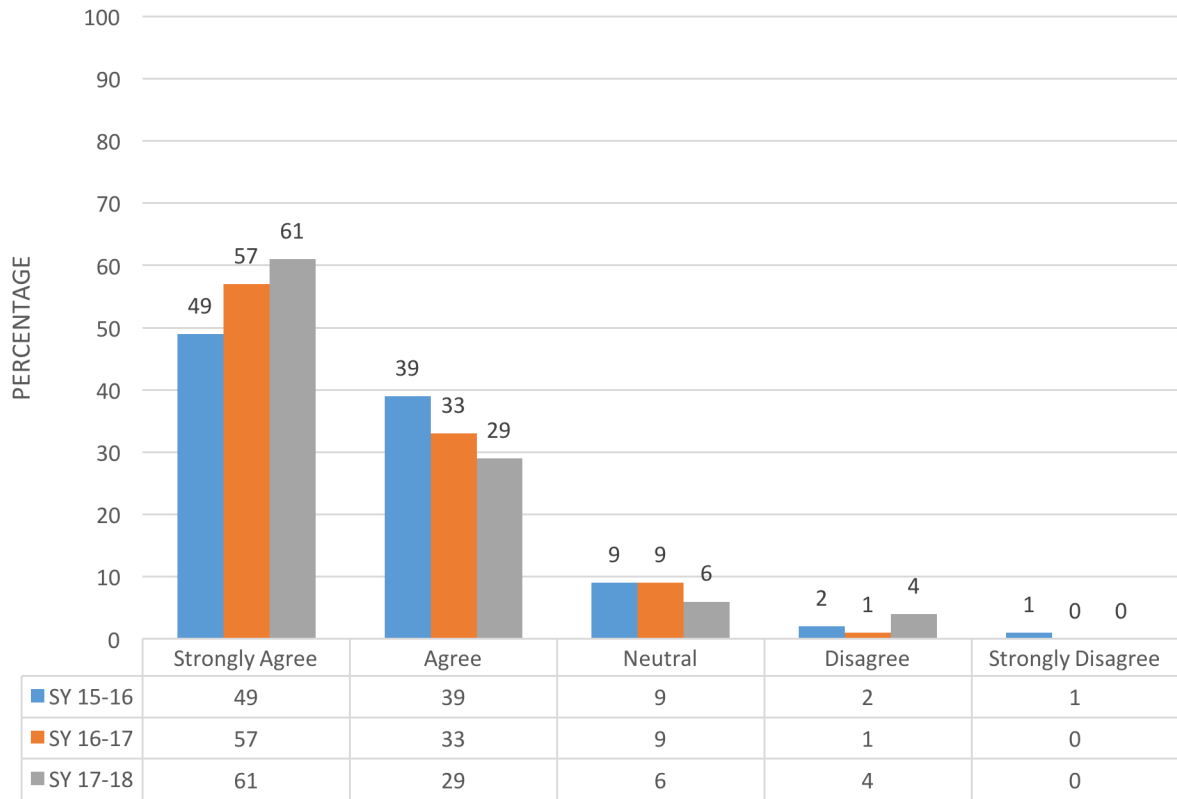
Parent Perception Surveys

At the end of each school year, parent perception surveys were distributed to parents to assess their views regarding the school’s progress in meeting the needs of students. The survey is comprised of 9 statements about the school. Using a Likert scale consisting of “Strongly Agree”, “Agree”, “Neutral”, “Disagree”, and “Strongly Disagree”, parents had to rate their degree of agreement or disagreement regarding the statement. The results of the survey over the past 3 years indicated significant positive increases in parent perceptions for all nine statements (see graphs below).



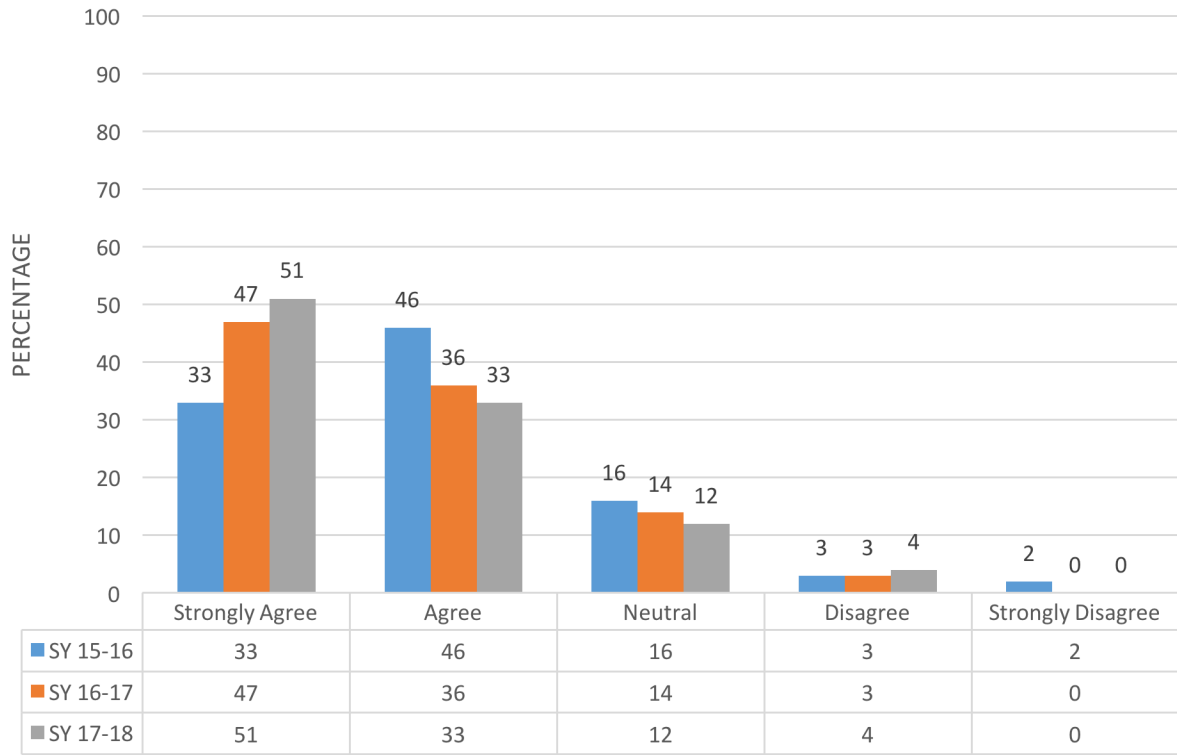
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2. My child feels safe at school.



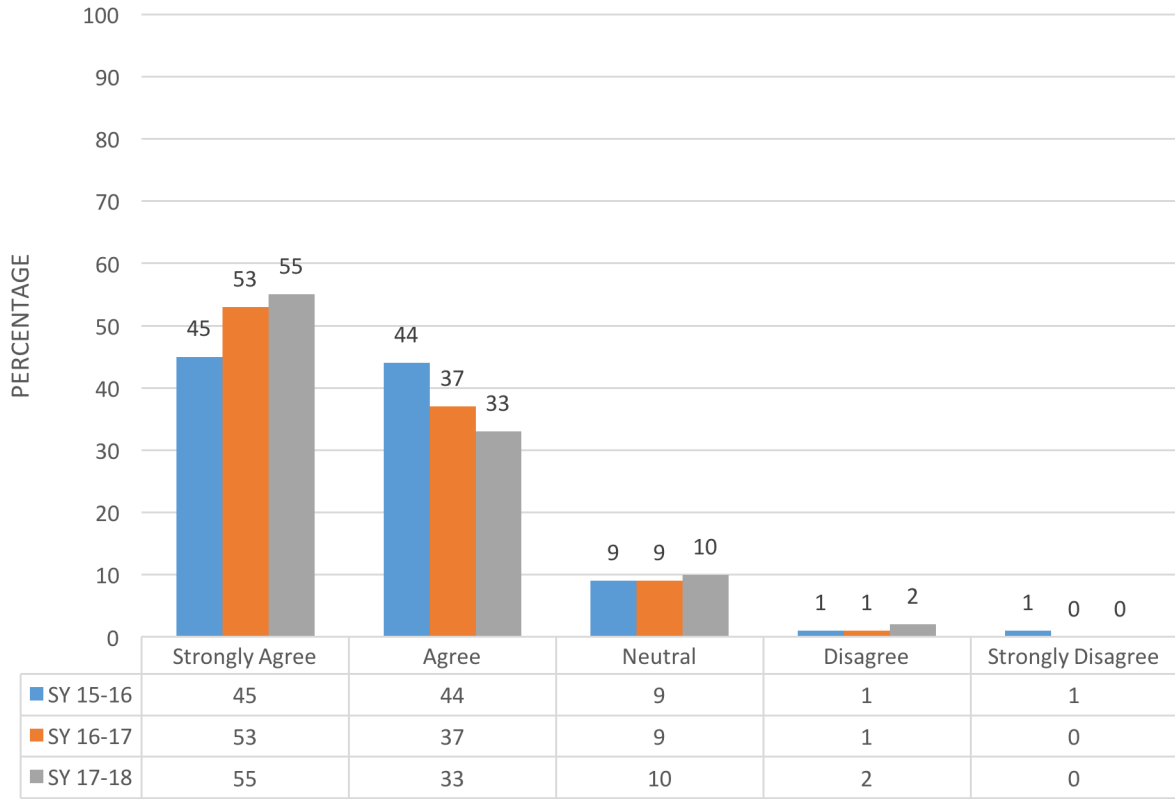
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3. There is regular communication between the school staff and families.



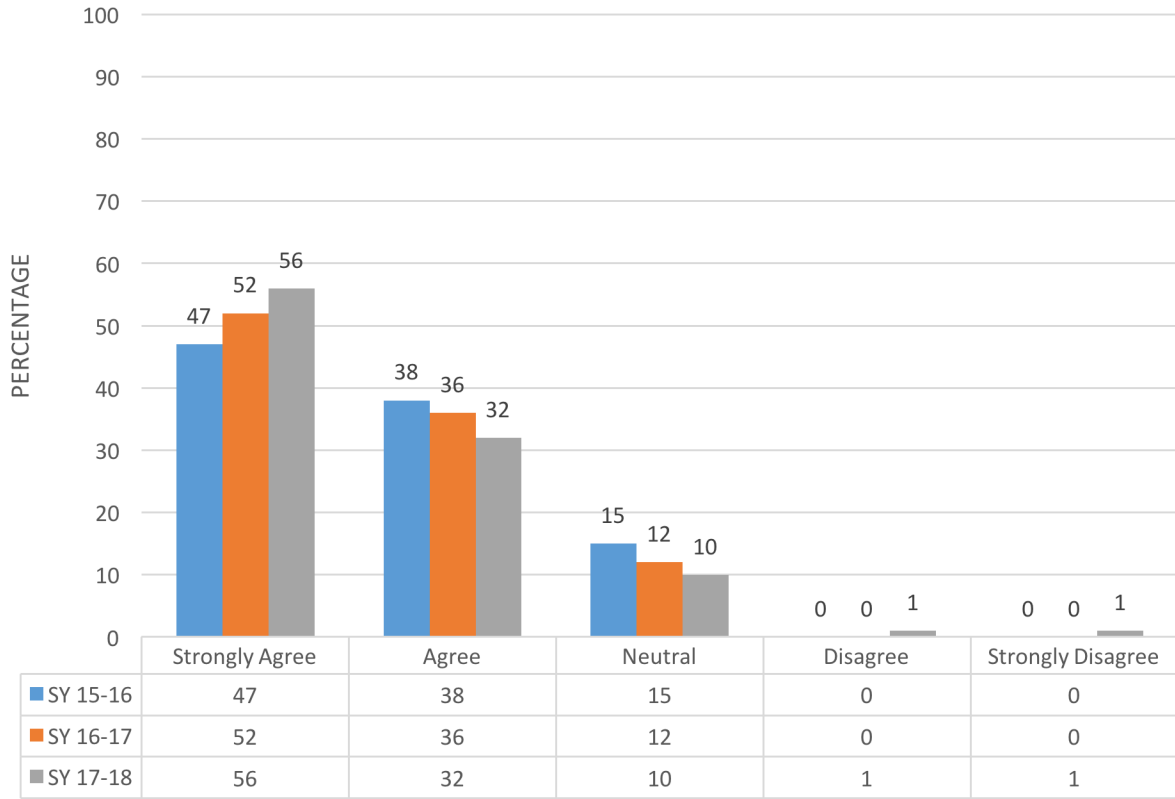
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4. The school environment helps the learning process.



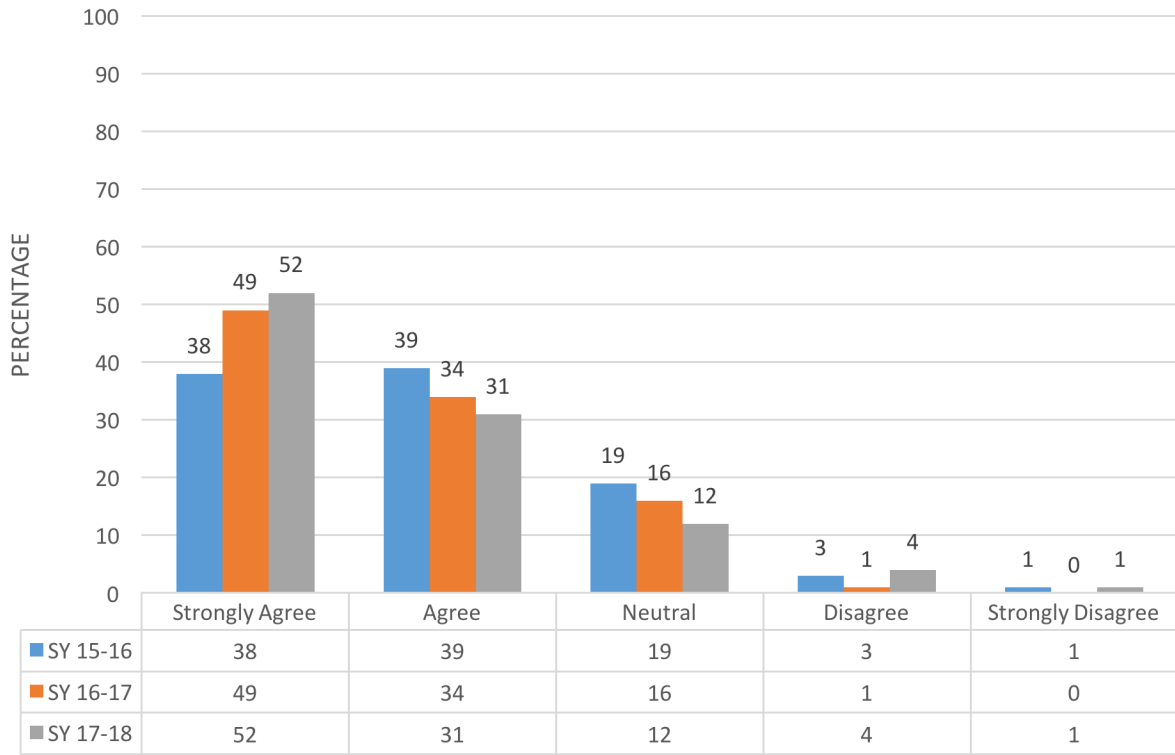
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5. The school has a variety of activities that support students.



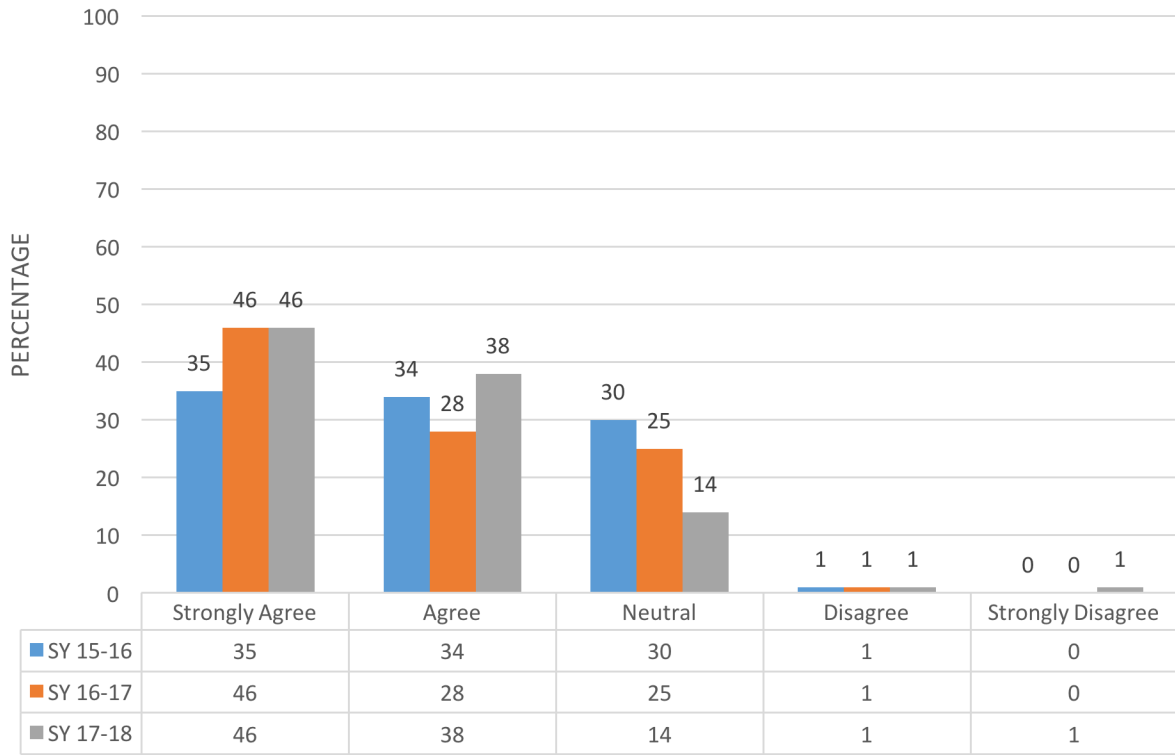
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6. The school listens carefully when I express my opinions and concerns.



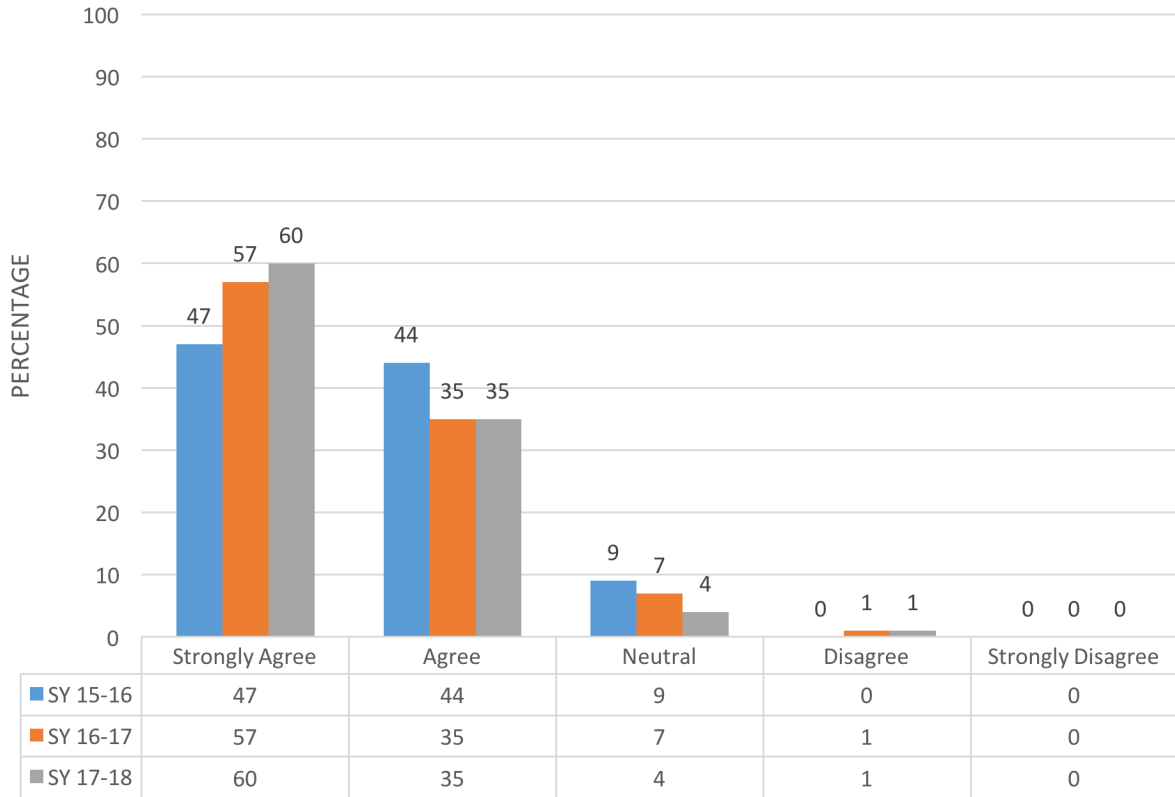
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7. The school works with community organizations to help support the school.



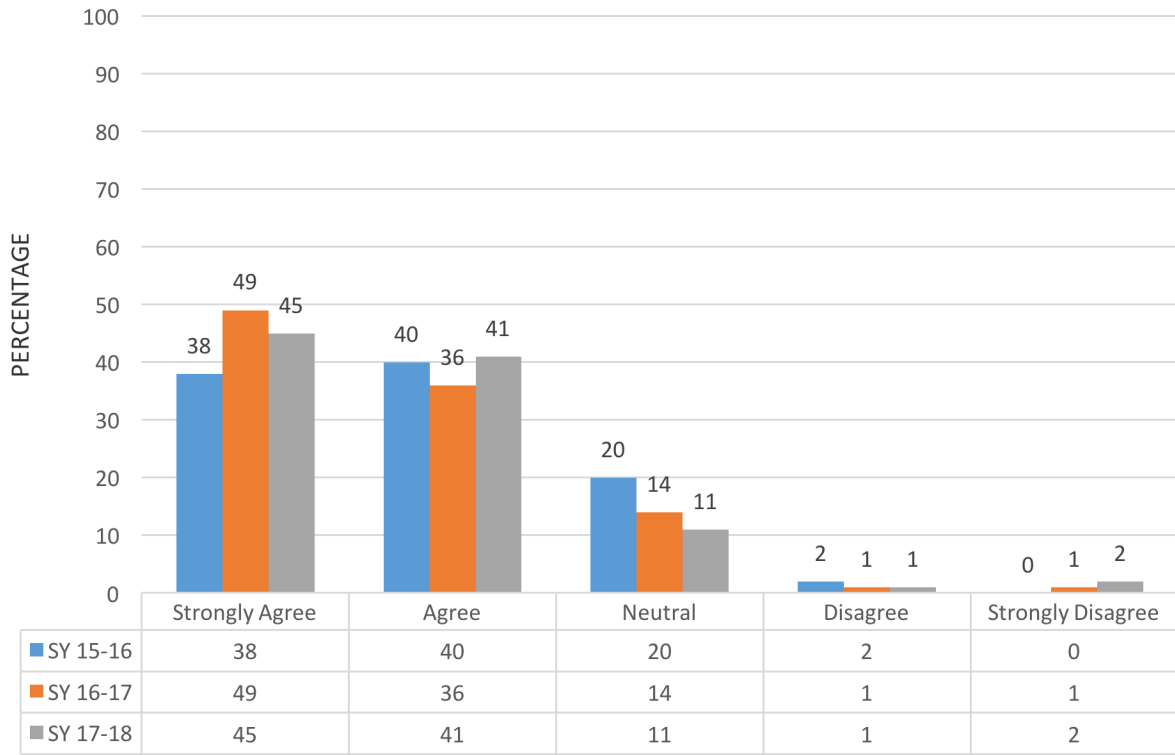
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8. The school's primary emphasis is improving student learning.



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9. The concerns of parents are reflected in the decisions of the school.



Student Perception Surveys

Kindergarten

96 surveys completed / 101 total students

	<i>YES</i>	<i>NO</i>	<i>SOMETIMES</i>
<i>1. I learned new things in kindergarten.</i>	99%		1%
<i>2. I learned my alphabet in kindergarten</i>	100%		
<i>3. I learned how to count in kindergarten.</i>	99%		1%
<i>4. I learned how to write my name in kindergarten.</i>	100%		
<i>5. I learned how to read in kindergarten.</i>	95%	1%	4%
<i>6. I like my teacher.</i>	99%	1%	
<i>7. I like my school.</i>	100%		

Overall, the student survey results indicate a very favorable result in all areas of the survey with very few outliers. The survey results from question 5, *I learned to read in kindergarten*, received the lowest percentage at 95% for 'Yes,' 1% for 'No, and 4% for sometimes. Although 95% indicated 'Yes,' there is a wide degree of interpretation/perception among students about the definition of reading. Comparing the results to the AIMSWEB results for Nonsense Word Fluency, considered to be the best predictor of reading success, 78% of the grade level met the benchmark at the end of the school year assessment scoring in the average - well above average range. In contrast, 22% of the grade level scored in the below - well below average range at the end of the school year. To appreciate the progress of students in this area it is important to reflect on the Winter assessment scores that indicated only 43% of the grade level met the benchmark and 57% of the grade level scored in the below - well below average range. The kindergarten team is dedicated to ensuring a safe and nurturing environment that supports our school mission by utilizing data to make informed instructional decisions. As a result, the grade level was able to move 36 students performing below - well below average to performing average - well above average by the end of the school year assessment. The grade level was able to increase the number of students meeting the benchmark by 35 students at the end of the school year.

1st grade

Student perception surveys are a great source for students to give feedback to teachers. Teachers are able to use feedback in order to make improvements in their classroom management, discipline, curriculum and other classroom activities. There were 125 first grade students and 123 students were surveyed. The table below shows the results of the survey. Figures shown are the actual raw data.

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	YES	NO
1. I learn something new everyday.	120	3
2. I do fun activities that help me learn.	118	5
3. My teacher explains directions step by step.	120	3
4. My teacher encourages me to try my best.	123	0
5. My teacher encourages me to work as a team.	118	5
6. My teacher helps me when I have a hard time learning something.	117	6
7. I learn important things that will help me when I grow up.	119	4
8. My teacher treats me with respect.	120	3
9. My teacher reminds me of the 3 B's (be safe, be respectful, be responsible)	123	0
10. My teacher is fair when I do not follow the classroom rules.	117	6
11. My teacher teaches me to get along with my classmates.	123	0
12. I liked learning new things in the 1 st grade.	123	0

2nd Grade

Student Perception Surveys

The 2nd grade team developed a student perception survey that elicited data to show how teachers provided a classroom environment that supported student learning as well as behavior. There was a 98% percent return rate. 117/119 students responded to the survey. The data shows that over 90% percent of the respondents feel that the 2nd grade teachers always or most of the time does the following:

Item 2: My teacher prepares fun activities that help me learn better. (98%) 115 students responded always or most of the time.

Item 5: My teacher encourages me to participate in class discussions. (94%) 110 responded always or most of the time

Item 6: My teacher encourages me to participate when I work with other students in a group. (91%) 107 responded always or most of the time

Item 9: I learn important things during lessons that will help me when I grow up. (91%) 106 responded always or most of the time

****Although the overall responses to the survey show positive results, there are specific areas of improvement that will be addressed beginning school year 2018-2019.**

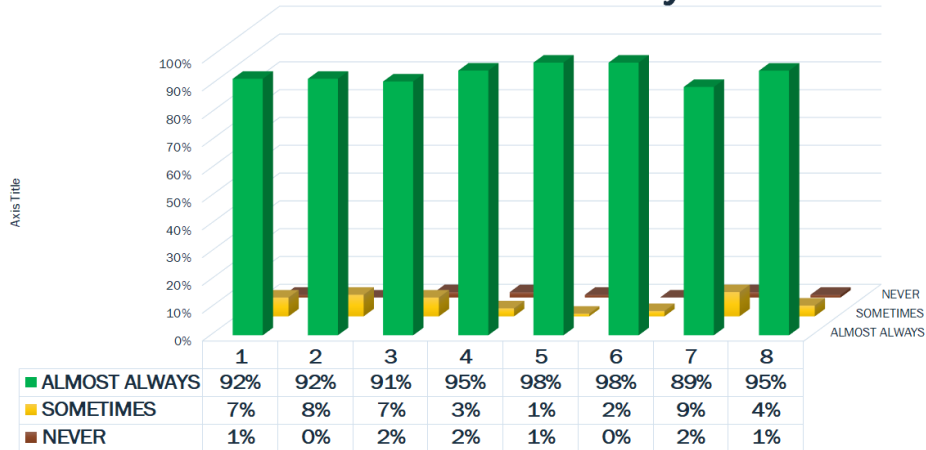
The questionnaire items that had the highest percentage of students who responded *sometimes* were:

Item 4: I like to ask questions during lessons. (19%) 22 students responded sometimes.

Item 12: My teacher is fair when I do not follow the classroom rules. (21%) 25 students responded sometimes.

3rd Grade

3rd Grade Student Survey Results



Most 3rd grade students are highly satisfied with their overall experience at Price Elementary.

- 98% of the students feel they are treated fairly and equally by the teachers.
- 98% of the students like our teaching strategies.
- 95% of the students feel that we emphasized the importance of following school rules.
- 92% of the students believed they learned many new and interesting things,
- 92% of the students revealed that Reading was done almost always.
- 91% of the students revealed that Writing was done almost always.
- 89% of the student enjoyed school.

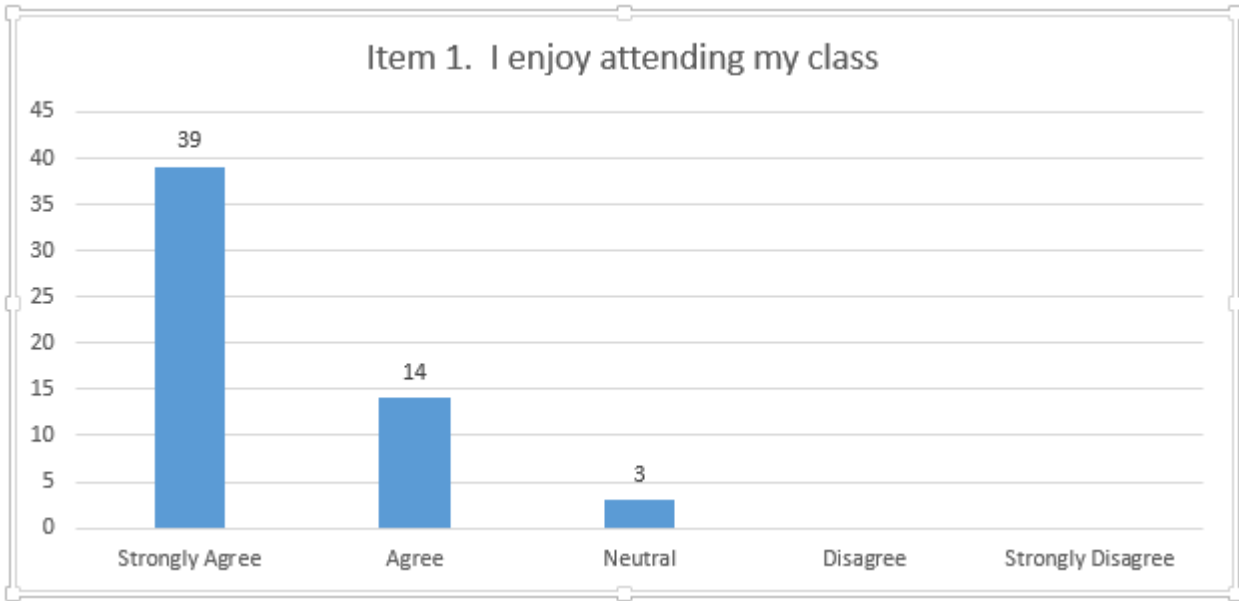
Fourth Grade

Ninety-one 4th graders were surveyed last school year. The table below shows the results of the survey. Figures shown are the actual raw data collected.

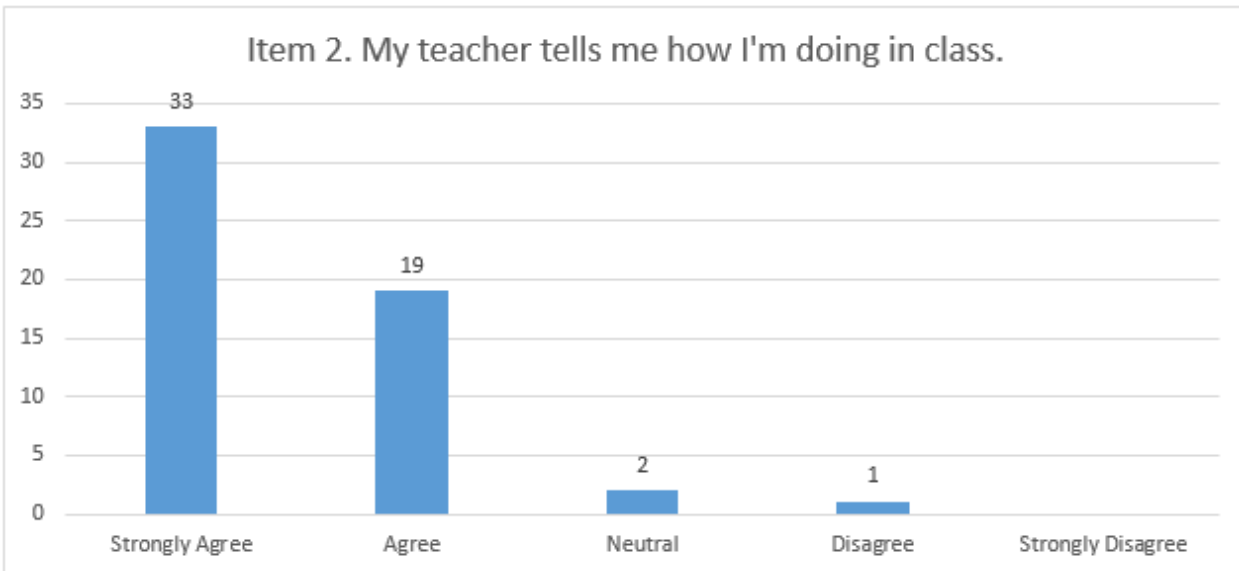
Question	Agree	Don't Know	Disagree
1. I feel safe with my teachers.	84	5	2
2. I feel safe with the other 4 th grade students.	53	23	15
3. My 4 th grade teachers help me to learn new things.	89	2	0
4. My 4 th grade teachers are good at making learning fun.	76	11	4
5. Overall, I like 4 th grade.	79	11	1

At least 84% of the 91 4th graders surveyed agreed that their teachers were doing a good job in keeping them safe, making learning fun, and helping them in learning new things. The statement that received the lowest rating was “I feel safe with other 4th graders”. Only 58% of 4th graders agreed with this statement.

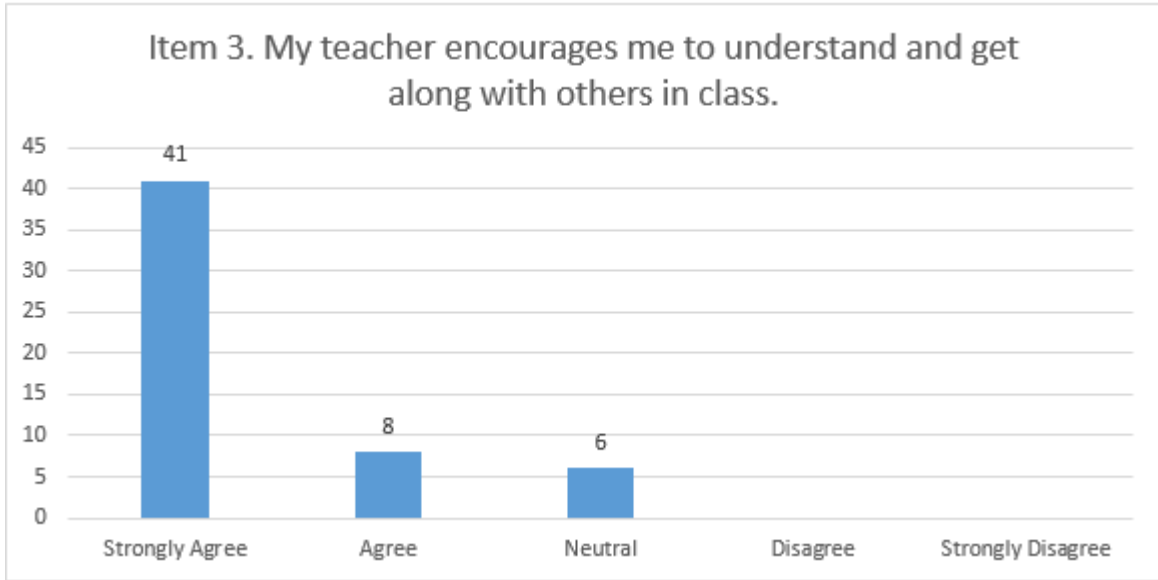
Fifth Grade



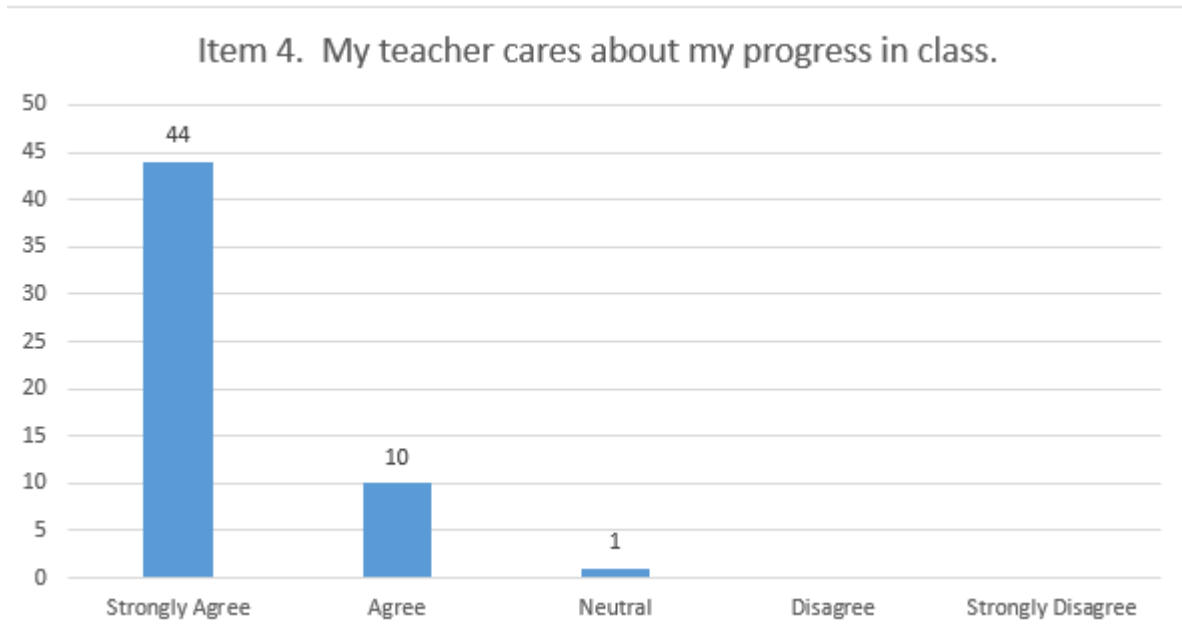
Of the students surveyed, 71% of them strongly agreed, 25% agreed and 4% felt neutral about enjoying and attending my class.



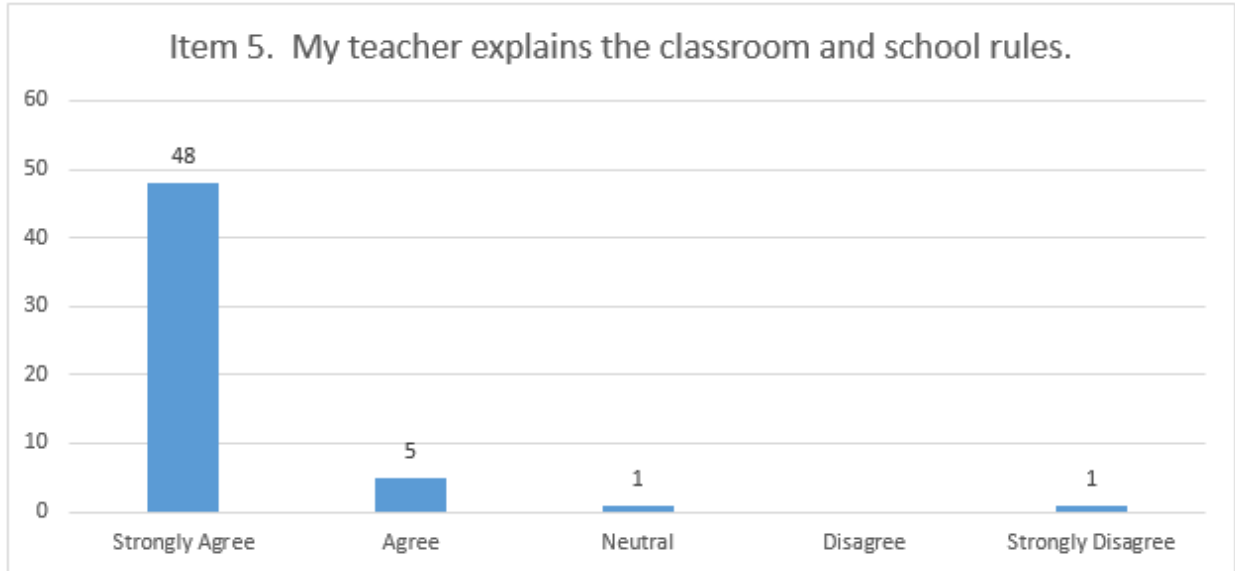
Of the students surveyed, 60% of them strongly agreed, 35% agreed, 4% felt neutral, and 1% disagreed that their teacher told them about how they were doing in class.



