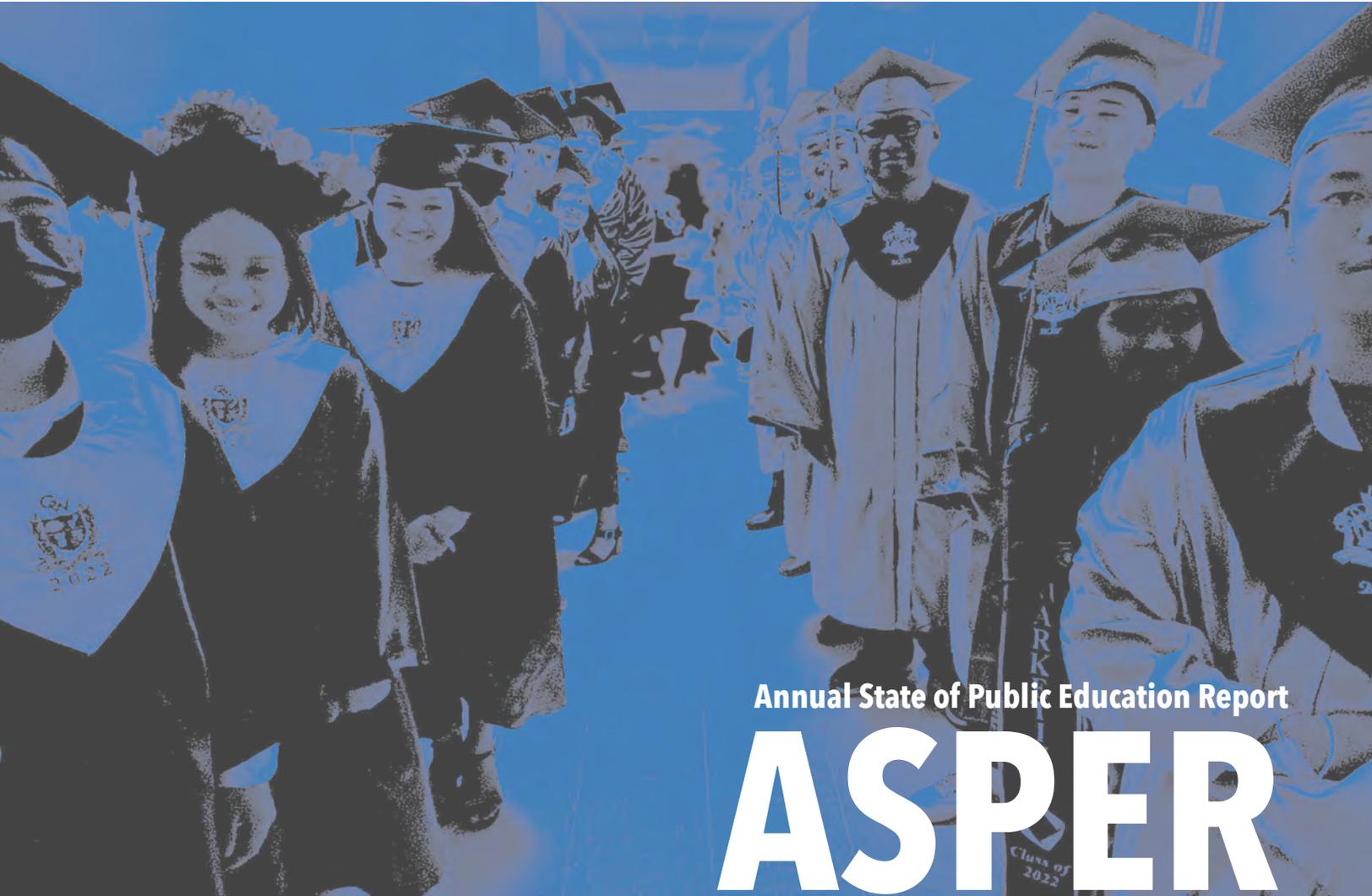




Respectful, Responsible, Ready for Life.