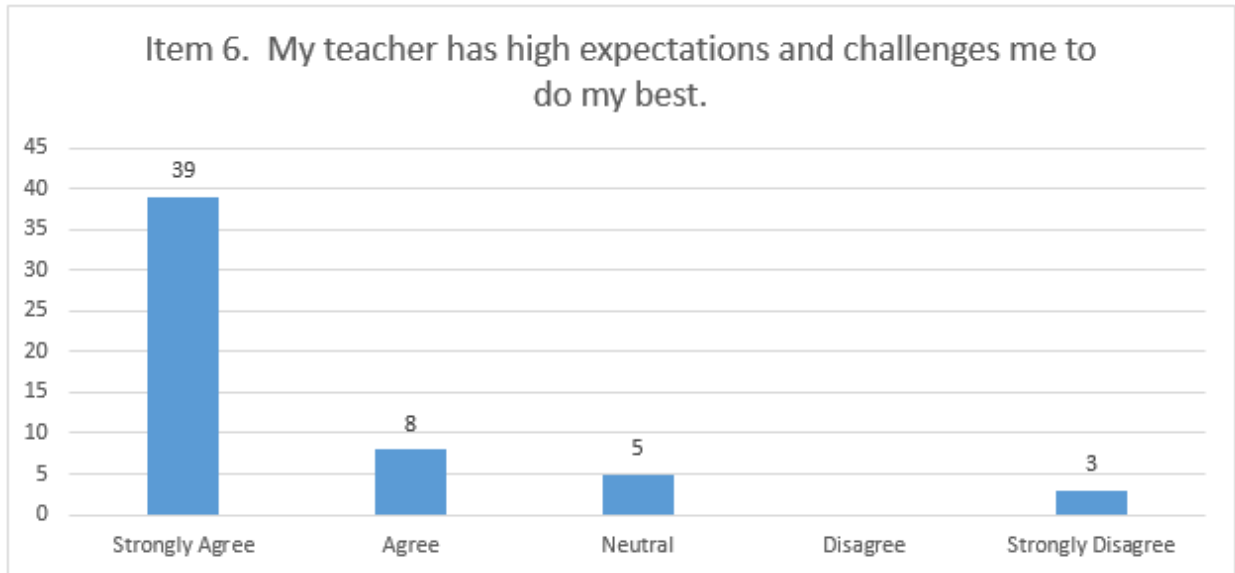
Of the students surveyed, 75% of them strongly agreed, 15% agreed and 10% felt neutral that their teacher encouraged them to get along with others in class.



Of the students surveyed, 80% of them strongly agreed, 18% agreed and 2% felt neutral that their teacher cared about their progress in class.

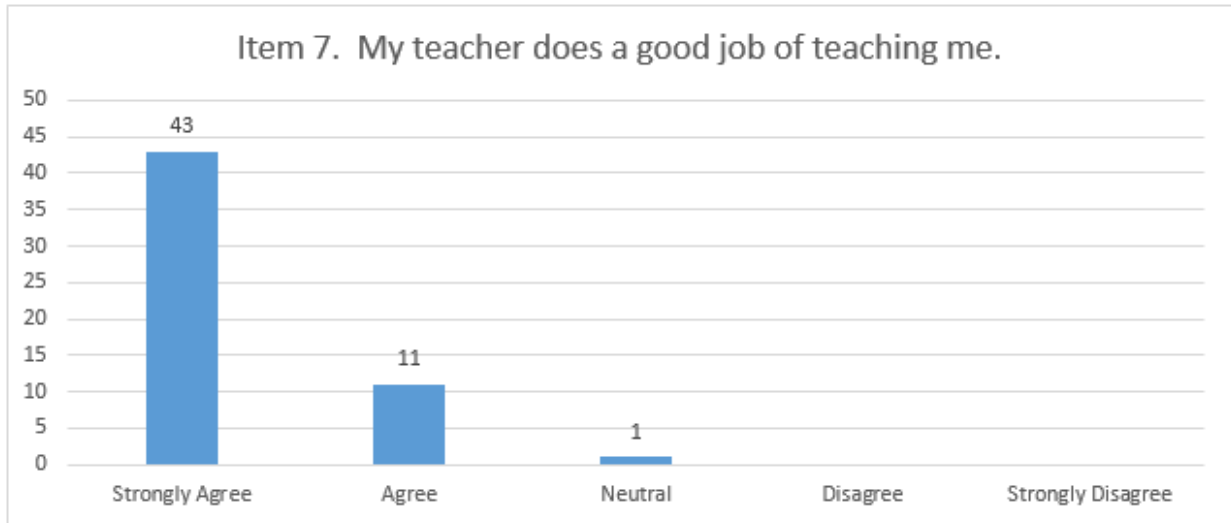


Of the students surveyed, 87% of them strongly agreed, 9% agreed, 2% felt neutral and 2% strongly disagreed that their teacher explained the classroom and school rules.



Of the students surveyed, 71% of them strongly agreed, 15% agreed, 9% felt neutral and 5% strongly disagreed that their teacher had high expectation and challenged them to do their best.

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Of the students surveyed, 78% of them strongly agreed, 20% agreed and 1% felt that their teacher did a good job teaching them this school year.

Chapter II:

Progress Report

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

Upon receiving initial accreditation in April of 2016, the faculty and staff reviewed the recommendations and areas of growth set forth by WASC. The goal of the school was to address the recommendations by integrating into the School Improvement Plan (SIP). The following details how CHBPES has made progress in focusing on the critical areas for follow-up recommended by WASC.

1. As the school moves forward with the self-study process, the school leadership, faculty, staff, parents and students address the following

a. The development of observable indicators and rubrics for the Schoolwide Learner Outcomes (SLOs) to guide the assessment of students meeting the SLOs.

In the Fall of 2016, CHBPES faculty and staff examined the school data and profile in their home groups. The focus was to determine, based on the data and the school profile, two critical areas of learning for students at CHBPES. The consensus of the faculty and staff was that Critical Thinking and Communication were two areas that needed to be addressed by the entire school.

After determining the two critical areas, home groups worked together to develop a rubric for each of the school's SLOs as it pertained to Critical Thinking and Communication. Each grade-level worked collaboratively to determine observable indicators for the SLOs for Critical Thinking and Communication. At the end of each semester, using a scale, teachers assessed their students to determine progress towards the attainment of SLOs. The data from the assessment was used to determine how teachers could modify instruction to better help students attain the SLOs. The figures below provide an example of two rubrics, one for a primary grade and one for an intermediate grade (rubrics for all grade-levels and the data from last school year are in Chapter 1).

Kindergarten SLOs Rubric

Schoolwide Learner Outcomes (SLOs) Reporting Rubrics

Student's Name	Homeroom	Reporting Teacher	Semester	SY
			1 st 2 nd	

Kindergarten Critical Learner Needs / SLOs	Score	Teacher's Comments
Critical Thinking		
P – Student is able to use decision-making skills in all situations and follow school rules.		
R – Student is able to make appropriate decisions in all situations.		
I – Student is able to generate their own thoughts and ideas.		
C – Student is able to work together to solve a problem (work/play).		
E- Student is able to think and process information before he/she acts.		
Communication		
P – Student is able to demonstrate effective use of expressive and receptive language when communicating with adults and peers.		
R - Student is able to communicate respectfully and appropriately.		
I – Student is able to lead discussions and express thoughts and ideas.		
C – Student is able to take turns sharing ideas.		
E- Student is able to communicate their wants and needs.		

Scoring Rubric

4– Exceeds expectation

3 – Meets expectation

2 – Partially meets expectation

1 – Does NOT meet expectation

Figure: Kindergarten SLOs rubric

Schoolwide Learner Outcomes Reporting Rubrics

Student's Name	Homeroom	Reporting Teacher	Semester	SY
			1 st 2 nd	SY 17-18

Fifth Grade Critical Learner Needs / SLOs	Score	Teacher's Comments
Critical Thinking		
P – Student is prepared to learn, can write grammatically correct sentences, can read and comprehend different texts, and is able to use math problem solving in everyday life.		
R – Student uses proper language, brings all needed and expected materials to class, and respects boundaries of others and property.		
I – Student is able to use background knowledge and available resources to solve academic problems, personal problems, and peer related problems.		
C – Student is able to work cooperatively with peers and adults to solve academic and real world problems.		
E- Student is able to speak clearly and to express feelings in a healthy way by speaking calmly.		
Communication		
P – Student has the skills and capacity to be productive citizens in the community (e.g. able to speak clearly and write cohesively).		
R – Student is able to respond to situations in a socially acceptable manner that fosters both positive relationships and student growth (e.g. uses proper language and respects the boundaries of others and property.)		
I – Student is able to think creatively by generating and articulating new ideas from existing ones.		
C – Student is able to work with peers to develop collective insights of a task and its solutions.		
E- Student is able to express his/her feelings and thoughts in ways that are productive and that promote shared understanding.		

Scoring Rubric

4– Exceeds expectation

3 – Meets expectation

2 – Partially meets expectation

1 – Needs assistance to meet expectation

Figure 7: 5th grade SLOs rubric

b. The greater understanding by the stakeholders of the SLOs.

The SLOs were created and agreed upon by the faculty and staff on December 3, 2014 during a half day professional development session. Previously, the school had not adopted SLOs. On April 23, 2015 information regarding the new mission statement and SLOs was disseminated to parents at a meeting where feedback was obtained. Endorsement of the new mission statement and SLOs was made by parents through oral and written feedback. Thirty-five students were represented by their parent(s) on the aforementioned date to provide feedback and/or agreement to the school's SLOs, vision and mission statements. Approximately 63% of the parents present chose to submit a survey form. Survey results indicated the vision statement received 100% support from surveyed parents. 95% of parents voted in support of the school's mission statement and SLOs. The remaining 5% is reflective of one survey submitted indicating the mission statement and SLOs were "too long and complicated". Parent comments were also made in support of the new vision and mission statements.

The school planners, faculty handbooks, school website, and school newsletter reflect the school's mission statement and SLOs. The information is incorporated into lesson plans throughout the school year as mandated by district standards and school policies. Lesson plans reflect how the SLOs are integrated into the teaching and learning at Price Elementary. As an example, the Social Studies and Chamorro language and culture curriculum emphasize the student's role in the family, school, and the local and global community. Students learn civic competence as well as cultural diversity. This instructional focus is parallel with CHBPES' SLOs that underscore "Responsible and Respectful Citizens". Lesson plans are consistently submitted on a weekly basis by 100% of the faculty and are reviewed by the principal to ensure alignment to the SLOs. Likewise, observations made in the classrooms by administrators ensure the integration of SLOs into classroom instruction. The incorporation of SLOs in lesson plans and in classrooms reflects how the SLOs are an integral component of teaching and learning at Price Elementary.

The SLOs are embedded into students' daily routines and activities. Posters are displayed and reviewed daily in every classroom, and are posted in strategic locations around campus. Approximately 100% of classrooms have the school's mission statement and SLOs displayed. Even in the Kindergarten classrooms, students are aware of the school's mission and SLOs. Teachers have helped students understand the content by pairing the recitation of the mission with hand gestures, fondly referred to as "Kinder Language" to aid in comprehension. The hand gestures paired with our school mission statement has also helped older students learn the mission and aided in comprehension.

At the first PTO meeting of this school year, held on September 19, 2018, at the Kindergarten parent orientation on August 10, 2018 and at the school's Open House on September 5, 2018 the SLOs were reviewed and discussed with parents to ensure greater understanding. Furthermore, at the end of each semester, parents are given a progress report for their child related to the attainment of observable indicators for the SLOs. This rubric is also discussed with parents during parent teacher conferences.

c. The further refinement of 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 critical learner needs, and 3-4 important questions raised by the analysis of the student achievement and demographic data (Task 3 Focus on Learning).

Fundamental to the self-study process is the development of the student/community profile. CHBPES has worked conscientiously to provide a comprehensive profile that underscores the strengths and areas of growth for CHBPES. The data from the profile was instrumental in identifying the two critical learner needs and the three important questions raised by the analysis of the student achievement and demographic data. As determined by faculty and staff the two critical learner needs are identified as critical thinking and communication. Furthermore, the three important questions raised by the data analysis are:

1. How can we successfully engage and involve our parents as partners in education?
2. How can we sustain and continue growth in fostering a guaranteed and viable curriculum that addresses our critical learner needs?
3. How can we purposely and effectively collect, analyze, and share school data with stakeholders to nurture the development of the whole child?

d. The regular review and revision of the action plan based on progress and impact on student learning. The school should include the critical components for each action plan section to ensure a clear understanding of what will be different for students as a result of implementation (Task 5, Focus on Learning).

Using the data from the previous school year, the School Improvement Plan and SMART goals are reviewed by the Curriculum, Instruction, and Assessment (CIA) cadre at the beginning of each school year. In the CIA cadre, recommendations are made to modify or adjust the SIP. Recommendations are then shared in home groups for feedback and input. The CIA cadre is tasked with collecting feedback from home groups. Once feedback is collected, the CIA cadre meets again to discuss the feedback and input. From there, modifications to the SIP, if needed are made. The final SIP is sent back to home groups for final review and approval. The finalized SIP is then endorsed by all school personnel.

The components of the SIP include the following: the district goals from the State Strategic Plan, the school's SMART goals, WASC follow-up areas, the school's critical learning needs, strategies to meet each SMART goal, persons responsible for ensuring SMART goals are addressed, and how the SMART goals will be assessed. Central to CHBPES' SIP is the use of data to drive the plan, alignment with the State Strategic Plan, and input from the school community. (See Appendix for a copy of SIP)

2. For SY 2016-2017 (and each subsequent year) based on analyzed student achievement data and professional learning goals, the school leadership and faculty prioritize school based professional development stemming from GDOE training related to the five district expectations and the GDOE State Strategic Plan. This professional development would benefit from ongoing, regular coaching among and between faculty and leadership.

Using both internal (CFA's) and external (ACT ASPIRE, SBA, AIMSweb) assessments as a basis, the school leadership and faculty prioritized professional development using the 5 district expectations and the State Strategic Plan as a foundation. The following details how the 5 district expectations have been addressed at CHBPES:

1. Guaranteed and Viable Curriculum: CLTs allow teachers to work collaboratively with each other to develop one grade-level lesson plan each week. The grade-level lesson plan ensures that all students are taught the same standards at the same time and with the same intensity. In addition, during CLTs, the instructional coach worked with grade-level teachers in developing lesson plans by providing input and coaching on strategies related to the standards. Professional development to foster a guaranteed and viable curriculum was also provided based on the CITW instructional model. During faculty meetings and CLTs, the instructional coach provided "mini-PDs" on the components of CITW.
2. SMART Goals: Professional development on SMART goals was provided at the beginning of each school year to guide teachers in the development of their own grade-level SMART goals. In addition to the schoolwide SMART goals, each grade-level had to formulate their own SMART goals in order to better target grade-level needs.
3. Common Formative Assessments (CFAs): During SY 2016-2017, Job Embedded Training (JET) was provided to teachers in the creation of CFAs and proficiency scales. Grade-levels met with the instructional coach and the school administrator to receive training on CFAs. In addition to direct training on CFAs, JET time was also provided to allow teachers to develop their CFAs. The instructional coach and school administrator were on-hand to provide guided practice and feedback on CFAs as they were being created. The professional development on CFAs consisted of the following topics: *What are CFA's?*; *How are proficiency scales created and used?*; *What are the components of a CFA?*; *How do I analyze and use CFA data?* During SY 17-18, JET time was also provided to have grade-levels review and revise their CFAs based on the data and experiences from the previous school year.
4. Professional Learning Communities (PLCs): From 2016-2017, professional development on PLCs was conducted to help teachers effectively engage in the PLC process. Training focused on the difference between a CLT and PLC and the four questions that drive the PLC structure. The four questions are: *What do we want students to learn?*; *How do we know if they learned it?*; *What do we do if they don't*

learn it?; and What do we do if they already know it?. To monitor the PLCs, grade-levels are required to submit documentation that details how each of the four PLC questions were addressed.

5. Mini-Observations: Direct professional development on mini-observations was not provided. However, teachers received professional development on the expectations for mini-observations. Therefore, the training focused on Component 1 of CITW and on the Continuous Improvement Cycle (PDSA). Data was collected from the mini-observations and detailed in Chapter 1. The data was used to better target future professional development.

3. The school leadership and faculty strengthen instruction through professional learning and coaching in the following areas:

- a. *Differentiated instruction, e.g. the use of CITW and smaller instructional groups within a classroom*

To build capacity in differentiated instruction, CHBPES provided professional learning and coaching in the following areas: Data Literacy, CITW, the Continuous Improvement Cycle (PDSA), and Achieve 3000.

Data Literacy: In the last two years, teachers were provided training and coaching in effectively analyzing AIMSweb data so as to provide appropriate interventions and instruction that will meet individual student needs. Teachers learned how to determine if there was a classwide problem and/or a grade-level issue based on the data. They also learned how to conduct a miscue analysis. The goal was to build the data literacy of teachers so as to ensure that the correct instruction and interventions are being delivered to students based on their learning needs.

CITW: Teachers were afforded training related to CITW during faculty meetings, in CLTs, and in schoolwide professional developments. The goal was to provide teachers with various engaging strategies that meet the needs of various learners. In addition, after each classroom observation, the instructional coach provided actionable feedback to teachers related to their implementation of CITW. Along with specific feedback, the instructional coach also provided resources to help teachers in differentiating instruction.

Continuous Improvement Cycle: As part of the State Systemic Improvement Project (SSIP), CHBPES teachers were provided with training in the Continuous Improvement Cycle which integrates the Plan, Do, Study, Act (PDSA) process. The Continuous Improvement Cycle provides a framework in which teachers can make informed instructional decisions centered on the needs of students. Fundamental to the framework is charting and analyzing data, creating strategy banks for students, formulating SMART goals, and adjusting instruction based on data. Moreover, the Continuous Improvement Cycle is student-centered and

requires that students be active participants in their learning. Paralleling CITW, the instructional coach provided actionable feedback and resources related to the use of the Continuous Improvement Cycle in the classroom so as to help teachers refine their instructional skills.

Achieve 3000: In SY 2016-2017, CHBPES was awarded a grant to implement the web-based program, Achieve 3000. Achieve 3000 provides differentiated instruction in reading using an online platform. Teachers piloting the program received training in Achieve 3000. The training centered on how to effectively use the program in order to increase achievement in reading.

b. ESL language acquisition, e.g. the use of SIOP strategies

In the last two years, a cadre of teachers received training in SIOP strategies from the district. Dr. Jane Hill also provided training on vocabulary strategies for ESL learners at the school site to the CIA cadre. The cadre then brought back the strategies to their home groups during CLTs. The instructional coach also provided training to faculty on SIOP strategies related to elevating academic language.

c. Reading strategies, e.g. phonics, vocabulary, fluency, and comprehension

A central goal of CHBPES is to increase the knowledge and skills of faculty in evidence-based instruction and intervention strategies for reading in the early grades. To meet this objective, several professional development days within the last two years were devoted to increasing the capacity of teachers in the area of reading foundational skills. The professional development was conducted by the University of Guam CEDDERS program as part of the SSIP plan. Teachers received training on the Big 5: phonemic awareness, phonics, vocabulary, fluency, and comprehension as well as how the Continuous Improvement Cycle can be used to improve reading instruction. In addition, teachers received training on conducting a reading miscue analysis and in using the data from the universal screener for reading to make data based decisions about reading instruction and interventions. Moreover, primary grades received training in using the Fountas & Pinnell reading assessment. The Fountas & Pinnell training was in response to the need for a more comprehensive assessment for reading comprehension.

d. Written communication, e.g. writing across the curriculum, brainstorming, drafting, editing, revising, and publishing

In SY 2015-2016, faculty at CHBPES received training in Writer's Window, a writing program created by Dr. Carla Aguon. The following year, training was provided in the administration and scoring of the AIMSweb writing assessment. In addition, each year, student writing is sent off-island for publication. Each student receives a soft-covered book of their writing.

e. STEM strategies, e.g. problem solving, real-life application, exploration

Within the last two years, a cadre of teachers have received training in the Full Option Science System (FOSS). The FOSS program encompasses all the STEM elements, most specifically science and engineering. The cadre of teachers (Candelaria Hernandez, Florence Hawkins, and Leilani Mesa) provided a hands-on training in 2017 to the rest of the faculty on how to integrate FOSS strategies into the teaching of STEM concepts. An additional 6 teachers were sent to the FOSS training this school year.

f. Integrating technology

Technology is integrated into lessons through the use of mobile laptops (6 carts), Promethean Interactive boards (16 boards), the computer lab, document cameras, and multimedia projectors. In addition, in SY 2016-2017, CHBPES wrote and was awarded a grant to procure the web-based reading program, Achieve 3000 for one year. Teachers using Achieve 3000 were provided training on how to use the online program. Teachers with Promethean Interactive boards received training in maximizing the use of the Promethean boards in instruction. Also, a teacher and an administrator were sent to a district technology training last school year. Strategies from the training were shared during a faculty meeting.

4. The school leadership and faculty engage in training to support the development and implementation of common formative assessments to facilitate the modification of instructional approaches that will support high-quality student learning.

During SY 2016-2017, Job Embedded Training (JET) was provided to teachers in the creation of CFAs and proficiency scales. Grade-levels met with the instructional coach and the school administrator to receive training on CFAs. In addition to direct training on CFAs, JET time was also provided to allow teachers to develop their CFAs. The instructional coach and school administrator were on-hand to provide guided practice and feedback on CFAs as they were being created. The professional development on CFAs consisted of the following topics: *What are CFAs?; How are proficiency scales created and used?; What are the components of a CFA?; How do I analyze and use CFA data?* During SY 17-18, JET time was also provided to have grade-levels review and revise their CFAs based on the data and experiences from the previous school year. The outcome of the professional development related to CFAs was the creation and implementation of quarterly CFAs for Math and ELA. SY 2018-2019 marks the third year of full implementation of CFAs.

5. The school leadership and faculty collaborate vertically to ensure there is alignment of the academic standards in the core areas thereby supporting high-quality achievement.

The last two school years, faculty at CHBPES have engaged in a curriculum review and vertical alignment. The process occurs at the end of each school year in preparation for the new school year. It ensures that any gaps in the curriculum that may have occurred during the school year are addressed for the next school year. The steps in the curriculum review and vertical alignment are:

1. Review of the end of the year data.
2. Review of essential maps- This involved sorting standards by quarters and domains. It involved identifying the outlier standards that were not taught.
3. Small group review- Maps were reviewed in small vertical groups to look for areas of gaps, repetitions, and misalignments.
4. Adjustment of consensus maps- Horizontal groups met to adjust consensus maps based on the data presented, the review of the essential maps, and the small group review.
5. Large group review- The entire school meets to do a final vertical discussion on how to better align standards across grade-levels.

6. The school leadership and faculty work together to celebrate student work within the classrooms and the hallways.

An ongoing challenge of CHBPES is that hallways are outdoors and therefore bulletin boards are susceptible to the sun, wind, and rain resulting in limited displays of student work outdoors. To address this concern, the school has purchased weather proof signs for displaying the school mission and the behavioral expectations. Also, clear vinyl was also purchased to cover outdoor bulletin boards in an effort to limit exposure to the elements. Furthermore, the school staff have also painted colorful signs and pictures on the walls. The school will work with the PTO to procure a more permanent solution to displaying outdoor work such as the attainment of glass protected communication boards. Classroom displays of student work are thriving. In addition, the 5th grade classes hold an annual art show to celebrate student artwork. Student writing is celebrated with the publication of their writing pieces in a soft-covered book. Writing pieces are sent off-island for publication and each student receives their very own book of which they are the author.

7. The school leadership, faculty and staff promote creative opportunities for parent and community engagement as part of a systemized student support services.

The last two school years have seen a resurgence of CHBPES' Parent Teacher Organization (PTO), which had been inactive for many years. In SY 2016-2017, new PTO officers were elected. The election of the new PTO officers, led by President Kenneth San Agustin and teacher representative and Vice President Donny Castro, ushered in an increase in parent participation in PTO. Grade-level performances during the PTO meetings helped to encourage parent attendance. A highlight of the PTO efforts was the organization and management of a catalog fundraiser. The fundraiser raised approximately \$1500.00 for the school's PBIS program.

In January of SY 2017-2018, new PTO officers were elected. New president Ronald Ayuyu, Vice-President Rose Camacho, Secretary Joy Woodward, Treasurer Gina Call and Sergeant at Arms Susana Arki, completed the recertification process enabling CHBPES' PTO to be recognized again as a non-profit organization by the Department of Revenue and Taxation. This authorized the PTO to collect money from fundraising efforts. The current PTO has raised approximately \$5000 through various fundraisers that were done in conjunction with school clubs, grade-level groups, and teacher committees. The PTO also organized the training and examination for teachers to obtain a health certificate for food fundraisers. Furthermore, PTO has funded the purchase of retirement plaques for faculty and staff who retired this school year. The PTO also revitalized the school's iRecycle program by providing incentives for families who donate aluminum cans to the school. Money from the iRecycle program goes back to the PTO. In addition, the PTO launched a Facebook page which assisted in increasing communication with parents. Consequently, every PTO meeting can be viewed live on the Facebook page. This allows parents to attend the meeting virtually. On average, approximately 20-30 parents attend the monthly PTO meetings.

8. The school leadership, faculty and staff move forward in collaborating with GDOE in resource management and maintenance to support a safe and high-quality learning environment for students. For example, providing regular maintenance of technology equipment, updating and repairing furniture, and developing a student-friendly playground and improving the cafeteria.

Collaborating with GDOE regarding resource management is demonstrated with input from the faculty and staff in the annual budget request developed at the school site by administration. Recommendations range from facility upgrades to playground equipment requests. (see CHBPES SY 2018-2019 Budget Request). GDOE laptops issued to classroom teachers and administrators receive annual software upgrades performed at the school site by a GDOE hired company. Any issues related to the maintenance of hardware on the computer or other issues

occurring during the year are handled by the FSAIS office. Teachers and administrators must fill out a work request ticket and drop off the laptop to be fixed. In the even the FSAIS office is unable to fix the laptop, it is sent to the GDOE hired contract for technology equipment maintenance. Mobile carts equipped with student laptops are serviced

The updating of furniture is requested on an as-needed basis and is ordered if funding is available. The repairing of furniture is handled by GDOE maintenance division at the administrator's request or through the request of faculty/staff via the maintenance work request on Google Docs created by administration. Since funding sources are always stretched in the department, the faculty/staff of CHBPES work together to augment the student-friendly playground by providing other types of activities. A great example of such augmentation is the playing of music during lunch recess to provide a different type of activity for students to enjoy. Music/Dance has been provided in previous school years, but not with great consistency. At the request of many students, the staff has worked hard to consistently provide this activity during lunch recess. The intermediate grade level teachers and Chamorro teachers sponsor different physical activities (volleyball, kickball, and "Chamolympics") throughout the school year during lunch recess. Requests have been made annually in the budget request for the expansion of the school's cafeteria, challenges with funding and the need for more land. Despite the challenges that exist for expansion of the cafeteria, changes were made by administration in the adjacent room to provide a more structured environment for students to line up for lunch.

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 school wide 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.

Based on past progress and current data, explain the implications of the data with respect to student performance.

CHBPES' community profile indicates the following trends:

- Student enrollment over the past 3 years has demonstrated that the 2 largest ethnic populations have consistently been Chamorro and Chuukese respectively.
- Enrollment over the past 3 years has shown a slight decrease. CHBPES averages 682 students per school year.
- Over the past 3 years, the average percentage of ESL students is 43%. From SY 16-17 to SY 17-18, there was a 6% decrease in the percentage of ESL students. This is aligned

with the overall decrease in student population.

- The special needs student population has remained steady at about 4%.
- Students receiving free and reduced meals over the past 3 years has remained at 100% due to the community's eligibility in the National School Lunch and School Breakfast Program.
- Within a 3-year span, daily student attendance rates remained fairly constant with an average rate of 93.3%.
- The number of discipline referrals for both minor and major offenses over the last three years has demonstrated a 98.5% increase from 133 referrals in SY 2015-2016 to 264 in SY 2017-2018.
- Reading data from the ACT ASPIRE revealed a 4% decrease in students in the Exceeding and Ready levels over the past 4 years. However, it should be noted that from SY 15-16 to SY 16-17 there was a 3% increase in students at the Exceeding and Ready levels and a 9% decrease in students who are In Need of Support.
- In English, there was a 1% increase in students in the Exceeding and Reading levels over the past 4 years in the ACT ASPIRE. Moreover, from SY 2015-2016 to SY 2016-2017 there was 7% decrease in students at the Close level, indicating movement of students from the Close levels to Ready or Exceeding levels. However, the following school year in SY 2017-2018 that upward trend was reversed with a 5% decrease in students at the Ready or Exceeding levels and a 4% increase in students at the Close level and a 1% increase in students in the In Need of Support level.
- In Math, the results from ACT ASPIRE demonstrated a 1% decrease in students in the Exceeding and Ready over the past 4 years.
- The PTO organization at CHBPES has experienced a resurgence with the induction of vibrant PTO officers and an increase in PTO attendance at meetings.

The implications of the data in regards to student performance are:

-Critical thinking skills need to be firmly embedded in instructional content. The ACT ASPIRE measures higher level thinking skills that require students to justify and explain their answers and to cite textual evidence to support their answers. Therefore, more focus on fostering critical thinking skills is essential to impact student achievement in district summative assessments. However, another consideration is that in order to engage students in critical thinking, foundational skills must be strongly rooted in students. If students are not fluent in decoding and math computation skills, then cognitive energy will be spent on foundational skills rather than on higher order thinking. Hence, it is imperative that all students reach benchmark in oral reading fluency and math computation as measured by the AIMSWEB interim assessment no later than 3rd grade. This is the school's SSIP goal. By certifying that all students have the foundational skills for reading and math, more time can be spent on critical thinking. As a consequence,

primary grades (K-2) are tasked with certifying that all students are equipped with foundational skills by the time they enter 3rd grade.

-The demographic profile of CHBPES indicates a large ESL population with nearly half of students speaking English as a second language. The implication of this data in regards to student performance is the need for all teachers to receive training in strategies for second language learners. One framework that can be explored is the SIOP strategy. A small cadre of teachers at CHBPES have been trained in SIOP, however time for these teachers to share the SIOP strategies needs to be provided to help in better meeting the needs of our ESL population. Moreover, increased communication between the ESL teachers and the general education teachers needs to be sustained to ensure there is a seamless connection between what is happening in the pull-out programs in the ESL classroom and what is happening in the general education classroom. This can be achieved by ensuring that the ESL teachers are included in grade-level CLTs and PLCs. In the past 3 years, this has been a practice, however due to challenges with scheduling and coverage, the practice has not been maintained.

-Parent engagement is a vital component in impacting student achievement. As indicated in the data profile, parent engagement has historically been low at CHBPES, only in the last two years has parent engagement seen a resurgence. Strategies to sustain parent engagement need to be fostered. This school year, all grade-levels have taken on the issue of parent engagement as part of their Professional Teacher Evaluation Program (PTEP). As a consequence, each grade-level must come up with strategies to successfully engage their parents. Examples of strategies that are being implemented this school year include: translating weekly classroom newsletters, using technology to engage and inform parents (e.g. Remind, WhatsApp), a monthly homework helper calendar which provides daily tips for parents to help their child at home, and inviting parents into classrooms to share their talents.

-Discipline impacts student learning. The data in the profile shows that discipline rates have significantly increased over the past three years. This is an indication that intense efforts must be undertaken to ensure that students demonstrate positive behavior both inside and outside of the classroom. The school's PBIS cadre reviews and shares discipline data each month. In reviewing the data, interventions must be put in place to address both major and minor offenses. Moreover, a systematic positive behavior program must be instituted and sustained schoolwide to ensure that students are taught the behavioral expectations and are rewarded positively when they consistently demonstrate those expectations.

Select two to three student learning needs based on the data, noting the correlated school wide learner outcomes.

Central to the mission of CHBPES is to educate the whole child by “fostering a rigorous and challenging curriculum that enables all student to become productive community members” (CHBPES school mission). Therefore, based on the data in the school profile and aligned with the SIP and the district's State Systemic Plan, two student learner needs have emerged. These learner needs are: critical thinking and communication.

The student data demonstrates a decrease in students at the Exceeding and Ready levels in the ACT ASPIRE and the SBA most specifically in the areas of Reading and Math. This decline is an indicator that students lack the critical thinking skills to answer questions that require higher level thinking. Critical thinking is essential in preparing students for college and career. Being able to solve problems and to think clearly and rationally is necessary skill in any profession. Critical thinking is aligned to all of CHBPES’ SLO’s (Prepared for Life, Innovative and Resourceful Thinkers, Collaborative Problem Solvers, and Effective Communicators).

The second of CHBPES’ student learner needs is communication. The academic and discipline data in the school profile show that students have difficulty in communicating effectively. Communication traverses both academic and behavioral domains and is integral in helping meet the school’s mission of enabling students to become productive members in the community. Therefore, being able to communicate verbally, in writing, and through one’s actions is critical to ensuring student success. Like critical thinking, communication is aligned to all of the school’s SLOs.

Teachers at CHBPES are always cognizant of how critical thinking and communication are embedded in the SLOs. This is evident in the creation and use of each grade-level’s SLO rubrics. At the end of each semester, teachers assess their students’ progress in meeting the SLOs as defined in the context of critical thinking and communication. This data is shared with parents. Below is an example of 4th grade’s rubrics:

4th Grade SLOs Rubric

School-Wide Learner Outcomes Reporting Rubrics

Student's Name	Homeroom	Reporting Teacher	Semester 1 st 2 nd	SY SY 17-18
Fourth Grade Critical Learner Needs / SLOs				
Critical Thinking			Score	Teacher's Comments
P – Student uses planning and organizational skills to be prepared for success. (examples: planner and notes are signed by parents, comes to class prepared, homework is completed.				
R – Student accepts others for their differences, weighs pros and cons, and helps someone in need.				
I – Student is able to find alternative solutions.				
C – Student is able to work in a team.				
E- Student thinks before speaking their mind.				
Communication				
P – Student is able to communicate effectively both verbally and nonverbally.				
R - Student demonstrates good manners and positive communication when interacting with others.				
I – Student voices needs and ideas when an alternative solution is needed.				

C – Student is able to communicate with peers to find solutions.	
E- Student is able to demonstrate proper communication protocols (uses appropriate indoor voice, listens when others speak, takes turns speaking, asks for help when they don't understand).	

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.

The three important questions raised by the data analysis of the school profile are:

1. How can we successfully engage and involve our parents as partners in education?
2. How can we sustain and continue growth in fostering a guaranteed and viable curriculum that addresses our critical learner needs (critical thinking and communication).
3. How can we purposely and effectively collect, analyze, and share school data with stakeholders to nurture the development of the whole child?

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, School-wide 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.
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Category A. Organization: Vision, Mission, School-wide Learner Outcomes, Governance, Leadership and Staff, and Resources

A1. Vision, Mission, and School-wide 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, school-wide learner outcomes, and the school-wide plan.

Vision, Mission, School-wide Learner Outcomes, Profile, School-wide Action Plan

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

A1.1. Prompt: *Evaluate the degree to which the development of the school's vision, mission, and school-wide action plan has been impacted by pertinent student/community profile data, identified global competencies, and current educational research.*

Findings	Supporting Evidence
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<p>Captain H.B. Price Elementary School (CHBPES) has collaboratively created a clear statement of purpose that reflects the beliefs and philosophy of the institution while remaining consistent with the overall vision of the Guam Department of Education (GDOE). A foremost characteristic of Price Elementary is its diversity, driving the need to educate the whole child by empowering students to become productive community members. A diverse student population necessitates the incorporation of global competencies, is aligned with the School Learner Outcomes (SLOs), critical learner needs and supports the school's mission of developing the whole child.</p> <p>The goals for the School Improvement Plan were developed with the collaboration of the faculty, Leadership Team, and the administration. The plan is based on district goals and expectations, areas of development identified in our initial self-study, and the instructional needs of the student population as determined by student achievement data. The school-wide action plan is updated annually and is shared in the Leadership Team meeting and then with grade level groups to obtain feedback. Once endorsed by faculty and staff, the plan is shared with parents during a PTO meeting and posted on the school website.</p> <p>The implementation of structure outside the classroom in SY2016-2017 addressed student needs in regards to behavioral issues in the playground as determined by the Office Discipline Referrals (ODRs) inputted in the School Wide Information System (SWIS) program. Lines were created for certain waiting areas (assigned lines for each class) and sidewalk games. PBIS lessons (Getting Along Together) were also included in the curriculum to address SWIS data. The Getting Along Together curriculum also addresses educating the whole child by teaching students thinking, interpersonal and social skills, cognitive skills, and how to manage emotions. In 2017-2018, structures outside the classroom continue to be utilized and reinforced and additional areas within the school grounds were formed. In SY 2018-2019, a new system for entering the cafeteria was created to alleviate behavioral issues and congestion outside the cafeteria. The primary recess time was changed from the morning to the afternoon to prevent the close time frame between snack and lunch. The duration of lunch was also extended 15 minutes to provide a full hour for lunch, which allowed students time to eat their lunch and still have time for physical activity. In addition, canopies were added to the front side of the school campus in order to house bussing lines to alleviate the disbursement of personnel to multiple areas to supervise students.</p>	<ul style="list-style-type: none"> ● School demographics ● Student Achievement Data ● SWIS data/ ODR Data/PBIS data ● SLOs criteria developed by grade level ● PBIS data and meeting log ● See Grade Level LiveBinders ● PTO Meeting Minutes ● PLC review of CFA/Statewide assessment ● Lesson plans ● Observations (Teachers, Aides, T.A.'s) ● IC observation data ● PBIS Lessons ● SPARK activities ● School Bell Schedule ● CHBPES Website <p>www.chbpes.wix.com/lancheros</p>
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<p>A walker section was also added to allow parents who wish to park and walk in to pick up their child can do so in a safe manner. In order to address parent concerns with safety and further create structure after dismissal, a wood fence was placed along the car rider pick up lane to provide a physical barrier to protect students. Due to limited playground equipment, providing engaging activities for students during lunch recess is a high priority and helps deter behavioral issues. Periodically throughout the school year grade levels sponsor kick ball and volleyball games during the lunch recess for students. Frequently, Teacher Assistants provide SPARK (Sports, Play and Active Recreation for Kids) activities before school and during the lunch recess. Music is also played during the lunch recess for students wanting to dance or just listen.</p> <p>As a school participating in the State Systemic Improvement Plan (SSIP), professional development is provided to teachers to include current educational research that supports core instruction. The Classroom Instruction that Works (CITW) framework, the Continuous Improvement Cycle, and the Big Eight Literacy strategies are implemented in classrooms indicating a high degree of instructional planning and learning experiences designed to increase student achievement. The aforementioned educational frameworks provide evidence based teaching strategies and student ownership of learning to better address the critical learner needs in the areas of communication and critical thinking.</p>	
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Development/Refinement of Vision, Mission, School-wide Learner Outcomes, and School-wide 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
CHBPES adopted a new mission statement in September 2014 through a collaborative process among faculty and staff during professional development sessions. The School Learner Outcomes (SLOs) were developed and adopted by faculty and staff in December 2014. Parents are kept informed through meetings by the Parent Teacher Organization (PTO), memos/letters sent by administration, school and teacher newsletters, award ceremonies, and parent teacher conferences.	<ul style="list-style-type: none"> ● PTO Meetings / Minutes ● PTO Videos (Facebook) ● SLOs Report Card Data ● SLOs criteria developed by grade level ● Survey Results – Mission / SLOs ● Parent/Student Perception Survey

<p>Grade levels continued work with creating and developing the School-wide Learner Outcomes and characteristics in 2015. On April 23, 2015 information regarding the new mission statement and School-wide Learner Outcomes (SLOs) was disseminated to parents at a meeting, where feedback was obtained. Endorsement of the new mission statement and SLOs was made by parents through oral and written feedback. The school planners, school newsletter, and faculty handbooks reflect and contain the new mission statement and SLOs to ensure consistency and provide awareness to all stakeholders. The mission and SLOs are incorporated into lesson plans throughout the school year as mandated by district standards and school policies and as a means to involve learners in the process of understanding the goal of the school community in preparing students to be productive members of society. Posters are displayed and reviewed daily in every classroom, and are posted in strategic locations around campus. The school's mission and SLOs are recited at every school activity to reinforce its importance. Students started receiving a rubric for the school's SLOs during the 2nd semester of SY 2017-2018, which includes a proficiency scale and feedback on their progress. The SLOs rubric provides information to parents about their child's cognitive, social and emotional performance in school. The SLOs rubric serves as another tool for parents, teachers and other educational stakeholders to work together to support and nurture the whole child.</p>	<p>Results (May 2017)</p> <ul style="list-style-type: none">● PBIS data and meeting log● See Grade Level LiveBinders● CLT/PLC Notes● Monthly Assemblies● Photographs
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Understanding of Vision, Mission, School-wide Learner Outcomes, and School-wide 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, school-wide 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 school-wide action plan.*

Findings	Supporting Evidence
<p>The stakeholders at CHBPES recognize the significance and academic impact of the district’s vision statement, school’s mission statement, the SLOs and school-wide action plan. Teachers incorporate the mission statement and SLOs into daily lessons and school functions. The reciting of the mission statement and SLOs is part of the daily routine, thereby reinforcing to the school community its value. The district’s vision statement, school’s mission statement, and SLOs are displayed in classrooms and in strategic locations throughout the school campus. The school’s mission statement is visible in the school newsletter and in any communication sent from the main office. Parents are informed of GDOE’s vision statement, the school’s mission statement, and the SLOs through the school’s website and student planners. The mission statement and SLOs are also presented to parents at PTO meetings during the student presentation portion of the meeting. Furthermore, student performance on meeting the SLOs is reflected in the School Learner Outcomes Report Card given twice a year at the end of each semester. Goal 4 of the GDOE State Strategic Plan is supported by this indicator (A1.3) and is aligned with the CHBPES School Improvement Plan (SIP) to address the WASC areas of development 1.</p> <p><i>State Strategic Plan, Goal 4 CHBPES School Improvement Plan, WASC Areas of Development 1</i></p>	<ul style="list-style-type: none"> • Comments from SLO report cards • SLO Report Card Tally (grade level/school) • Newsletter • CHBPES website • Grade level parent surveys • School wide parent surveys

Regular Review and Revision

A1.4. Indicator: The school is implementing an effective process for regular review/revision of the school vision, mission, school-wide learner outcomes, and the school-wide 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, school-wide learner outcomes, and the school-wide action plan.*

Findings	Supporting Evidence
<p>The State Strategic Plan, “20/20: A Clear Vision for the Education on Guam” was adopted by the district in September 2014. In alignment with the SSP, CHBPES has established a clear vision and mission (purpose) that reflects the beliefs and philosophies of the institution. CHBPES has collaboratively created a clear statement of purpose that reflects the beliefs and philosophy of the institution while remaining consistent with the overall vision of the Guam Department of Education (GDOE).</p> <p>In SY 2016-2017, each grade-level developed a rubric to monitor the attainment of SLOs in respects to two critical learning areas. The two critical learning areas that were identified were communication and critical thinking. The critical learning areas were determined based on school data and teacher collaboration. The grade-level rubrics were created to assess student progress in regards to the achievement of SLOs. Use of the rubrics was implemented in SY 2017-2018. At the end of the Fall and Spring semesters, parents were given a progress report detailing their child’s progress toward the attainment of target SLO goals for each grade-level.</p> <p>CBPES is progressing toward the annual review of the SIP, which started in SY 2017-2018 and was streamlined in SY 2018-2019 with the creation of a summary that makes the use of the document more effective. Faculty and staff reviewed the summary, provided input and endorsed the document. This will be the second consecutive year reviewing the SIP document and actively participating in the process.</p>	<ul style="list-style-type: none"> ● SLO Grade Level Reports ● Grade Level SLO Rubrics ● SIP Summary ● Proof of Endorsement of SIP by Faculty & Staff

School-wide Learner Outcomes and Vision and Mission

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

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

Findings	Supporting Evidence
<p>The school-wide learner outcomes (SLOs) are tied to the schools two critical areas of learning, communication and critical thinking skills. Prefacing the SLOs under these two critical areas provides a direct alignment to the school’s vision and mission and provides a road map to help the school address critical learner needs. The adoption of the CCSS in 2012 provides the rigor and academic standards that are necessary to meet the school’s mission of fostering “challenging curriculum”. In 2015, the implementation of the Positive Behavioral Interventions and Support (PBIS) framework to support, teach, and provide reinforcement of positive behavior. PBIS offers school personnel evidence-based behavioral interventions that augment social and academic behavior outcomes for all students.</p> <p>PBIS lessons (Getting Along Together) curriculum addresses educating the whole child by teaching students thinking, interpersonal and social skills, cognitive skills, and how to manage emotions. The <i>Getting Along Together</i> curriculum is intended to help student’s problem-solve in social settings and assist students in meeting the school’s mission and SLOs. In addition, supports the district’s SSP goal of providing a safe and positive learning environment.</p>	<ul style="list-style-type: none"> ● SLO Grade Level Report Cards ● Annual SLOs data ● SWIS data/ ODR Data/PBIS data ● SLOs criteria developed by grade level ● PBIS data and meeting log

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>As a US Territory, the Guam Department of Education (GDOE) is entitled to and partakes in the availability of grant funding to supplement the Government of Guam’s budgetary allocations. The Federal Government is the overall governing authority with laws and regulations that must be adhered by to take advantage of additional funding or grants. The Guam Legislature also serves as a leading governing authority and laws are managed and maintained by the Guam Education Board. GDOE is bound by both local and federal mandates. Policies set forth by the GEB are in alignment with federal and local laws.</p> <p>There is a clear understanding at CHBPES that the Guam Education Board is responsible for policies that govern the Guam Department of Education. The Guam Education Board (GEB) is the overall governing authority of the Guam Department of Education. The GEB works closely with the National Association of School Boards of Education as a means to provide standards and guidelines for the Board. In addition, the GEB works closely with the Superintendent to ensure an alignment between the agencies strategic plans and board policy. Although there is a school improvement plan, teachers are aware of the State Strategic Plan (district plan) that serves as the overarching plan of the school. Policies put in place by the Guam Education Board are then disseminated to the district, and then filtered to the school level. Decisions made at the</p>	<ul style="list-style-type: none"> ● Guam Education Board (GEB) Website https://sites.google.com/a/gdoe.net/guam-education-board/home ● PTO Meetings / Minutes ● Student Handbook ● FY 2018-2019 Student Orientation Schedule ● Photographs

district level are then filtered down to the school level. The Leadership Team meets to discuss the initiatives and decide how to best disseminate the information or plan for implementation. Staff is informed of the plan and teachers inform parents and students. Plans developed at the school level are filtered through the Leadership Team (each grade level and special programs is represented).