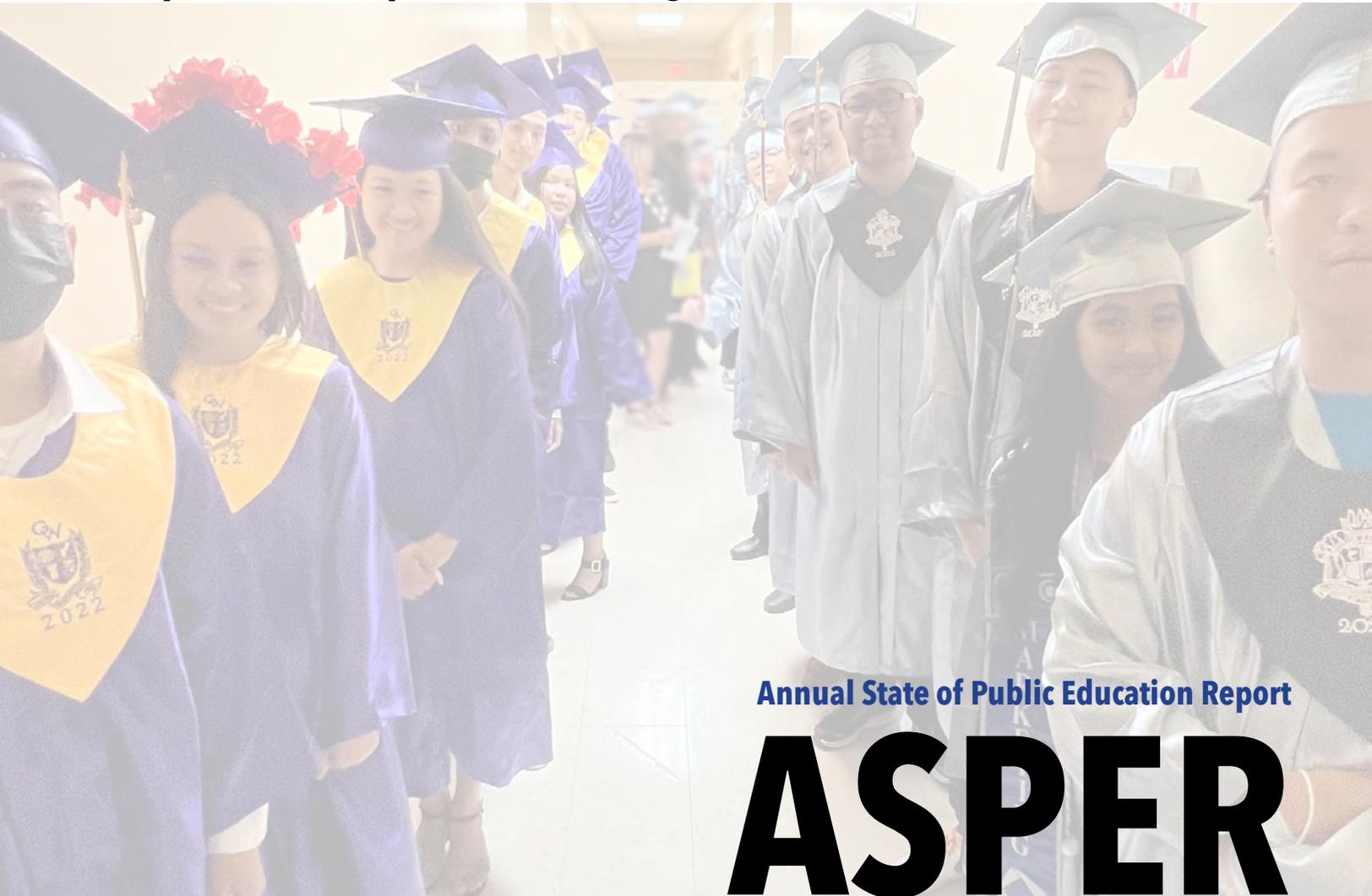
Annual State of Public Education Report

ASPER SY 21-22

October 2022



Respectful, Responsible, Ready for Life.