The GEB posts a calendar of events on the official GEB website indicating the meeting dates. Board meetings alternate monthly among various public schools to enable parents and staff more opportunities to attend and speak. Public feedback is also welcomed on the GEB official website. CHBPES faculty are dedicated to increasing student achievement and following policies and guidelines set forth by the governing authorities within reason; however, will respectfully request for the reexamination of policies and proposals when necessary. A prime example of stakeholders questioning the district's decisions regarding reclassification was the presence of several CHBPES teachers and community members at a board meeting held in May 2018. Teachers respectfully questioned the freezing of re-classification pay and changes to the reclassification process, imploring the Guam Education Board to make a just decision by appealing to the GEB as the governing authority. Teachers and community members followed protocol by submitting written testimony and signing in at the GEB regular board meeting to provide oral testimony, which resulted in a successful outcome. The changes to the reclassification process and recommended freezing of reclassification pay were removed from consideration in the budget and demonstrate a clear understanding of the processes involved.

The CHBPES PTO meets every third Wednesday of the month. Stakeholders are encouraged to attend PTO meetings monthly to receive important information regarding the school, actively participate in PTO activities and any fundraising goals to support the school's needs. The administration's open door policy provides parents the ability to participate in the school's

<p>governance by meeting with administration to address concerns or specific needs. The understanding by all stakeholders of the school's governance provides transparency in operation and expectations, allows for feedback, and the opportunity to be involved and support the school system in educating their child.</p>	
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Relationship Between Governing Authority and School

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

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

Findings	Supporting Evidence
<p>The Guam Education Board (GEB) set forth the policies that govern the Guam Department of Education (GDOE) and are in alignment with local and federal laws. The GEB, the Superintendent of Education, and the school site administrator serve as the three main governing authorities. Stakeholders understand the relationship between the governing authority's decisions, expectations, and initiatives as demonstrated in Leadership Team meetings to determine how initiatives will be addressed at the school level. The relationships are further demonstrated by:</p> <ul style="list-style-type: none"> ● Faculty Meetings ● Emails from district official(s) and/or school administrator ● Professional Development ● Grant Funding ● Lesson Plans ● Observations by administrators <p>The GEB has a responsibility to oversee the Superintendent of Education's management of the Department of Education with transparency and with the learner's best interests in mind. The vision and mission statements must be considered as the foundation for the instructional decisions at the school level. Increasing student achievement is the guide for establishing relationships.</p> <p>When CHBPES was selected as an SSIP school, the district</p>	<ul style="list-style-type: none"> ● Leadership Team Meeting Agendas/Notes ● Faculty Meeting Agendas ● Emails from District official/school administrator ● Lesson Plans ● School Improvement Plan ● GDOE State Strategic Plan ● CLT/PLC Notes

<p>committed to providing professional development and support in order to increase student achievement in reading. Initiatives and expectations were communicated in professional development sessions. The administration met with the Leadership Team after PD sessions to collaborate on a timeline to address new initiatives and district expectations. Timelines, goals, and plans were shared with grade levels and then shared with parents during open house, parent teacher conferences, and the school website. The sharing of the plan with all stakeholders demonstrates a clear guide and understanding of the work of the school towards meeting the goals outlined in the School Improvement Plan and the State's Strategic Plan. The demonstration of the stakeholders understanding of the relationship between the governing authorities' decisions, expectations, and initiatives are designed to provide a guaranteed and viable curriculum that support critical learner needs.</p>	
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Faculty, Staff, and Governing Authority

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

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

Findings	Supporting Evidence
<p>The Guam Education Board (GEB) set forth the policies that govern the Guam Department of Education (GDOE) and are in alignment with local and federal laws. The GEB, the Superintendent of Education, and the school site administrator serve as the three main governing authorities. Faculty and staff understand the relationship between the governing authorities decisions, expectations, and initiatives determined by the GEB and district. The Leadership Team meets to determine how initiatives will be addressed at the school level.</p> <p>The GEB has a responsibility to oversee the Superintendent of Education's management of the Department of Education</p>	<ul style="list-style-type: none"> ● Guam Education Board website https://sites.google.com/a/gdoe.net/guam-education-board/ ● Leadership Team Meeting Agendas / Notes ● School Improvement Plan ● GDOE State Strategic Plan

<p>with transparency and with the learner’s best interests in mind. The vision and mission statements must be considered as the foundation for the instructional decisions at the school level. Increasing student achievement is the guide for establishing relationships.</p> <p>When CHBPES was selected as an SSIP school, the district committed to providing professional development and support in order to increase student achievement in reading. Initiatives and expectations were communicated in professional development sessions. The administration met with the Leadership Team after PD sessions to collaborate on a timeline to address new initiatives and district expectations. Timelines, goals, and plans were shared with grade levels and then shared with parents during open house, parent teacher conferences, and the school website. The sharing of the plan with all stakeholders demonstrates a clear guide and understanding of the work of the school towards meeting the goals outlined in the School Improvement Plan and the State’s Strategic Plan. The faculty and staff demonstrate this understanding and recognize its importance as the means of providing a guaranteed and viable curriculum.</p>	
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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 school-wide learner outcomes and academic standards. The school leadership and staff annually monitor and refine the school-wide 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 the stakeholders, including the staff, students, and parents.

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

Findings	Supporting Evidence
<p>Captain H.B. Price Elementary School (CHBPES) effectively plans using a process that it is broad-based, collaborative, and fosters the commitment of stakeholders to include faculty, staff, students and parents in the following ways:</p> <p>*The Curriculum Cadre (CIA) evolved into the Leadership Team in school year 2015-2016.</p> <p>The Leadership Team meets monthly or as needed to review, discuss, and adjust or amend the school’s goals and action steps for the School Improvement Plan. They determine how to implement the SIP with all stakeholders. The Leadership Team communicates with administration to assist with decision making, elicits feedback (student achievement data, district, grade level and parent information) from grade levels, and a plan is strategically created to address the needs of the school.</p> <p>The Curriculum Cadre or Curriculum, Instruction, and Assessment (CIA) group meets on an average, monthly or as needed to provide input on school wide data from major assessments given throughout the school year to determine if the SIP educational goals are on track towards being successfully met. The CIA meets for professional development preparation and address needs to increase outcomes or scores in certain content areas tested such as reading fluency and comprehension.</p> <p>The Positive Behavior Intervention System (PBIS) Cadre meets monthly to collect, analyze, report, and monitor data relative to the School-Wide Information System (SWIS) reports generated from disciplinary referrals handled by the administrators and school guidance counselor. Data is reported monthly to the faculty during the faculty meeting. The faculty and administrators discuss strengths and weaknesses of the report findings, share ideas, and plan for how to improve student</p>	<ul style="list-style-type: none"> ● Leadership Team / CIA Meeting Agendas/Notes ● PBIS Cadre ● Grade Level Planning – CLT & PLC Meetings/Notes

behavior in the coming months.

The PBIS Cadre conducts a monthly school-wide assembly to recognize students who exemplify the character traits embodied in the School-wide Learner Outcomes (SLOs). Students are selected by their homeroom teachers to receive the "Student of the Month" award for those who best demonstrate the characteristics of the SLOs for that month. The PBIS Cadre plans for and determines the distribution of prizes for the Student of the Month winners. Prizes are issued to the winners during the assembly along with their certificate of recognition.

The Grade Level Teams meet weekly or as needed in their Community Learning Team (CLT) meetings to plan for instruction, assessments, and other instructional components such as materials and resources, and other grade level needs. They also meet in Professional Learning Community (PLC) meetings to discuss test data collected at different times of the year such as the AimsWeb Interim Assessments given in the Fall, Winter, and Spring of each school year. We also have our quarterly Common Formative Assessments (CFAs) in which pre and post-tests are given to measure student growth in priority standards selected by each grade level in Reading and Math.

In terms of effectiveness of communication and planning processes, we feel that CHBPES is highly effective in the sharing of information, thoughtful discussions to address issues presented, and a collaborative effort to make decisions using a vertical process starting at the Home Groups (grade levels), moving upward to the Focus Groups (CIA Cadre), and then to our Leadership Team for comprehensive input and decision-making. This collaborative process ensures that all stakeholders move the school forward in meeting our SIP goals that includes addressing critical learner needs.

Correlation between Student Learning and the School-wide Action Plan

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

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

Findings	Supporting Evidence
<p>Previous school years’ academic and behavioral data is used to plan SMART goals for the next school year. Data is also used to determine if school wide goals in the SIP were met and if not, data is used to determine if the PDSA goals in the grade levels were met. In the SIP the development of schoolwide SMART goals using PBIS data and monitor student progress towards those goals quarterly by analyzing and sharing information during faculty meetings.</p> <p>The manner in which CHBPES has practiced the role of leadership and decision-making to include the passing on and sharing of information to all stakeholders has been mainly through the Curriculum, Instruction, and Assessment Cadre (CIA). At the time, the school was centered in revamping its curriculum and SIP, so most of the work was taking place within the CIA Cadre. The CIA Cadre was intertwined with the Leadership Team as many members were in both groups. It was just recently in SY2018-2019 that the two groups were separated with unique members serving a more definitive role.</p> <p>The CIA Cadre would meet to share how well teachers were doing with teaching and implementing the SLOs with students increasing their growth using the SLOs rubric. In SY2016-2017, the cadre focused their work on creating the rubric to evaluate how well students embody the criteria of the SLOs. The school practiced using the rubric in SY2017-2018 and created a semesterly SLOs progress report to communicate with parents how well their children were meeting the criteria. In SY2018-2019, the school will continue the issuance of the semesterly SLOs progress report as status quo. We project to</p>	<p>Leadership Team</p> <ul style="list-style-type: none"> ● Curriculum Cadre (Focus Group Chairs) ● PBIS Cadre ● Curriculum Coordinator / Instructional Coach ● Administrator(s) ● CFA grade level

work on collecting teacher/grade level/school-wide data on student growth on the semesterly SLOs progress reports. This data will help the school understand the criteria with the greatest gains and how to maintain it. It will also allow us to monitor criteria with the lowest gains to discuss possible barriers/challenges towards growth and find solutions. The CIA Cadre discussed the realistic expectations the school had with movement of students from each level of readiness in the district-wide assessments (DWA). This discussion helped teachers determine what percentage of students would be a reasonable goal to set in the SIP and with respect to goals that can be used in the Professional Teacher Evaluation Plan (PTEP).

CHBPES filters pertinent information about the school's needs and goals through the Leadership Team as members meet with grade level teams, or Home Groups, to disseminate information and get feedback. This helps shape the decisions made in the leadership team meetings for any plans, revisions, and implementation. Building consensus with faculty on these changes is key.

PBIS data is viewed to determine how to plan or make changes in things like the monitoring in the playground, recess schedule, lunch schedule, and structure in transitions and being ready to enter the classrooms.

Alignment of All Resources and the School-wide Action Plan

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

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

Findings	Supporting Evidence
<p>In order to implement, monitor and meet the goals in the State Strategic Plan (SSP) and the School Improvement Plan (SIP), resources are allocated to the best of the school’s ability. Although, CHBPES may not have control over the budget, resources within the school and school personnel are utilized to support and maximize student learning by keeping in mind the critical learner needs of students. Resources are allocated by the district to provide professional development for teachers and administrators to enhance and build capacity within the schools. Every general education classroom at CHBPES has a certified teacher. Teaching Assistants (T.A.s) are placed in classrooms throughout the school day to augment instruction by assisting with academic interventions for Tier 2 and Tier 3 students and support of daily instruction in the general education classrooms. School staff assist with the coverage of classes (teacher absence/training), monitoring of students during non-instructional time (arrivals, breakfast, morning/afternoon recess, lunch, cafeteria, playground, and dismissal). The monitoring of these areas and the reinforcement of school rules help support a safe environment and student behavioral expectations.</p> <p>Technological resources such as mobile laptops, projectors, and ELMOs -document cameras are available to checkout as needed to support and enhance classroom instruction, and to provide accessibility to students. SMART boards are also located in classrooms with teachers trained in STEM. Internet is available throughout the school campus with direct DSL connectivity or through WIFI (routers/hub) allowing for consistent/fast service to support classroom lessons requiring</p>	<p>SIP Smart Goals</p> <p>Administrator(s)</p> <p>PBIS Cadre</p> <p>Administrative Assistant - Bernice Sarrosa</p> <p>Leadership Team</p> <p>Curriculum Cadre</p> <p>Computer Operator - Johanna Duenas</p>

an internet connection and activities designed for student use. The availability of the technological resources provides the opportunity to meet state and school level goals.

The school library also provides teacher resources that include audio equipment, class sets of chapter books, books with a wide variety of genre, AV equipment, class set of headphones, projectors, and a microscope ELMO.

Teaching supplies and student materials are available by request on GoogleDocs and provided (if available) by the school. Due to the limited resources in this area, parents are also provided a list of needed student supplies at the beginning of the school year. Textbooks are outdated and limited so they are carefully managed.

Progress Monitoring of the School-wide Action Plan

A3.4. Indicator: The school’s Leadership Team has defined roles and responsibilities and monitors the progress of the implementation of the school-wide 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 school- wide action plan.*

Findings	Supporting Evidence
<p>The school’s leadership team in collaboration with the school administration drives the decisions made in the school, specifically decisions that pertain to curriculum, instruction, assessment, and interventions. Representatives provide input and also share feedback from their respective grade-levels or programs. Input from all grade-levels and programs as well as from the administration is discussed. Decisions are made by coming to an agreed upon consensus. The process has been successful as input is garnered from all areas before it is implemented schoolwide.</p> <p>Administrator or Dr. Josephine Cruz leads the meetings. An agenda is created and sent out to the leadership team before the meeting to ensure that all members come prepared with feedback from their respective departments. Central to the creation of the agenda is how it is aligned and related to the SIP. The mission and SMART goals of the school are at the forefront of each meeting and decisions are made in keeping with the school’s critical learner needs. Items that are discussed are done so from the standpoint of how the decision will impact student achievement. After the meeting, the minutes are sent to leadership team members. A task list is created to keep the meeting on track and any items needing follow-up are notated for the next meeting and highlighted and font changed to red. Notes are taken electronically during the meeting and placed on the working agenda. Agenda/notes are emailed within 24 hours to ensure everyone has a final copy of notes, discussion points, and items needed for follow-up or completion.</p>	<ul style="list-style-type: none"> ● Leadership Team Meeting Notes/Agendas ● Decision Making Flowchart

School Community Council

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

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

Findings	Supporting Evidence
<p>This school year the SIP was presented to stakeholders in three stages. The first stage involved presenting to the CIA cadre, then home groups (grade level), and then during a faculty meeting to the faculty as a whole. The second stage involved presenting the SIP to the staff for review and an opportunity was provided for feedback. The third stage involved presenting to the School Community Council (SCC) during a PTO meeting in which feedback was sought. Another attempt was made to reach out to all stakeholders by placing the SIP on the school website and inviting feedback. The endorsement of the SIP by faculty, staff, and the SCC demonstrates an acknowledgement of the school goals, critical learner needs and a collective effort to support student learning.</p>	<ul style="list-style-type: none"> ● CHBPES website www.chbpes.wix.com/lancheros ● School Improvement Plan ● Leadership Team Meetings/Notes ● Curriculum Cadre Meetings/Notes ● Faculty ● Staff ● Administrator(s) ● PTO (parents)

A4. Leadership and Staff Criterion – School-wide Organization for Student Achievement
A qualified staff facilitates the achievement of the school-wide learner outcomes, academic standards, and the successful implementation of the school-wide 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>CHBPES administrators ensure that all teachers are current with their respective certifications as required by the Guam Department of Education. Certifications for all staff members are kept current and filed in the main office for accountability purposes. Adequate training opportunities to fulfill re-certification requirements are available throughout the school year for faculty to participate in by GDOE at no cost or minimal cost to teachers. The University of Guam, the Guam Community College, and the Guam Federation of Teachers provide courses that meet re-certification requirements at a cost to teachers. Although school sites maintain records of school personnel’s certification, it is ultimately the responsibility of school personnel to ensure certifications are up to date.</p> <p>The personnel office at the GDOE also maintains records and faculty with expired certifications will lose 14% of their pay as a result and will have to go through the process of obtaining certification again as a new applicant. The Adequate Education Act supports the placement of certified teachers in classrooms as a means to provide high quality instruction. The aforementioned policies and procedures help</p>	<ul style="list-style-type: none"> ● GFT Collective Bargaining Act ● GFT staff contract ● Support staff section ● GDOE Personnel Rules and Regulations ● Adequate Education Bill Public Law 28-45 (pgs. 6-7) <p>http://www.guamlegislature.com/Public_Laws_28th/P.L.%2028-45.pdf</p> <ul style="list-style-type: none"> ●Chapter 1 pg. 35 Table of positions, certifications, and education level ●Professional Development ● SSIP Strategies ● CITW Strategies

to ensure every classroom contains a qualified, certified teacher to provide a guaranteed and viable curriculum that addresses student's critical learner needs.

Maximum Use of Expertise

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

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

Findings	Supporting Evidence
<p>The teacher evaluation program provides teachers and their school principals with valid and reliable information that should help teachers to improve and/or extend their instructional practices.</p> <p>Each spring teachers request an assignment for the following school year on a preference sheet distributed by the administration. Teachers indicate the desired grade level in a priority order. Selection will be based upon established criteria: credentials and years of service. The school administrator takes into consideration the needs of the classroom teachers with their students addressing critical thinking and communication. Teacher assistants to appropriate areas by prioritizing kindergarten and first grade. In addition, staff members attend several trainings throughout the school year that are adequate to the needs of the students.</p> <p>At the beginning of the school an orientation is given to inform all staff members of what to expect for the school year regarding new policies and responsibilities.</p> <p>GDOE conducts multiple Professional Development trainings throughout the school year to enhance their current skills and to provide an opportunity for growth.</p>	<ul style="list-style-type: none"> ● Certification ● Guam Professional Teacher Development Goals

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
<p>CHBPES has a Faculty and Staff handbook that indicates policies and procedures that define the following: expectations, responsibilities, operational practices, school schedule and decision-making processes for the administration and staff. At the beginning of the school year, administrators disseminate written policies and procedures of the school.</p> <p>The handbook is formatted in clear, comprehensive and direct fashion. The Faculty and Staff handbook is easily accessible. The administration emails a digital copy and there is a hard copy in the office.</p> <p>Teachers collaboratively plan classroom instruction that includes critical thinking and communication skills with vertically aligned curriculum to ensure students effectively progress from one grade level to the next. The degree of clarity and understanding of written policies and procedures affect the ability of faculty and staff to address critical learner needs.</p>	<ul style="list-style-type: none"> ● Collective Bargaining Agreement gftunion.com ● Beginning of the School Year Faculty Orientation ● Digital Staff Handbook ● Student Handbook in Student Planner ● School Website, Digital Copy emailed, Hard copy distributed ● School Improvement Plan ● Professional Development Vertical Alignment

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>CHBPES has effective structures for internal communication and planning through technology, such as emails and instant messages. The administration using a message platform application to disseminate school information on a daily basis.</p> <p>Grade level teachers meet on a weekly basis to discuss matters during CPTs and PLCs. Teachers reflect on current effective instructional practices. Teachers discuss grade level expectations and identify CITW research based strategies that promote critical thinking and communication.</p> <p>The monthly faculty meetings addresses department updates and school concerns. Additionally, CHBPES has monthly PTO meetings to inform and resolve concerns of stakeholders. PTCs are also conducted twice a year to discuss students' academic performance and character development. The conference provides an opportunity for teachers to report to parents the students' progress in the areas of critical thinking and communication.</p> <p>School newsletters are distributed monthly. The newsletters provide essential information about school activities to stakeholders. The newsletter can also be accessed on the school's website.</p>	<ul style="list-style-type: none"> ● Email ● Administration Messaging Platform (Whatsapp) ● School Newsletters ● Faculty Meeting ● PLC/CPT ● Email

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>Professional Learning Community (PLC) and Collaborative Learning Team (CLT) are held twice a month for teachers to collaborate and analyze data to in improve student achievement. Teachers reflect on current effective instructional practices. Teachers discuss grade level expectations and identify CITW research based strategies that promote critical thinking and communication. School aides and teachers assistance provide coverage thus sharing responsibilities to support student learning. During CLT, teachers create common assessments, share best instructional practices and plan interventions for students who have not met the learning target.</p> <p>CHBPES has scheduled 10 Professional Developments throughout the school year. PDs improve the staff with skills and competencies to create educational results for students. PDs also focus on areas related to educational research, operating procedures, adopting evidence based practices, teaching strategies to improve collaborative learning and teamwork among faculty and staff to support accountability and and student learning.</p> <p>In addition, staff members attend monthly meetings with administration to address school activities and emergency drills.</p>	<ul style="list-style-type: none"> ● GDOE Personnel Rules and Regulations (sec 3) ● Staff evaluation ● SWIS Data/ODRF ● AimsWeb ● Implementation of PBIS ● SPARKS ● 409 Bullying Presentation ● Department of Health and Public Service / Healing Hearts ● ASPIRE Tutoring Program ● Student Intervention (Tier 3)

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 school-wide 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>Professional development/learning is supported at the district and school level by providing training in effective strategies: PDSA, Strategy Banks, “I Can” statements, Graphic Organizers, and Sentence starters. This is evident with the active participation of our students in the classroom as well as their academic growth in ELA and Math.</p> <p>The Acronyms PDSA are defined as the following: The <u>P</u>lan cycle fosters and enhances the objectives to be taught within the lesson. The <u>D</u>o cycle is the steps, procedures, and strategies that the students will utilize to meet their objectives. The <u>S</u>tudy cycle analyzes student growth with Proficiency Scales. The <u>A</u>ct cycle determines re-teaching and revising our current Plan or implementing a new PDSA cycle based on student growth.</p> <p><i>Classroom Instruction that Works (CITW)</i> training has also been provided during Professional Development and is currently being implemented on a schoolwide level. “I Can” statements are visible upon entry into every classroom and in student friendly language. Students are taught the purpose of each statement and its function at the beginning of each new lesson. Graphic organizers are used to help students organize their thoughts. Immediate and specific feedback is also provided to students as a strategy to enhance student learning.</p>	<ul style="list-style-type: none"> ● see school profile (Faculty professional development) pg. ● Professional Development List ● PDSA ● Strategy banks ● “I Can” statements ● Graphic Organizers ● Sentence Starters ● Scaffolding ● PBIS

Professional development was offered in the SIOP (Sheltered Instruction Observation Protocol) Model is a researched based and validated instructional model that has proven effective in addressing the academic needs ESL students. Sentence starters are used to help focus students and provide targeted language structure for students to complete. Scaffolding refers to a process in which teachers model, demonstrate, and provide guided practice in solving problems.

The *Getting Along Together* curriculum provided by PBIS is taught across all grade levels at the beginning of the school year and throughout the year as needed. The *Getting Along Together* curriculum is intended to help students’ problem-solve in social settings and assist students in meeting the school’s mission and SLOs.

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
<p>The school’s supervision and evaluation procedures are fair and effective and are uniform across the district providing a guideline for teachers and administrators. The Guam Education policy board has adopted the Guam Teacher Professional Standards on July 26, 2006 these standards provide a guideline for administrators and teachers to validate and attest to the development of the five standards. Teachers select two of the 5 standards in the areas of planning, instruction, management, reflection and professional development, or learning communities. By utilizing and providing various standards we ensure that a wide spectrum of evaluations is used to demonstrate the efficacy of teachers, thereby ensuring that our students are learning the expected academic standards and are addressing critical learner needs.</p>	<ul style="list-style-type: none"> ● PTEP manual ● Mini –observations ● McRel Checklist (observation) ● SLO rubric for each grade level (See Chapter 1-School Profile) ● Guam Teacher Professional Standards

Administrators and faculty schedule a pre-conference PTEP at the beginning of the year (Aug/Sept) in regards to the standards and goals that will be measured and evaluated throughout the school year. Administrators conduct a minimum of six mini-classroom observation walkthroughs to observe the teacher’s instructional practices and implementation of the curriculum and standards. Immediate feedback from the administrator is provided to the teacher in regards to their strength and also areas of growth if needed. At the end of year, a post-conference evaluation is held to assess and discuss the teachers’ overall performance, at which time a performance evaluation will be provided to the teacher assessing their efficacy on the standard(s) chosen for the school year.

The performance evaluations are utilized to determine and grant annual increments and to also to identify strengths, improvements and training that may need to be provided. The evaluation procedures ensure that the goal of Guam GDOE to ensure that every child receives an adequate education and that every teacher is certified and meets the evaluation standards.

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
The effectiveness of the Instructional Coach’s (IC) mini classroom observations has made a positive impact with student learning. The IC conducts classroom mini observations and provides feedback to the teacher. The IC has a checklist that is	<ul style="list-style-type: none"> ● Instructional Coach (IC) data / observation checklist

provided to the teachers on what is being observed. When the feedback is given, the IC and the teacher will sit down and review the observations made, both positive and negative, if any, provide suggestions, modeling, and/or resources to the teacher to improve student performance.

Professional Developments have been an effective way for teachers to come together across the grade levels to improve student growth and performance. The State Systemic Improvement Plan (SSIP) and its components have been implemented after every Professional Development and/or training. As an example, within the SSIP, teachers have been trained to use goals/checklist in the classrooms. The goals/checklist has shown effectiveness through student growth by showing and allowing students to take ownership of their growth with the goals set. The SSIP goals/checklist has proven that when a student takes ownership of his/her own growth, student performance in the classroom increases dramatically.

Teachers within their respective grade levels are given one hour every other week to meet for PLC/CLT throughout the school year. During a PLC/CLT, teachers collaborate to plan and revise lesson plans, review student data (CFA/AIMS web), discuss PBIS, and discuss student struggles and growth as a grade level. Teacher's also use this time to discuss strategies to assist students who are struggling with grade-level work based on student data. Data is also reviewed during PLC's to determine if there are any grade level problems or class-wide problems with skills or standards. Appropriate interventions are taken to address student needs and changes are made in lesson plans to address the core curriculum.

Professional Development, Instructional Coaching, and PLC/CLT have shown to have an impact with student learning through effective teaching strategies for a guaranteed and viable curriculum.

- SSIP goals/ checklist
- PLC/CLT notes

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 school-wide learner outcomes and academic standards.

Allocation Decisions

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

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

Findings	Supporting Evidence
<p>CHBPES allocates resources (human and material) from the school’s budget to ensure that the district’s vision, school mission, and SLOs are aligned to improve student learning. Resources are allocated by GDOE for equipment such as computers for the computer lab, mobile laptop carts and STEM Math kits. All of these resources are utilized by teachers in various lessons and activities.</p> <p>Teacher Assistants: Funds are allocated for Teacher Assistants (TA’s). These individuals are recommended by school administrators and assigned to schools in accordance with the population</p> <p>ASPIRE is an after school tutoring program that helps at-risk students to improve their Reading and Math skills. The program is structured to help students do homework for thirty minutes, reading lessons for thirty minutes and math lessons for thirty minutes. Resources are allocated through federal funds from the GDOE. Funding is dependent on the population of the school.</p> <p>STEM: Resources for STEM equipment are allocated by the GDOE. Funding for mobile laptop carts, promethean interactive boards, Elmo’s and math kits were provided to our school because CHBPES is the pilot elementary school for the STEM program.</p> <p>PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral</p>	<ul style="list-style-type: none"> ● AimsWeb Data ● Fountas and Pinnell Data ● Brigance Data ● Standards Based Assessment ● ACT Aspire Data ● SIP ● ASPIRE Quarterly Reports ● Computer Lab Schedule ● STEM Inventory ● GDOE District Budget ● Lesson Plans ● Photos/Artifacts

<p>interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. Resources for this program are allocated to pay for the PBIS coach and district consultant who helps members of our school to implement the program. The allocation of resources are evident within the whole framework that the budget is focused on providing the most support available to assist in sustaining a guaranteed and viable curriculum.</p>	
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Allocation Involvement

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

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

Findings	Supporting Evidence
<p>The cycle of resource allocation is first determined by GDOE which then gives CHBPES a budget. Before these budget funds are used, CHBPES leadership sends out a Budget Stakeholder Survey for staff members and for parents. They are asked for input on capital improvement, equipment, supplies and materials, and personnel. The surveys request for input on what each staff and parents think should be prioritized. The leadership then compiles this information and uses it to guide the building a budget for resources allocation to GDOE. GDOE then needs to review and approve expenditures.</p> <p>Student learning is directly impacted because all resources affect what happens in the classroom. Having the appropriate materials and learning environment students succeed.</p>	<ul style="list-style-type: none"> ● Budget Stakeholder Surveys for staff members ● Budget Stakeholder Survey for parents

Practices

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

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

Findings	Supporting Evidence
<p>The school budget has input from teachers as per 3.c.4 CBA. Each year principals and the department heads present a proposed budget to the Guam legislature for approval.</p> <p>At the school level, personnel that handle money attend annual training for Non-Appropriated Student Activity Funds (SAF) and Trust Agency Funds (TAF). There are people designated to handle different duties and responsibilities in regards to the collecting and dispersal of funds:</p> <p>School Administrator (Principal or Assistant Principal)</p> <ul style="list-style-type: none"> • Supervises, reviews, and accounts for entire operation of the Business Office regarding the Non- Appropriated Funds and its personnel. • Reviews and signs vouchers and checks when all documents and signatures are complete. • Ensures that Public Law 14-130 (Public Law 26-26) and Board of Education Policy 715 are implemented and followed. • Approves Standard Operating Procedures (SOP). • Ensures that the NAF Funds monthly and annual financial reports are submitted timely. • Ensures that the deposits are made daily or assigns a designee to perform responsibility. <p>Administrative Assistant</p> <ul style="list-style-type: none"> • Supervises personnel assigned to the Business Office and works with the Activity Coordinator to monitor the operation of the Business Office regarding SAF • Disseminates Non-Appropriated Funds Standard Operating 	<ul style="list-style-type: none"> • GDOE District Budget • CHBPES NAF Standard Operati Procedures • NAF & TAF training PowerPoint Presentation • Property Inventory • Technology Log-in Sheets • School ledger • Student Activity ledgers/inventories • Audit report

<p>Procedures and Handbook to each organization/club advisor</p> <ul style="list-style-type: none">• Keeps a file on all club/organization constitutions/by-laws to include a memorandum authorizing the club/organization to operate on the school campus.• Ensures that Public Law 14-130 and Board of Education Policy 715 are followed <p><i>School Treasurer (Clerk)</i></p> <ul style="list-style-type: none">• Official School Treasurer for the Non-Appropriated Student Activities Funds• Responsible for scrutinizing all deposits and to ensure that all supporting documents are complete• Handles cash collections and issues receipts.• Prepares deposit slips. (Show breakdown of individual activities deposit amount. Deposit slips must be written clearly and must show the bank's stamp receipt date.)• Ensure each organization is accountable for all money it receives• Prepare and ready bank reconciliation forms for monthly report submission to Guam Department of Education Internal Audit Office.• Keep records and maintains all accounts under the Non-Appropriated Student Activities Fund (General and Subsidiary Ledger)• Prepare and ready monthly (subsidiary) reports for each club/organization• Prepare and ready monthly reports for submission to Guam Department of Education Internal Audit Office• Ensure all vouchers are complete (supporting documents, signatures, receipts, and minutes)• Prepare and ready checks for completed vouchers upon request of club/organization• Prepares and implements Standard Operating Procedures <p><i>Individuals other than School Treasurer (Administrative Assistant)</i></p> <ul style="list-style-type: none">• Maintains the General and Subsidiary Ledgers• Prepares and reconciles bank reconciliation report.	
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Computer Operator or School Secretary

- Receives deposits from organizations/clubs.
- Ensures that proper cash count form is utilized, that club/organization's name appears on the cash count form, dated correctly, and signed by the club/organization's depositor.
- Issues receipts to club/organization making deposit. Receipts issued should be written to designated club/organization depositor, include amount of money deposited and date of deposit.

Activity Coordinator (Faculty)

- Works under the supervision of the administrator in charge of activities
- Disseminate CHBPES' Non-Appropriated Funds Standard Operating Procedures to each club/organization advisor
- Schedule monthly school-sponsored (fundraising) activities for all club/organization within established school policies
- Prepares appropriate activity bell schedule for each event, and coordinates the use of facilities and equipment for day-time activities
- Assists teachers/advisors with procedures and practices related to school activities
- Organizes Club Fair at the beginning of the school year (SY)
- Meets with clubs/organizations at the beginning of the SY to hold an "activity orientation"
- Meet with club/organization advisors on a monthly basis
- Ensure vouchers are complete before submission to the School Treasurer
- Keep a file of all club/organizations' constitutions and by-laws
- Serves as the faculty representative on the Money Committee

Activity Sponsor (Club/Organization Advisor)

- Each student club/organization must have an advisor and a club/organization treasurer (student or faculty member) who shall be responsible for the fund management of their particular fund
- Follow all laws, board policies, and school operating procedures (SOP) pertaining to Non-Appropriated Student Activities Funds (SAF)
- The advisor must sign a Memorandum of Understanding

acknowledging his/her responsibilities:

- Train students to properly follow Standard Operating Procedures of GDOE and Captain H.B. Price Elementary School o Guide and assist club/organization officers and members to properly conduct a meeting with recorded minutes.
 - Guide and assist club/organization officers and members in properly filling out and submitting activity requests and voucher requests
 - Assist and guide the club/organization student treasurer to prepare any required financial reports
 - Meet quarterly with the School Treasurer to reconcile club/organization ledger with school ledger.
 - Ensure all monies and records related to the activities are properly controlled, receipted and deposited.
 - Supervise students in the conduct of their activities
 - Ensure that deposits are made on a daily basis (or the next business day) after sponsoring an activity or sales.
 - ***Office submission of all monies is the responsibility of the advisor***
- Each club/organization with the guidance and oversight of the advisor shall maintain an accurate financial record (ledger) that may be scrutinized by the School Treasurer and Administration at any time. Ledgers must be reconciled during the last week of the month. Non-compliance will result in disapproval of any fundraising activities or voucher requests.
 - Prepares and submits any required financial reports, if needed
 - Attends club/organization meetings and activities
 - Gets administrative approval BEFORE entering the school sponsored club/organization into any contractual agreement
 - Ensures monies raised during the school year benefits those students currently in school and not used for future school years.
 - Ensures that any equipment purchased during the school year is solely for students' use and not for personal use
 - Ensures that any equipment fundraised for and purchased is labeled with Capt. H.B. Price Elementary School property numbers and included in the school's fixed assets inventory and provides a list of equipment to the School Treasurer
 - Ensures that any equipment purchased through fundraising may be used for any student activities throughout the school year

Club Treasurer

- Is responsible with the Club Advisor for the management of the club's/organization's fund.
- As per Board Policy 715, the club treasurer must be a student treasurer.

Money Committee (PL 26-26, Section 6115)

- A school Money Committee must be established every school year to oversee the receipts and expenditures of the student activities money
- The committee will consist of four individuals:
 - o School Principal or Designee
 - o School Treasurer
 - o Student Representative – Student Body President, Treasurer, or member designated by the school faculty or a parent
 - o Faculty/Advisor
- Any non-appropriated fund voucher over the \$100.00 mark will require the above mentioned signatures. If a signature is not in place, the voucher will be returned to the club/organization.
- o Items, services, venues, etc...equal to or in excess of \$500.00 must have 3 price quotations (in accordance with Guam's procurement policy)
- Clubs and/or organizations must exercise fiduciary responsibility as evidenced by the submission of minutes.
- The money committee may scrutinize and question vouchers being submitted. If the club/organization is unable to provide the needed information, the voucher request will be returned.

Student Government

- The Student Body Association (SBA) is the executive branch of the CHBPES student government representing the entire student population
- Each grade level has its own Student Council (StuCo) representing the grade-level students

School Sponsored Club/Organization

- A school-sponsored club/organization is a club or organization formed by students attending CHBPES and approved by the Principal
- In order for a club/organization to be approved, a club must be chartered by SBA. If the school does not have an SBA, a club must be chartered by the school approved by the Principal.
- Only school-sponsored clubs/organizations are allowed to do

<p>the following:</p> <ul style="list-style-type: none"> o Use the school name upon approval of the Principal o Open a school account for the handling of school funds o Sponsor activities. <ul style="list-style-type: none"> • Sponsor fundraising activities • Clubs/Organizations must reapply for school sponsorship charter and submit Constitution and By-Laws every year <p>In regards to using instructional materials, there are sign out sheets for all electronic devices such as the mobile laptop carts that help with the internal audit within the assigned areas in which they are located. Property and textbook inventories are checked on at the beginning and end of each school year.</p>	
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Facilities Conducive to Learning

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

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

Findings	Supporting Evidence
<p>The facilities at Price Elementary School are deteriorating. The faculty and staff make the most of this situation in a variety of ways. Canopies were put up in various locations to help ensure that when there is rain, the students will only get minimally wet. This is also true through the use of B1. The opening of this room allowed for a more controlled environment during the lunch times. Gravel was also added to the back of A-Wing at what was designated the car and bus rider areas for school year 2018-2019. It has helped with the mud that would normally accumulate in this area during rain. A ditch was also dug by the staff of the school to help with the run off of the rain water. Fencing was also added in school year 2018-2019 to assist with the safety of the students while vehicles are in motion. Changes to the holding areas for the students before and after school has increased the ability of the school aides to supervise in a more controlled area. Banners and posters have</p>	<ul style="list-style-type: none"> • Canopies • Fencing at car/bus area • Gravel • Ditch for Drainage by E-wing • Banners / Posters • 3 B’s painted on walls • Photographs • New holding area procedures for children before / after school

been made and posted throughout the school to better communicate student behavioral expectations. The three district wide standards have been painted on the wall in all areas of the school. The aforementioned steps taken to improve procedures provides students an example of applying problem-solving skills through critical thinking. In addition, students are able to see how visual cues can improve and support communication of expectations.

Instructional Materials and Equipment

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

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

Findings	Supporting Evidence
<p>The effectiveness from the request of supplies to the receiver of those supplies is acceptable. Sign out sheets as available for use of the computer lab. This is also used for accountability in case of a misuse of the laptop, or if damage were to occur during the time any teacher was there. Textbook and property inventory is also included for accountability. Teachers are to check the textbooks assigned to their students for damages quarterly, and if any damage or loss of the textbook should occur, there is a form to be filled out. If any person should request the use of other technologies such as, speakers, projectors, mobile laptop carts, ELMO document cameras, etc., that person(s) are to sign it out at the respective areas. These areas are either the library or main office of the school. The use of technology provides the opportunity for students to keep abreast and current in a global world.</p>	<ul style="list-style-type: none"> ● Supply and maintenance supply requests on Google Docs ● Sign out sheet for computer lab ● Textbook/Property Inventory ● Log in sheet for use of technology materials

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
<p>Currently, there is a hiring freeze for the Guam Department of Education which does not include federal and teaching positions. Attrition rates in GDOE are fairly high due to a variety of reasons. Among the reasons, the freezing of increment and reclassification pay for administrators, faculty, and staff. Despite hiring freezes for other positions, every general education classroom at CHBPES contains a certified teacher. The Adequate Education Act of Guam and Public Law 28-45 affords the sufficient release of funds to provide an adequate public education to every public school student.</p> <p>In SY 2018-2019, GDOE withdrew funding for Instructional Coaches at the individual school level, as a result, CHBPES lost a valuable resource for supporting and monitoring student learning. GDOE also discontinued the Teacher Retention program, a mentoring program for teachers with less than 5 years of experience. Consistency of support services are vital to addressing our critical learner needs. Challenges in hiring and sustaining qualified personnel threatens the ability of the faculty and staff to address critical learner needs.</p>	<ul style="list-style-type: none"> ● GDOE Announcements ● PNC News Article- Hiring Freeze <p>https://pacificnewscenter.com/gdoe-announces-freezes-on-hiring-increments/</p>

**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):

CHBPES has collaboratively created a clear statement of purpose that reflects the beliefs and philosophy of the institution while remaining consistent with the overall vision of the Guam Department of Education (GDOE). The SLOs are being taught and monitored consistently across classrooms to support academic and behavioral expectations. The criteria in OSL provides an overview of the structure, degree of consistency, and resources available to address the critical learner needs. The criteria in OSL, the SSP, the SIP, and the school's critical learner needs of communication and critical thinking are interdependent. Each supports the other and provides a road map to help students achieve. The faculty and staff are dedicated and strive to meet high levels of expectations for the betterment of students and the school.

Prioritize the strengths and areas of growth for Category A.

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

- The school's mission and SLOs are taught and reviewed regularly, and are assessed each semester.
- The School Improvement Plan (SIP) was revised this school year and condensed into a one-page format that is clear, concise, practical, and a valuable resource.
- PLCs/CPTs, Professional Development, Job Embedded Training (JET), and Faculty meetings are conducted throughout the school year to review and analyze data, plan for instruction, track student progress, and support academic achievement. Instruction is data driven and based on "I know" statements rather than "I think" statements.
- CHBPES has begun utilizing the announcements function in PowerSchool to assist with sending out important information to parents via an automated phone call, text, or email based on parent selected preferences.
- CHBPES staff regularly communicates through a variety of mediums in regards to daily

operations and events.

- Faculty members keep certifications updated as required; every regular classroom contains a certified teacher.
- CHBPES stakeholders are consulted and provide input in the school's annual budget.

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

- Refinement of the annual process to review, revise and endorse the School Improvement Plan by all stakeholders.
- Improvements can be made to the maintenance and servicing of all air conditioning units to ensure longevity and an environment conducive for learning.
- Expansion of the school cafeteria is needed to increase the capacity of the seating area.
- Installing/Building covered walkways between buildings.
- Ensuring faculty and staff take advantage of the technological resources and complete forms that track technology use.
- Improvements can be made to the primary and intermediate playground to provide more physical structures for students.

Category B: Standards-based Student Learning: Curriculum

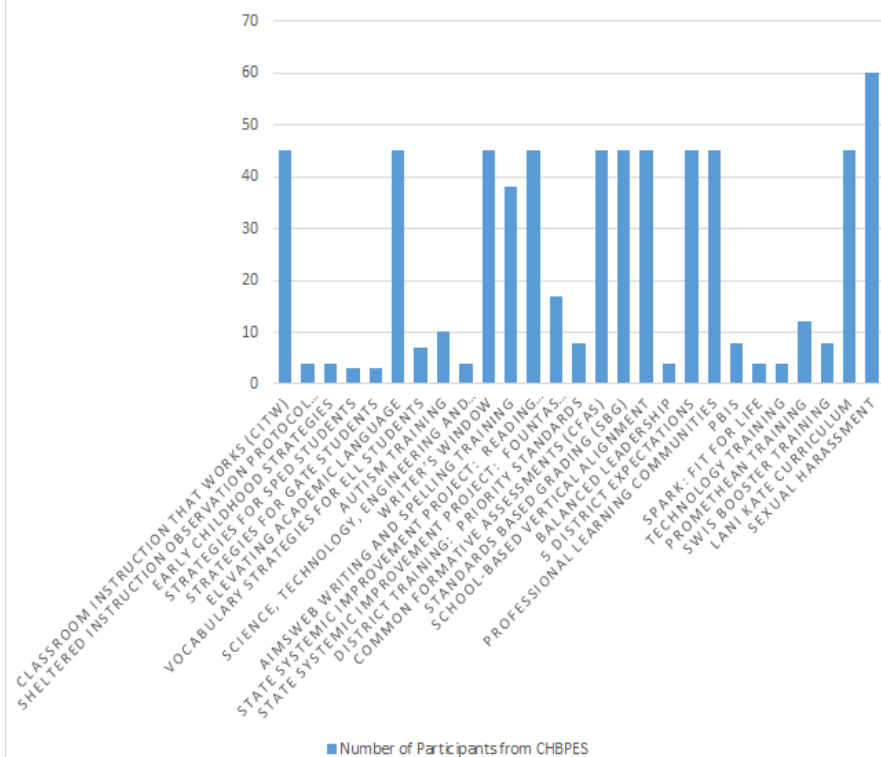
Current Educational Research and Thinking

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

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

Findings	Supporting Evidence
<p>CHBPES is effectively using current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. They stay current and revise the curriculum by utilizing the following research-based curriculum and programs: Classroom Instruction That Works (CITW), Sheltered Instruction Observation Protocol (SIOP), STEM, Writer’s Window, AIMSweb, State Systematic Improvement Project (SSIP), Priority Standards, Common Formative Assessment (CFA) Standard Based Grading, School-based Vertical Alignment, Balanced Leadership, Professional Learning Communities (PLC’s), Positive Behavioral Interventions and Supports (PBIS), SPARK - Fit for Life, and Technology Training. Using current educational research allows CHBPES faculty and staff to use strategies that address the whole child and effectively impact our SLO’s and critical learner needs. These strategies allow our students to increase academic and language proficiencies by having teachers design and create effective lesson plans and differentiated instruction to impact critical student learner needs.</p>	<ul style="list-style-type: none"> ● CITW ● SIOP ● Mini-Observations ● Early Childhood Strategies ● Strategies for SpED ● Strategies for GATE Student ● Elevating Academic Language ● Vocabulary Strategies for ELL Students ● Autism Training ● STEM ● Writer’s Window ● SSIP ● AIMSweb ● Priority Standards ● CFA ● District and Grade Level Curriculum Maps ● Chamorro Curriculum Map ● SBG ● School-based Vertical Alignment ● Balanced Leadership ● PLC’s

CHBPES PROFESSIONAL DEVELOPMENT
 2015-PRESENT



- PBIS
- SPARK-Fit for Life
- Technology Training
- Promethean Training
- SWIS Booster Training
- Lani Kate Curriculum
- Getting Along SFA Curriculum

CHBPES has been implementing CITW before 2015, and has been building on each of the nine categories through professional developments at the district and school level. CHBPES faculty and staff have been trained in-depth in the following CITW categories: Setting Objectives, Nonlinguistic Representations, Cues and Questions—QAR strategy, and Reinforcing Effort. The eight (8) components of the SIOP model (lesson preparation, interaction, building background, practice and application, comprehensible input, lesson delivery, strategies, and review and assessment) have also been implemented through professional developments. In order to enhance CITW and SIOP strategies, the following research based learning professional developments have been attended by CHPBES faculty and staff: Early Childhood Strategies, Strategies for SpED, Strategies for GATE Student, Elevating Academic Language, Vocabulary Strategies for ELL Students, Autism Training, STEM, and Writer’s Window. Mini observations of all teachers is performed by the school Principal and Assistant Principal formally six times during the school year and

informally by the Instructional Coach. The observations serves as a checklist tool that teachers are adhering to the mandated pedagogical practices by the Department of Education. It also ensures that teachers remain updated to new teaching strategies and practices. See Chapter one (1) for instructional coach observation table data.

CHBPES has been included in the State Systemic Improvement Project since 2016 to present, to address the ongoing needs to improve learning strategies in reading fluency and data literacy. The Plan, Do, Study, and Act model utilizes CCSS and priority standards, researched-based strategies, reading and writing workshop model in instruction, assessments, data charts, and student-teacher collaboration. The implementation of the PDSA model affords the students genuine ownership of the standards they have mastered or need more assistance in order to master. Students observe their progress via data charts that they maintain and collaborative come up with an act to help increase their student achievement.

In addition to PDSA, SSIP have offered professional development in AIMSweb administration, scoring, and data literacy. The AIMSweb series of assessments is used as a guiding tool in lesson planning (P) to align with the common core standards. The tests are administered quarterly (D) and data charts (S) are studied and reflected upon by teachers and students. Data is used to guide (S) the needed intervention (A) as relating to the three tiers .

Common Formative Assessments are developed and administered by grade level teachers quarterly. Priority standards from the CCSS are used. The CFA's are administered quarterly to gauge comprehension of benchmark skills. Lesson plans are adjusted to better teach the necessary skills as needed for the subject matter.

Each grade level and Chamorro studies are responsible for adapting and aligning lesson plans and objectives with district wide Curriculum Map. Curriculum mapping have been developed to support teachers to identify and guide where achievement standards are being explicitly addressed within the school's teaching and learning program.

AIMSweb data, CFA data, and Curriculum Mapping are discussed in each grade levels monthly PLC meeting. PLC's allow each grade level to collaborate with each other to discuss the following:

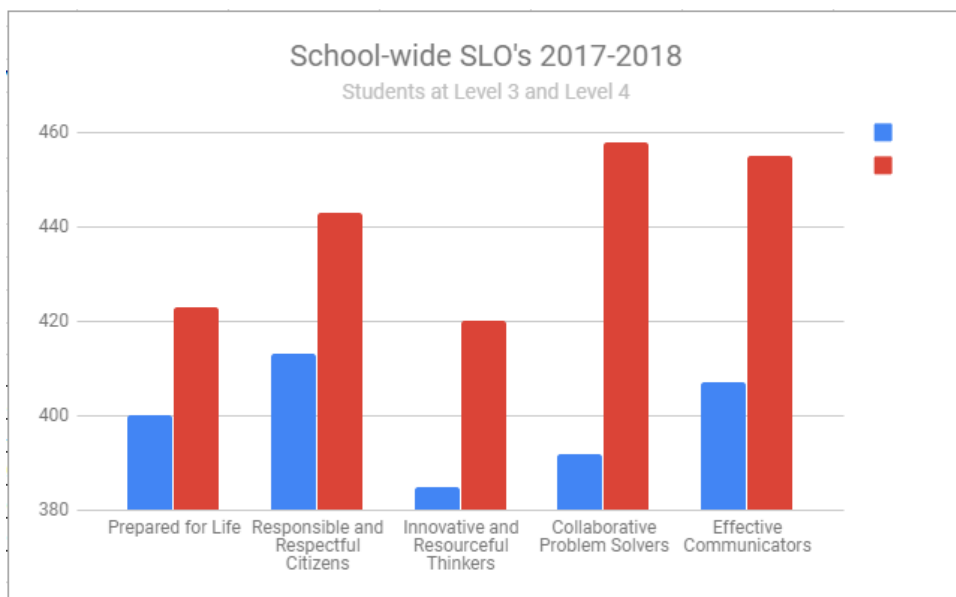
<ul style="list-style-type: none"> ● What do we want our students to know and be able to do? ● How will we know if they have learned it? ● What will we do if they haven't? ● What will we do if they have? <p>This collaboration follows the PDSA model.</p> <p>To meet the social needs of our students and foster awareness, CHBPES faculty and staff are trained in PBIS, SPARK- Fit for Life, Lani-Kate,, and Getting Along SFA Curriculum. These programs allow students to assist in meeting CHPBES SLO's: Prepared for Life, Responsible and respectful Citizens, Innovative and Resourceful Thinkers, Collaborative Problem Solvers, and Effective Communicators.</p>	
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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
<p>The Schoolwide Learner Outcomes (SLO's) are displayed in each classroom and students recite daily in support of understanding that they are ultimately responsible for their learning outcomes. The SLO's are developed around the last name of the school namesake, Price.</p> <p>P-prepared for life R-responsible and respectful citizens I-innovative and resourceful thinkers C-collaborative problem solvers E-effective communicators</p> <p>The schoolwide learner outcomes provide a guideline for all students to practice academic, social, and emotional skills needed to impact critical learner areas: Critical thinking and communication. The SLO's reinforce positive citizenship growth which will carry students throughout their lifelong private lives, as well as with their academic paths.</p>	<ul style="list-style-type: none"> ● SLOs ● School Mission ● Classroom Mission ● 3 Be's / PBIS ● Learning Targets ● Curriculum Mapping ● Common Core State Standards ● SMART Goals ● Organized Outside Activities (SPARK & PBIS) ● Terrific Lanchero ● Semester Awards ● PBIS Monthly Awards



- Professional Developments
- PLC
- End of the year Student and Parent Perception Surveys

The school mission is also displayed in all classrooms and recited daily to increase students understanding of what is expected with their foundational growth as students while at Price Elementary that will help them be successful .

Classrooms in all grade levels have implemented a student driven class mission statement this school year which is displayed, defined and demonstrated in all classrooms throughout school. It acts as a self-check rubric for each individual student to stay on task and is reviewed as needed.

3 B's- Be safe. Be responsible. Be respectful. The 3 B's are posted in the hallways and in each classroom. Students are expected to practice the concepts and rules throughout the day.

Learning targets are displayed in the classroom and referred to during lessons daily. Teachers refer to the learning target before the lesson, refer back to the target as the lesson progresses, and at the end of the lesson. The teacher then discusses where on the proficiency target chart alongside the target chart does each student feel they have reached. Lessons are then adjusted to try to meet intervention needs of students who fall below level 3.

Curriculum mapping is reviewed by grade levels with changes from the Curriculum and Instruction (C&I)Office of the Department of Education, Guam. The maps are to be updated with the CCSS priority standards as mandated by the Department of Education.

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Congruence

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

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

Findings	Supporting Evidence
<p>The basis of GDOE’s curriculum is rooted in the Common Core State Standards (CCSS) and the GDOE Content Standards and Performance Indicators. Based on GDOE’s curriculum, teachers in each grade level were able to develop a Consensus Map, which indicates the standards that need to be taught for all subjects, each quarter of the school year. In addition, grade level teams have also identified Priority Standards for Math and ELA, which specifies the critical skills students need to succeed in their grade level.</p> <p>At CHBPES, there is an emphasis on grade-level collaboration to ensure that all students across the grade level receive the same, viable curriculum. The importance placed on strengthening grade-levels through collaborative teams and professional learning communities ensure consistency in the conveyance of the taught curriculum.</p> <p>Furthermore, CHBPES is one of the three STEM (Science, Technology, Engineering, and Mathematics) schools in the district. As a STEM school, Price teachers continue to apply and share STEM concepts and increase the use of technology in their daily lessons to augment and enrich their instructional practices.</p> <p>There is congruence between written curriculum and the actual concepts and skills being taught. Lesson plans reflect the standards to be taught and are used across the grade level. There is also congruence between written curriculum and the academic standards because lessons are developed</p>	<ul style="list-style-type: none"> ● Critical Areas Rubric ● SLOs Rubric ● Grade Level Consensus Map ● Lesson Plans ● GDOE CM ● School-wide Behavior Matrix ● PLC/CLT ● District Wide Curriculum Maps for Priority Standards ● Chamorro Curriculum Maps ● STEM

based on what standards need to be taught at any point during the school year.

Although CHBPES Schoolwide Learning Outcomes (SLOs) have been developed and it is not specifically addressed in lesson plans, teachers implement activities that ensure that students are meeting the goals of the SLOs. For example, the Reading and Language Arts curriculum delivers a targeted focus on the components of reading instruction: phonemic awareness, phonics, vocabulary, fluency, and comprehension. While the primary grades focus on students learning to read, the intermediate grades focus on students reading to learn. Intermediate grades also departmentalize for Reading to ensure the needs of each student are met, while still receiving the same instruction. The Reading and Language Arts curriculum focus corresponds with our SLO that ensures CHBPES students are "Prepared for Life" and are "Effective Communicators."

The Math and Science curriculum is tethered to the STEM program which supports an interdisciplinary and applied approach to the disciplines of science, technology, engineering, and mathematics. Teachers emphasize problem solving strategies, real-life applications, exploration, as well as the systematic use of technology in lessons. The goal of the math and science curriculum is to assist students to think critically and to use their resources to solve problems. This is aligned with CHBPES SLO that emphasizes the goal for students to become "Innovative and Resourceful Thinkers" and "Collaborative Problem Solvers."

The Social Studies and Chamorro language and culture curriculum emphasize the student's role in the family, school, and both the local and global community. Students learn civic competence as well as cultural diversity. This instructional focus is parallel with CHBPES schoolwide learner outcomes that underscore "Responsible and Respectful Citizens". In addition, during the 3rd quarter of SY 2016-2017, the Getting Along Together curriculum was implemented. Through this curriculum, students are taught how to solve problems and resolve conflicts using a Peace Path. This program is aligned with the SLO for students to become "Responsible and Respectful Citizens."

The Physical Education and Health curriculum supports the development of skills that are essential in teaching students to develop and maintain a healthy lifestyle. Students also learn how to make healthy choices in

<p>relation to nutrition, alcohol, drugs, and tobacco.</p> <p>The Fine Arts curriculum encompasses music, dance, and visual arts. Students are provided opportunities to express themselves through various forms of art.</p> <p>To tie all subject area curriculum, each grade level and special programs are given time to meet for PLC's and CLT's twice a month to evaluate and reflect on data, lesson plans, activities, standards, objectives, strategies that work and are not working. Currently, CHBPES is implementing a data tracking sheet to assess oral reading scores from Aims Web assessment.</p> <p>A school-wide Behavior Matrix is also in place and displayed throughout the schools. Students are aware of their expected behaviors for every part of the school (classroom, hallway, cafeteria, etc.). Teachers introduce the behavior expectations at the beginning of the school year and are implemented throughout the year.</p> <p>The supporting evidence is used to strengthen teachers pedagogical practices to impact critical student learner needs and our SLO's. The evidence enables the students to understand and practice academic and social interaction and engagement.</p>	
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Student Work – Engagement in Learning

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

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

Findings	Supporting Evidence
<p>Student engagement are observed and documented through mini observations. Administrators can determine whether teachers are implementing the standards-based curriculum and how actively engaged the students are in their own learning. Feedback is given to teachers to guide future instruction that impacts student learning and achievement, academically and socially. Moreover, the observations provide valuable</p>	<ul style="list-style-type: none"> ● Mini Observations ● PLC's ● Learning Targets ● Progress Monitoring

feedback to teachers regarding the extent to which they are using the pedagogical strategies learned through professional development to meet the school's critical learner needs. Examples of observation feedback include the need for more deliberate use of higher-level DOK questions and the need for more interaction among students during lessons. The data from observations will also be used to plan future professional developments in order to target the areas of need for faculty. As an example, the data from the Continuous Improvement Cycle observations demonstrated a need for more training in the "ACT" component of the cycle as only a small percentage of teachers were implementing the "ACT" component with fidelity.

Student work samples and student engagement are further evaluated in Professional Learning Communities (PLC) meetings. PLC's are conducted at least one to two times a month by Home Groups to review, analyze, and discuss next steps that impact student achievement and schoolwide learner outcomes. Teachers use student assessments and work samples to analyze whether or not their lessons are engaging and increasing student academic growth. Also, further analysis and discussions enable teachers to determine how they can provide support for students who need assistance and how they can provide enrichment to students who have mastered the skill.

Another way to influence student academic growth is through learning targets. Learning Targets are posted in each classroom. The targets are addressed throughout the lesson, ensuring that students are aware of what they are learning and why they are learning it. Knowing their learning targets allow students to be more engaged in their learning because they know why they are learning a certain skill or lesson.

At the end of every lesson, teachers refer back to the learning target for student reflection on meeting the learning target.

In addition to posting learning targets, progress monitoring, in reading and math, is another strategy implemented at every grade level. For example, to increase fluency, AIMSweb oral reading fluency passages are used to practice and assess student learning. In the intermediate grades, multiplication and division facts RTI are used to practice and progress monitor math facts fluency.

Accessibility of All Students to Curriculum

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

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

Findings	Supporting Evidence
<p>All students have access to a rigorous, relevant, and coherent curriculum across all programs governed by the Common Core and GDOE State Standards. The teachers and staff have had extended training throughout the years on developing lessons to correlate it to the standards being taught.</p> <p>To meet the needs of our diverse learners CHBPES offers additional interventions across the curriculum. Based on analysis of assessments, students are identified to receive additional tutoring through the STAR Intervention of Tier 3 students and grade level tutoring by TA’s during the day. CHBPES also offers our at-risk students additional tutoring through the Aspire After School Program.</p> <p>In addition to the above interventions, further assessments are administered to see if our diverse population meets the requirements to participate in our ESL Resource, SPED Resource, and/or GATE Program.</p> <p>To further enhance the critical thinking of our students, CHBPES offers extracurricular activities that impacts their learning by offering opportunities that allows them to interact with students from other schools. The Geography Bee, Math Kangaroo, and Spelling Bee allows our students to be further challenged by competing against other students from other schools. Moreover, to enhance our music curriculum, the Ukelele Club actively recruits members to practice during school hours and perform at school functions. In additional, Chamorro Month activities are planned and celebrated to promote culture diversity.</p> <p>The above instructional practices and activities help facilitate academic and social improvement for our students when taking the quarterly and</p>	<ul style="list-style-type: none"> ● CCSS ● GDOE State Standards ● STAR Intervention for Tier 3 students ● T.A.’s grade level tutoring ● Aspire After School Program ● ESL Resource ● SPED Resource ● GATE Program ● Geography Bee ● Math Kangaroo ● Spelling Bee ● Ukelele Club ● Chamorro Month Activities ● Grade Level CFAs ● AIMSweb Data Analysis ● ACT Aspire Analysis ● SBA ● Alternative Testing

<p>summative assessments. AIMSweb and CFA's are administered quarterly and assess oral reading fluency, CCSS math standards and CCSS ELA standards. Grade Level CFAs are teacher created to assess student knowledge on priority standards in the curriculum per quarter. A pre and post-test are given and growth or decline is tracked per class and per student. Students who don't reach benchmark are to be assessed on what additional help is needed to reach benchmark. ACT Aspire and SBA are summative assessments that test grade level Math, ELA, Science, and Social Studies CCSS and GDOE standards. Alternative Testing is an optional formative and summative assessment used to assess students.</p> <p>Providing students access to a rigorous and relevant curriculum, challenges our students to develop their critical student learner needs by differentiating instruction and communication for our diverse population of learners. Overall, the programs allow the students to foster their critical thinking and promote positive communication with others.</p>	
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Integration Among Disciplines

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

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

Findings	Supporting Evidence
<p>At the elementary level, all academic disciplines (Math, Reading/Writing, English Language Art, Science, Social Studies, Health, P.E., Art, Music, Technology) are taught by a general education teacher. The time allotted hinders adequate time for each subject area, therefore, curriculum integration is paramount in order to effectively impact student learning. Curriculum integration evidence is noted in home group lesson plans, such as student school work, homework, projects, etc. Integration across the disciplines promote and foster the development of the critical student learning needs and SLO's.</p>	<ul style="list-style-type: none"> ● Lesson Plans ● Technology across the curriculum ● Reading/Writing across the curriculum ● Music across the curriculum ● Kinesthetic across the curriculum ● Math with Science ● STEM Projects/Activities ● PBIS

Curricular Review, Revision, and Evaluation

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

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

Findings	Supporting Evidence
<p>CHBPES follows GDOE’s goal of having a guaranteed, equitable, and viable curriculum for our students. Various assessments are given throughout the school year to monitor student learning, student achievement, and student eligibility for other programs. These results are forwarded to appropriate key stakeholders for data collection and further analysis.</p> <p>CHBPES disseminates a curricular review, revision, and evaluation process by using the State Systemic Improvement Project (SSIP) cycle of Plan, Do, Study, and Act (PDSA). Based on our student diversity and assessment data, CHBPES is one of four schools to participate in the SSIP. SSIP’s objective is to provide professional development support in the implementation of district and school-level coherent improvement strategies for improving reading achievement in the early grades – K-3. The district provides multiple opportunities throughout the school year for the elementary pilot schools to attend SSIP PD’s together. The PDSA cycle model allows a systemic approach to curriculum review and evaluation to ensure student learning needs are being met through a challenging, coherent, and relevant curriculum.</p> <p>One of the assessments CHBPES is currently using to aid in the PDSA cycle model are the following AIMSweb assessments that are given in September (Fall), January (Winter), and May (Spring) :</p> <p><u>Kindergarten through 1st Grade</u></p> <ul style="list-style-type: none"> ● Letter Naming ● Letter Sounds ● Number Identification ● Missing Number ● Quantity Discrimination ● Non-sense Words ● Oral Counting (Kindergarten only) ● Phoneme Segmentation (1st grade only) <p><u>1st Grade through 5th Grade</u></p>	<ul style="list-style-type: none"> ● Curriculum Map ● PLC’s ● SSIP PD’s ● Content PD’s ● CFAs (Reading and Math) data ● AIMSweb data ● AIMSweb Progress Monitoring ● SBA / ACT Aspire Data ● Brigands data ● F & P data ● Parent Teacher Conferences ● Grade level weekly & monthly Newsletters for parent review and/or signatures ● Monthly School Newsletter ● Parent Teacher Organization ● Parent sign-in sheets (PTO, Christmas Program, Open House, PTC, etc....) ● Parent & Student

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<ul style="list-style-type: none"> ● Reading-Curriculum-Based Measurement (oral fluency) ● Maze (reading comprehension) ● Math Computation (M-COMP) ● Math Concepts and Application (M-CAP – word problems) ● Spelling ● Written Expression (Total Words Written, Correct Words Sequence, and Words Spelled Correctly) <p>Based on the data gathered, students are categorized: Below average, average, above average, and well above average. The data is discussed in each Home Groups’ monthly Professional Learning Community meeting for analysis. In addition to administering and discussing AIMSweb data, Kindergarten also uses the Brigands assessment, at the beginning and end of the year, as a pre-and post-test that monitors reading, math, writing, and life skills.</p> <p>The above assessments are not only reviewed and evaluated at the Home Group level, they are also reviewed and evaluated by the students’ parents. Parent Teacher Conferences are held twice a year to invite one on one meetings to review and evaluate student achievement. Parental involvement and discussion of student achievement promotes parental engagement to impact student learner outcomes and learner needs. Monthly PTO meetings also give CHPBES an opportunity for parents to review and evaluate how our school is doing as a whole. Weekly newsletters and homework allow parents the opportunity to review what their child is learning and evaluate ways to impact their child’s learning. Extended programs give parents and stakeholders another opportunity to visit CHBPES to further review and evaluate our student learning. Evaluation and revisions happen throughout the year through parent communication with the teacher or administration and through parent and student surveys. The open communication between home, school, and stakeholders fosters collaboration to enhance student academic growth in our critical student learner needs and student well-being.</p>	<p>Surveys</p>
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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
<p>As stated in B1.1 and B1.7 above, CHBPES participates in SSIP PD’s set throughout the year. This is a collaborative effort with four other schools where strengths and challenges of core instruction are articulated. The participating schools collaborate in Home Groups to share research based strategies that increases reading fluency. SSIP uses research based Response to Intervention (RTI) strategies, data literacy, and teacher feedback to continue to develop effective and relevant PD’s. Grade level Home Groups collaborate and brainstorm problem solving solutions, as well as, exchange success stories that increase student learning and achievement. For example, the collaboration amongst the schools have led to additional PD’s such as the Fountas and Pinnell Benchmark Assessment System which addresses reading fluency but also impacts the students learner need for critical thinking.</p> <p>At the end of every school year, the 5th Grade Home Group and leaders from Agueda I. Johnston Middle School (AJMS) get together to discuss the upcoming 6th graders success and challenges both academically and socially. This collaboration allows AJMS to offer student supports and needs where applicable. AJMS also has the opportunity to advise how we can help better prepare our students academically to increase their continued success at the secondary level.</p> <p>In addition, the CHBPES 5th graders do an annual field trip to our feeder school for a student orientation. This orientation sets the students up for future success by advising them of AJMS behavior and academic expectations, consequences, and extracurricular opportunities. The 5th graders are given the opportunity to visit the 6th grade quad and sit in on a 6th grade class in progress.</p> <p>These collaborative year end meetings and visits between the 5th Grade</p>	<ul style="list-style-type: none"> ● SSIP Professional Developments ● CHBPES’ 5th Grade Home Group and AJMS leaders year end collaborative meetings ● CHBPES 5th graders site visit to AJMS feeder school ● Counseling ● SSHS - Science service learning ● GWHS - Science service learning ● UOG / GCC - community outreach

<p>Home Group, 5th grade students and AJMS leaders provide an opportunity for the smooth transition of our students into our feeder school.</p> <p>In addition to working with our feeder middle school, CHBPES also articulates with our feeder high school, George Washington High School, and Simon Sanchez High School to enhance our science curriculum through engaging games that influence student learning and achievement. UOG and GCC also visit CHBPES throughout the school year to immerse our students in enrichment science and math activities.</p>	
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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
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CHBPES and stakeholders of our community implement a variety of opportunities for career awareness, exploration, and preparation to promote college and career readiness. Stakeholders in our community are invited to speak and engage our students on interesting topics that are applicable to our CCSS and GDOE standards. This collaboration between our community stakeholders and students open possible doorways to our students' future by connecting our schoolwide learner outcomes to help them envision themselves in careers that are positive and productive contributors to society.

GWHS & SSSH

- Coral Reef
- Marine Mania Student Organization

UOG and GCC

- Coral Reef
- Turtle
- ASL
- Math Carnival
- 4H

Community Resources

- Fire Department
- Homeland Security
- Park Ranger
- Armed Services
- Department of Agriculture
- Guam Police Department
- Community Read Alouds
- Theater Shows
- Chamorro month cultural activities (weaving, story telling, chanting, dancing, and culture traditions)

Student Work

- Writing prompts on careers
- Student Published Books
- Mock Trial
- Math Kangaroo

Student-Parent-Staff Collaboration

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

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

Findings	Supporting Evidence
<p>Price Elementary has a Child-Study-Team that comes together to set up a plan for a student who has academic and/or behavior concerns that are way below expectations. This team consists of Regular Classroom Teacher(s), School Administration, counselor, parent/guardian, and other individuals who have an interest in that child’s education. The team comes together to develop a <u>six-week</u> academic/behavior plan to show positive growth. After six-weeks, if a student does show growth, another plan is created. If no significant growth is achieved, then next steps would be SPED evaluations.</p> <p>Students who need Behavior Management Plans have a team that consists of a RCT, School Administration, counselor, parent/guardian, and other individuals who have an interest in that child’s education. Collaborative meetings are based on child’s needs to ensure a positive outcome.</p> <p>The school’s special education team includes regular classroom teacher, SPED teacher, Speech (if applicable), ESL coordinator (if applicable), IEP coordinator, school administration, parent/guardian, and anyone with an educational interest of that child. This SPED team comes together annually to review the student’s Individualized Education Plan (IEP). The IEP is reviewed to see if a student is making adequate progress, and if goals need to be adjusted to match the child’s current academic/behavior achievements. In addition to the annual IEP review, the RCT and SPED teacher collaborate monthly for thirty minutes to monitor the child’s progress.</p> <p>Price has an ESL Pullout Program for students who speak another language besides English at home, and qualify based on their LAS Placement Assessment score. Students are pulled out of regular classroom instruction to receive thirty minutes of ESL instruction two-three times a week.</p> <p>Additional parent, student, and staff collaboration would be quarterly report cards which inform parents/guardians of a child’s academic and</p>	<ul style="list-style-type: none"> ● Child Study Team (CST) ● SPED ● Individualized Education Plan (IEP) ● Behavior Management Plan (BMP) ● SPED Consultations (monthly) ● ESL Pullout Program ● Outreach program ● Progress Reports ● Report cards ● PTC ● GATE ● PLC ● Power School Parent Portal ● PTO

<p>behavior accomplishments. Moreover, if parents are unable to be reached through phone and/or email, Price Elementary has an on-site Outreach Program staff to conduct home site visits. Also, the Outreach Program staff is available to coordinate transportation and a language interpreter to increase the positive involvement of parent/guardian(s) and staff.</p>	
<p>The above incorporates local programs and federal mandates which address our critical student learner needs of critical thinking and communication by differentiating education to scaffold academic achievement for our diverse student population. Using community and school resources also help address and meet the well-being of all our students.</p>	

Monitoring/Changing Student Plans

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

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

Findings	Supporting Evidence
<p>All students who have an IEP receive a SPED quarterly progress report. Progress is monitored from Level 1 through Level 4. Level 1 - beginning - No progress; Level 2 - Transitional - Partial Progress; Level 3- intermediate-substantial progress; and Level 4-Competent-goal met or exceeded. RCT and SPED teacher meet monthly for thirty minutes to monitor student progress levels on current IEP goals.</p> <p>The SPED team comes together annually to review the student’s Individualized Education Plan (IEP). The IEP is reviewed to see if a student is making adequate progress, and if goals need to be adjusted to match the child’s current academic/behavior achievements. Student growth towards grade level is prioritized, therefore, accommodations and modifications are reviewed at this time to see if it needs to be implemented.</p> <p>For our ESL Pullout Program, students are pulled out of regular classroom instruction to receive thirty minutes of ESL instruction two-three times a week. This ESL time is structured to increase their English language acquisition and proficiency within the four domains: Reading, writing,</p>	<ul style="list-style-type: none"> ● SPED (progress reports) ● SPED (peer review schedule) ● Monthly consultations w/SPED ● ESL (progress reports) ● PLC ● Aspire ● Summer School Program (SSP) ● AIMSweb Data ● District Wide Assessments ● Family Outreach

speaking, and listening. In addition, ESL teachers and general education teachers collaborate to determine best pedagogical practices to impact critical learner needs of communication and critical thinking. Parents are given a progress report every semester to update them on their child's academic and language growth.

Every month, each grade level collaborates for one hour to discuss student data during their Professional Learning Community(PLC).

During a PLC, the following questions are answered: "What do we want the students to learn?" "How do we know they are learning it?" "What will we do if they don't learn it?" "What will we do if they get it?" Student data are reviewed and discussed regarding strategies, modifications and accommodations that are being implemented and are not.

Aspire is available for grades K - 5th grade students who fall under Tier 3 or Tier 2 based on their assessment scores from AIMSweb. The program helps to work with students in smaller groups and focuses on learning areas that are essential.

A Summer School Program is made available to students for each grade level to help students reach required skills at their present grade level. Teachers are asked to recommend students who fall under Tier 3 on both Reading and Math components.

AIMSweb Data is used to assess and track students skills when tested three times throughout the school year (Winter, Spring and Fall). Each grade level has a benchmark goal for each students to reach, as well as passing scores to place to students in Tier 1, Tier 2, and Tier 3. Teachers are to assess students in between those testing periods and progress monitor students' scores so that interventions and strategies can be put in place to assist students.

Transitions

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

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

Findings	Supporting Evidence
<p>CHBPES demonstrates effectiveness to facilitate transition to the students’ next educational level by providing a relevant and challenging curriculum that is aligned with the school’s mission statement. The school has improved teaching and learning by having each grade level develop a list of power standards they want to focus on during the school year for math, reading, and writing. In addition, faculty recently worked on vertically aligning power standards and schoolwide learner outcomes so that the skills being taught progress throughout the students’ years at Price. For example, writing skills taught at the 4th grade level are built upon at the 5th grade level.</p> <p>CHBPES also facilitates effective transition by using placement cards. Kindergarten through 4th grade teachers fill out placement cards of their students that specify student behavior, attendance, assessment data (Reading, Math, and Language Arts), and special programs involvement (GATE, ESL, SPED). In addition, other information including parental involvement and personal comments help next level teachers learn more about their students. Classes are evenly grouped using the placements cards. This allows fairness in the distributions of students and opportunity for teachers to prepare for student transitions, based on the students they have.</p> <p>In addition to placement cards, cumulative folders for each student are also prepared, organized, and regularly updated to be used as a resource for teachers and stakeholders. Cumulative folders facilitate effective transition because they include relevant information about students and are helpful to new teachers, whether they are in the current classroom or in the next grade level. Relevant information include, but are not limited to, grades, assessment data, behavior, ELA LAS scores, etc....</p> <p>To further assist in the success of our students, SPED student transition meetings are held with key team members, to ensure a smooth progression from one grade level to the next or from elementary to middle school.</p>	<ul style="list-style-type: none"> ● Vertical alignment ● Placement Cards ● Cumulative Folders ● SPED (IEP transition meeting) ● 5th grade collaborative meeting w/AIJMS ● Transition day schedule ● SLO’s ● Perception Surveys (parents & student)

<p>During the meeting, team members discuss IEP information and a plan is put in place to provide necessary accommodations based on the individual student. For students who transition from elementary to middle school, a representative from the middle school is involved in the meeting to assist with the IEP because SPED services are provided only for Reading, ELA, and Math in the middle school level.</p> <p>With regard to transitioning from elementary to middle school, the above prompt, B1.8 details the 5th grade Home Group’s collaboration with our feeder school AIJMS to facilitate a smooth transition to increase student achievement and learning. This collaborative effort introduces and prepares the students for academic and behavioral expectations of middle school. This yearly event between AIJMS staff and CHBPES staff (special programs and 5th Grade teachers) is an effort to ensure all our students are set up for a successful transition. Students who need extra guidance are able to receive intervention at the start of middle school to better better impact their learner needs.</p>	
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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 to access real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.*

Findings	Supporting Evidence
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The future demands placed on tomorrow's citizens require that students are academically and cognitively prepared for the 21st century. CHBPES exposes our students to real world applications to support their educational interests and learning opportunities through technology, classroom activities, and stakeholder community resources.

Our students have access to audio labs, mobile labs, computer labs, and interactive whiteboards. Technology is used for research, interactive learning activities, presentations, word processing, and assessments. Students are taught and evaluated on technology citizenship.

Technology is used for STEM activities. Students are able to conduct research to create project-based presentations and real world applications in math and science. These STEM activities generate critical thinking and enhance communication skills.

Stakeholder community resources are utilized to enhance and enrich our rigorous standard-based curriculum in the classroom. Stakeholders discuss and expose our students to real world applications through presentations and interactive games. Career month allows community workers to advise our kids how their school curriculum is applicable and used in the workforce. UOG's 4-H and Marine Lab programs provide hands on activities in health, horticulture, and marine science. Simon Sanchez High School students provide games and real world environment experiments that allow our students to critically solve problems. GCC provides interactive student created games to engage our students in real world math applications,.

Our students are given opportunities to go on field trips to extend their learning and gain real life experiences. Fifth grade classes make an annual field trip to the feeder middle school for a transitional introduction day with sixth graders. Students spend time in different subject classes with a sixth grade partner. The students are introduced to block scheduling as well as the fact that they will have a different teacher for each subject. The field trip serves to help prepare students on what they should expect upon transitioning to middle school. Other community field trips are:

- UOG Charter Day
- Theatrical plays
- Triton Farms
- Around the island
- War in the Pacific
- Police & Fire Departments Safety Week

PBIS Theater Presentation

- Audio labs
- Mobile labs
- Computer lab
- Promethean Boards
- STEM activities
- Career Month
- 4 H
- Marine Lab
- Simon Sanchez High School
- GCC Math
- Transition Middle school field trip
- University of Guam Charter Day field trips
- Field Trips

Meeting Graduation Requirements (or end of grade span requirements)

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

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

Findings	Supporting Evidence
<p>GDOE SIP Goal 2.1 states that at least 80% of students at each grade level will be proficient in English Language Arts, Math, Science and Social Studies as measured by the Department’s State-wide summative assessments. To help attain this objective, CHBPES offers a variety of academic support programs to ensure students are meeting academic requirements. We offer differentiated programs to meet the needs of our diverse population. Our special programs include: Headstart, Pre-K GATE, ESL, SPED, SPED ESY, and GATE. Students are assessed for eligibility for these programs except for Headstart which is based on income eligibility. These programs enhance our guaranteed and viable curriculum.</p> <p>Headstart supports our students social, emotional, physical, and core curriculum needs as well as foster parent-child relationships to promote school readiness to successfully enter Kindergarten. Pre-K GATE is also a well-rounded program meant to be a balance between acceleration and enrichment activities. The ESL program is effective in identifying our language learners that need additional language support in and out of the classroom. SPED adapts content, teaching methodology and delivery instruction to meet the appropriate needs of each child. SPED Extended School Year (ESY) impacts student learning by offering additional academic support during the summer. The GATE program enriches our guaranteed and viable curriculum for our high-ability students who may need more depth and complexity in instruction.</p> <p>Additional programs support our at-risk students’ academic needs. These programs include TA interventions, ASPIRE, and Summer School. At-risk students are determined by formative and summative assessments. These programs are effective because they are an extension of the classroom curriculum.</p>	<ul style="list-style-type: none"> ● Headstart ● Pre-K GATE ● ESL ● SPED ● SPED ESY ● GATE ● T.A. Interventions ● Aspire ● Summer school ● Support Services & Outreach Program

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

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

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

Summary (including comments about the student learning needs):

The school provides a challenging, coherent, competitive and relevant curriculum. This is integrated with our research based pedagogical practices that are sustained through grade level Home Group CLT's, PLC's, and administrative observations (GDOE District's school-wide expectation).

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. This is a collaborative effort between students, parents, teachers, educational/community resources and stakeholders.

GDOE's guaranteed and viable curriculum allows CHBPES students to access real world applications which prepares them for life outside the classroom. This is accomplished through technology, classroom activities, educational/community resources and stakeholders. Also, students are offered differentiated programs to meet the needs of our diverse population and graduation requirements. These special programs include: Head Start, Pre-K GATE, ESL, SPED, SPED ESY, GATE, and ASPIRE.

Prioritize the strengths and areas of growth for Category B.

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

- CHBPES utilizes researched-based curriculum and programs to guide and impact the teaching and learning process.
- Grade level curriculum maps are aligned with all content areas.
- CHBPES Chamorro program has quarterly themed curriculum maps based on the GDOE Chamorro Program Standards.
- PLC's/CLT's are conducted to discuss student learning and find solutions to improve student success.
- Mini-observation feedback improves teacher performance that affects student learning.