Annual State of Public Education Report

ASPER

SY 21-22

October 2022



SY2021-2022
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Message from the **Guam Education Board Chairman**



*Mark Mendiola,
Guam Education Board Chairperson*

Hafa Adai to our GDOE Family,

As you review our GDOE SY21-22 ASPER report you may see the progress of our department as well as areas that we need to shore up to meet our mission. Meaningful data should be an important factor in making decisions for our department and I want to reassure you that our Guam Board of Education is focused on its mission to provide stable leadership and value to the educational experience for ALL of our students and families.

In recent months the board of education updated and adopted a 5 year strategic plan, a facilities master plan, and a new superintendent evaluation tool that is tied to the strategic plan. Furthermore, the GEB supports the Data Village collaboration with the Guam Community College, the University of Guam and GDOE. These efforts will help identify our success and challenges. The data derived from these reports and tools will guide policy decisions and action for the betterment of our department. All these reports will be public and will provide our community a window into GDOE's progress and challenges in hopes that it will drive meaningful solutions and progress.

The past 6 years that I have served our community on the GEB has been a rewarding experience. I am proud of the achievements and accomplishments of our board. My colleagues have represented well and have always kept the focus on what matters most, OUR STUDENTS! I firmly believe that we have charted a course for a brighter future. We must continue to advocate for our students and our families. I am truly grateful for our professional educators and support staff. Often times they go beyond the call of duty and they are truly deserving of all the successes of our department.

Si Yu'os Ma'ase,

Mark B. Mendiola



Message from the **Superintendent of Education**



*Jon JP Fernandez
Superintendent of Education*

Hafa Adai and Si Yu'os Ma'ase' to all GDOE employees
and to all GDOE students and families,

School Year 2021-2022 continued to be challenging due to the COVID-19 pandemic affecting Guam and the rest of the world. However, this school year also represented our opportunity to begin the work of reopening and recovering for the benefit of our students and their future. With the influx of over \$450 million in additional federal funding, GDOE worked hard to keep schools safe for reopening and to set aside funds to support learning acceleration and improvement to school facilities. This work continues, and it will take time and significant effort to meet the community's shared goals and objectives, but there is a light at the end of the tunnel for those who remain focused on progress and improvement.

I thank all of our employees, students and families for doing their part to keep moving forward.

This past school year also served as my tenth and last year as superintendent. Although I have treasured the opportunity to lead GDOE and to support our students in their endeavors, the time had come for me to make some important decisions regarding the next chapter for my family and, therefore, to step aside after a decade of service to allow for someone else to grab the reins and to lead GDOE into its next chapter as well. I am confident that the Guam Education Board will find the right person to move the department forward and do what is best to serve our kids. Thank you to the Board for its support and leadership and to Acting Superintendent Francis Santos for his service and commitment during this important transition. As for me, I will forever cherish the amazing memories shared with our schools, our employees, and our students and families these past ten years. God bless all of you, and I wish you all the best.

Senseramente,

Jon J.P. Fernandez



ASPER AND SPRC 2022 TEAM

The following GDOE personnel are members of the production team of the Annual State of Public Report (ASPER) and School Performance Report Card (SPRC) for 2021-22 organized by the Superintendent of Education



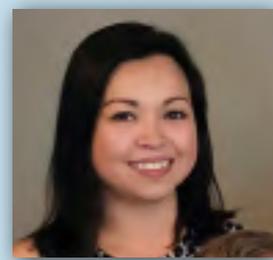
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The mission statement of the Guam Department of Education holds firm to its goal, that is, to **prepare all students for life, promote excellence, and provide support.**