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- Teachers and administrators regularly engage in rigorous professional development to pursue excellence in teaching and student learning.
- Assessment data is collected, analyzed, and used to make changes in our curriculum instruction and professional development activities.
- Collaboration between students and community stakeholders to provide opportunities for career awareness, preparation for college, and real-world applications.
- The research-based curriculum, instructional programs, CCSS, and GDOE standards provide real-world applications that promote experiences to apply academic and social concepts and skills.

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

- CHBPES has a need for a sheltered classroom for English Language Learners.
- Initiation of data collection of graduates after leaving elementary to assess their effectiveness in the middle school curricular program.
- Involvement of school staff and faculty in professional developments is essential to keep abreast of current implementations in our school.
- Implement SPARK activity during transition times regularly.
- Implementation of an effective writing curriculum for Kindergarten through 5th grade is crucial to meet CCSS Writing standards.
- Integrate a variety of student clubs and a student body council organization.
- All grade levels need to provide opportunities to invite community stakeholders.
- Use of a formal instrument, i.e. Holland Codes for Kids Career Test, for career awareness and exploration.
- Implement a day for each grade level to collaborate with the next grade level to ensure a smooth transition.

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
<p>Differentiated instruction at Price Elementary is used for small group, whole group, and individual tasks based on content and student need. Teachers meet student individual needs by using cooperative learning strategies, small group instruction, group tutoring, peer tutoring, and guided practice. It is necessary for success with a broad range of learners. Through mini observations and the PLCs, differentiation is incorporated in order to ensure that all students meet learning targets. Price Elementary differentiates instruction to ensure that all students achieve the academic standards that are set by the district.</p> <p>As a STEM (Science, Technology, Engineering, and Mathematics) school, teachers apply STEM concepts. STEM challenges students to use higher level thinking and naturally promotes extensions of learning. It also allows students to create their own ideas and increases the use of technology.</p> <p>The AimsWeb test, a universal screener, is given to each school in the district at the beginning of the year. The test provides a view of students’ skills from the previous school year in order to help teachers identify challenges in reading and math. AimsWeb testing is provided with tutoring and progress monitoring. Lessons are designed to target sight word fluency, phonics, and oral reading fluency. Data from AimsWeb is used to determine whether there is a grade level or class wide problem. Teachers then discuss what interventions will be done in their grade level. Also, other teaching strategies will be put in place in order to meet the needs of their students. In the primary grade levels, teacher assistants are also used to help with interventions and to differentiate instruction for</p>	<ul style="list-style-type: none"> • Link to Grade Level LiveBinder for PLC logs, AIMSWEB student data, lesson plans, and student assessments • Link to Accreditation LiveBinders: http://www.livebinders.com/edit/index/1949497 • Pictures of PDSA in teacher’s rooms • Pictures of FOSS STEM kits being used

students.

Student Learner Outcome rubrics are given to students at the end of each semester. The rubrics were created by each grade level. There are two critical areas that the rubrics focus on which are communication and critical thinking. The critical areas were identified through school data and teacher collaboration. At the end of first and second semester, students are evaluated by each teacher

Quarterly common formative assessments pre and posttests are also given to students for reading and math. The CFA pretests are given to students at the beginning of the year and then the post tests are given to students at the end of each quarter. Teachers use the common formative assessment pre-tests to evaluate what prerequisites they will teach to students. The post tests are used to ensure that students have met the standard or if a standard need to be reviewed.

For ESL students, pull out services are offered twice a week. The rest of the time the ESL students are mainstreamed in the regular classroom. The ESL instructor and regular classroom teachers collaborate to support and modify the curriculum to ensure and enhance success of ESL student(s).

For the students who have an Individual Education Plan (IEP), the Special Education (SPED) and Regular Classroom Teachers (RCT) collaborate to meet school, state, and federal government standards. The SPED teacher and RCT work together to create a curriculum to meet the needs of each child under the program. The modified curriculum is determined through the student's annual goals. For students in need of accommodations, the curriculum does not change, however, they are given additional instructional support to help them reach the standard(s). A progress report is sent home and filed in the student's cumulative folder every quarter. Each year, the IEP team meets to reexamine a student's progress and to determine if goals need to be adjusted or if new goals need to be developed.

For the students who are gifted and talented, Price offers a GATE curriculum. This curriculum is centered on developing higher level thinking skills and activities. GATE students receive modified curriculum once a week for 3.5 hours a week. Price is also fortunate to offer a full-day Preschool GATE program with a similar curriculum for four-year-old students.

During our monthly PBIS meeting, data is discussed to assess where students are having difficulty in behaviors and also when behavior interventions can be incorporated into the classroom. Students to receive incentives for displaying good behavior in and outside of the classroom. In the Terrific Lanchero student of the month program under PBIS, students are recognized for excellent

<p>behavior and improved academic progress. Students are also given semester awards, field trips, and to participate in Fun Fridays.</p>	
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Student Understanding of Performance Levels

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

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

Findings	Supporting Evidence
<p>The basis of GDOE’s curriculum is rooted in the CCSS and the GDOE Content Standards and Performance Indicators. Supporting resources such as the essential curriculum maps and curriculum guides assist teachers in developing learning targets, instructional activities, assessments, and interventions. These curriculum documents are accessible to teachers through the district’s website. At Price Elementary, there is an emphasis on grade-level collaboration to ensure that all students at Price receive a guaranteed and viable curriculum. Collaborative grade-level teams work weekly to develop common lesson plans that address curriculum goals. In addition, priority standards for Math and ELA have been identified for each grade level.</p> <p>Each grade level has created Common Formative Assessments Pre and Post Tests based on the grade level priority standards for Math and ELA. Pre-tests are given to students at the beginning of the year. Post tests are given at the end of each quarter. Teachers would discuss each quarter results and adjust curriculum where needed. This practice ensures that time is spent on critical skills that are needed to succeed in each grade level. The importance placed on strengthening grade-levels through collaborative teams and professional learning communities ensures consistency in the conveyance of the taught curriculum. Consensus maps are also created to ensure that the standards are aligned with the weeks in the quarter. Moreover, this strong collaboration ensures that the needs of all learners at Price Elementary are met.</p> <p>Each teacher at Price uses the Classroom Instruction That Works (CITW) strategies by creating an environment of learning, setting objectives and having cooperative learning groups. I can statements are posted in each classroom for students, that relate to</p>	<ul style="list-style-type: none"> • Pictures of students showing their proficiency level that applies to self-assessment of their learning. • Pictures of classroom environment and I can statements.

<p>the Common Core Standards. This allows students to understand their daily objectives and further discuss how they will meet it. I can statements are also communicated to parents through newsletters and homework to ensure that parents are aware of the goals and expectations of their child. In order for each student to reach their goal.</p> <p>Teachers have started using Proficiency Scales posted on their boards and on students' desks for the students to refer to during lessons. The teachers use these scales to engage students and take ownership of their learning as they self-assess. Teachers also use the scales to help them identify the students that may need targeted or intensive interventions and those who have mastered the skill and can teach a fellow classmate.</p> <p>After discussing the learning target with students, the teacher asks the students as a whole where they fall in the scale. Number 1 means the student still needs a lot of help, number 2 means the student needs a little help, number 3 means the student knows it, and number 4 means the student has mastered the skill and can teach someone else.</p>	
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Students' Feedback

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

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

Findings	Supporting Evidence
<p>At Price Elementary School, each grade level has created Common Formative Assessments Pre and Post Tests based on the grade level priority standards for Math and ELA. Pre-tests are given to students at the beginning of each year. Post tests are given at the end of each quarter. During PLC meetings, teachers review pre and post test data results to discuss what areas need to be improved and what strategies can be implemented to ensure all students have an equal opportunity to learn.</p> <p>At the end of each year, the teachers at Price Elementary would give out Parent Surveys in order to get feedback from parents/guardians about their child's education, teacher, and about the school. Teachers provide students the opportunity to give their feedback as well. They provide surveys to students that will help inform them on the effectiveness of their teaching and the implementation of strategies. These surveys are used to adjust curriculum for the year. It also allows teachers to discuss further what improvements need to be made and time frames for lessons</p>	<ul style="list-style-type: none"> • Pre and Post Test samples • Pre and Post test data results on a graph and teacher input of their findings on what areas need to be improved. • Parent and student survey samples and data findings. • Picture of PDSA cycle posted, student data tracking folders.

<p>that may need to be adjusted.</p> <p>Following the State Systemic Improvement Project, teachers incorporate the PDSA (Plan, Do, Study, Act) cycle for Reading and Math. In the PDSA cycle teachers are able to review AimsWeb or Common Formative Assessment results with students and have students keep track of their data. Some teachers also collect data from weekly reading tests in order to make adjustments in curriculum when needed.</p>	
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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.

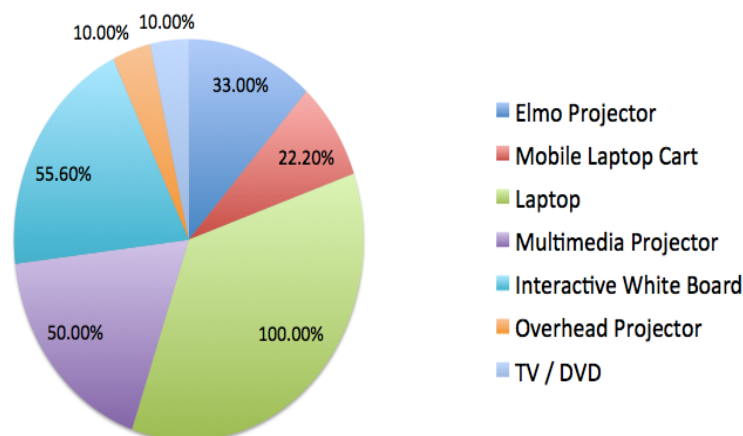
Current Knowledge

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
<p>Price Elementary teachers are current in the instructional content taught and research-based instructional methodology, including the use of multimedia and technology. Majority of teachers use various forms of technology to develop the curriculum for students in their classroom. Teachers have been trained and use research-based instructional strategies such as Marzano’s framework, Class Instruction That Works (CITW), Big 8 Strategies, and Science Technology Engineering Math (STEM) and Sheltered Instruction Observation Protocol (SIOP).</p> <p>Teachers use different forms of technology in the classroom daily. Forms of technology include different types of hardware and software. When teachers were surveyed, 18 teachers responded and it was found that majority of teachers use laptops in the classroom.</p>	<ul style="list-style-type: none"> • Computer lab sign in sheets (data for how often computer lab is used.) • Multimedia projector sign in/sign out logs are maintained to showcase teacher usage during curriculum. • Links of some online videos used and also links of online resources / websites that teachers use. -

Percentage of Teachers Using Hardware



Teachers are iSafe trained. This program helps train teachers by providing lessons for grades K-12 in order to prepare students to use technology. This program helps to manage a number of issues including cyber bullying, academic dishonesty, digital safety, privacy and security.

Online videos are used to enhance many lessons which includes using it at the beginning of a lesson as an introduction and throughout the lesson to give examples for students to learn from. Audiovisuals are used for English Language Learners to highlight and emphasize vocabulary in each subject. Online flip charts are also used to reinforce skills and show examples of different concepts in each subject. Teachers create PowerPoint presentations to also teach different concepts. Interactive whiteboards are used in selected classrooms as well. On the interactive whiteboards teachers are able to make creative lessons and allow students to do interactive activities. A teacher can create engaging lessons that focus on one task such as a matching activity where students use either their fingers or a pen to match items. Students are also able to move objects and place them where they belong when doing an activity.

There are also several mobile laptops that are available for use by the teachers. Teachers use the mobile laptops to teach and review lessons in science and social studies. In grades 3rd-5th, students use the laptops to create PowerPoint presentations and research for certain topics that they are learning.

Online videos are helpful for teachers to reach visual and auditory learners. It is also used to reiterate content material in all content areas- utilizing a laptop and projector to project videos (based on lesson plans). As for teachers that do have interactive whiteboards in their classroom, they would use them to show the online videos. Teachers will be implementing lessons in

Online videos are used to reiterate content material in all content areas- utilizing laptop and projector to project videos (based on lesson plans).

- ABCya!
<http://www.abcya.com/>
- YouTube
https://www.youtube.com/results?search_query=educational+video+for+children
- SmartyAnts (Primary)
<https://play.smartyants.com/login>
- Achieve3000 (Intermediate)
<https://www.achieve3000.com/>
- Interactive educational games help teachers assess the students' understanding of the content area.
- iSafe

<p>technology citizenship this year, that demonstrate safe and ethical use of the internet.</p> <p>Students with disabilities that are under the Special Education program are also given assistive technology, if requirements are met. The assistive technology that is used in the classroom to meet the students' goals in their Individualized Education Program.</p> <p>An ELMO, which is a mounted camera connected to a projector that allows you to project documents or objects onto a board, is used by teachers at Price. The ELMO can be used for a variety of things which include some of these, when reviewing tests, going over assignments, to show math examples or formulas to solve problems, and when reading a story for students to follow along. Students are also given the opportunity to utilize the ELMO in order to show examples.</p>	
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Student Engagement

C2.2. 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
<p>Students at Price Elementary are given many opportunities to engage in critical thinking activities. Teachers at Price Elementary that participated in a presentation on Depth of Knowledge have discussed, that a goal that is most important is critical thinking.</p> <p>In reading teachers spend time on focusing on critical thinking questions and prompts. Teachers have question prompts that are posted in their classrooms for students to use during reading. While students are reading, they are also asked critical thinking questions throughout the lesson. In reading tests students are not only asked comprehension questions, but also critical thinking questions.</p> <p>Teachers also use open-ended questions, in order for students to develop the idea of creating a meaningful answer. Some teachers also provide prompts for students to use in order to create the answer on their own. They also provide opportunities for students to think outside the box when providing them with prompts for writing. Students are given prompts to continue writing as well as to write to adjust stories by making predictions. In math students are asked to show their work and explain how</p>	<ul style="list-style-type: none"> • Kinder DOK Action Plan • Lesson Plans • Power Walkthroughs (administration)

<p>they were able to acquire their answer. Students are also asked to explain a scenario if an alternate factor was given.</p> <p>When students think of ideas they are encouraged to Think-Pair-Share. They would sit alone to think, then pair up with a partner and share ideas. This allows students to encourage and praise each other's ideas.</p> <p>Students also use KWL charts during lessons. Students are able to tap into their prior knowledge before the lesson to think about what they know. They then would think about what they want to know and then what they learned for the lesson. Each grade level has also created an action plan for DOK levels.</p> <p>Students also keep portfolios of work, which allows them to review previous content that they have learned and where they can make adjustments, if needed.</p>	
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Teachers as Facilitators of Learning

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

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

Findings	Supporting Evidence
<p>Teachers at Price allow students to take control of their learning. They understand that this is important and students should be able to share in decisions made in the classroom. Student-centered learning is encouraged by all teachers. Price teachers believe that planning activities for students to take control of their learning is the key to ensure students are consistently engaged in the classroom.</p> <p>Following the State Systemic Improvement Plan, teachers incorporate the PDSA (Plan, Do, Study, Act) cycle for Reading and Math. During the discussion of each step in the cycle students are able to be leaders in the conversation. They are able to use their data to make decisions in what would be the next steps that they would need to focus on as a class. They also discuss and decide what their teacher would need to do to assist them as well. Primary grade level students at times use prompts given by the teacher.</p> <p>Teachers also ask open ended questions during lessons. Asking these questions allow students to reflect and make connections with what they have learned in the lesson. It allows students to get into a higher level of thinking.</p> <p>Faculty and staff will review all school data as a school and discuss what changes or improvements need to be made.</p>	<ul style="list-style-type: none"> • Student evidence of vocabulary - 4 square • Housekeeping, manipulatives, blocks, library, math, computer, cultural, and writing areas • ACT: Plus and Delta: Displayed on the board and their ideas are written down to give ownership. • Student work samples and report card. • Class mission and PBIS song and hand movements can be

<p>Teachers will meet regularly to review assessments and instruction. They will also discuss data in order to increase student learning.</p> <p>STEM provides a basis for how content is taught in all areas. Teachers at Price create student-centered classrooms to engage students in effective growth in critical thinking and communication. Teachers are facilitators and guide the students in creating the mission statement, and discussing rules for the classroom including the consequences. Students are placed in cooperative learning groups in order to create a promise, class mission statement and recite it every day during the morning routine.</p> <p>At Price learning centers are set up in the classroom for the children through play. Students are given the opportunity to discuss what worked in helping them learn and what did not. Students create and write sentences using sight words and phonetically correctly spelled words. Peers read and check each other's work. Students create the class mission and PBIS rules for riding the bus or car. Students are in cooperative learning groups using "Think, Pair, Share" and/or graphic organizers.</p> <p>Intermediate teachers are facilitators in a student centered classroom in that students are given writing prompts to create paragraphs, and to write in their journals daily. Students are given the opportunity to share their writing. Students are also given the opportunity to do a project based learning through growing plants, like chives, sunflowers and radishes. Students are also engaged in learning by doing paired reading and graphing their charts. Students are also engaged in the learning by doing word sorts. This is when students are timed given word families and are ask to say words out loud and placed the right heading such as the long a sound, long e, long i, wh, etc. This helps them build and identify words.</p> <p>Students are also given the opportunity to do a home based recycling project using recycled items.</p> <p>They are also given the opportunity to create their own class book in which topics interests them. The 4H from the University of Guam students are given the life lessons on our head, heart, hands, and health. how to grow plants (horticulture) and learn all about the life cycle of the Rhino Beetles. The workshop will help enhance skills of safe basic gardening techniques. Students are placed in cooperative learning groups using various graphic organizers. Student led discussions and Q&A Sessions allowing students to share thoughts and ideas. Small groups and individual self-pace assignments.</p>	<p>demonstrated by the students.</p> <ul style="list-style-type: none"> • Observations of students in cooperative learning groups (principal observation). Student samples of graphic organizers. • Observations of students in cooperative learning groups using "Think, Pair, Share" with partners or groups using graphic organizers. Student work samples of graphic organizers. • Lesson Plans incorporating the use of graphic organizers. • KWL Strategy, Brainstorming, Webbing, Venn Diagram, etc.
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Variety of Strategies

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

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

Findings	Supporting Evidence
<p>CHBPES uses a variety of strategies to support students' access and application of knowledge acquired and to communicate understanding of content taught. Teachers use research-based instructional strategies such as: Marzano's framework, Class Instruction That Works (CITW), Big 8 Strategies, and Science Technology Engineering Math (STEM), Sports, Play, and Active Recreation for Kids (SPARK), and Sheltered Instruction Observation Protocol (SIOP) to ensure that all teachers meet the critical learner needs of communication and critical thinking</p> <p>Teachers evaluate students' knowledge and understanding through assessments, science experiments, assignments, media and art projects, kinesthetic learning (role-playing, physical math, physical activity/P.E.), teach the teacher games, and presentations.</p>	<ul style="list-style-type: none"> ● Marzano's Framework ● CITW ● Big 8 ● STEM ● SPARK ● SIOP

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
<p>CHBPES provides opportunities for the students to demonstrate their knowledge and understanding in a variety of ways. Each grade level teacher promotes self-discovery by connecting with communities, critical thinking, creativity, and deep understanding of important ideas.</p> <p>To enhance meaningful learning in Science and Math, several of the teachers at Price Elementary are trained in the Full Option Science System Program and STEM.</p> <p>The FOSS Program is a research-based science curriculum for</p>	<ul style="list-style-type: none"> ● https://www.livebinders.com/media/get/MTMzOTMzNTI= ● https://www.livebinders.com/media/get/MTMyMjkyNTQ=

grades K-8. The program focuses to achieve three important goals: Scientific Literacy, Instructional Efficiency, and Systemic Reform. Every grade level at Price Elementary was given a kit supplied with tools and resources to engage students in a student-centered and project-based learning.

Price Elementary is a STEM specialty school. Teachers use resources and materials that equip each student to participate in a curriculum of science, technology, engineering, and mathematics. Forty percent of the classrooms at Price Elementary have been provided with promethean boards and Elmo projectors. In addition, Price Elementary is also provided with 6 mobile laptop carts, one is housed at the Computer Lab. Teachers use these tools and the STEM materials to supplement teaching and learning in the classroom.

The students demonstrate their skills by using these resources and project-based learning opportunities. The students in all grade levels are given access to use the computer lab in their respective time and day in the week.

The students at Price are also involved in a garden-based project that they are currently working on weekly. The teachers facilitate their learning through this project and anticipate that the project will have a positive impact on their grades, knowledge, attitude, and behavior.

Teachers in all grade-levels display student work in their classrooms. This allows students to take pride in their learning and the learning of their classmates.

The students at Capt. H. B. Price Elementary are also given the opportunity to participate in school-wide events. These events support students in critical thinking and communication skills, such as:

School-Wide Events

- Geography Bee
- Spelling Bee
- Math Kangaroo
- ISLA Art-a-Thon
- IRA Read-A-Thon
- Story Book Parade or Parade of Nations
- Chamorro Month Activities
- Red Ribbon Month- Drug Free Activities

<ul style="list-style-type: none"> ● Fire Prevention Week ● STEM Activities (Garden) ● iSAFE <p>In addition, the students at Capt. H. B. Price Elementary engage in community sponsored activities that provide personal rewards and feelings of achievement, such as:</p> <ul style="list-style-type: none"> ● Jump Rope for Heart ● Guardians of the Reef ● Healing Hearts ● The Lani Kate Curriculum ● Play by the Rules Curriculum ● DFS Festival of Trees ● Education Food Nutrition Program ● Expanded Food Nutrition Education Program (EFNEP) ● Mangilao Dental Presentation ● Public Health Fluoride Presentation ● GPD 2018 Police Week Static Display 	
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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
<p>CHBPES teachers involve students in opportunities that demonstrate critical thinking, reasoning, and problem solving in group and individual activities, projects, discussions, and inquiries. Teachers implement the DOK "I Can" statements in their learning objectives daily, which are referred to at least once in every lesson. The "I Can" statements guide instruction and learning and allow the students to identify what they will be learning and/or learned in each lesson. They may also be used to reinforce academic vocabulary by featuring specific phrases or words in the "I Can" statement.</p> <p>Teachers use instructional strategies such as: non-linguistic representations, think-pair-share, quick checks, written</p>	<ul style="list-style-type: none"> ● Lesson plans ● Learning Targets ● Power Walkthroughs (Administration) ● Professional Development

<p>assessments, science experiments, project based learning, classwork, media and art projects, peer tutoring, kinesthetic learning (role-playing, physical activity/P.E.), teach the teacher games, and presentations. Some teachers have also begun using the proficiency scales for progress monitoring.</p> <p>These instructional strategies help the students to communicate their understanding of concepts by allowing them to use various ways of expression. The instructional strategies also help the teachers to facilitate discussions by encouraging the use of higher order thinking skills.</p>	
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Real World Experiences

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

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

Findings	Supporting Evidence
<p>A successful school spirit and a sense of belonging to the community are built on many different factors, and the key is that the school and the community as a whole work together.</p> <p>School-wide events generate a sense of community in the overall atmosphere of the school and are recognized to be socially important. Community sponsored activities boost children's confidence and self-esteem.</p> <p>The students at Capt. H. B. Price Elementary are provided a variety of opportunities to apply learning to real-life events, such as:</p> <ul style="list-style-type: none"> ● War in the Pacific Field trip ● Career Day ● Public Safety month ● Chamorro Month- Cham Olympics ● 4 H Program (head, heart, hands, health) ● Price Ukelele Club ● School Garden ● School Book Publishing Project 	<ul style="list-style-type: none"> ● Classroom helpers board ● Pictures of stakeholder volunteers that have come in to present for Career Day, as well as other events listed here

- Bank Saving Project
- Expanded Food and Nutrition
- Story Book Parade or Parade of Nations
- Chamorro Month Activities
- Red Ribbon Month- Drug Free Activities
- Fire Prevention Week
- STEM Activities (Garden)
- iSAFE
- Jump Rope for Heart
- Guardians of the Reef
- Healing Hearts
- The Lani Kate Curriculum
- Play by the Rules Curriculum
- GCC ASL Presentation

Several of the teachers provide students age appropriate opportunities to share in the act of civic responsibility. On a weekly basis, they are assigned to be classroom helpers. This allows them the opportunity to demonstrate ownership and citizenship within the classroom. Students are also tasked at times to do peer teaching in the classroom as well.

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

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

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

Summary (including comments about the student learning needs):

Based on the evidence, CHBPES works collectively to effectively provide a guaranteed and viable curriculum that enables all students the ability to succeed and engage in real life experiences. CHBPES uses a variety of strategies to support students' access and application of knowledge acquired and to communicate understanding of content taught. Daily instruction includes opportunities for students to address critical learner needs using a vast array of methods that also incorporates technology.

Prioritize the strengths and areas of growth for Category C.

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

- CHBPES teachers use a variety of technology to deliver and differentiate instruction
- CHBPES teachers spend time collaborating with their teams to adjust instruction where needed for student needs.
- Students are given learning targets in order to evaluate and make adjustments in their learning.
- Students are able to evaluate their learning through the use of collecting data and keeping data charts. They are also able to share with parents the goals that they are meeting and what they may need help on.
- Students partake in a wide assortment of experiences hosted by community programs and services.

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

- Students are in need of more resources to assist them when meeting learning targets
- Students are in need of more up to date textbooks, some of them that are available to the school are dated back to 1997.
- Teachers should be given more time to collaborate with other grade levels.
- Update computer labs and provide more software programs for students to use.
- NGSS and FOSS trainings should include all teachers and admin.

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
<p>The school leadership and instructional staff of Captain H.B. Price Elementary School (CHBPES) are in the process of revising and building upon an assessment framework that supports the practices and accountability processes of collecting, disaggregating, analyzing, and reporting state/district/school performance data. The Guam Department of Education (GDOE) K-5 and special program teachers administer multiple assessment measures at different times of the year and use the data for specific purposes.</p> <p>District Wide Assessments</p> <p>Guam Standards Based Assessment: The Guam Standards-Based Assessment (SBA) is a criterion-referenced district wide assessment administered to students who are in the non-tested grades of ACT Aspire in ELA and Math as well as grades 1st to 5th in the content areas of Science and Social Studies. The SBA relies on gauging of student mastery of standards. The standards set the criteria for the effective demonstration of the understanding of a concept or skill. The SBA is a summative assessment that is administered at the end of every school year.</p> <ul style="list-style-type: none"> ● Student performance data should be given to teachers at the beginning of the following school year. ● Data is analyzed at the district and school level and is used to make curricular decisions and create school wide goals 	<ul style="list-style-type: none"> ● District Wide Assessment Data, Standards Based Assessment and ACT Aspire- LiveBinders ● District Wide Universal Screener, AIMSweb- LiveBinders ● School Wide Assessments, Common Formative Assessments and Student Data PLC logs- LiveBinders ● Pencil Paper Assessments, teacher made- LiveBinders ● Common Formative Assessments- LiveBinders

<p>and programs to support student learning.</p> <ul style="list-style-type: none"> English Language Arts/Math administered to 1st-2nd Grade students Science/Social Studies administered to 1st-5th Grade students Student performance data should be sent home to parents at the beginning of every school year. <p>ACT Aspire - Act Aspire is a district wide summative assessment. The summative assessment measures college and career readiness performance of students from grades 3 through 5.</p> <ul style="list-style-type: none"> Student performance data should be given to teachers at the beginning of the following school year. Data is analyzed at the district and school level and is used to make curricular decisions and programs to support student learning. Reading/Language Arts/Math administered to 3rd-5th Grade students Student performance data should be sent home to parents at the beginning of every school year. <p>AIMSweb - The AIMSweb is a universal screener used district wide beginning in SY 2014-2015. This is a K-5 summative assessment of foundational skills that is administered in the fall, winter, and spring of every school year.</p> <ul style="list-style-type: none"> Teachers administer the AIMSweb assessment to students, score, and input student data on the AIMSweb portal. Data reports were prepared by the instructional coach in SY 2015-2018, who facilitated Professional Learning Communities (PLCs) in each grade level as well as with the Curriculum Instruction and Assessment (CIA) Cadre. The instructional coach provided instructional support by reviewing data with PLCs, guidance in school wide goal setting in cadre meetings, and instructional coaching in grade level meetings. Data was analyzed by the Administrators, Instructional Coach, CIA Cadre, and grade level PLCs in SY 2015-2018. It was used to provide immediate Tier 3 interventions to students in all grade levels (K-5th) and the STAR program (3rd-5th). <p>In SY 2016-17, teachers expressed a need to be given more training on administering and scoring AIMSweb assessments,</p>	<ul style="list-style-type: none"> Kindergarten -link Kindergarten report card assessment Brigance Assessment Oral observation 4th Grade Ekwall/Shanker Jennings IRI McGraw-Hill Reading ESL Las Links English Assessment Student Profile Sheet ESL Quarterly Summary Reports ESL Year End Evaluation Report -LiveBinders Pearson PowerSchool Data System Student Cumulative Folders
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collecting and analyzing data, using the AIMSweb Portal to generate reports, and using data for creating goals and instructional planning. Through the School Systemic Improvement Plan in SY 2017-2018, the faculty, administrators, instructional coach, and teacher assistants continued to participate in professional development that supported the needs expressed by stakeholders. In SY 2018-2019, we continue to receive training from SSIP to build teacher capacity in using the universal screener to create goals, select evidence based strategies for instructional lessons, monitor student progress, and then continue the process.

School Wide Assessments

Common Formative Assessments (CFAs)- CFAs are assessments used for the improvement of teaching and learning. Teachers and students engage in a formative process where feedback is continuously given and received before, during, and after instruction.

With the guidance of the instructional coach, each grade level team.

- Selected a priority CCSS in both reading and math for each quarter.
- Developed pre and post assessments incorporating test items that addressed Proficiency Levels 2-4 (30% - P2, 60% - P3, 10% - P4) and included a variety of Depth of Knowledge 1-3.
- At the beginning of each instructional unit, teachers assessed students, graded CFAs as a team, inputted data, conducted an item analysis, analyzed student performance levels, and planned instructional lessons.
- In planning for instruction, teachers identified students' levels of proficiency and planned for differentiation in lessons to ensure students in each Tier received instructional support.
- Throughout the instructional unit teachers elicited and provided feedback, conducted formative checks, taught, and adjusted according to the feedback elicited.
- At the end of the instructional unit, teachers assessed students and analyzed data to ensure students have met mastery. Based on student performance, teachers reviewed core instruction and interventions and planned accordingly in PLCs.

In SY 2016-2017, CHBPES teachers committed to create and use Common Formative Pre and Post Assessments in each grade level and engage in the formative process quarterly for one instructional unit in both reading and math. This was to ensure that teachers and students engage and become familiar with the formative process throughout the instructional unit and use data accordingly. Teachers participated in professional development at the beginning and throughout SY 2016-2017 and received Job Embedded Time (JET) for developing CFA Pre and Post Assessments.

Common Formative Assessments are designed purposefully to monitor student retention of learning targets throughout the instructional process. The process has allowed teachers to work collaboratively in PLCs ensuring students are provided a guaranteed viable curriculum and achieve mastery of CCSS. This process has also enabled teachers to identify and address student learning needs immediately through differentiated instruction, furthermore, teachers continue to create pre and post tests for additional priority standards and have expressed some concerns with the number of assessments given to students throughout the year.

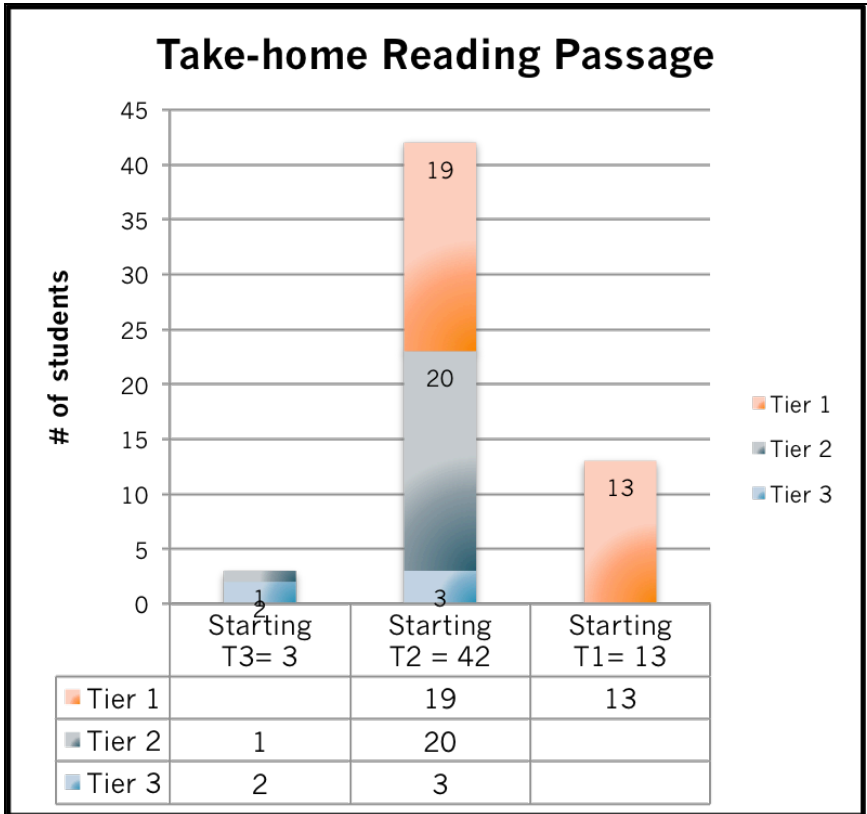
Additional Grade Level Assessments

Kindergarten

Brigance testing is given twice a year, however teachers do not use the results for instructional purposes because some skills are not aligned with the current curriculum and district report card. This assessment is administered to fulfill a grant requirement; however, only a few of the test items are useful to make instructional decisions.

First Grade

For SY 2016-2017 Reading Fluency Passages were used as a grade level intervention to increase oral reading AIMSweb scores. Students were given weekly passages that focused on a particular sound to take home and parents would note their time twice a week.



Out of 125 students, 58 (46%) consistently completed the take-home reading passages. Scores are being compared to AIMSweb Oral Reading assessment beginning with Fall scores to Spring scores.

Students beginning in Tier 3 (in need of intensive support) total= 3
 2 stayed in Tier 3

1 progressed to Tier 2

Students beginning in Tier 2 (in need of strategic support) total = 42

3 regressed to Tier 3

20 stayed in Tier 2

19 progressed to Tier 1

Students beginning in Tier 1 total(at or above grade-level) = 13

13 stayed in Tier 1

Students are also given weekly reading teacher-made comprehension tests.

Second Grade

- Reading- Teacher made tests for weekly stories are used to measure vocabulary, comprehension, basic foundational skills in phonics, command of the conventions of standard

English grammar and usage when writing.

- Math - Variety of tests from different publishers that are aligned with CCSS are used for each instructional unit.

Fall data from the AIMSweb oral reading fluency and math computation were used to determine if grade level wide interventions were needed. Due to a large percentage of students well below benchmark and below benchmark in SY 2015-2016 and 2016-2017, 2017-2018, and 2018-2019 classwide interventions were set in place and are currently in use for both reading and math.

- **Reading Fluency Logs**-Reading fluency is measured using at grade level passages and shared with parents and students using fluency logs. Students are given weekly readings to practice at home with the help of their parents to monitor how many words were read correctly and the types of miscues made. Reading benchmarks and goals are communicated to parents and students. Results of this progress monitoring help teachers, parents, and students identify reading strategies that are useful and make decisions regarding what reading strategies and interventions students need.
- **Math Facts Interventions**-Students engage in weekly math facts practice tests involving addition and subtraction focusing on a specific skills sequence. The class moves on to the next skill when the class median is 40 digits per 2 minutes.

Third Grade

At the beginning of the school year, teachers utilize 2nd Grade AIMSweb Reading Curriculum-Based Measurement (R-CBM) data to departmentalize Reading based on the students reading fluency at the end of 2nd grade. These scores have been an accurate indicator for 3rd grade's reading placement. If there are any anomalies and the student is struggling to learn the curriculum or easily learns the information and is clearly capable of doing more, then adjustments are made within a week or at the end of the quarter. These class changes are made after a teacher has implemented additional assistance or enriched the current curriculum to attempt to meet the needs of the student.

Additionally, 3rd Grade teachers review September's AIMSweb data to further scrutinize the current placement of the reading

<p>students.</p> <p>AIMSweb Fall (September), Winter (January), and Spring (May) benchmarks are posted and referred to periodically throughout the school year. Students are able to graph their scores to see where they are currently performing at. These benchmarks are discussed in the classroom and during Parent Teacher Conferences to inform parents whether their child is Tier 1, Tier 2, or Tier 3 and helpful suggestions to assist their child. A growth mindset is instilled. Weekly reading fluency passages with comprehension questions are sent home to encourage the growth of fluency, and to allow parents to gauge and assist their child's continued learning. Moreover, teachers progress monitors their students through paired reading and graphing.</p> <p>Fourth Grade</p> <p>The following informal reading assessments allow teachers to place students at their instructional levels.</p> <ul style="list-style-type: none">● Ekwall/Shanker, Jennings and McGraw-Hill Informal Reading Inventories IRI were used for reading comprehension and fluency for placement into departmentalized groups.● 2016-2017 the IRI's were used as a pre and post test to determine placement and growth and administered twice a year. At the end of school year 2017, all students showed growth of at least one instructional level. Although the assessment process was tedious in that each child had to be tested individually during the pre and post-tests, the end result proved that most children were appropriately placed and showed growth.● Math Harcourt Brace Inventory (computation and problem solving) test and Basic Skills Comprehensive test (computation skills) were administered in the beginning of the year for placement.● Math facts timed tests given daily for the whole year. <p>Fifth Grade:</p> <p>Reading:</p> <ul style="list-style-type: none">● Nelson Denny Reading Assessment is used to determine a student's level of vocabulary knowledge and reading comprehension. The assessment is used to determine a student's reading level and what scaffolding needs to be put in place so that all learners can be successful. This assessment is given at the beginning of the school year to	
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collect baseline data and then at the end of each quarter to measure reading progress.

- **Weekly teacher-made reading assessments** are given to test students' vocabulary and comprehension of our weekly stories.

Math:

- **Daily Math Timed tests:** We are using the RTI Method classwide to have students improve their multiplication and division fluency. Students are paired up and practice their math facts with flashcards for 6 minutes (3 minutes then switch roles and repeat) then are given a 2 minute test. Their goal is to have a class median of 80 or better for 3 consecutive tests before moving onto the next skill.

Special Programs

ESL Program: Las Links English Assessment is administered to collect information on English Proficiency. This data is used to identify students for the ESL Pull Out Program. Scores are used to determine if students qualify to exit out of the ESL Program. Proficiency scores are reported to Federal Programs to determine the amount of support and services needed for the school. Common Formative Assessments are administered at the beginning of the year and the end of the year. Teacher made tests - Oral and written are administered to determine student progress and report cards. These assessments are also used to determine if additional interventions and sessions are needed.

SPED Program: Teacher Made Assessments

Teacher made assessments are given to students based on their most current IEP goals. These assessments are given at different times throughout the quarter, and vary because each student is provided with an educational plan that is unique to them. The data is used to identify a number of things, such as:

- Their degree of progress towards the goals.
- Possible revisions if goals are too easy/unattainable.
- If the teacher needs to alter lesson plans/methods/materials/teaching strategies to better assist the student in achieving his/her goals.

Reports of the degree of progress towards IEP goals are submitted via form 16B to the school for filing, parents, and to the division

<p>on a quarterly basis. The Multistate Alternate Assessment (MSAA) is used by special education teachers to assess students who are unable to take the district wide assessment at the end of the school year as stated on their IEP.</p> <p>GATE Program:</p> <ol style="list-style-type: none">1. Teacher rating scale of student's motivation, leadership, creativity, communication and intelligence,2. National percentile total battery of a standardized test3. WRAT-34. Slossen Intelligence Test5. Raven Matrix <p>Pre-School GATE Program Pre-School GATE Program conducts the Pre-K Assessments for Readiness, Writing, Literacy, and Math. The curriculum is called Get Set for School through the Company Learning Without Tears. Pre & Post assessments are administered in the beginning and end of the year.</p> <p>School Health Counselor The School Health Counselor provides initial vision screening for Child Study Team purposes and coordinates hearing tests through the Department of Special Education. The Body Mass Index (BMI) screening is also administered for each student. Results are collected and recorded for data purposes.</p> <p>Staff The staff assists with preparing materials, inputting and updating demographic and attendance data, and the preparation of awards and certificates The instructional and support staff support our standards based assessment preparations at the end of the year with inputting data, preparing documents, and proctoring.</p> <p>Teacher Assistants Teacher assistants provide support in and outside of the classroom. They assist teachers in preparing materials for interventions, monitor and assist students during instruction, and interact with students during morning and lunch recess.</p>	
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Basis for Determination of Performance Levels

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

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

Findings	Supporting Evidence
<p>The District State Strategic Plan goals, Common Core State Standards (CCSS), GDOE Curriculum Map, grade level consensus maps, and Schoolwide Learner Outcomes Rubrics guide teaching and learning across and within grade levels at CHBPES. In determining the basis for student growth in grades and proficiency levels, the school uses many different ways to describe students' performance: the GDOE Grading system, Universal Screeners, Common Formative Assessments, Proficiency Scales, Expected Schoolwide Learner Outcomes, as well as a wide assortment of resources to supplement the above screeners. Introduced to the faculty in SY 2017-2018, the district is in the process of using standards-based grading. The CIA cadre have piloted the grading system in the classroom in Spring 2018 and introduced Module one of the implementation to the faculty at Price.</p> <p>Grading System</p> <p>Kindergarten uses the Mastery of Standards when reporting student progress quarterly.</p> <p style="padding-left: 20px;">M - Mastery (All skills are met) S - Satisfactory (At least half of skills are met) I - Improvement Needed (Less than half of skills are met)</p> <p>First through Fifth use the Board Policy 350 Grading System.</p> <p>Board Policy 350 Grading system</p> <p style="padding-left: 20px;">A- 90-100% B- 80-89% C- 70-79% D- 60-69% F- 59% and below</p> <p>Standards-Based Grading</p> <p>The CIA Cadre attended module one to three training for</p>	<ul style="list-style-type: none"> • District State Strategic Plan Goals-Link • BP 350- Link • SLOs Rubrics-LiveBinders • Proficiency Scales-LiveBinders • PLC Logs- meetings which determine SMART goals-LiveBinders

standards-based grading in December 2017. The cadre piloted standards-based grading in the Spring 2018 using one priority standard for 3rd quarter and again in the 4th quarter. The cadre provided professional development training for module one to each grade level at the end of the year. The district's goal is to implement standards-based grading by school year 2020.