The vision statement is to educate all students to be **RESPONSIBLE, RESPECTFUL, AND READY FOR LIFE.**

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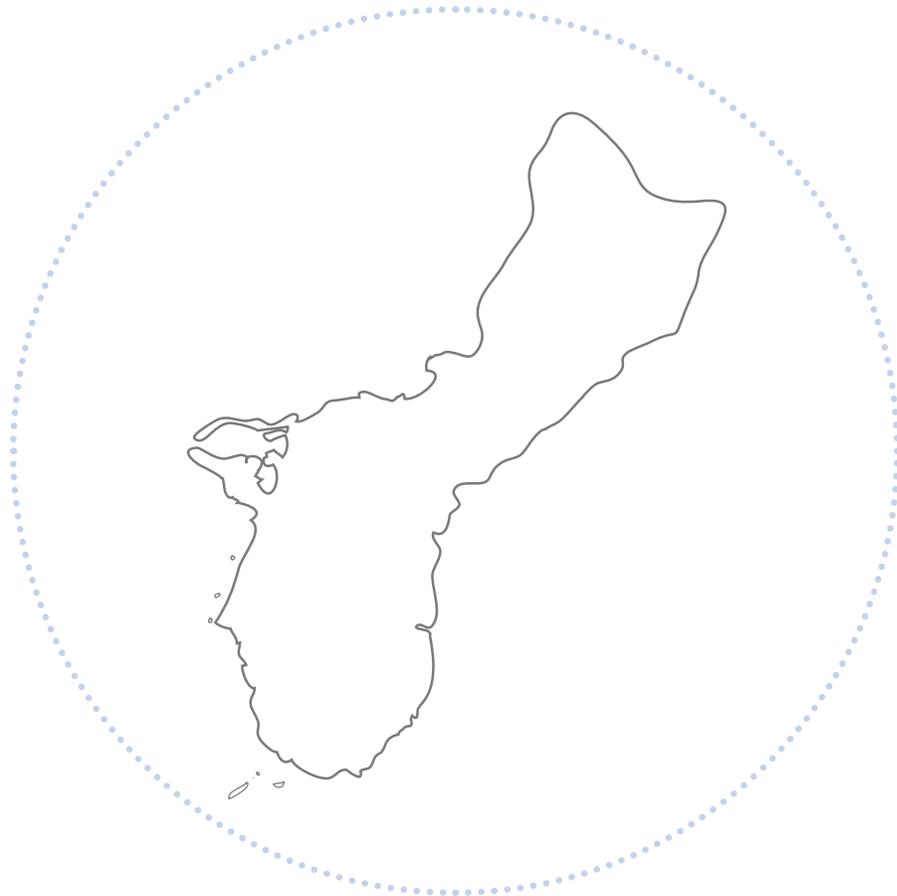
INTRODUCTION

The Guam Department of Education (“GDOE”) presents this report in compliance with Guam Public Law (“P.L.”) 26-26 that specifically requires the Department to report on the following information in the Annual State of Public Education Report (“ASPER”):

- A. Demographic information on public school children in the community;
- B. Information pertaining to student achievement, including Guam-wide assessment data, graduation rates and dropout rates, including progress toward achieving the education benchmarks established by the Guam Education Board (GEB);
- C. Information pertaining to special program offerings;
- D. Information pertaining to the characteristics of the schools and school staff, including certification and assignment of teachers and staff experience;
- E. Budget information, including source and disposition of school operating funds and salary data; and
- F. Examples of exemplary programs, proven practices, programs designed to reduce costs or other innovations in education being developed by the schools that show improved student learning.

Additionally, Title 17 of the Guam Code Annotated (GCA) Section 3106 states that “No later than thirty (30) days following the end of each fiscal year, the Superintendent shall issue a School Performance Report Card (SPRC) on the state of the public schools and the progress towards achieving their goals and mission.”

GDOE first initiated the collection and reporting of student, staff, and administrative data in 1996 when the first Annual District and School Report Cards were developed and disseminated. In providing information on the characteristics of schools and performance of students, reports of this nature have served as a means for identifying strengths and challenges of the district, while highlighting the collaborative efforts to bring the vision that all GDOE students will be respectful, responsible, and ready for life. Toward this end, the Department stands firm to its mission to prepare ALL students for life, promote excellence, and provide support!



DISTRICT PROFILE

Table 1.
GDOE Comparative Student Enrollment Distribution
by Grade for SY 20-21 & SY 21-22

GRADE LEVEL	SY 20-21	SY 21-22	COMPARATIVE DIFFERENCE
Head Start	470	518	48
Pre-School	167	145	-22
Kindergarten	1,279	1,543	264
Grade 1	1,991	1,677	-314
Grade 2	2,027	1,935	-92
Grade 3	2,111	1,948	-163
Grade 4	2,051	1,992	-59
Grade 5	2,095	1,940	-155
Grade 6	1,988	1,894	-94
Grade 7	2,149	1,887	-262
Grade 8	2,125	2,067	-58
Grade 9	2,476	2,990	514
Grade 10	2,434	2,203	-231
Grade 11	2,232	2,102	-130
Grade 12	1,767	1,772	5
Alternative	135	137	2
Total Enrollment w/ Headstart & Pre-School	27,497	26,619	-878

(Note: Students enrolled in the federally funded Head Start program are included in the total student population. However, participation in this program is limited to income-eligible families.)

ENROLLMENT

STUDENT DEMOGRAPHIC INFORMATION

During School Year (SY) 21-22, there were forty-one (41) public schools that provided educational services for 26,619 students. Further breakdown by levels showed twenty-six (26) elementary schools totaling 11,698 students in Grades K-5 including Head Start and Pre-K, eight (8) middle schools totaling 5,848 students in Grades 6-8, and seven (7) high schools totaling 9,073 students in Grades 9-12 inclusive of an Alternative School.

Table 1 represents the student enrollment comparison between SY 20-21 and SY 21-22. Over the last two school years, the student population decreased significantly by 878. Within grade levels, there were noticeable variances in enrollment, with increases in Head Start and Grades K and 9; Meanwhile, Grades 1, 3, 5, 7, 10 & 11 showed significant decreases in enrollment.

Table 2.
SY 21-22 Student Enrollment in Special Programs

SPECIAL PROGRAMS	SY 20-21	SY 21-22	+/-
GATE	1,065	871	-
SPED	1,783	1,666	-
ELL	11,453	11,315	-
Head Start	572	534	-
Eskuelan Puengi	1,094		
Eskuelan Puengi Fall Session A		1,109	
Eskuelan Puengi Fall Session B		1,205	
Eskuelan Puengi Spring Session A		1,332	
Eskuelan Puengi Spring Session B		1,210	
Eskuelan Puengi Spring Session C		1,212	
Eskuelan Puengi Spring Session D		1,1035	
TOTAL	15,967		

Table 2 shows the Student Enrollment in Special Programs for SY 21-22. There is a decrease on student enrollment in Special Programs.

**Source: Special Ed Division, GATE Program; SY21-22 ESL Program; Official SpEd Enrollment as of Oct. 1, 2021; ASPIRE Report from Project Director; Official Student Enrollment SY21-22; Eskuelan Puengi Report from Project Director (Note: Numbers reflect students enrolled in more than one special program.)*

Figure 1.
SY 21-22 GDOE Student Population by Grade Levels

Figure 1 represents the student population distribution of all forty-one (41) GDOE schools by grade level. Elementary level students comprised the highest percentage 43.9% of all students enrolled. Middle school students represented 22% of the total student enrollment and high and alternative school students made up 33.6%.