Expected Schoolwide Learner Outcomes

All grade levels created Schoolwide Learner Outcomes Rubrics during professional development sessions in school year 2016-2017. The areas of growth identified were communication and critical thinking skills. In SY 2017-2018, grade levels worked on incorporate rubrics into their curriculum and reporting on student performance at the end of every semester.

The grade levels are working to incorporate the SLOs into the curriculum, assessments, and instructional lessons, and involving students in identifying their performance in the areas of need, communication and critical thinking. The faculty is still in the initial stages of this development and are working towards providing lessons using the rubrics as a guide to increase student learning in communication and critical thinking. The faculty is also working towards collecting, analyzing, and reporting data regularly to the grade levels, students, parents, and other programs.

Special Programs

ESL Program:

Las Links English Language Assessment Proficiency Scales

Level 1 = Beginning

Level 2 = Early Intermediate

Level 3 = Intermediate

Level 4 = Proficient

Level 5 = Above Proficient

Student Progress is reported through the ESL Student Progress Report and Rubrics.

Oral Comprehension, Speaking, Reading, Writing and Class Participation are graded

based on these codes:

1 = Not at this time

3 = Often, improving

2 = Sometimes, beginning

4 = Always, with ease

NA = Not Applicable

<p>SPED Program: SPED Program Progress Report</p> <p>Reports of the degree of progress towards IEP goals are submitted via form 16B to the school for filing, parents, and to the division on a quarterly basis. These reports are presented on a scale of 1-4, and include a section for the evaluator to justify why a student received a particular level.</p> <p>Level 1: Beginning – No Progress (Child is not working on the goal at the present time)</p> <p>Level 2: Transitional – Partial Progress (child has been introduced to the goal or is currently working on the goal)</p> <p>Level 3: Intermediate – Substantial Progress (child has made progress on the goal; child has acquired the goal but still needs additional practice to achieve mastery)</p> <p>Level 4: Competent – Goal Met or Exceeded (child has demonstrated mastery of the goal)</p> <p>GATE Progra</p> <p>Evaluation in the GATE program is based on a rating scale of 1-5 on projects and problems that are completed. Students participating in the GATE program have indicated that they are above average intelligence. Assessment is based on completion of projects using a rubrics that describes the outline of the project or problems. The program also develops students’ affective learning, oral speaking, reading and performing skills along with problem solving and critical thinking. Assessment in these areas is based on student participation in academic competitions, completion and presentation of projects and growth in problem solving. The GATE teacher has developed an assessment for mathematics problem solving and computation for grades kindergarten-7th grade. Each student is given the assessment as a pre-test at the beginning of school year, in January and May. Any student that masters test at his/her grade is given the next level until understanding of skills is topped out. This information is shared with the student, homeroom teacher and parents so math skills during the school year best meets the student’s level.</p> <p>In evaluating the impact and effectiveness of determining students’ grades, growth, and performance levels, CHBPES administration, faculty, and instructional staff have participated in many professional development workshops addressing student learning needs identified by student data. The CIA cadre has worked collaboratively and cohesively in meetings and trainings providing support to individual grade levels in order to improve consistency and alignment of instructional practices. The ongoing feedback</p>	
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throughout this framework has allowed teachers to identify the strengths and weaknesses of these practices.

Assessments

Universal Screeners

Benchmark- Students must perform at the 35th percentile nationally on AIMSweb Early Literacy Measures (Letter Naming and Sound, Phoneme Segmentation, Nonsense Word Fluency, Oral Counting, Number Identification, Quantity Discrimination, Missing Number) and at the 45th percentile in Oral Reading Fluency, Maze, Math Computation, Math Concepts and Application, Spelling, and Writing Universal Screener.

Benchmark data from the Universal Screener is an indicator of whether or not students will perform well in the district summative assessments. Moreover, the universal screener is a measure of foundational skills which are prerequisites for success in critical learner areas of critical thinking and communication. Therefore, data from the Universal Screener is vital in helping teachers make data-based decisions to meet critical learner needs. This data is extrapolated in PLCs to determine class wide, grade level, and individual problems. A miscue analysis is also conducted using the oral reading fluency passages in the universal screener to further "drill down" the data to provide more information. Once the data is analyzed, instructional modifications can be made to meet learner needs.

Common Formative Assessments

Benchmark of 75% or 10% growth in student scores on Common Formative Assessments was agreed upon by the Curriculum, Instruction, and Assessment Team in March 2017.

Proficiency Scales are used to assess student performance on the Common Formative Assessments and understanding of standards before, during, and after lessons. Student data is reported based on their performance on proficiency scales for each priority standard. Data is used when planning lessons so that instruction is differentiated.

P4-Mastery of Standards, Above Proficiency

P3-Mastery of Standards, Proficient

P2-Mastery of foundational skills and approaching proficiency

P1-Not at standard

Grade Level and Special Program Highlights	
<p>First</p> <p>The first grade level refers to the consensus map to ensure priority standards in both reading and math are aligned with the CFAs. Lesson plans for all subjects are designed to target all proficiency levels in conjunction with DOK levels. Testing is conducted within a 4-week span from when the targeted learning goal is introduced.</p>	
<p>Second</p> <p>The second grade level has increased consistency in the basis for which student growth, grades, and performance levels are determined. Weekly meetings of collaborative learning teams are held, along with professional training, to ensure discussions on these evaluative measures are effective and impact student learning. Proficiency levels are reviewed with CFAs and are used to plan lessons that differentiate instruction and meet the needs of all learners.</p>	
<p>Third</p> <p>CFA's were collaboratively designed by the grade level home groups using CCSS priority standards for Reading and Math. Reading and Math pre-and post-tests are given quarterly. When creating the CFA's, proficiency scales were used. When reporting CFA scores for each PROFICIENCY level, the grade level reviews student performance to prepare instructional lessons.</p>	
<p>Fourth</p> <p>The various Informal Reading Inventories IRI (Ekwall/Shanker, Jennings and McGraw-Hill IRIs) identify and help teachers with initial student placement into departmentalized groups for reading instruction based on their Independent, Instructional or Frustration levels. Depending on their placement, instruction is geared towards individual/group strengths and weaknesses and students are able to progress within their levels at a more efficient rate. Reading instruction throughout the school year was based on each student's performance level. A teacher whose class was working below grade level, still had to address Fourth-Grade standards but the reading level was based on their performance levels and allowed for growth. At the end of the year, the students were given a post IRI test(s). Based on exit scores, a majority of the fourth grade students showed growth of 1 grade level.</p>	
<p>Fifth</p>	

<p>Common Formative Assessments were collaboratively created by the 5th Grade teachers. Our assessments are targeted on priority standards determined by the GDOE in the areas of Reading and Math. Proficiency Scales are used on each CFA. The data from these assessments is discussed at our bi-weekly PLC Meetings and is used to help prepare instructional lessons and determine what interventions if any need to be administered to students who score below grade level.</p>	
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Modifications Based on Assessment Results

D1.3. Indicator: The school leadership/Academic Review Team/Data Teams use assessment results to modify the school’s programs and processes, professional development, and resource allocations to demonstrate a results-driven continuous process.

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

Findings	Supporting Evidence
<p>The school leadership academic review data teams consist of the faculty, administration, and before the start of SY 2018-2019 an instructional coach. The individual data teams consist of grade levels, special programs, and child study teams. The data teams collect, analyze, and use data from district wide assessments, universal screeners, grade level CFAs, teacher made tests, and other grade level assessments to plan and coordinate curriculum quarterly. Specific areas of need for students that are identified are used for professional development planning to support teachers in providing appropriate instructional lessons.</p> <p>Curriculum Instruction and Assessment Cadre reviews school wide data and collaborates on ways to improve student achievement. Each cadre member elicits grade level input combined with student data and sets benchmarks and school wide goals, plan for needed professional development, and monitors student data to ensure the effectiveness of the team’s data driven decisions.</p> <p>Grade level data teams work collaboratively in PLCs twice a month. In these community’s teachers are guided by priority standards and goals to ensure the curriculum meets the needs of all learners. The teams collect and analyze data, make data driven</p>	<ul style="list-style-type: none"> • AIMSweb Data and progress monitoring -LiveBinders • CIA Cadre Data-LiveBinders • CLT meetings-LiveBinders • PLC logs-LiveBinders • SSIP Professional Developments • Grade level and Special Program Data- LiveBinders

decisions, and provide the necessary instructional support to all learners. This is where the types of modifications and interventions are identified to support student learning needs. The process is ongoing throughout the school year, the necessary modifications and revisions are made continuously to the core curriculum as well as assessments, and instructional strategies are being researched and used to increase the effectiveness of our instructional practices.

Child Study Teams address referrals that are submitted by general education teachers at Price Elementary School. The purpose of these referrals is to involve parents, the counselor, Special Education and classroom teachers to review and discuss student needs and difficulties (academic, social, emotional and/or behavioral), and decide if a possible evaluation for Special Education and Related Services is necessary. /This process has enabled educators to thoroughly review data and work with a team to support students' needs as well as provide students with the necessary tools and specific goals, curriculum, instruction, assessment, and strategies to be successful in school.

STAR Program

The STAR program was created to address the needs of students who placed in tier 3 on universal screeners. Students in the 3rd, 4th and 5th grade are serviced three times a week to receive targeted interventions with teacher assistants. Interventions are research based and provided by the instructional coach. The instructional coach reported on student progress monitoring data to grade level teams quarterly. Grade level teams were able to look determine based on the data if interventions were effective with the support of the program. The data was also used to address the core curriculum and provided the necessary modifications if needed.

Data driven Professional Development

Within the last three years, professional development has been data driven (student and faculty data). The areas of need shown by multiple assessments were in all core subject areas (Reading, Math, Science, and Social Studies) as well as in the areas of communication and critical thinking. Through SSIP teachers have received training in reading fluency and comprehension strategies, AIMSweb, data analysis, and Microsoft Excel. Teachers have also participated in STEM related workshops, classroom instruction that works strategies, math PDs, etc. These trainings as reported by SSIP have increased teacher competencies in using AIMSweb assessments, collecting and analyzing data, and using the data to

<p>make instructional decisions to increase student mastery.</p> <p>Resource Allocations TIME -Job-Embedded Training (JET), Collaborative Learning Teams (CLT), Professional Learning Community (PLC), Curriculum, Instruction, and Assessment (CIA), Positive Behavior Intervention and Supports (PBIS)</p> <p>Positive Behavioral Interventions & Supports To help reduce numerous office referrals and playground injuries, Price implemented the PBIS program. "Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success." (PBIS site) The <u>PBIS Data/team initiated?? the <i>Getting Along Together</i></u> unit, and other incentive programs such as the Terrific Lancheros awards and Lanchero tickets.</p> <p>The PBIS team collects, analyzes, and reports on data monthly at faculty meetings. In these meetings, teachers are able to identify behavior concerns and where they take place. The faculty then brainstorms ideas on how to address specific issues and continue the process throughout the year. This system has decreased the number of referrals and allowed the school to work together to provide a safe environment where learning can take place.</p> <p>Grade Level and Special Program Highlights</p> <p>Kindergarten CFA's are used to track growth and determine which interventions are needed to modify core instruction and for individual students. One to one progress monitoring is given and modifications are implemented where specific areas call for it. By 2017, 43% of the students will be on benchmark in the district's interim assessments in reading and math.</p> <p>First Grade Lesson Plans and teacher made assessments are revised after analyzing data from pre-test CFAs and AIMSweb to meet the needs of all students.</p> <p>Second Grade AIMSweb data results - initiated the start of math facts class wide interventions and reading fluency checks per quarter.</p>	
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CFA results -initiated the DEAR 2C program across the grade level. Data results have influenced our lesson planning in both Reading (emphasizing the 5 components of reading) and Math. Each lesson in mathematics include hands on activities and problem solving throughout the year.

DEAR 2 C- Drop Everything and Read to Comprehend for reading comprehension

Math Games- Hands on math games using a variety of manipulatives.

The team is still working to incorporate reporting student performance to parents and students into their communication system.

Third Grade

PLC is an ongoing process where home groups collaboratively meet monthly to analyze student data to drive instruction or research based intervention.

Fourth Grade

Our PLC's and Professional Developments are based on data acquired from the assessments. During PLC's, the quarterly CFA's are developed, data is evaluated and interventions implemented as needed. Reading Interventions such as Progress Monitoring and Paired Reading have been implemented. Based on parent input from the previous school year and the AIMSweb data, the fourth grade students used Progress Monitoring reading passages and logged in their fluency scores daily. Reading logs were sent home at the end of the week and had to be acknowledged by the parents. Probe practice for Math and implementing a writing program have also been discussed.

Fifth Grade

Data collected from the Nelson Denny Reading Assessment and AIMSweb Oral Reading Fluency and Math assessments initiated the intervention of daily reading fluency practice and daily multiplication timed tests.

Professional development in Standards Based Grading and using proficiency scales has initiated a change in the way classroom instruction is delivered to students. Students are now able to share

and justify if they are at a Level 2 (I know some of the skills and vocabulary, but still need assistance to understand and complete my assignment), Level 3 (I understand the concept and can complete the task on my own with minimal or minor errors) Level 4 (I know this concept so well, I can teach it to someone else). The format of homework and behaviors in class has also been changed to reflect the proficiency scales. Students are able to rate and chart their proficiency levels in multiple areas (i.e. academics, behavioral)

Professional development in the PDSA Cycle of instruction has changed the delivery of instruction. Students are able to see the cycle of learning that will be used in class and also know what the next steps may be. The learning objectives for the week are displayed (PLAN). Strategy banks are displayed to remind students of multiple things they can try before giving up (DO). Results of learning and data are displayed so that students can see and celebrate their improvements and determine what their next goal is (STUDY). The next standard in learning is displayed and the class determines if they are ready to move on to the next standard, implement interventions, or completely re-learn the current standard.

Special Programs

All Special Programs implement strategies and methods featured in Professional Development.

ESL Program: ESL Pull Out Program, ESL Intervention Groups, Consultation

Services. Professional Developments and Implementation of SIOP, CITW and SSIP

are all a result of the high number of at-risk learners. Continuous and ongoing English Proficiency Assessments indicate student achievement and the need for changes in the program to meet learners' needs; such as Pull Out service to Consultation and to Exit.

Assessment results and data are the backbone to which individualized education plans (IEP) are developed per student. IEP meetings are held on an annual basis, and include the student's service providers, administrator, general education teacher, parents and resource room teacher or sped representative. It is in these meetings that data is analyzed and plans are made to fit the individual needs of each student. If there is a need for professional development (for the teacher of a particular student or for all teachers who service students with IEP's), the administrator makes the necessary arrangements with the CRT-TA or Special Education Program Department.

<p>GATE Program GATE teacher practices the most effective methods featured in professional development and current standards and practices by NAGE. (National Association of Gifted Education.</p>	
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Monitoring of Student Growth

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

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

Findings	Supporting Evidence
<p>PowerSchool Gradebook CHBPES teachers in first through fifth grade to include Chamorro, SPED and ESL, use the GDOE PowerSchool electronic grade book to input grades and comments for all subject areas. CHBPES utilizes this system to monitor student progress towards meeting the academic standards from grades first through fifth. By using the PowerSchool gradebook, parents and teachers can see growth or a lack of growth of student performance weekly throughout the year, and take proactive measures, identifying and addressing concerns early on.</p> <p>Assessments As described and evaluated in D1.1, CHBPES teachers administer multiple summative and formative assessments and use the data to monitor student progress towards academic standards and SLOs. Although summative assessments may provide teachers with grade level wide or classwide immediate interventions that are needed, the more frequently used assessment data in providing specific and appropriate interventions are AIMSweb ORF progress monitoring, CFAs Pre and Post-tests, and Teacher Made Tests student data. The progress monitoring data from these assessments have supported students in increasing their scores in ORF and math computation in most grade levels. This process has also guided teachers in identifying specific and appropriate interventions for students.</p> <p>Classroom Instruction "I can" statements, based on the CCSS, are introduced at the beginning, during, and after each instructional lesson. These</p>	<ul style="list-style-type: none"> • PowerSchool Gradebook • Assessments- SBA, ACT Aspire, AIMSweb, CFAs, Teacher Made Tests • "I Can" Statements / Learning Targets/ Proficiency scale/ thermometer charts- • PTEP observations • SLOs Rubrics

<p>statements assist teachers and students in understanding the learning targets and in eliciting feedback needed throughout the learning unit. In this process students are working towards mastery and teachers are monitoring student progress and providing specific and appropriate modifications and interventions. Both teachers and students have grown in this process and routinely use "I can" statements and learning targets to guide one another throughout the learning continuum.</p> <p>Teachers and students also monitor student progress through proficiency scales, classroom data charts, and individual student data charts. These progress monitoring strategies allow teachers and students to gauge student progress towards mastery and provide feedback and appropriate interventions through each lesson.</p> <p>Schoolwide Learner Outcomes</p> <p>2016-2017 Grade levels developed SLOs and started implementing rubrics in SY 2017-2018. CIA cadre decided to assess students and report performance levels at the end of every semester of the school year providing each student multiple opportunities to show progress in each outcome.</p> <p>The grade levels are working to incorporate the SLOs into the curriculum, assessments, and instructional lessons, and involving students in identifying their performance in the areas of need, communication and critical thinking. The faculty is still in the initial stages of this development and are working towards providing lessons using the rubrics as a guide to increase student learning in communication and critical thinking. The faculty is also working towards collecting, analyzing, and reporting data regularly to the grade levels, students, parents, and other programs.</p> <p>Students are taught listening and communication skills through the Getting Along Together Curriculum. Each class learns our SLOs and expectations in the critical need areas of Critical Thinking and Communication. All grade levels created a rubric for the SLOs in each critical area of need.. Teachers go over the expectations and continuously refer back to them, so that students will abide by the school-wide rules and expectations. Our goal in teaching this is for students to become productive, independent, and contributing members of society.</p>	
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<p>School-wide Rules Be Safe Be Respectful Be Responsible</p> <p>Parent and Student Perception Survey The parent and student perception surveys are given at the end of every year. The data from these surveys provide feedback on lesson planning, classroom instructions, classroom management, and overall performance viewed by parents and students. Teachers then identify their areas of strengths and weaknesses and set goals for the next year. This process enables teachers to reflect on their teaching practices and research ways to improve in order to support student learning needs.</p> <p>Grade Level and Special Program Highlights</p> <p>Kindergarten Teachers use "I Can" statements to inform students the skill they are learning and to check for understanding with student feedback in relation to the standards. A class thermometer for each skill (letter recognition-upper and lower case, letter sound, and number recognition) is displayed in the classroom and is marked when at least 80% of the class has mastered the skill. Each student also marks their personal thermometer when they have mastered the skill. Morning routine incorporates daily practices of letter recognition and sound, high frequency words, and numbers. Proficiency scales are also utilized within the classroom to encourage student ownership of learning and self-monitoring (ACT: Where I am... Where I need to be).</p> <p>First Grade Teachers utilize the AIMSweb ORF scores to measure how many words a student can read correctly in a minute. Students scoring at or above the Tier 1 target for the next grade level would be considered proficient. Weekly Fluency Passage</p> <p>Second Grade Learning Targets/I Can statements are posted so students will know what they will be learning and can refer to it throughout the lesson. Small & whole group interventions are in place for all learners, such as: Elkonin Sound Charts (decoding & chunking), word</p>	
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<p>family drills, morning routines (Daily Message which allow students to identify parts of speech, suffixes and prefixes, digraphs, phonemes, etc.), Sentence Editing using Proofreading Marks, Vocabulary, and Writing Prompts. Lesson plans include strategies and activities that support student needs as shown on Pre and Post CFAs as well as universal screeners.</p> <p>Learning Goals are aligned to school/district goals. *We are currently working on a better communication system with students and parents to address goals and assessment data.</p> <p>Developed ESLOs and will start implementation in SY 2017-2018. The team will select activities that will provide students opportunities to show growth and use the rubrics created to measure performance.</p> <p>Fourth Grade Data from universal screeners/school wide assessments are discussed during PLCs and faculty meetings. Each class monitors their individual and classwide data for reading and math progress. Students are able to see and celebrate their growth and/or better target their weaknesses. Reading: daily paired reading passages which are acknowledged by parents on a weekly basis, informs students and parents of the growth or lack thereof. Math: daily multiplication timed tests encourage students to practice and master their facts.</p> <p>Fifth Grade Progress in Meeting Academic Standards: Learning Targets/ I Can Statements are clearly posted and referred to before, during and when closing a lesson. Our Cycle of Learning (PDSA) is posted, referred to and utilized to inform students and any visitors that may come into our classrooms about what is being taught in Reading and Math. Proficiency scales are posted in our classes and students rate their level of learning during instruction and independent work. Students chart their personal progress on their reading fluency weekly practice. They also chart their progress from pre and post-tests of the CFA's in the areas of Reading and Math.</p> <p>Special Programs</p> <p>ESL Program</p>	
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<p>In addition to systems in place by grade level teachers/ classes, The ESL Program utilizes an ESL Modification Form, in which the RCT teacher completes to list modifications made to instruction to meet ELL learning needs, quarterly grades and comments. These forms are reviewed by the ESL Coordinator and the School Administrator to ensure academic progress, and/or plan for appropriate interventions, if needed. These reports are reviewed twice a year and filed in the Student Cumulative Folder annually. An ESL Year End Report is written and submitted to Federal Programs annually. Program goals, effectiveness and success are demonstrated within this report annually.</p> <p>GATE Program If a student is indicating difficulty in completing weekly, monthly or quarterly projects a re-evaluation and conference is conducted with a team that includes parents, teachers and student to determine continued participation in the program. Student is also re-tested by the school district GATE evaluator using IQ tests. If a student's scores do not meet the requirements the student is removed from the program.</p> <p>Resource Room There are multiple systems being implemented in order to monitor the progress of all students toward meeting their academic standards and schoolwide learner outcomes. For students with Individualized Education Plans (IEP), the resource room teacher collaborates with the general education teacher throughout the quarter answering questions about student progress, accommodations, modifications, implementation, or lesson plan development. At the end of the quarter, general education teachers sit with the resource room teacher and discuss the degree of progress towards IEP goals. If there was not a high degree of progress for specific goals, the teachers discuss why, and develop a plan to ensure that progress will be made.</p>	
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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
<p>Formative Assessment Strategies</p> <p>Universal Screener – AIMSweb Assessments for grades K-5 Data collection- Fall, Winter, Spring Analyzed by grade levels with administrator and curriculum coordinator. Reported- to grade levels, and district</p> <p>Although AIMSweb tests foundations skills and is viewed as a summative assessment, this assessment has been used formatively in ORF and Math Computation. Teachers are able to identify grade level wide and classwide interventions immediately after collecting and analyzing data. All grade levels conduct frequent checks on ORF and provide interventions based on the miscue analysis of each student’s performance. This has increased the ORF scores over the years. Several grade levels also conduct math facts drills weekly and both students and teachers monitor the data for these strategies.</p> <p>Common Formative Assessments- Pre and Post Assessments K-5 Data Collection-Quarterly Analyzed by grade levels, administrator, and curriculum coordinator quarterly Reported-to grade levels, admin, curriculum coordinator</p> <p>Common Formative Assessments (CFAs) are created by the teachers to help determine appropriate teaching strategies and activities for lessons so that instruction is differentiated to meet the needs of all learnings. CFA’s allow teachers to monitor and modify instruction to support student growth towards learning targets before, throughout, and at the end of every instructional unit. CFA strategies enable teachers to provide interventions to the students who have not mastered the learning targets. It focuses on identifying the needs of the learner and using this to plan for the next steps in the learning.</p> <p>Strategies developed from the data taken from AIMSweb as well as CFAs are crucial components of lessons and curriculum design that help students become productive citizens and critical thinkers</p>	<ul style="list-style-type: none"> • Assessment Data and Lesson Plans • SLOs

in society. Once teachers and staff evaluate and communicate the data, they realize what information is lacking, and become proactive when looking to improve student learner outcomes.

SLOs

Teachers are working to integrate the SLOs in their lesson planning and activities. During instruction, both teachers and students are in the initial stages and building their capacity in increasing their use of the rubrics and referring to the rubrics consistently. As mentioned in the previous sections, the faculty is also working towards reporting data and student progress to students and parents regularly.

In improving the curriculum in the areas of critical thinking and communication, the grade levels seek outreach programs to extend their lessons and provide opportunities to apply what they learning in class and enrich their learning experiences.

Grade Level and Special Program Highlights

Kindergarten

Assessments and lesson planning are used to guide instruction and determine interventions. AIMSWEB and CFA's are administered to students to determine which skills kindergarten students have mastered or need interventions on.

First Grade

Rubrics, Quick Checks, Teacher Made Tests, CFAs, AIMSweb

Second Grade

In the last three years, the second grade level has brought in community outreach programs to students to extend and enrich the lessons that are taught throughout the year. Outreach programs such as the University of Guam 4H Expanded Food and Nutrition Program, Guam Homeland Security, University of Guam 4H Program, Guam Community College Developmental Math and American Sign Language Programs, Coral Reef and Turtle presentations, and the Guam Fire Department. These programs have allowed students to interact with the community members and the process has enabled students to build awareness on what's available to them outside of classroom. The programs have also provided learning opportunities in the areas of critical thinking and communication. Students engage in hands on activities, investigations, and experiments.

Fourth Grade

Using the data from AIMSweb and various common formative assessments throughout the year, is appropriate in that they follow the curriculum standards and are used to guide instruction and determine relevant interventions.

Fifth Grade

Our 5th graders are given the Nelson Denny Reading Assessment quarterly. This assessment helps teachers determine the reading level of students. The data collected helps teachers to plan and adjust reading instruction and determine what reading interventions need to be used to meet student needs.

Special Programs

ESL

Las Links English Assessment is administered to collect information on English Proficiency. This data is used to identify students for the ESL Pull Out Program. Scores are used to determine if students qualify to exit out of the ESL Program. Proficiency scores are reported to Federal Programs to determine the amount of support and services needed for the school. Common Formative Assessments are administered at the beginning of the year and the end of the year. Teacher made tests - Oral and written are administered to determine student progress and report cards. These assessments are also used to determine if additional interventions and sessions are needed.

SPED PROGRAM

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

- Teacher made assessments based on individual goals
- Evaluation of student work
- Verbal check for understanding
- Reading tests to students aloud
- Summary of text through drawings
- Assessment through competitions on the board

GATE PROGRAM

Strategies used to support high-ability learners fall into four categories: (a) procedures that help teachers identify students' unique interests, achievements, strengths, talents, and learning

<p>preferences, (b) strategies for enhancing and improving the quality of our curriculum units, (c) techniques for differentiating assignments, resources, teaching, and learning activities for students with varying levels of prior knowledge, distinct learning styles, interests or cognitive ability, and (d) tactics for addressing talent development through the use of interest-based enrichment activities. Some of these are teacher-created tests and teacher-created rubrics completed by both the student and teacher which are used to evaluate each unit.</p>	
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Using Assessment Data

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

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

Findings	Supporting Evidence
<p>Summative and formative assessment data for each grade level is collected and analyzed so decisions about instructional practices can be made. Each assessment holds a specific purpose and is administered at different times of the year.</p> <p>District Wide Assessment Data Summative assessment data from Standards Based Assessments and ACT Aspire are reported in the beginning of every school year. From school year 2015-2017, the instructional coach would share cohort and non-cohort data and analyze with grade levels student performance on standards for Reading, Math, Social Studies, and Science.</p> <p>So What? As teachers learn how their students performed the year before, they become motivated to improve the instruction for the present year. Receiving teachers also garner information about their present students' strengths and weaknesses which can lead to better outcomes.</p> <p>The purpose of this data is for the grade levels and Curriculum, Instruction, and Assessment (CIA) Leadership Team to identify strengths and weaknesses of student performance. Initiatives on how the administration, instructional coach, and grade levels can better support one another are shared and school wide decisions are made.</p>	<ul style="list-style-type: none"> • Assessment Data

Universal Screening Data

Universal Screening Data from the AIMSweb assessments is collected, reported on, and analyzed in the fall, winter, and spring of every school year. Teachers from Kindergarten through the 5th grade collect data and input it on the AIMSweb portal. Oral Reading Fluency data is also inputted on to Microsoft Word Excel spreadsheets so it can be graphed for teachers to analyze student performance.

So What?

The purpose of the data is to immediately identify if classwide or grade level support is needed in the areas of Reading and Math. To determine class/grade level concerns and how to best proceed, teachers identify the class median for each area and if the majority of students are at benchmark. Targeted interventions in the areas of reading fluency are determined through benchmark comparisons and miscue analysis. Targeted interventions in the areas of math computation are determined based on specific areas of needed improvements. Grade levels determined how to proceed with targeted interventions. Teacher assistants provide instructional support. In SY 2015-2017, students in grades 3rd-5th participated and received targeted interventions in the STAR Program with teacher assistants under the guidance of the instructional coach.

Common Formative Assessments Data

Common Formative Assessment, CFA data is collected quarterly by each grade level. Student performance towards the mastery of standards is analyzed and discussed in Professional Learning Communities. Collaboration and decision-making in PLCs are guided by four essential questions.

1. What do we expect our students to learn?
(Goals/Expectations/Priority Standards)
2. How will we know they are learning? (Assessment)
3. How will we respond when they don't learn?
(Interventions)
4. How will we respond when they already know it? (Gifted)

(DuFour, DuFour, Eaker, Many, & Mattos, 2016)

Quarterly CFA's based on standards covered help drive the modifications needed throughout the quarter and what to reteach after a post-test shows further needs.

Grade Level and Special Program Highlights

Kindergarten

<p>Progress is determined to identify if the standards have been met. The classroom teacher tracks each individual through progress monitoring. CFA's are used to determine student feedback. The data is used to monitor student understanding and knowledge, analyze, and plan for instructional practices to increase student achievements.</p> <p>First Grade Data from assessments are used to revise tests and lesson plans to target the needs of all students.</p> <p>Second Grade Data from CFA pre and post assessments are used to guide instructional decisions and meet student learning needs, so the cycle of instructional improvement is ongoing. This collaboration process is beneficial by helping teachers share effective practices which helps with student growth.</p> <p>Fourth Grade Based on pre and post-tests in both reading and math, students showed evidence of growth. Reading: many students showed growth of at least one instructional level while a few showed growth of two or more instructional levels. Math: more than 10% of the fourth graders had mastered the multiplication facts up to the 12's</p> <p>Fifth Grade Assessment data is used to guide discussions and make decisions regarding instruction and interventions. It helps teachers to adjust lesson plans and assessments if needed.</p> <p>Special Programs</p> <p>ESL Program ESL Modification Report/ Modified Assessments/grading</p>	
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Demonstration of Student Achievement

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

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

outcomes.

Findings	Supporting Evidence
<p>The traditional grading system seemed only to simplify the grading system by a method of inputting a simple individualized grade for each student covering a multitude of individual skill levels yet, lacking in the area of precise information. This method offers simplicity and professional freedom for teachers to be able to drop in letter grades like an "A". However, that very same "A" on the report card, although very rousing, offers no information on the child's actual abilities measured across the board. This makes the task of assessing a class as a whole difficult or even a complete grade levels' average standings. We can attest to knowing that each individual child may be excelling or may need improvement, but we cannot definitively determine how the class or grade level is performing as a whole.</p> <p>Standards-Based Curriculum-Embedded Assessments The standards-based curriculum-embedded assessment can bring forth the information that is lacking and is crucial to making a precise assessment of class and grade level performances. This is essential to any school environment that seeks to understand the areas that may be lacking. The only setback for this method of assessment is it really does require more work and tools to get this job done efficiently and effectively.</p> <p>Proficiency Scales Proficiency scales are used by teachers and students to determine the student's current level of progress toward meeting the standard. They indicate student achievement as it relates to a given standard and uses a four point system where a score of 3 indicates proficiency within a standard. This is essential in being able to see where students are at when a certain skill is taught. This helps in knowing who needs more assistance and/or interventions on skills taught.</p> <p>SLOs In SY 16-17, teachers created the SLOs to inform students of the learning objectives and standards that schools and teachers want students to achieve. During SY 17-18 teachers created assessments to incorporate the SLOs to identify what the learner will know and be able to do by the end of the year.</p> <p>SLO's help identify what the learner will know and be able to do by the end of the year. Assessments allow teachers to gain a deeper</p>	<ul style="list-style-type: none"> • Report Card • Standards Based • Assessments • ACT Aspire • Teacher-Made Common Formative Assessments • Common Formative Assessments • -LiveBinders • Proficiency scale • Thermometer charts • Oral observations • PTEP Observations, and LiveBinders

<p>understanding of student achievement/progress of learner outcomes. Parents become more aware of their child's ability at the end of each quarter which allows them to communicate with the teacher about how to better help their child.</p> <p>Assessments Teachers utilize the AIMSWEB assessment, CFA (pre and post), summative and formative assessment and overall quarter grades to provide feedback for students. They are used to determine if academic standards have been met and who will need interventions.</p> <p>Grades 1-5 utilize percentages for each subject, whereas Kindergarten utilizes the assessment which tests each child on the skills taught on the district wide Kindergarten report card.</p> <p>Grade Level and Special Program Highlights</p> <p>Kindergarten Student observation, classroom assignments, CFA pre and post-test, Brigance, Kindergarten report card assessment and AIMSWEB data are used to evaluate, monitor and improve student achievement.</p> <p>First Grade Displaying student work semester awards monthly Terrific Lanchero Star Spellers are displayed on the weekly newsletters Student progress charts are displayed in the class</p> <p>Second Grade Data from multiple sources: assignments, assessments, and project based learning are used to gain a deeper understanding of student achievement/progress.</p> <p>Fourth Grade Homework, classroom assignments, quizzes, tests, projects, and experiments that are aligned to the curriculum standards will show student progress on a daily/weekly basis. Student achievement is expressed through the grades they earn on the embedded assessments and showcased in the awards they received at the end of each semester.</p> <p>Fifth Grade</p>	
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<p>Data from assignments, assessments, projects, and behavior are displayed in class. Terrific Lancheros are recognized in our 5th Grade Chronicles newsletter each month. Student achievement is shown through grades on all work done. Achievements are also showcased through student semester awards ceremonies.</p> <p>Special Programs</p> <p>ESL LAS Links Language Assessment Systems: Assessments given every 18 months EXIT Process</p>	
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Teacher Feedback to Students

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

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

Findings	Supporting Evidence
<p>Teachers provide timely, specific, and descriptive feedback through instruction, grading practices, and assessments. So what? By giving students feedback, it helps to increase learning and improve student outcomes. Teacher feedback guides the students' learning and gives them the direction they need to reach the target or goal of the lesson. Feedback sends a message to the student that the teacher cares about the learning taking place. It also allows the student to become more engaged and involved in the classroom. Teachers use feedback that best meet the needs of the students and provide strategies to help the student to improve.</p> <p>PowerSchool Teacher and Parent Portal Teachers post grades and provide comments in the PowerSchool gradebook on a weekly basis and distribute mid-quarter progress reports and report cards quarterly. Parents are able to log into the PowerSchool gradebook and view their child's grades and comments from teachers online and through phone applications. Using phone applications, notifications can be given immediately. Parents are able to email questions or concerns to teachers about their child's progress. This increases communication about academic standards and targets.</p>	<ul style="list-style-type: none"> • PowerSchool Gradebook and Parent Portal • School-Wide Newsletter • Parent Teacher Conference Logs- Office Records • Student Classroom Data Charts - PTEP Observations / LiveBinders • SLOs Rubric Student Data

School-Wide and Classroom Newsletters

Teachers submit news to grade level reps and newsletter coordinator for the school-wide monthly newsletter. Information regarding student activity engagements, accomplishments, and goals, and how parents can support and enhance their child's learning experiences is shared with parents and students. Some grade level teachers also share classroom news in a weekly newsletter. In the classroom newsletters, teachers are more specific with information (standards, goals, pictures of student work, learning targets, behavior charts) and some teachers require parent signature to ensure effective implementation.

Homework Communication Folders and Student Planners

Teachers use the student planner to communicate with parents and students regarding homework, behavior, and reminders. Homework communication folders/binders/sheets/journals contain newsletters, homework charts, fluency stories and logs, behavior charts, and parent information. These practices increase communication and allows parents to engage in communication process that supports student learning.

Kinder-monthly homework helper, biweekly newsletters, daily homework, study guide

1st- newsletter and parent news, fluency notebooks

2nd-weekly or monthly newsletters, homework sheets, fluency stories and parent/student fluency logs, school newsletter, homework, parent notices

3rd-weekly newsletters, homework, learning targets, fluency stories and logs, and parent signatures

4th- planners, homework, fluency logs, phone calls

5th-weekly newsletters, homework, learning targets, fluency stories and logs, and parent signatures

Parent Teacher Conference

Teachers report on student performance in academics and behavior and share progress with parents during 1st and 3rd Quarter conferences every school year. During this time, parents are able to ask questions, share concerns about their child's progress, and celebrate achievements with the teacher and students. The effective

Classroom Formative Assessments

Teachers use "I can" statements to communicate learning targets with students before, during, and after instructional lessons.

<p>During lessons, teachers give feedback to students on their progress towards their learning objectives and provide them instructional support and interventions when needed to meet their goals.</p> <p>Teachers also review classroom and homework assignments with students on a daily basis and have students correct their mistakes on these assignments.</p> <p>Teachers also provide formative feedback through exit tickets, during lessons, in small and large groups, and</p> <p>Student Classroom Data Charts</p> <p>SLOS Rubric</p> <p>Grade Level and Special Program Highlights</p> <p>Kindergarten Teacher feedback allows students to gain understanding of the lesson to ensure improvement in student learning. Students are given many opportunities to reinforce the skills taught to ensure that the learning targets have been achieved.</p> <p>First Grade Immediate feedback throughout lessons Quick checks progress report quarter report cards behavior chart (green, yellow, red)</p> <p>Second Grade Immediate teacher feedback is given throughout the year to help students reflect on their thinking and build up their personal knowledge.</p> <p>Fourth Grade Feedback while observing students as they complete tasks, help to ensure students are completing tasks appropriately and meeting learning targets. Timely feedback on assignments help students to correct/improve learning patterns before final assessments are done. Quarterly progress reports and report cards</p> <p>Fifth Grade Feedback is given to students throughout instruction. Checks for</p>	
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<p>understanding during guided practice and note taking, teachers pace the room during independent work and answer questions students ask. Feedback on completed assignments and assessments is given immediately after grading is completed. Assessments are sent home for parent signatures, so that parents also receive timely feedback about their child's progress in class.</p> <p>Special Programs</p> <p>ESL Progress Reports- 1st & 2nd Semester</p> <p>SPED Quarterly report cards based on IEP's</p> <p>GATE Quarterly report cards</p> <p>Preschool GATE Written work is completed one and one and feedback is immediate. Feedback is specific in order for students to improve in their writing. Students are able to depict pictures and criteria is enforced and teachers check for understanding. Lots of brainstorming, discussions, and expectations of Hand ons activities, investigations, and experiments are communicated and referred to during and after the activities. Project base culmination of skills they have learned throughout the year are showcased throughout the year and on GATE day. immediate descriptive feedback, brainstorming, referring, making connections</p>	
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GDOE/ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Areas

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

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

Summary (including comments about the student learning needs):

Within the past three years, the faculty and staff of Captain H.B. Price Elementary School have evaluated and put into place improvements in our assessment framework and processes. By analyzing student learning needs routinely through assessments and data analysis, appropriate strategies and evaluation process were and are still being used.

The student learning needs based on district, universal, and classroom assessment data were to increase performance in: reading fluency and comprehension, math computation and problem solving, and the content areas specifically in Science and Social Studies. Through assessment data (summative and formative), the school implemented interventions, consistent practice opportunities, research based instructional strategies, and student performance progress monitoring. The students have also participated in problem solving and cooperative learning activities, hands on experiments, and extension lessons with outreach programs in the community in all core subject areas.

The student learning needs with behavior were evident in the playground, hallways restrooms, and cafeteria areas during morning and afternoon recess, and afterschool. Through the Positive Behavior Interventions and Support and monthly data reporting, the school continues to address concerns and implement interventions. Students participate in school wide events such as Pep Rallies, Terrific Lanchero Student of the Month Ceremonies, role playing, modeling, consistent school wide behavior matrix and routines.

Prioritize the strengths and areas of growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- The assessment framework/system incorporates a combination of summative and formative assessments that supports student learning both in academics and behavior.
- The CFA process allows teachers to see what the students know with regards to the priority standards and allows teachers to plan instruction to improve students' levels of proficiencies.
- It allows teachers to check for understanding and gauge student learning before, during,

and after the lesson and provide the necessary accommodations to meet the needs of all learners.

- If students struggle during a lesson, teachers can address these issues early on instead of waiting until the end of the unit/lesson.
- When the post test is given, teachers are able to see which skills have been mastered and which students have mastered it. If not all students have mastered it, those students will be given interventions to help them meet mastery.
- Quick understanding of student performance levels and guide for progress monitoring.
- The AIMSWEB assessment helps teachers determine individual, classwide, and grade level wide concerns with student performance of foundational skills.
- Allows us to see students' prior knowledge.
- Allows for grade levels to review skills to students as well as give extensive interventions when needed.
- Teachers can determine the base levels of student performance.

**Category E: Standards-based Student Learning: Assessment and Accountability:
Areas of Growth**

- Although a system is in place, an increase in parent communication and workshops are needed to increase parent understanding of the system.
- Brigance assessment is not aligned to the district report card and some skills are not aligned with the current curriculum.
- The assessment is administered to fulfill a grant requirement; however, only a few of the test items are useful to make instructional decisions.
- Giving all these assessments pre and post CFA and the 3 benchmarks for AIMSWEB plus the mid of the different benchmarks can be time consuming and tedious as each student has to be tested individually on all areas.
- Giving feedback and collecting data in a timely manner is a struggle for teachers
- Comprehension for reading and math problem solving
- CFAs take too much time to assess, not enough teaching time (time consuming and requires lots of resources), especially when using the process for the other subjects.
- For AIMSweb, we need a reading comprehension tests which is an important component for reading instruction.

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.