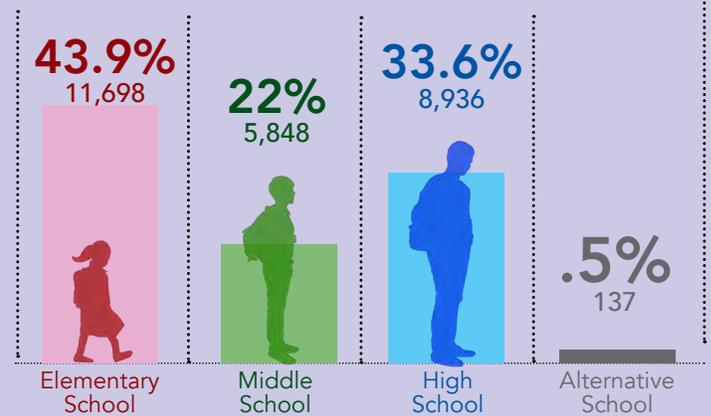


Figure 2.
SY 21-22 Student Enrollment Distribution by Gender

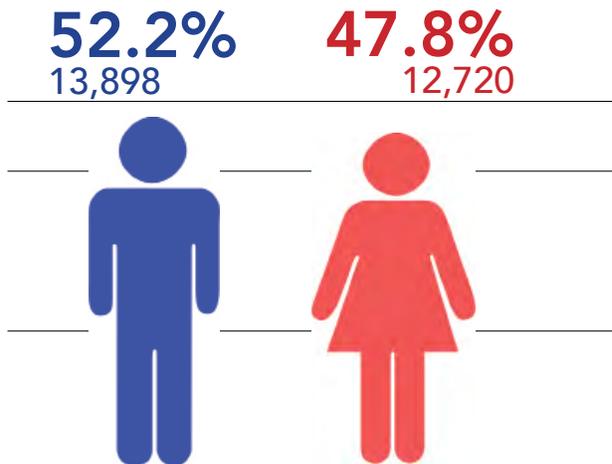


Figure 2 represents the student enrollment by gender, Pre-K-12 enrollment, inclusive of the Head Start enrollment. Male students comprise 52.2% of the total student population with an enrollment of 13,898 while female students comprise 47.8% of the population with an enrollment of 12,720.

Table 3. SY 21-22 Distribution of Students by Ethnicity (Aligned with ED Facts Categories)

Ethnicity	Total	%
NHPI - Cham Guam, Rota, Tinian, Saipan	12090	45.4%
Asian- Filipno	5436	20.4%
White Non-Hispanic	131	0.5%
African/American	36	0.1%
Asian- Japanese	90	0.3%
Asian - Chinese	86	0.3%
Asian - Korean	116	0.4%
NHPI- Hawaiian	28	0.1%
NHPI - Samoan	15	0.1%
NHPI - Kosraean	216	0.8%
NHPI - Phonpeian	855	3.2%
NHPI - Chuukese	5293	19.9%
NHPI - Yapese	486	1.8%
NHPI - Marshalllese	83	0.3%
NHPI - Palauan	477	1.8%
Asian - Vietnamese	20	0.1%
Hispanic/Latino	45	0.2%
American Indian Alaskan Native	10	0.0%
Asian -Indonesian	1	0.0%
Other Pacific Islander	42	0.2%
Other Mixed Ethnicity	1038	3.9%
Russian	12	0.0%
Other-Not specified	13	0.0%
TOTAL	26,619	100.0

Table 3. represents the distribution of students by ethnicity. In SY 21-22, there were 26,619 locally funded students enrolled in GDOE, representing at least 21 ethnic groups - The Native Hawaiian or Other Pacific Islander include Hawaiian, CHamoru, Kosraean, Pohnpeian, Chuukese, Yapese, Marshalllese, Palauan, and other Pacific Islanders (Samoan and Fijian). Asians include Filipino, Japanese, Chinese, Korean, Indonesian and Vietnamese. Also included are Hispanics/Latino and American Indian/Alaskan natives, White Non Hispanic Russians. "Other" is comprised of Unknown and Unclassified categories.