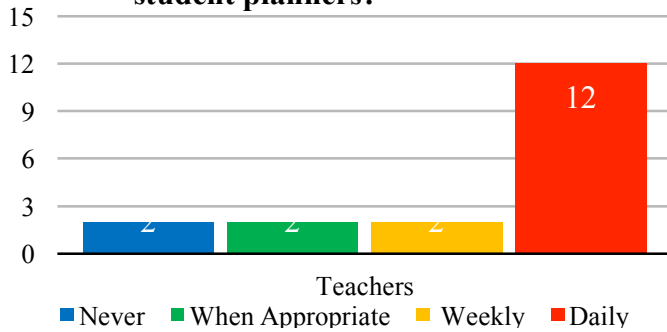
Parent Engagement

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

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

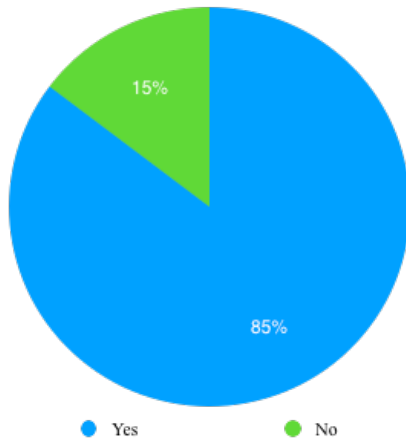
Findings	Supporting Evidence
<p>CHBPES uses a vast array of methods to communicate and engage our parents. Through these various strategies, we encourage and allow our parents to be more involved and be active partners in their child's education.</p> <p>These strategies and processes can be clustered into two components: communication tools and programs.</p> <p>Teachers utilize planners, class newsletters, homework and reading fluency charts in their respective classrooms to allow parents to be fully aware of what goes on in their child's classroom. Through these tools, parents are informed of important events, skills being taught and even partake in the learning process with their child.</p> <p>65% of teachers utilize the <i>school planners</i>. They have agreed that it is an effective tool to communicate with their parents while also employing a sense of responsibility to the students. The other 35% of teachers have an alternative method of communicating with parents.</p>	<ul style="list-style-type: none"> • Planners • School newsletter • Class newsletter • Homework • Reading fluency progress chart • Progress reports • Report card • Power school • School website • Behavior Management Plans • Field trips • PTC (Parent Teacher Conferences) • PTO (Parent Teacher Organization) • SSOT (Support Services & Outreach Team)/PowerPoint

How often do teachers make use of student planners?



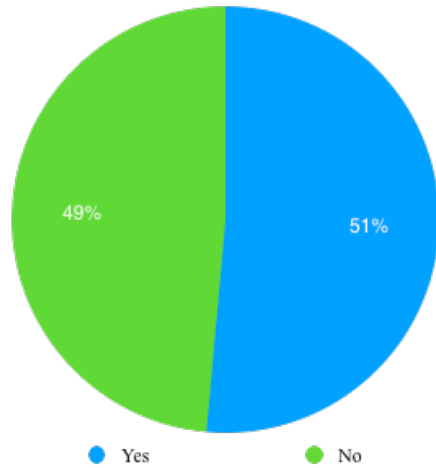
The school planners work hand in hand with *homework* as well. 85% of teachers in the school use homework as a means to allow parents to see first-hand what their child is learning in the classroom.

Do you assign homework?

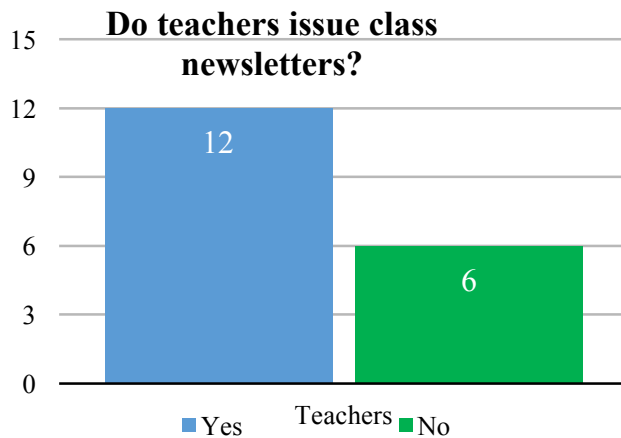


Teachers are also giving parents more responsibility with their child’s learning through the use of the *Reading fluency progress charts*. 51% of our teachers use this as a way to increase reading fluency in addition to allowing the parents to listen and be keen to their child’s reading level. Parents are given the opportunity to track and document the reading assignment thus seeing firsthand their child’s ability and progress.

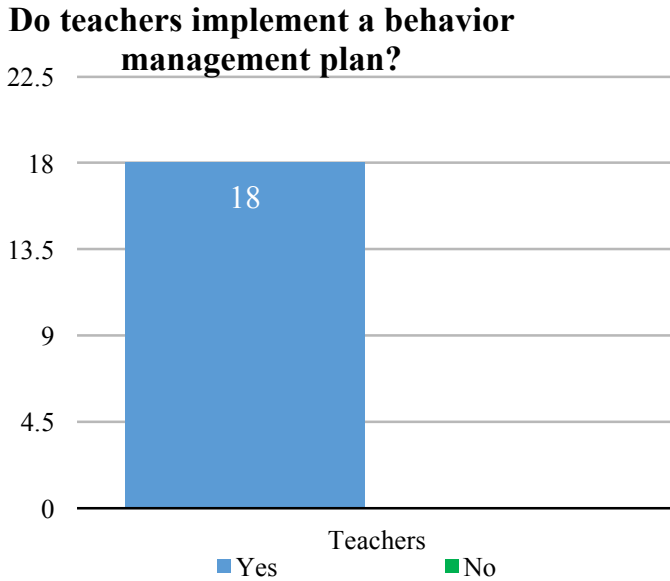
Do you incorporate reading fluency progress charts in homework assignments?



Class newsletters are an asset to the teacher in aiding them to make a home-school connection. 67% of teachers create a class newsletter as means to celebrate the students, inform parents of skills/lessons to be taught, as well as to discuss important information parents should be aware of.



Teachers unanimously utilize a *Behavior Management Plan* as a means to communicate with parents on a daily basis. Teachers use this plan as an imperative tool to either address concerns or applaud positive behaviors their child may be exhibiting in the classroom. The teachers create these plans to suite their classroom needs that also reflect on the school's mission, SLO's as well as their classroom mission.



In a school-wide effort, CHBPES aims to maintain the school-home connection by providing our parents with a monthly *school newsletter*. The newsletter is a means to inform parents of the school's important events that would also include grade level updates as well as accolades in the school community. Teachers send this school newsletter home in hopes to regularly engage our parents as well as the community.

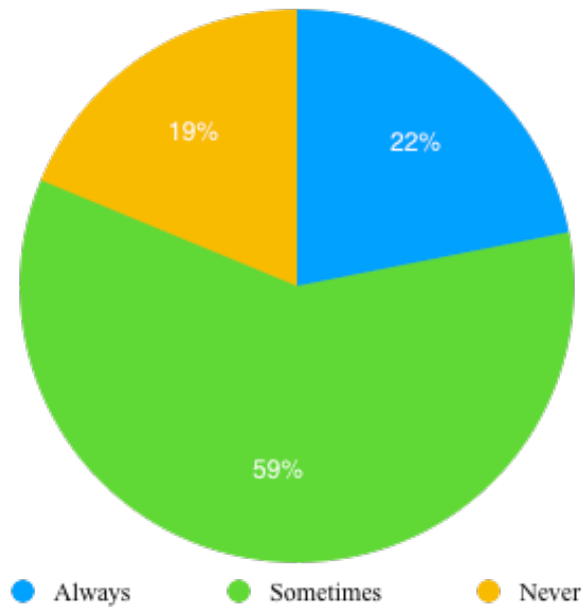
As we rise in the age of technology, our *school website* and the *parent portal* are used as an immediate tool for parents to get first-hand information of their child's learning process. This allows our parents to be more familiar with technology and to have access to their child's progress whenever its necessary.

As a result of the various tools mentioned, it demonstrates that more than half of our school faculty utilizes these various tools to meet our school learner needs of communication by affording parents the opportunity to be involved and stay engaged in their child's education.

In addition to the strategies mentioned above, the school utilizes a few processes to regularly engage parents. These would include: field trips, PTO (Parent Teacher Organization), PTC (Parent Teacher Conference), and SSOT (Support Services & Outreach Team). These various programs allow our parents to be

actively involved in a variety of ways. Our teachers aim to find ways to enhance the curriculum to bring the learning just a bit closer to the children through school *field trips*. Field trips allow students to experience their learning process through an alternate method. As a bonus, 77% of teachers allow parents to participate in the field trip with their child. Consequently, 59% of parents are involved in these planned fieldtrips. Parents have the advantage of seeing their child's learning process in addition to having the opportunity to experience the learning with them.

How often are parents actively involved in field trips?



Our *PTO's (Parent Teacher Organization)* specific and primary purpose is to support the educational activities of CHBPES as well as supporting the faculty and staff in promoting morale and building a positive school climate. PTO engages parents through the following: general monthly meetings, monthly school newsletter, local newspaper announcements, a social media page via Facebook and they do a meet & greet with the parents as they

<p>drop off and pick up their children. PTO believes highly in parental involvement to provide an active and successful community.</p> <p>Likewise, the school provides two <i>Parent Teacher Conferences (PTC's)</i> every school year. This allows parents to see how their child has progressed from the mid-quarter <i>progress reports</i> and also giving them an overview of their potential utilizing the school <i>report card</i> during the conference. Parents are afforded time to speak with their child's teacher and share concerns or applaud successes directly and first-hand with the teacher. At least 50% of parents attend the school's PTC's in an effort to show their involvement in their child's education.</p> <p>Moreover, our school is one of the few schools on island to have a <i>Support Services & Outreach Team (SSOT)</i>. The team networks with other (SSOT) teams, school district level personnel, public agencies and community organizations to coordinate social services, as well as provide information to families to utilize towards improving the quality of their lives. The program operates through a referral system and accepts self-referrals, referrals from any GDOE personnel, other agencies or community organizations, as appropriate. All referrals are kept confidential.</p> <p>Under SSOT, the <i>SPCE (Student Parent Community Engagement Project)</i> is a district program supplemented with federal funds that aims to assist at-risk students and their families by providing social service supports, promoting parent engagement activities, implementing the Positive Behavior Intervention & Support Framework and behavior intervention practices and supporting Positive Learning Centers.</p> <p>Our SSOT at CHBPES is very diligent in assisting teachers with the home-school connection. They are readily available to walk teachers through the referral process and to assure that the parents are aware of the importance they play in their child's education. For the past few years, our SSOT have received 313 referrals and have done a total of 87 home visits. These numbers demonstrate how imperative the SSOT is for our school.</p>	
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REFERRALS RECEIVED

4th Quarter: 07/01/17 - 09/30/17	119
1st Quarter: 10/01/17 - 12/31/17	69
2nd Quarter: 01/01/18 - 03/31/18	72
3rd Quarter: 04/01/18 - 06/30/18	53
Total	313

HOME VISITS CONDUCTED

4th Quarter: 07/01/17 - 09/30/17	26
1st Quarter: 10/01/17 - 12/31/17	13
2nd Quarter: 01/01/18 - 03/31/18	27
3rd Quarter: 04/01/18 - 06/30/18	21
Total	87

Our SSOT program at CHBPES has offered various parent activities to include: Kindergarten Orientation, Open House, Parent Summer Outreaches, Parent Information Workshops and Parent Teacher Conferences. 404 parents participated in these events to show that they want to be engaged in their child's learning.

**WASC SELF-STUDY REPORT 2018-2019 CAPT. H.B. PRICE ELEMENTARY
"HOME OF THE LANCHEROS"**

<p>The various programs in our school strives to maintain the engagement of their child at home and in school to help build the capacity of parents as true partners in education. This facilitates greater opportunities for students to progress in the school's</p>		
Parent Activity	SY' 2016-2017	SY' 2017-2018
Type of Activities	Kindergarten Orientation, Open House, Parent Teacher Conferences, Parent Information Workshop, Parent Summer Outreaches	Parent Summer Outreaches, Parent Information Workshop, Parent Teacher Conference
Number of Participants	289	115
critical learner areas.		

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>CHBPES has built long-term partnerships with various community programs and organizations. Such partnerships were derived and maintained in hopes to provide services that promote student achievement and school-community involvement. Community resources that are provided to the school are maintenance support (village mayor, military volunteers), fundraising opportunities (Read-A-Thon, Art-A-Thon), annual activities and events (Math Carnival, Jump Rope for the Heart), and educational support (cultural presentations, Good Touch, Bad Touch, fire safety).</p> <p>Providing a safe and welcoming environment is one of the many factors that is vital to student achievement and success. Community resources, which include the military and the <i>Mangilao Mayor's Office</i>, namely, The Honorable Mayor Alan Ungacta, provides beautification services to the school campus such as landscaping, painting, and safety resources (traffic management, pedestrian gates/boundaries). Evidence for these types of resources shows how they support students, however there</p>	<ul style="list-style-type: none"> • Mangilao Mayor's Office • Navy Volunteers • Guam Council of the International Reading Association • Isla Center for the Arts • Docomo Pacific • Guam Community College • Cultural/local presenters • Healing Hearts • Jump Rope for the Heart

lies no methodology for measuring the effectiveness of such resources.

Annual opportunities such as Read-A-Thon and Art-A-Thon promotes students to enhance important skills such as reading and creativity.

Read-A-Thon is sponsored by the Guam Council of the International Literacy Association. Students pledge to read or have someone read to them in efforts to raise funds for their school. Profits from the fundraiser are partly used to provide prizes for participating teachers and students. A percentage of the profits are also given to participating teachers to purchase books to expand their classroom libraries.

School Year	Teacher Participants	Student Participants	Amount Raised
2015-2016	16	90	\$2,385
2016-2017	14	105	\$2,345
2017-2018	13	77	\$1,863

Art-A-Thon is sponsored by the Isla Center for the Arts at the University of Guam once a year. This program encourages students to use their creative ability to produce a piece of artwork in order to raise funds for the art programs in their school. The profits from this fundraiser are split as follows: 40% used to fund the Isla Center for the Arts operations, 40% goes back to the participating schools to be spent on art supplies, and 20% is used to purchase art prizes for the participating students. This annual event allows participating students to raise funds to supply their classrooms with necessary materials that will enhance learning experiences and build upon their artistic/creative skills.

School Year	Teacher Participants	Student Participants	Amount Raised
2016-2017	27	123	\$1,738.64
2017-2018	17	58	\$1,060

Docomo Pacific is a local telecommunications and entertainment service provider. The company collaborates with the school in donating school supplies to students, especially during the holidays. This business partnership promotes and supports student achievement by providing students with classroom necessities. Evidence for this resource shows how the company supports students, however there lies no methodology for measuring the effectiveness.

The Guam Community College developmental math courses annually hosts a **math carnival** for the school, providing fun and engaging math related activities for students. Activities prepared are tailored to grades K-5th and can accommodate a whole grade level per session. Such activities promote various mathematical skills, including number identification, number operations, geometry, etc. The college not only offers a day of fun, but it also provides opportunities for students to utilize and enhance their mathematical skills. Evidence for this resource shows how the organization supports students, however there lies no methodology for measuring the effectiveness.

Silibrasion Chamoru is celebrated throughout the school year. Chamorro teachers reach out to the community by collaborating with various cultural presenters and speakers. Such presenters discuss different aspects of the Chamorro culture (i.e. weaving, dancing, agriculture, demonstrations, history, and artifacts). By providing these educational opportunities, students gain knowledge and awareness of the Chamorro culture outside the classroom. It also exposes them to the different members of the community that promote the culture. Evidence for this resource shows how presenters support students, however there lies no methodology for measuring the effectiveness

The **Healing Hearts** program offers crisis intervention, case management and referrals for counseling services. Healing Hearts is involved with outreach programs in all grade levels at the school and the community at large to educate on personal body safety for oneself and others. Scheduled presentations for the 'Good Touch Bad Touch' are done yearly for our students to understand that we can share how they are treated physically and mentally. This knowledge will equip them to empower their voices to be heard.

<p>In coordination with the American Heart Association, CHBPES participated in the <i>Jump Rope for the Heart</i> campaign targeted at raising awareness for heart disease and making healthier lifestyle choices. Students fundraised for the American Heart Association while earning fun prizes at the same time. Molly Pearce, Youth Marketing Director from American Heart Association, launched the beginning of the campaign by presenting at CHBPES's February 01, 2018. The Jump Rope for Heart Event took place on March 02, 2018 in the school cafeteria. There were 9 students that participated and a total of \$522 raised during the event.</p> <p>By creating and maintaining such partnerships with stakeholders in the community, our school works to meet the learner needs of communication. Doing so allows the community to be involved in student learning experiences. It also allows the school to seek resources and supplemental learning opportunities.</p>	
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Parent/Community and Student Achievement

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

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

Findings	Supporting Evidence
<p>At CHBPES, the academic standards and school-wide learner outcomes are shared with parents in various ways throughout the school year. Doing so allows parents and the school community to be aware of the expectations and requirements involving such standards and learner outcomes.</p> <p>The <i>Student/Parent handbook</i> consists of essential information that describes school and districtwide requirements and policies. Parents can find information on school procedures and policies; the type of curriculum, assessments, and strategies teachers use, types of services available for students; and how parents can get involved in their child's learning. The school provides this</p>	<ul style="list-style-type: none"> • Student/Parent Handbook • Open House • Pre-K & Kindergarten Orientation PowerPoints • Welcome Newsletters/Packets • Progress Reports • Report cards • Parent Teacher Conference

<p>handbook to allow parents and students to become familiar with the school community and understand the expectations of both parents and students.</p> <p>During <i>Open House</i>, parents are given the opportunity to visit their child's classroom to see what they are learning thus far. Students also showcase their work and completed activities to their families. Open House takes place early in the school year, which gives parents a chance to formally meet administrators, faculty, and staff. Before visiting the classroom, parents are welcomed by the principal before introducing teachers and staff. The principal then conducts a brief presentation discussing important information for parents to know such as: student/parent handbooks, bell schedule, uniform, support services, etc. Parents then make way to their child's respected classrooms to peruse and converse with the teacher.</p> <p>Pre-K GATE and Kindergarten conduct <i>parent orientation</i> in the beginning of the school year. The purpose of orientation is to discuss the purpose of the program (Pre-K GATE), classroom rules, daily schedule, school supplies, etc. Providing this opportunity gives parents an insight on what the expectations are in the classroom as well as what necessities are needed.</p> <p><i>Welcome newsletters/packets</i> are provided to inform parents of school/classroom expectations, what skills students will anticipate learning, and additional information about the teacher. In grades Pre-K and Kindergarten, such documents are typically a summary of what was discussed during orientation. Having welcome newsletters/packets available for parents gives them supplemental resources that would help them understand what is required for student achievement.</p> <p><i>Progress reports</i> and <i>report cards</i> play significant roles in communicating student progress to parents. CHBPES sends home four mid-quarter progress reports within the year, allowing teachers to inform parents on their child's progression within the quarter. Report cards are given quarterly to notify parents on their child's grades both academically and socially. Teachers can</p>	
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<p>also include comments to discuss specific subjects or concerns that they may have with a student. This apprises parents of student progression as they work toward meeting benchmarks and standards.</p> <p>Parent Teacher Conference occurs twice within the school year, where teachers discuss student grades, behavior, and concerns they may have with parents. Report cards are distributed at this time and parents can view student portfolios or work done in the classroom. Having conferences can give parents an understanding of what skills and standards are being taught at that point of the year and what expectations teachers have. This also allows teachers to discuss how parents can provide support and reinforcement from home.</p>	
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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
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<p>The Guam Education Board (GEB) has developed various policies and laws to address safety for the students in the schools. These policies would include areas of evacuation as well as technology / internet safety and responding to bullying and harassment. CHBPES is determined to instill the various policies and regulations to ensure that our school maintains a safe, clean and orderly environment. These various policies are communicated to the parents. The students are afforded the opportunities to practice and think critically of the various safety precautions thus learning will be nurtured and effective.</p> <p>To mirror the expectations of the Guam Department of Education, CHBPES relies on the GDOE Board Policy and Standard Operating Procedure to ensure that our school maintains a safe and clean environment. Additionally, the department contracts Guam Cleaning Masters to assist with the upkeep and cleanliness of the school.</p> <p>The board policies 500, 505, 510 and 515 are extensive in detailing expectations for student safety regarding various evacuation procedures. The school implements these various evacuation procedures to include fire, earthquake, bomb and lockdown drills throughout the school year. Teachers and staff are diligent in assuring that students are aware of the safety procedures as well as understanding its importance for their overall safety. Parents and students also have access to detailed explanations of these drills in the child's school handbook / planner.</p> <p>Additionally, the school adopts the Education Technology Use Policy No. 379 with regards to technology and internet use with the students. Parents are also involved in this process to be mindful of the district's rules and regulations in accessing the departments network. They are required to sign and acknowledge permission and usage forms and are aware of the full technology policy explained in detail in their child's school handbook / planner. Our school is equipped with mobile laptop carts where teachers and students are able to utilize laptops to enhance the curriculum. Teachers take the initiative to inform</p>	<ul style="list-style-type: none">• Board Policy Nos. 500, 505, 510 and 515 (<i>evacuation procedures</i>)• Education Technology Use Policy No. 379• Board Policy 409• Power point presentation on Board Policy 409
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<p>their students of the rules and regulations that come with these mobile laptops and carefully monitor their usage.</p> <p>CHBPES takes efforts to ensure that bullying and harassment of students is taken seriously and resolved. The department has adopted Board Policy 409 that prohibits harassment, intimidation or bullying for students. The school guidance counselor has initiated presentations specifically on bullying to each grade level. In these presentations, the counselor highlights various sections of prevention and intervention of harassment, intimidation or bullying, cyberbullying, sexting and sexual harassment. The counselor assures that the students are aware of the signs, prevention and also where they can go for help if they are victims or see it happening. Additionally, parents and students are aware of this policy and have access to its entirety in their child's school handbook / planner.</p>	
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Discipline and Behavior Management System

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

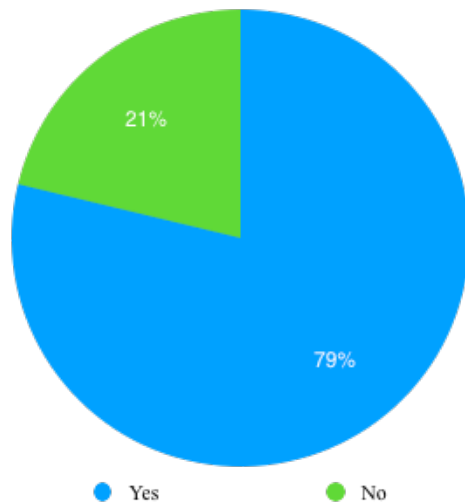
E2.2. Prompt: *Evaluate the effectiveness of the discipline and behavior management system to support student learning, growth, and development*

Findings	Supporting Evidence
<p>Discipline and Behavior Management are essential components to ensure and support student learning, growth and development. These various management systems are vital in communicating with the parents and students. It allows the parents and teachers to be active partners to guarantee that students will be successful as they learn, grow and develop.</p> <p>CHBPES takes pride in its Behavior Management Program. This program is <i>PBIS (Positive Behavior Intervention and Support)</i>. PBIS is composed of various cadre members to include teachers, staff, parents and even a program consultant from the Department. PBIS meets once a month to discuss critical issues such as the school’s rise or decline in school discipline referrals, physical areas of concern (playground, cafeteria, etc.), various methods to encourage positive behavior and other pertinent information the cadre deems necessary.</p> <p>PBIS goes through great efforts to assure that behavior and discipline issues are handled in a positive manner and students are given the opportunity to take control of their behavior and grow from it.</p> <p>The school offers a reward system for the students exhibiting positive behavior in and out of the classroom. The cadre has devised a “<i>Lanchero Buck</i>” ticket reward program. In this program, students are given a buck when they are ‘caught’ being good or when they exhibit positive behavior. The faculty and staff are always on alert to reward these bucks to the students who display the positive behavior. Students in turn will have the opportunity to change their hard-earned bucks into prizes. Prize selection varies depending on their grade level. On a designated day established by the individual grade levels, the representative</p>	<ul style="list-style-type: none"> • PBIS • Lanchero tickets • Behavior Modification Plan (BMP) • ODR (Office Discipline Referral)

from the cadre opens the "prize cart" and redeems the student's bucks into prizes.

Prizes for the grade level carts are mostly donated by the parents of the school. Additionally, the PBIS cadre has made efforts to try and provide prizes to the school as well. This would include a few fundraisers as well as soliciting from various companies and stakeholders in the community. 79% of teachers have agreed that the PBIS program has been effective and has made a positive impact on their student growth and development; giving students a sense of pride, responsibility while taking ownership of their behavior.

Does the Lanchero Buck Incentive system have a positive effect in your classroom?



In addition to the PBIS program, CHBPES diligently honors the various CST's/IEP's for our students who need the personalized support. Many of these CST's are specific to behavior where the student may have a **BMP (Behavior Modification Plan)** in place. The BMP's are specific to target the behavior the child may have in efforts to positively reinforce what is expected and what is appropriate in the school and/or classroom setting. This plan is heavily monitored by the child's teacher as well as the child's CST team to ensure that the child has every opportunity to grow and learn with hopes that they will make smarter and positive choices in their behavior.

<p>Office Disciplinary Referrals (ODR's) is a referral / procedure to help with discipline or behavior issues. This referral is utilized as a 'last resort' to help resolve a discipline problem. Teachers and/or staff fill out the referral form and submit it to the administrator with the student present. The administrator takes a deeper look into the situation and if need be, will contact parents for further assistance. The ODR is an effective tool to help track and monitor student behavior.</p>	
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High Expectations for Students

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

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

Findings	Supporting Evidence
<p>CHBPES possesses support teachers and staff who effectively collaborate with general classroom teachers to provide differentiated instruction necessary to meet the specific needs of students. In addition to grade level teachers, CHBPES includes one Special Education (SPED) teacher, one English as a Second Language (ESL) teacher, one ESL coordinator, one Gifted and Talented Education (GATE) teacher, and two Pre-Kindergarten GATE teachers. CHBPES also has 7 teacher assistants and 8 one-to-one aides who assist teachers and students with special needs.</p> <p>In the classroom it is important to ensure that all students are aware of the school rules of Be Safe, Be Responsible and Be Respectful. In the beginning of the school year, teachers spend about two weeks working on creating an environment in the classroom that is conducive to learning. When a good classroom management plan is implemented and students are behaving, learning will be the focal point of the class. Such documents and programs contribute in providing greater</p>	<ul style="list-style-type: none"> • Proficiency scales • SLOs • PDSA • IEP

opportunities for students to progress in the school's critical learner areas of critical thinking.

Objectives are prominently displayed on *proficiency scales* so students will know exactly what is expected of them and what they can do to go above and beyond. Some teachers allow students to track their progress on proficiency scales using magnets or pins that students can move up or down on the scales. *Performance rubrics* are created by teachers to ensure that students and parents are aware of the expectations that are required for projects and/or presentations.

Teachers also provide students who are struggling with small group instruction while also allowing higher functioning students to work on more challenging tasks. Many teachers create modified tests to address the different learning levels of students.

In regard to students under the special education umbrella, the faculty and staff at CHBPES take particular care in ensuring that all laws are being upheld. *Public Law 94-142* assures that "all children with disabilities have available to them ... a free appropriate public education which emphasizes special education and related services designed to meet their unique needs." It is under this law, that teacher's at CHBPES are required to have high expectations of students in addition to providing an environment that honors individual differences and is conducive to learning.

At the beginning of the school year, teachers are given *Individualized Education Plan (IEP)* documents for each student that they service under the special education program. IEP's contain the present levels of academic achievement, goals, accommodations and program modifications that are to be implemented throughout the school year. Students receive grades for all content areas and are expected to complete assignments, projects and participate in classroom activities with their same age peers. Teachers are required to provide identified accommodations/modifications in order to ensure that students' progress in the general education setting. Some

examples of common accommodations/modifications include: more time to complete assignments, testing in different modes, reading texts aloud for them, breaking tasks into smaller units, and multiple-choice answers.

In addition to providing accommodations/modifications, both general education and resource room teachers collaborate about student progress and instructional strategies on a regular basis. This is done in order to monitor student success, to identify areas for improvement, and brainstorm strategies that can be used to build upon existing skills. The common goal is to assist students on their journey to success, and to provide them with the tools that they need to reach that goal.

The ESL teacher provides interventions for students whose primary language is other than English. Such interventions are created to help students acclimate to their academic curriculum. ***The Sheltered Instruction Observation Protocol (SIOP)*** model is utilized as a guide when constructing lessons for ESL students. This researched based model is proven effective for students learning English in regard to their academic needs.

In addition to collaborating with the classroom teacher, the ESL teacher provides supplemental reading/language activities and resources. Such resources include programs like English Language Development (ELD), Zip Zoom Curriculum, and Lessons in Literacy. In order to measure growth, the ESL program uses the ***Language Assessment System (LAS)*** Links, which is used for program entry, exiting, as well as progress monitoring.

The ***Gifted and Talented Education (GATE)*** program is offered to students identified as gifted in order to accommodate those with advanced cognitive abilities. The program provides activities and experiences that meet the learning needs of these students. Such activities promote critical thinking, creativity, and problem-solving skills.

<p><i>Pre-K GATE</i> is a housed program that provides similar instruction as the GATE program, created specifically for 4-year olds. In addition to enhancing higher order thinking skills, the Pre-K GATE program provides activities and opportunities that allow students to build upon their communication and affective skills. Pre-K GATE students are carefully selected through a screening process. Students are then chosen based on IQ assessment scores and availability.</p>	
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Culture of Trust, Respect, and Professionalism

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

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

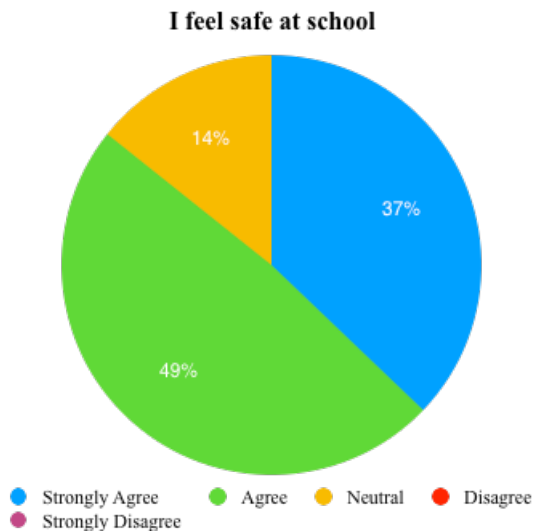
Findings	Supporting Evidence
<p>CHBPES consists of faculty and staff that exude a fairly high degree of trust, respect, and professionalism within the school community. The school’s culture of trust is essential in building a strong collaborative environment for faculty, staff, students, and stakeholders. Maintaining such an environment ensures that all involved parties are working together to address critical learner needs.</p> <p><i>Guam Education Board Policies 900-917</i> are composed of personnel regulations that disclose operating procedures, expectations, and protocol. These regulations include a section that states code of ethical conduct and responsibilities of GDOE employees. Providing access to such regulations ensures that faculty and staff are aware of the level of trust, respect, and professionalism that is expected when working in the department.</p> <p>The school faculty and staff are trained yearly on the <i>Guam Education Board Policy 901</i> to ensure that all employees of the department are safe, secure and treated with respect. BP 901 advocates for every employee that they are working in a</p>	<ul style="list-style-type: none"> • BP 900-917 (Personnel Rules) • BP 901 (Prohibiting Harassment) • Sexual Harassment Presentation • Teacher Perception Survey

harassment, intimidation, bully free environment. Every employee is aware of this policy and exercises their right to have a threat-free working atmosphere.

The *Teacher Perception Survey* reflects on teachers' cognizance of the school community's level of trust, respect, and professionalism.

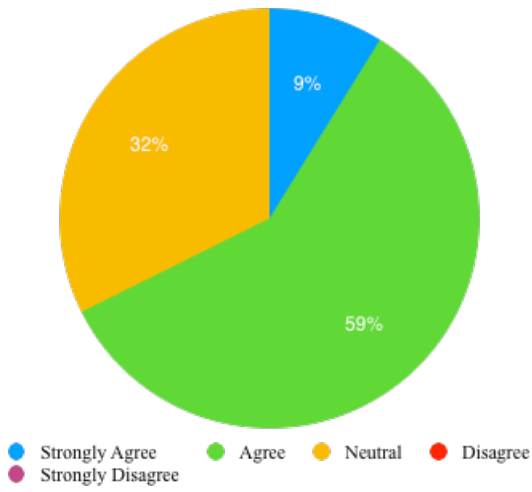
CHBPES has a total of 48 faculty members, which consists of Pre-K to 5th grade, Special Education, GATE, and Chamorro teachers. The teacher perception survey was distributed to the faculty. The survey was open during a two week time period, allowing teachers to provide feedback on school culture related questions. Out of the 48 faculty members, 35 responses were submitted.

86% (30 out of 35) strongly agree or agree that they feel safe at school.



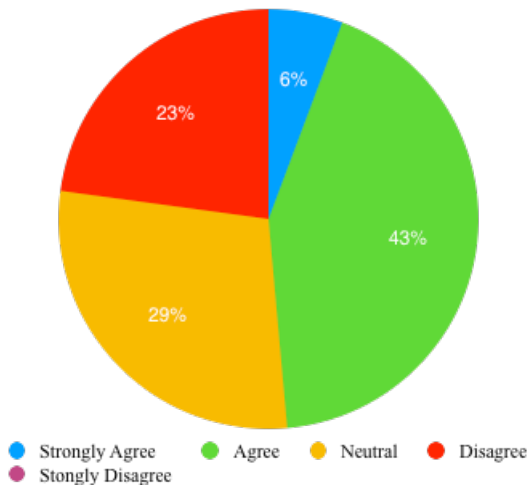
68% (24 of out of 35) strongly agree or agree that the school effectively handles staff discipline problems.

The school effectively handles staff discipline problems.



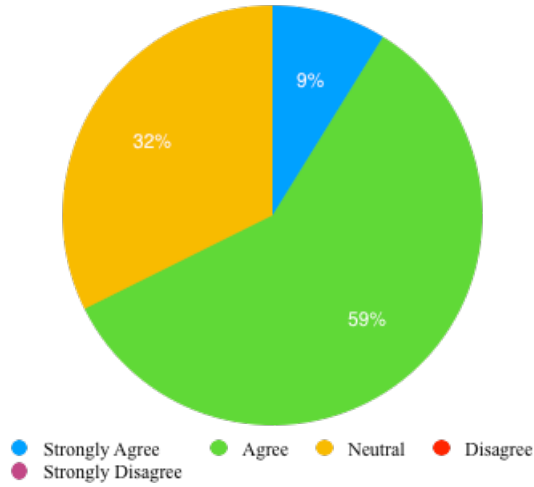
49% (17 out of 35) strongly agree or agree that they feel safe from harassment.

I feel safe from harassment.



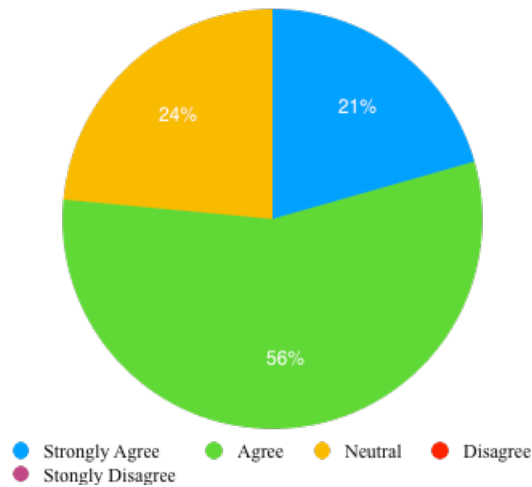
68% (24 out of 35) strongly agree or agree that the grounds and facilities at school are safe for faculty/staff.

I feel the grounds and facilities at school are safe for faculty/staff.



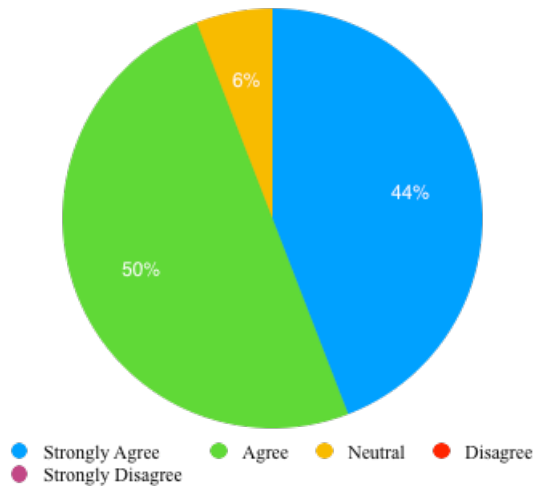
77% (27 out of 35) strongly agree or agree that there are established safety policies at school that make them feel safe.

The established safety policies at school make me feel safe.



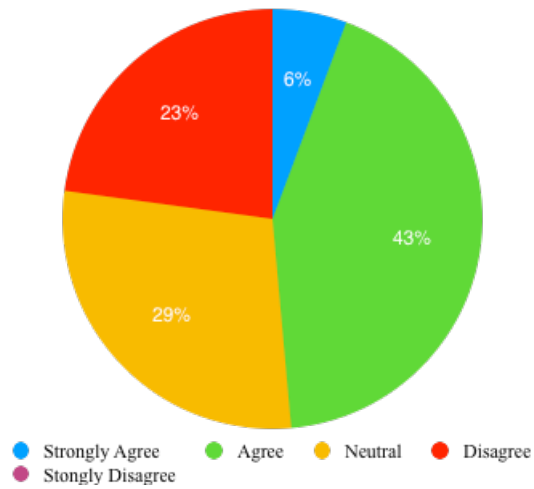
94% (33 out of 35) strongly agree or agree that the school has clear rules for staff behavior.

My school has clear rules for staff behavior.



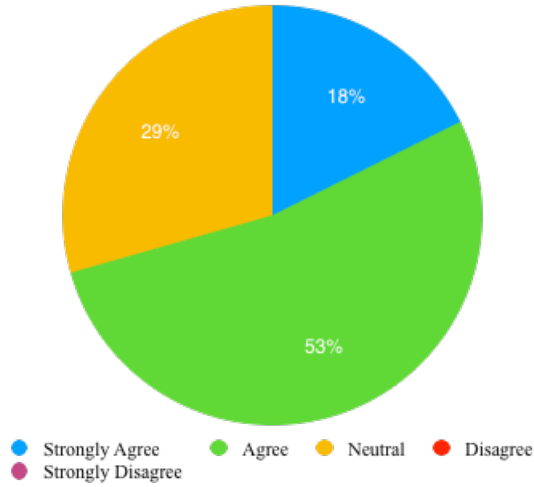
49% (17 out of 35) strongly agree or agree that colleagues at school who care about them.

I have colleagues at school who care about me.



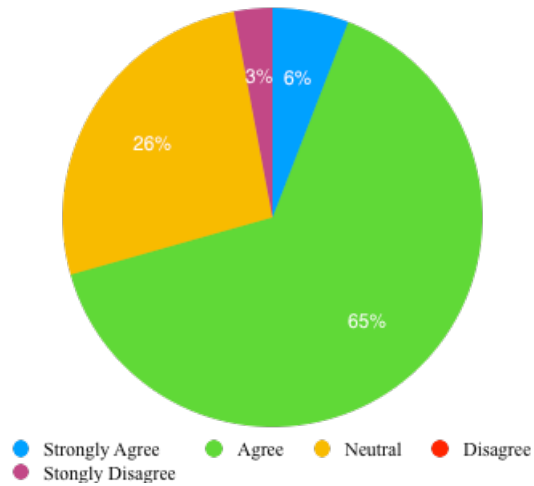
71% (25 out of 35) strongly agree or agree that leadership provides effective advice when there are problems on the job.

My leadership provides me with effective advice when I have problems on the job.



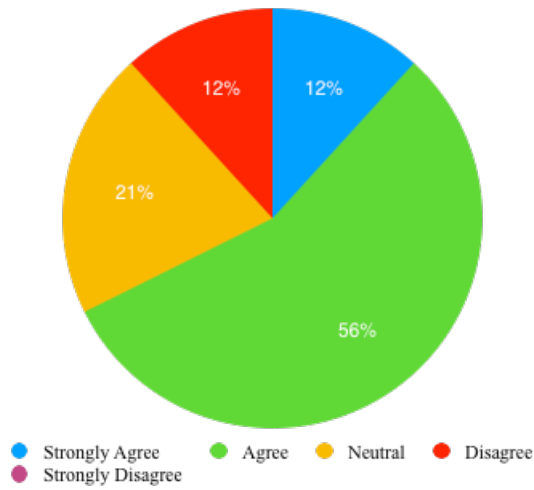
71% (25 out of 35) strongly agree or agree that the school provides support that is needed to do their job well.

My school provides me with with the support I need to do my job well.



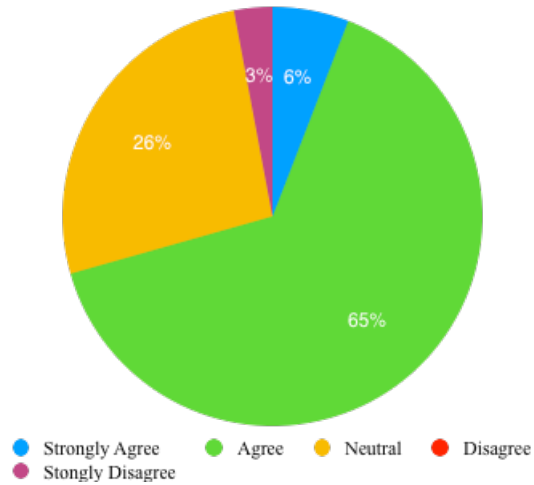
68% (24 out of 35) strongly agree or agree feel faculty/staff are treated fairly at school.

I feel faculty/staff are treated fairly at my school.



74% (26 out of 35) strongly agree or agree that they are satisfied with the respect and value the school give to their role.

I am satisfied with the respect and value my school gives to my role.



E3. Student Support Criterion – Personalization

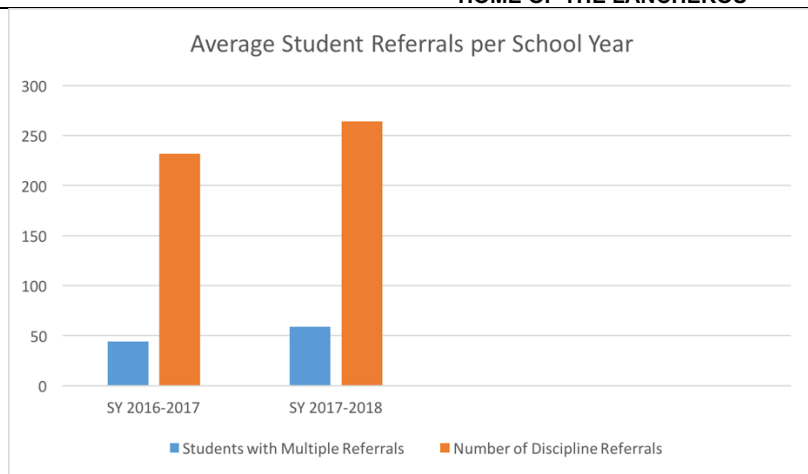
All students receive appropriate support along with a personal learning plan (as appropriate to the needs of the child) to help ensure academic success.

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									
<p>Our school provides academic/behavioral assistance to support students through a variety of services.</p> <p>When a student displays behavioral concerns inside or outside of the classroom they are usually sent to the office with a referral. For minor infractions or as a warning, the student will be sent to the <i>school counselor</i> for guidance on the school rules and expectations as a service before any consequence.</p> <p>On average per year 15-25% of the student population is seen for behavior infractions.</p> <table border="1" data-bbox="203 1056 1057 1188"> <thead> <tr> <th>School Year</th> <th>Number of Students with Discipline Referral</th> <th>Student Population</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>115</td> <td>681</td> </tr> <tr> <td>2017-2018</td> <td>138</td> <td>656</td> </tr> </tbody> </table> <p>The school counselor can monitor the student’s behavior by checking in with the student weekly or bi-weekly, especially for those students with multiple referrals as shown in the graph below. Of those students seen for behavior infractions by the counselor, 10-15% of those students will be placed on a Behavior Plan.</p> <p>Of the 115 Discipline Referrals in 2016-2017, 44 of those students were repeat offenders. Of the 138 Discipline Referrals in 2017-201, 59 of those were Repeat offenders.</p>	School Year	Number of Students with Discipline Referral	Student Population	2016-2017	115	681	2017-2018	138	656	<ul style="list-style-type: none"> • School Guidance Counselor • Behavior Management Plan • Child Study Team • Special Education • Classroom/Teacher Interventions • Number of students receiving special education services • School Health Counselor • Standards Operating Procedures • Board Policies • Student Procedural Assistance Manual (SPAM)
School Year	Number of Students with Discipline Referral	Student Population								
2016-2017	115	681								
2017-2018	138	656								



Behavior can also be monitored by the Student Office Discipline Referrals. There are also cases where students would see the School Counselor for personal struggles such as grief, abuse or neglect, and self-harm. On average yearly, about 10-15% of the student population will see the counselor for personal issues.

When students display academic struggles the teacher usually first analyzes the data to ascertain the areas in need in order to develop a targeted intervention plan. The *intervention plan* usually consists of small group or individualized instruction that is systematic and explicit giving the student the opportunity to “catch up” to grade level work. The interventions are supported by teacher assistants who provide one to one or small group interventions in coordination with the teacher. Progress monitoring is conducted on a weekly or bi-weekly basis to determine if interventions are successful.

If these behavioral concerns or academic struggles persist, the teacher will begin a *Child Study Team* packet. The CST packet is inclusive of the specific behaviors that need to be addressed or the academic concerns and the interventions and accommodations that have worked for the child. The Child Study Team is comprised of the teacher, the parent, the school counselor, the administrator and any other person that is relevant to the child’s success in school. The team will meet to discuss ways to help the child’s academic or behavior improve or decide if the child should be referred for more services such as Special Education, Section 504 or to the School District Psychologist. On average in a year, 5% of the student population would receive a CST referral.

For students with special needs, there are a multitude of services available in order to ensure that their academic and behavioral needs are being met. If stipulated in the child's *Individualized Education Plan (IEP)*, these services become federally mandated and subject to due process if not made available by the department. Examples of services include: ED Counselling, direct or consultation assistance from the district's CRT-TA, direct or consultation services from vision and motor, occupational therapy, speech therapy, etc. Individualized Education Plan meetings are held on an annual basis in order to collaborate on student progress towards goals/academics, behaviors, services needed, accommodations/modifications in the classroom/for district assessments, and also to plan for the student's next academic program. Consultation and monitoring are provided to these students in order to support teachers with lesson plan development, implementation and reporting. By collaborating on a monthly/quarterly basis, the school ensures that students and teachers are supported.

Lastly, resource room services are available for students in need of small group instruction. In the resource room, students work on their specific IEP goals on a daily basis. The small group setting is appropriate for students who requires more intensive one to one support.

The **SHC (School Health Counselor)** provides and coordinates care, educate about various health conditions and health promotion, and provide advice and emotional support to students and their family members, along with faculty and staff.

Prior to entering the school, students must meet minimum health requirements, which is screened by the SHC. Once health requirements are met, students are able to attend classes. If necessary, SHC coordinates with parents/guardians of students who require follow-ups for immunizations and other medical needs to ensure continued enrollment. Additionally, physical exams and emergency contact cards are manually screened by the SHC for any medical conditions such as allergies, asthma, seizures, and the like that require special attention. Once medical needs are identified, SHC communicates with parents/guardians of affected students to complete an Individualized Healthcare Plan (IHP), which is reviewed and coordinated between parents/guardians and healthcare provider. IHP provides

<p>guidance for SHC in providing adequate care to meet students' needs as directed by the student's healthcare provider.</p> <p>Apart from medication administration, the SHC caters to students and employees who are present with illnesses, injuries, and emergency events. The SHC observes, assesses, and intervenes according to presenting conditions. Additionally, the SHC conducts yearly screenings of immunizations (Kindergarten), hearing, BMI, and vision.</p> <p>The various academic and behavioral support services provide increased communication between the family and the services. This enables students to be successful with the rigorous curriculum in hopes to empower their critical thinking skills of the various situations and outcomes of their behavior.</p>	
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Direct Connections

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

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

Findings	Supporting Evidence
<p>One main objective of Student Support Services Division is to keep students safe, healthy and ready to learn.</p> <p>Some direct services from SSSD to ensure that students are safe includes the continuous trainings provided to the school personnel as well as to the students. A yearly presentation to the students on BP 409 entitled the Prevention and Intervention of Bullying or Harassment, Intimidation, Cyber Bullying, Sexting and Sexual Harassment by the School Guidance Counselor is essential so that the students are made aware of the topics and the ways to handle these situations. When students demonstrate positive behavior and follow the school wide expected behaviors, we reward them.</p> <p>SSSD assists our school work very closely to the students' families. We utilize our Support Services and Outreach Team to make contact with those families that may have difficulties being</p>	<ul style="list-style-type: none"> • Section 504 • School-based Behavioral Health (School District Psychologist) • School Attendance Officer • PBIS Framework • BP 409 (Prevention and Intervention of Bullying or Harassment, Intimidation, Cyber Bullying, Sexting and Sexual Harassment)

<p>present for their child's success in school. The Support Services and Outreach Team also assists us in education and assisting the parents of our school community especially the at-risk population.</p> <p>In order for students to be ready to learn they must first be present in school. When we come across students with habitual absences or tardies that impede their ability to learn, SSSD assists us by providing a School Attendance Officer to reach out to these families and provide support to get these children in school every day.</p> <p>For those students in our school that may be needing extra academic help but are struggling with deep personal issues, we work directly with the school District Psychologist to assist in School Based Behavioral Health of the student. For those students that struggle with a physical or mental impairment that may substantially limit a major life activity, SSSD guides our school with providing the necessary and appropriate educational accommodations for student success.</p> <p>The Student Support Services Division strives to build a partnership between home and school by giving parents and the school the opportunity and consistency in providing continuous services that aide in their communication in order to nurture student success, both in the school and in our community.</p>	<ul style="list-style-type: none">• Support Services and Outreach Team
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Strategies Used for Student Growth/Development

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

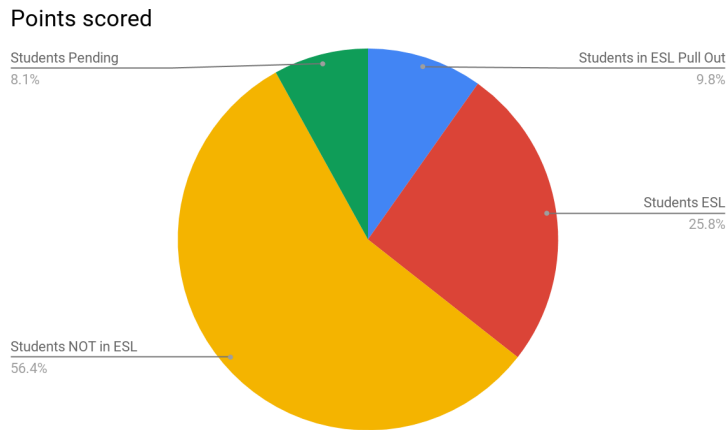
E3.3. Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings		Supporting Evidence
<p>Teachers use the necessary classroom interventions to accommodate students in accessing the rigorous standards-based curriculum successfully. Some classroom interventions implemented by these teachers include small group settings, one-to-one assistance, use of the teacher’s assistant, RTI (Response to intervention), paired reading and whole group drills.</p> <p>Academic progress is monitored by teacher assessments, Aimsweb and ORF(Oral Reading Fluency) assessments. When students continue to struggle academically or in behavior even after the teacher/classroom interventions a CST (Child Study Team) is established to provide students with school wide interventions to access the rigorous standards-based curriculum.</p> <p>The CST may constitute a behavior management plan and/or referral to other sources of services such as SPED, Section 504, and the School District Psychologist.</p> <p>Our school provides alternative instructional options such as ELL (<i>English Language Learner</i>) services to those students whom English is a second language. The table below provides data on the number of students per grade level that are receiving ESL services.</p>		<ul style="list-style-type: none"> • Classroom Interventions • Child Study Team • Behavior Management • ELL • SPED • Section 504 • GATE • Speech Services
Grade Level	Number of Students Receiving ESL Services	
Kinder	40	
First Grade	45	
Second Grade	61	
Third Grade	49	
Fourth Grade	51	

Fifth Grade

52

The graph below indicates the percentage of the school population receiving the different ESL services and the population not receiving services.



Additionally, the school provides *Speech Services* to those students that have difficulty with speaking. We also provide *GATE* services to those students that perform exceptionally academically. These services are different approaches to learning that will allow students to be successful.

School Health Counselor conducts several health education presentations to grade levels that include topics of health promotion, safety, and wellness. Teaching opportunities are provided to all grade levels and coordination is done between teachers and the school nurse.

Several students at school require further medical attention in order to attend classes. There are a total of 29 students identified to have a history of asthma, 28 students identified to have a history of allergies, 1 student identified to have diabetes, and 1 student identified to have seizures. Students are identified through emergency contact cards and physical fitness forms. Once students are identified needing further medical attention, Individualized Health Plans (IHP) are given to parents to complete and bring back to school. Currently, there are 6 students with Asthma IHP (23 students pending), 7 students with Allergy IHP (21 students pending), 1 student with Diabetes IHP, and 0 student with Seizure IHP (1 student pending). Students with specialized medical needs

<p>are able to attend school and receive medical care from the School Health Counselor (SHC) as dictated by the IHP such as medication administration. SHC work closely with teachers to accommodate the needs of these students while being able to have access to standard-based curriculum.</p> <p>With the increase in alternate instructional options as well as health awareness through education, students and school personnel are able to understand the different approaches to learning and current health practices to foster critical thinking and decision making, thus promoting the communication of such educational insight to others in the community.</p>	
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Equal Access to Curriculum and Support

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

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

Findings	Supporting Evidence
<p>All students at CHBPES are given various opportunities to have access to a challenging and coherent curriculum. The students have the opportunity to utilize various programs offered in the school such as ELL, GATE, resource room, physical and leisure education and IEP's.</p> <p>These programs are designed to meet the specific academic and social needs for the students. The distribution of students with various needs and academic abilities are grouped as equally as possible throughout the grade level. For example, if there are 5 teachers assigned to one grade level and there are 10 resource room students, then each teacher will be assigned 2 students.</p> <p>These students also have required minutes in these programs that are determined either by an individual education plan (IEP) or by the Guam law through the fields such as, speech, English language learners (ELL), high-ability learners (GATE), resource</p>	<ul style="list-style-type: none"> • Section 504 FAPE (Free and Appropriate Education) of Rehabilitation Act • IDEA (Individuals with Disabilities Education Act) 1973. • Guam PL-13-76 • Guam curriculum developed with guidelines from NAGC • Student schedules (GATE, ELL, SPED)

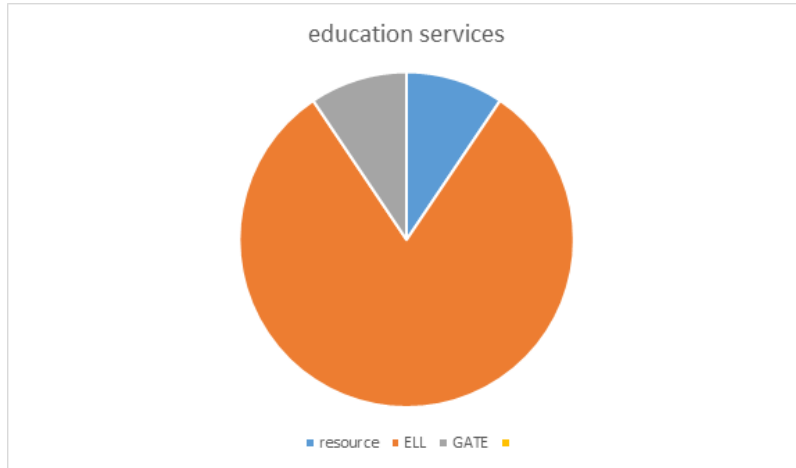
room, physical and leisure education. These programs are heavily monitored and guided by specifically trained educators. The *student's schedules* who are enrolled in these various programs are carefully planned and mapped by the specialty teacher and their homeroom teacher. This planning is organized to assure that the students receive the number of minutes required in the program as well as in their general education classroom.

Our students in the *ELL (English Language Learner)* program are identified through the results of a home language survey. The students who qualify from the results of the surveys, receive ESL (English as a Second Language) services for a determined number of minutes throughout the weeks of the school year. As of September 2018, 43% of the school's population receives ELL (English language lessons) services. Our *high-ability (GATE)* learners are identified as a result of three different assessments and with the recommendation of their teacher or parent. They receive a minimum of 180 minutes of service in a pull-out program taught by a specifically trained educator. As of September 2018, 5% of school's population receive GATE services.

Students who indicate *special needs* in their IEP's that are serviced in the *resource room* have been screened through a vigorous qualifying process outlined by the school district. Currently 5% of the school's population are receiving services under the Special Education Program at the school. The amount of time spent and types of services are dependent on the student's individual needs. Most services are through pull-out and push-in services.

Homeroom teachers have the option to recommend students who are achieving below benchmark in the core subjects of reading, writing and math, to receive tutoring services throughout the school week. The *STAR (Systematic Targeted Academic Remediation)* tutorial program was established by the school's curriculum coordinator as a pull-out program for students to work in small groups with trained teaching

assistants. This program was implemented school years 2015-2016 and 2016-2017. During school year 2017-2018 the time for the teaching assistants was scheduled to work for a set time period in an assigned classroom throughout the day.



The extent that all students have accessibility to a challenging, relevant, and coherent curriculum facilitates greater opportunities for students to progress in the school’s critical learner areas. We work to have the students master basic writing and to become more fluent as writers and readers and thinkers. The communication level between school and home is improved.

Curricular/Co-Curricular Activities

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

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

Findings	Supporting Evidence
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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 is supported by a daily schedule that gives all students at least 15 minutes of supervised "recess" after a two-hour instruction block. During recess time students have several options as to how to spend his/her time. Our school campus has two pieces of professional grade playground equipment of climbing equipment and safety landing covering. These two pieces of equipment were paid with USDOE funds for the Head Start program. There are also 14 swings and one two-hoop-paved basketball court.

Additionally, to support co-curricular activities, the school has created 3 poles for tetherball, a volleyball net set up on the field, an established baseball diamond that is utilized mostly for kickball as well as several teacher-created jump ropes made from rope purchased from hardware store, and a paved courtyard of one dozen 4-square courts. In front of the primary classrooms are various hopping games painted on the sidewalk.

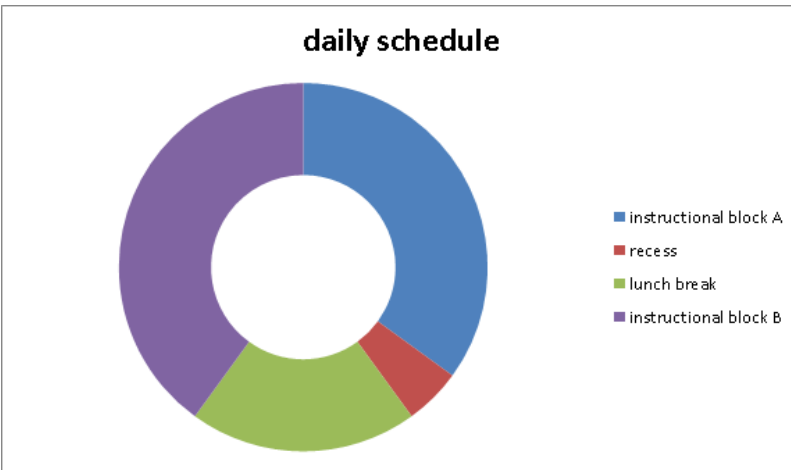
Aside from the above-mentioned, students also have the option to go to the cafeteria to eat a snack, supervised by a staff member. With the exception of professionally installed swings and climbing equipment, most of the co-curricular equipment has been created and supplied by teachers and staff. There are no funds established to re-supply playground equipment.

The ratio of working playground equipment and open field space is very low: 1 swing for every 55 students, 1 tetherball set for every 128 students, 2 basketball hoops for all 770 students, 1 baseball diamond for 770 students and 1 volleyball net for 770 students.

During rainy weather none of these activities are available. Students are supervised in an empty classroom. Our school does not have an enclosed gymnasium or multipurpose room for students to be active during rainy days.

The relationship between curricular/co-curricular activities and the academic standards have been reinforced by third and fourth grade teaching teams with established "Fun Friday" activities for those students who have met all grade-level established goals. Supervision of structured free time is for students who have met those goals and supervised "study hall" is for students who have not met these goals.

- School bell schedule



All students have access to a challenging, relevant, and coherent curriculum that allows students to progress in the school's critical learner areas. This curriculum implements writing, reading and critical thinking practices on a regular basis and this allows students to increase communication and critical thinking skills.

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>There are multiple ways that educators at CHBPES evaluate the degree to which curricular/co-curricular activities are meeting the needs of students who require access to a system of personalized supports. Through these systems, parents are given the right to be the forefront in communicating with the various teams what is best for their child. Thus, allowing their child the opportunity to be successful in their learning.</p> <ul style="list-style-type: none"> • <i>Consultation and Monitoring:</i> For students with consultation and monitoring services indicated on their IEP's, the general education and resource room teachers consult and collaborate on a monthly/quarterly basis. Student degree of progress towards IEP goals, behavior, accommodations/modifications, data and lesson development are discussed during these meetings which can occur via phone, in person or through email. If the degree of progress is appropriate, then the teacher continues with the current services. If there is little to no degree of progress, the educators work together to determine what program adjustments can be made in order to ensure student achievement. • Quarterly collaboration for <i>progress reports:</i> In addition to consultation and monitoring services, general education and resource room teachers collaborate on a quarterly basis when preparing 16B progress reports for submission. In these meetings, teachers review the levels of progress indicated for each goal. If the degree of progress is appropriate, then the teacher continues with the current services. If there is little to no degree of progress, the educators work together to determine what program adjustments can be made in order to ensure 	<ul style="list-style-type: none"> • Template for consultation services • Template for Progress Reports

<p>student achievement, or if goal attainability needs to be adjusted.</p> <ul style="list-style-type: none"> • Annual IEP meetings: All students with IEP's have annual Individualized Education Plan meetings. The purpose of these meetings are for educators, administrators, service providers and parents to analyze student progress for the year, and to develop a plan for the next IEP year. • Re-evaluation meetings: All students with IEP's have re-evaluation meetings which take place every 3 years (unless requested for earlier by the parent). The purpose of these meetings are for educators, administrators, service providers and parents to analyze student progress, and to determine if the student is still in need of special education services. 	
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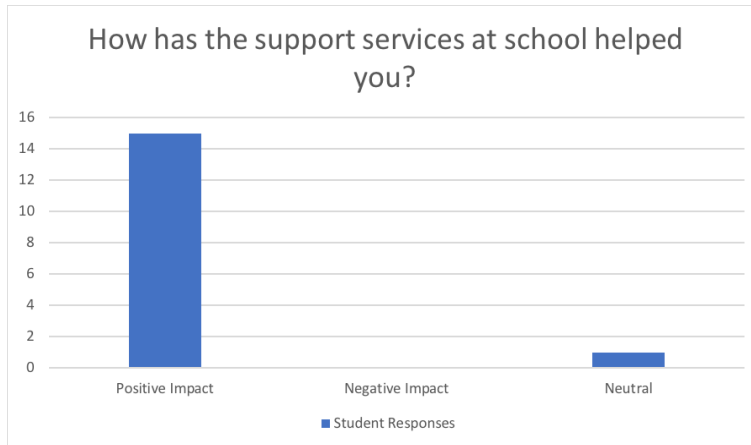
Student Perceptions

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

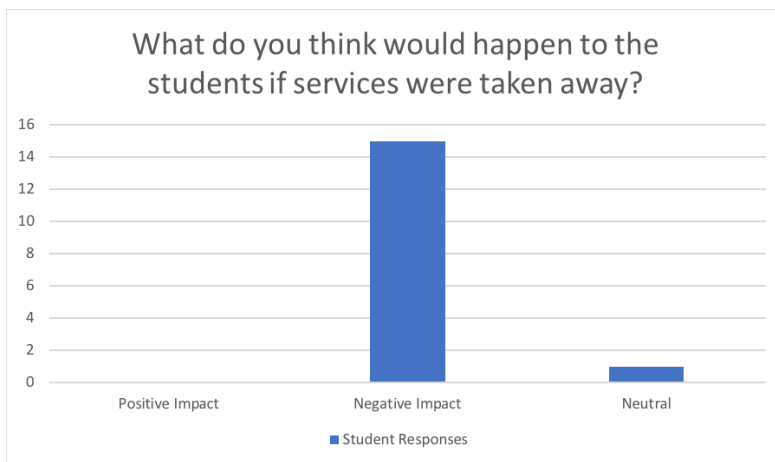
E4.4. Prompt: *Comment on the student perspective about the effectiveness of support services after interviewing and dialoguing with student representatives of the school population. (Ensure that students represent the broad and diverse array of the school population.)*

Findings	Supporting Evidence
<p>Assessing student perception is crucial to the developmental and improvement process of all aspects of the school—providing essential feedback for school staff, faculty, and administrators. In order to assess student perception, one-to-one interviews were conducted to gain insights regarding student understanding of existing student support services in the school, the purpose of these programs, and the effectiveness of these programs in meeting the individual needs of the students. A total of sixteen (16) students were interviewed.</p> <p>The interviews rendered the following results:</p> <p>10 out of 16 students surveyed were able to identify student support services whereas the remaining 6 students were unable to identify services.</p>	<ul style="list-style-type: none"> • Student Perception Survey Questions • Student Perception Survey Results: Data Analysis and Graphs of

7 out of 16 students surveyed are currently receiving student support services. Additionally, 10 out of 16 students have verbalized knowing other students who are receiving student support services such as ESL, SPED, GATE, and specialized therapies.



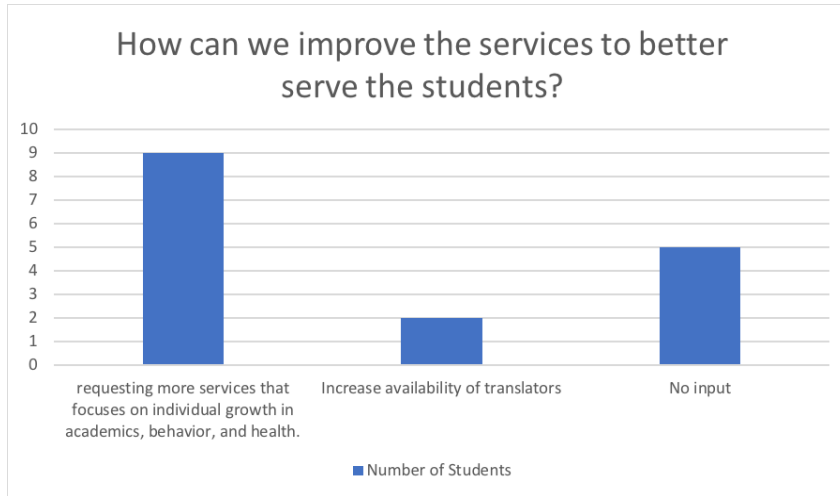
15 out of 16 students surveyed verbalized student support services in the school have positive impacts in their individual needs whereas the remaining 1 student was unable to identify the impact of student support services. No students verbalized negative impacts of student support services.



9 out of 16 students expressed improvement needs in providing more services to students that focus on individual growth in academics, behavior, and health in order to better prepare them for later life.

2 out of 16 students expressed the concern of increasing the availability of translators for ESL students to improve understanding and learning.

5 out of 16 students verbalized no need for further improvements in student support services because it currently meets their individual needs.



Results obtained from the interview suggest a need for further education and awareness among students regarding available student support services in the school. In doing so, students are able to inquire and participate in various student support services as necessary to meet their personal, health, emotional, and educational needs.

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):

We at Capt. H.B. CHBPES aim to help our students foster a relevant and challenging curriculum as well as supporting their personal and academic growth. Through a schoolwide effort to purposefully engage parents, we are targeting our student learning needs of increasing communication with our parents as well as our stakeholders. Our student-centered support system is in place and improves each year to diligently meet the needs of all our students.

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

- Parent engagement percentages have increased utilizing the following methods:
 - behavior management plan
 - newsletters (school and classroom)
 - reading fluency charts
 - Parent Teacher Conferences, Progress Reports and Report Cards
- Our Parent Teacher Organization (PTO) is established and active in our school
- Support Services and Outreach Team (SSOT) on school site
- Consistent and established community partnerships and resources with the Mangilao Mayor's Office, the Guam Community College, (International Literacy Association's) Read-A-Thon, (Isla Center for the Arts') Art-A-Thon, Healing Hearts and Jump Rope for the Heart
- Various board policies in place to ensure safety for both students and faculty to include: Educational Technology Use Policy, Board Policy 409, Board Policy 901, and evacuation procedures
- Established and active PBIS (Positive Behavior Intervention Support) team / cadre with a program consultant from the department
- Students utilizing proficiency scales and performance rubrics to ensure high expectations for all stakeholders

- The processes for IEP's, CST's and the SIOP model are in place and found effective to meet the specific needs of students
- School programs in place: GATE (Gifted and Talented Program), Pre-K GATE, SPED (Special Education) and ELL (English Language Learners) to provide a system of personalized supports.
- A School Counselor and a School Health Counselor are in place and on site to service students/faculty
- Students agree that the support services are assisting them and have a positive impact on their individual needs

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

- To strengthen and increase the faculty and staff feeling safe from harassment at school site (49%)
- To increase teacher morale and having colleagues who care about each other (49%)
- To decrease the discipline referrals and have interventions in place for those students who are repeat offenders
- To increase student perception and awareness regarding understanding of the existing support services in the school that is available to them
- To increase more support services to all students that focus on individual growth in all aspects of their life
- To tighten the evacuation procedures as established by the board policies from the department
- To renovate and revamp the school's physical environment to mirror the expectations of the Department as stated in the safe and clean environment board policies.
- Increase co-curricular opportunities for students during inclement weather.

Chapter V:

School-wide Action Plan

- A. Utilize the school-wide strengths and growth areas to revise the school-wide 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 school-wide action plan.**
- B. State any additional specific strategies to be used by staff within each subject area/program to support sections of the school-wide action plan.**
- C. Describe the school’s follow-up process ensuring an ongoing improvement process.**

Areas of Strength

A. Organization: Vision and Mission, GLOs, 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 and Support for Student Personal and Academic Growth
<ul style="list-style-type: none"> The school's mission and SLOs are taught and reviewed regularly, and are assessed each semester. The School Improvement Plan (SIP) was revised this school year and condensed into a one-page format that is clear, concise, practical, and a valuable resource. PLCs/CPTs, Professional Development, Job Embedded Training (JET), and Faculty meetings are conducted throughout the school year to review and analyze data, plan for instruction, track student progress, and support academic achievement. Instruction is data 	<ul style="list-style-type: none"> CHBPES utilizes researched-based curriculum and programs to guide and impact the teaching and learning process. Grade level curriculum maps are aligned with all content areas. CHBPES Chamorro program has quarterly themed curriculum maps based on the GDOE Chamorro Program Standards. PLC's/CLT's are conducted to discuss student learning and find solutions to improve student success. Mini-observation feedback improves 	<ul style="list-style-type: none"> CHBPES teachers use a variety of technology to deliver and differentiate instruction CHBPES teachers spend time collaborating with their teams to adjust instruction where needed for student needs. Students are given learning targets in order to evaluate and make adjustments in their learning. Students are able to evaluate their learning through the use of collecting data and keeping data charts. They are also able to share with parents the goals that they are meeting and what they may need help on. 	<ul style="list-style-type: none"> The assessment framework/system incorporates a combination of summative and formative assessments that supports student learning both in academics and behavior. <p>CFA's</p> <ul style="list-style-type: none"> The CFA process allows teachers to see what the students know with regards to the priority standards and allows teachers to plan instruction to improve students' levels of proficiencies. It allows teachers to check for understanding and gauge student learning before, during, and after the lesson and provide the 	<ul style="list-style-type: none"> Parent engagement percentages have increased utilizing the following methods: behavior management plan, newsletters (school and classroom), reading fluency charts, Parent Teacher Conferences, Progress Reports and Report Cards Our Parent Teacher Organization (PTO) is established and active in our school Support Services and Outreach Team (SSOT) on school site Consistent and established community partnerships and resources with the Mangilao Mayor's Office, the Guam Community College, (International Literacy Association's) Read-A-Thon, (Isla Center for the Arts') Art-A-Thon, Healing Hearts and Jump Rope for the Heart

<p>driven and based on "I know" statements rather than "I think" statements.</p> <ul style="list-style-type: none"> • CHBPES has begun utilizing the announcements function in PowerSchool to assist with sending out important information to parents via an automated phone call, text, or email based on parent selected preferences. • CHBPES staff regularly communicates through a variety of mediums in regards to daily operations and events. • Faculty members keep certifications updated as required; every regular classroom contains a certified teacher. • CHBPES stakeholders are consulted and 	<p>teacher performance that affects student learning.</p> <ul style="list-style-type: none"> • Teachers and administrators regularly engage in rigorous professional development to pursue excellence in teaching and student learning. • Assessment data is collected, analyzed, and used to make changes in our curriculum instruction and professional development activities. • Collaboration between students and community stakeholders to provide opportunities for career awareness, preparation for college, and real-world applications. • The research-based curriculum, 		<p>necessary accommodations to meet the needs of all learners.</p> <ul style="list-style-type: none"> • If students struggle during a lesson, teachers can address these issues early on instead of waiting until the end of the unit/lesson. • When the post test is given, teachers are able to see which skills have been mastered and which students have mastered it. If not all students have mastered it, those students will be given interventions to help them meet mastery. <p>AIMSweb</p> <ul style="list-style-type: none"> • Quick understanding of student performance levels and guide for progress monitoring. • The AIMSWEB assessment helps teachers determine individual, 	<ul style="list-style-type: none"> • Various board policies in place to ensure safety for both students and faculty to include: Educational Technology Use Policy, Board Policy 409, Board Policy 901, and evacuation procedures • Established and active PBIS (Positive Behavior Intervention Support) team/cadre with a program consultant from the department • Students utilizing proficiency scales and performance rubrics to ensure high expectations for all stakeholders • The processes for IEP's, CST's and the SIOP model are in place and found effective to meet the specific needs of students • School programs in place: GATE (Gifted and Talented Program), Pre-K GATE, SPED (Special Education) and ELL (English Language Learners) to provide a system of personalized
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<p>provide input in the school's annual budget.</p>	<p>instructional programs, CCSS, and GDOE standards provide real-world applications that promote experiences to apply academic and social concepts and skills.</p>		<p>classwide, and grade level wide concerns with student performance of foundational skills.</p> <ul style="list-style-type: none"> • Allows us to see students prior knowledge. • Allows for grade levels to review skills to students as well as give extensive interventions when needed, Teachers can determine the base levels of student performance. 	<p>supports.</p> <ul style="list-style-type: none"> • A School Counselor and a School Health Counselor are in place and on site to service students/faculty • Students agree that the support services are assisting them and have a positive impact on their individual needs
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Areas of Growth

A. Organization: Vision and Mission, GLOs, 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 and Support for Student Personal and Academic Growth
<ul style="list-style-type: none"> • Refinement of the annual process to review, revise and endorse the School Improvement Plan by all stakeholders. • Improvements can be made to the maintenance and servicing of all air conditioning units to ensure longevity and an environment conducive for learning. • Expansion of the school cafeteria is needed to increase the capacity of the seating area. • Installing/Building covered walkways between buildings. • Ensuring faculty and staff take advantage of the 	<ul style="list-style-type: none"> • CHBPES has a need for a sheltered classroom for English Language Learners. • Initiation of data collection of graduates after leaving elementary to assess their effectiveness in the middle school curricular program. • Involvement of school staff and faculty in professional developments is essential to keep abreast of current implementations in our school. • Implement SPARK activity during transition times regularly. • Implementation of an effective writing 	<ul style="list-style-type: none"> • Students are in need of more resources to assist them when meeting learning targets • Students are in need of more up to date textbooks, some of them that are available to the school are dated back to 1997. • Teachers should be given more time to collaborate with other grade levels. • Update computer lab and provide more software programs for students to use. 	<ul style="list-style-type: none"> • Although a system is in place, an increase in parent communication and workshops are needed to increase parent understanding of the system. <p>Brigance</p> <ul style="list-style-type: none"> • Brigance assessment is not aligned to the district report card and some skills are not aligned with the current curriculum. • The assessment is administered to fulfill a grant requirement; however, only a few of the test items are useful to make instructional decisions. <p>CFAs and AIMSweb</p> <ul style="list-style-type: none"> • Giving all these assessments pre and post CFA and the 3 benchmarks for AIMSWEB plus the mid of the different 	<ul style="list-style-type: none"> • To strengthen and increase the faculty and staff feeling safe from harassment at school site (49%) • To increase teacher morale and having colleagues who care about each other (49%) • To decrease the discipline referrals and have interventions in place for those students who are repeat offenders • To increase student perception and awareness regarding understanding of the existing support services in the school that is available to them • To increase more support services to all students that focus on individual growth in all aspects of their life • To tighten the evacuation procedures as established by the board policies from the department • To renovate and revamp the school's physical

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<p>technological resources and complete forms that track technology use.</p> <ul style="list-style-type: none"> Improvements can be made to the primary and intermediate playground to provide more physical structures for students. 	<p>curriculum for Kindergarten through 5th grade is crucial to meet CCSS Writing standards.</p> <ul style="list-style-type: none"> Integrate a variety of student clubs and a student body council organization. All grade levels need to provide opportunities to invite community stakeholders. Use of a formal instrument, i.e. Holland Codes for Kids Career Test for career awareness and exploration. Implement a day for each grade level to collaborate with the next grade level to ensure a smooth transition. 		<p>benchmarks can be time consuming and tedious as each student has to be tested individually on all areas.</p> <ul style="list-style-type: none"> Giving feedback and collecting data in a timely manner is a struggle for teachers comprehension for reading and math problem solving CFAs take too much time to assess, not enough teaching time (time consuming and requires lots of resources), especially when using the process for the other subjects. For AIMSweb, we need a reading comprehension tests which is an important component for reading instruction. 	<p>environment to mirror the expectations of the Department as stated in the safe and clean environment board policies.</p> <ul style="list-style-type: none"> Increase co-curricular opportunities for students during inclement weather.
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School-wide Prioritized Growth Areas

The self-study process underscored several items that emerged across multiple categories. These areas include: manageable use of assessments, increased vertical collaboration to meet critical learner needs, resource management, and increased facilitation of a positive school environment that provides opportunities for students outside the classroom. Therefore, the following strategies need to be addressed:

1. Administration and faculty will conduct a review of all the assessments being used at the school to determine which assessments are effective in impacting critical learning needs and which assessments need to be possibly discontinued. We will define, refine, and align assessment data sources to more effectively monitor the attainment of SMART goals in the SIP.
2. Administration will provide more opportunities for vertical collaboration across grade-levels to address curriculum gaps that impact critical learner needs.
3. Teachers will set high learning expectations for students especially in critical learning areas and provide supports to differentiate instruction to meet all learner needs.
4. Teachers will integrate various resources available at the school-site, specifically technology resources, to address critical learner needs and to provide more individualized instruction.
5. Administration and faculty will create more opportunities for students to participate in engaging activities outside the classroom to support critical learner needs.

Comment briefly on implications for revising the school-wide action plan.

The school-wide action plan or School Improvement Plan (SIP) is revised once at the end of the school year to provide a road map for the upcoming school year and reviewed at the beginning of the school year to provide opportunities for feedback from all stakeholders. The following are the implications for revising the school-wide action plan based on the areas of strengths and areas of growth determined through the self-study process:

1. As related to CHBPES' SIP SMART Goal #3, a more focused and targeted strategy is needed in regards to the implementation and use of assessments to impact critical learning needs in communication and critical thinking. The school community needs to revisit the types of assessments that are being given to students and how the data from these assessments is used to guide instruction. The strategy needs to consider the effectiveness of assessments in impacting student achievement and in aligning assessments with Standards-Based Grading and proficiency levels. This implication addresses the following SLO's: Prepared for Life, Innovative and Resourceful Thinkers, Collaborative Problem Solvers, and Effective Communicators. Furthermore, by addressing the use of assessments at CHBPES, we are also ensuring alignment with Goals 1 and 2 in the district's State Strategic Plan.

2. As related to CHBPES' SIP SMART Goal #1 and #2, implications for revising the SIP include the need for more deliberate strategies that address critical thinking and communication. These skills are not only critical learning needs for CHBPES but also are assessed in the district summative assessments. This implication also involves ensuring that foundational skills are taught to mastery in primary grades to ensure that students can redirect their cognitive energy to critical thinking and problem solving skills. This involves building the capacity of faculty and staff to address critical thinking and communication in all subject areas. Moreover, it necessitates the need for increased vertical collaboration throughout the schools. This may be accomplished by embedding instructional rounds as a strategy in the SIP wherein groups of teachers visit other classrooms to see how critical learning needs are being instructionally addressed. This implication addresses the following SLO's: Prepared for Life, Innovative and Resourceful Thinkers, Collaborative Problem Solvers, and Effective Communicators. Furthermore, by addressing the student achievement of students in both summative and formative assessment, we are ensuring alignment with Goals 1, 2, 3, and 5 in the district's State Strategic Plan.

3. As related to CHBPES' SIP SMART Goal # 4, the self-study process has illuminated the need for a school-wide endeavor to educate students on the various support services that are available to them to nurture their individual growth in all aspects of their life. This process needs to be embedded in the SIP to address the self-study data that indicates that students are not aware of the support services that are available to them at the school. This process will help address the school's critical learning needs of critical thinking and communication as it will provide students with strategies when faced with academic and emotional issues. Moreover, it will help meet the SIP's SMART Goal target of reducing discipline rates by 5%. This implication addresses the following SLO's: Prepared for Life, Responsible and Respectful Citizens, Innovative and Resourceful Thinkers, Collaborative Problem Solvers, and Effective Communicators. Furthermore, by addressing the need for educating students on the support services available to them, we are ensuring alignment with Goals 1, 2, 4, and 5 in the district's State Strategic Plan.

4. As related to CHBPES' SIP SMART Goal #5, the implications for revising the SIP include increased and more systematic monitoring through the use of walkthroughs in how teachers are using technology weekly in their lessons to address the critical learning needs of critical thinking and communication. This mechanism will more effectively track the use of technology in the school. Congruent to this strategy is the development of a technology-use checklist, similar to the checklist used with CITW, to collect data on how technology is used at CHBPES in order to better target professional development in the area of technology. This implication addresses the following SLO's: Prepared for

Life, Responsible and Respectful Citizens, Innovative and Resourceful Thinkers, Collaborative Problem Solvers, and Effective Communicators. Furthermore, by addressing the need for increased use of technology in lessons, we are ensuring alignment with Goals 1, 2, 3, and 5 in the district's State Strategic Plan.

5. An overall implication across all categories is the need to address the lack of resources such as personnel, textbooks, and basic supplies. In addition, the school facilities, specifically the cafeteria are in need of expansion. The need for supplies and the maintenance of facilities impacts the critical learning needs of critical thinking and communication as teachers must look for and use their personal means to attain basic resources to support the delivery of the curriculum. This implication addresses the following SLO's: Prepared for Life, Responsible and Respectful Citizens, Innovative and Resourceful Thinkers, Collaborative Problem Solvers, and Effective Communicators. Furthermore, by addressing the lack of resources, we are ensuring alignment with Goals 1, 2, 3, 4, and 5 in the district's State Strategic Plan.

Describe the school's follow-up process, ensuring an ongoing improvement process.

The action steps taken by CHBPES to ensure an ongoing improvement process

1. Academic and behavioral data is reviewed/analyzed in home groups during monthly PLCs, focus groups, and faculty meetings. Data is also reviewed and analyzed during professional development sessions scheduled by the district and at the end of the school year.
2. Based on data review/analysis at the school level, instruction is modified to address student needs during the school year and data reviewed and analyzed at the end of the school year is used to conduct a curriculum review and evaluate the need for changes in the SIP.
3. Data is shared quarterly with stakeholders through PTO meetings, Progress Reports, Report Cards, and Parent Teacher Conferences.
4. Input regarding the SIP goals, strategies, and timelines is garnered from all stakeholders to ensure the endorsement of the plan. At the school level, input is collected in home groups and then feedback is presented during the Curriculum Instruction & Assessment Cadre meeting at the beginning and end of each school year.

The action steps involved in the follow up process address the State Strategic Plan, the School Improvement Plan, SLOs, and critical learner needs. The revised SIP created as a result of the self-study process helps faculty and staff to see the alignment between district and school-wide goals, which work interdependently to impact student learner needs.