*Native Hawaiian/Pacific Islander (NHPI)

Table 4. SY 21-22 Student Average Daily Membership/Attendance/Rate

Level	SY21-22 Average Daily Attendance (ADA)	SY21-22 Average Daily Membership (ADM)	SY21-22 Average Daily Rate (ADR)	SY20-21 Average Daily Rate (ADR)	Change in ADR
Elementary Schools	9544.2	11,125.6	85.8%	96.7%	-10.9%
Middle Schools	3,926.1	5,505.8	71.3%	89.7%	-18.4%
High Schools	7,837.8	8,740.0	89.7%	97.4%	-7.7%
TOTAL	21,308.0	25,371.4	84.0%	95.3%	-11.3%

Table 4 represents the attendance rate for the district, which is determined by dividing the average daily attendance by the average daily membership. Further examination shows high schools had the highest average daily attendance rate at 89.7% when compared to the elementary schools at 85.8%, and middle schools, at 71.3%. Note: Table 4 excludes Alternative School ADA/ADM.909089876543

STUDENT GRADUATION & DROPOUT RATE

GRADUATION RATES

Of specific interest to educators are the cohort rates because it gives an indication of the proportion of ninth grade students that leave school as graduates. The National Center for Education Statistics (NCES) graduation cohort rate answers the question: What proportion of those who leave school leave as graduates? The formula uses data pertaining to graduates and dropouts over four years.

The graduate count on Table 5 includes June and Rainbow graduates.

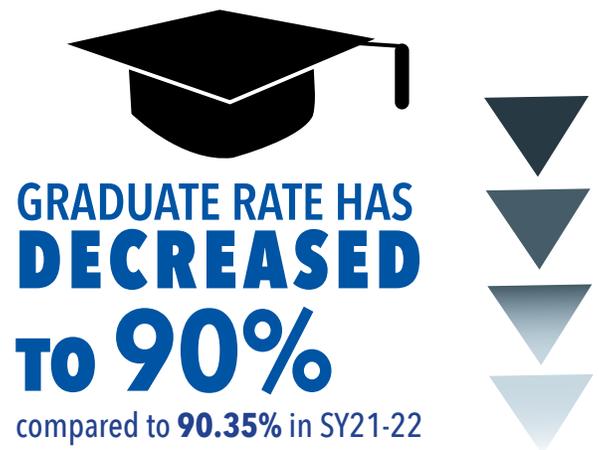


Table 5. Number of GDOE High School Graduates by School and Total District

HIGH SCHOOL	SY 11-12	SY 12-13	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22
GWHS	497	482	451	377	355	323	334	324	311	275	289
JFKHS	372	396	481	484	365	368	387	353	363	306	338
OHS	269	308	300	304	346	322	351	332	322	312	276
SSHS	356	338	376	353	352	371	352	344	324	258	266
SHS	274	246	257	302	346	395	318	274	319	207	242
THS	n/a	n/a	n/a	144	181	220	262	244	261	232	219
JPTSA	n/a	n/a	n/a	n/a	n/a	55	n/a	n/a	90	31	42
TOTAL	1,768	1,770	1,873	1,964	1,945	2,054	2,004	1,871	1,900	1,621	1872

Table 6. GDOE Comparative High School Completion Rates SY 11-12 to SY 21- 22

SY 11-12	SY 12-13	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22
69%	68%	73%	76%	79%	82%	84.5%	87.3%	88.9%	90.35%	90%

Tables 5 & 6 represent the high school graduation rates from SY 11-12 to SY 21-22. The completion rate decreased from SY 20-21 to SY 21-22 by .35 percentage points.



Figure 3. SY13-14 to SY 20-21 Student Graduation Rate

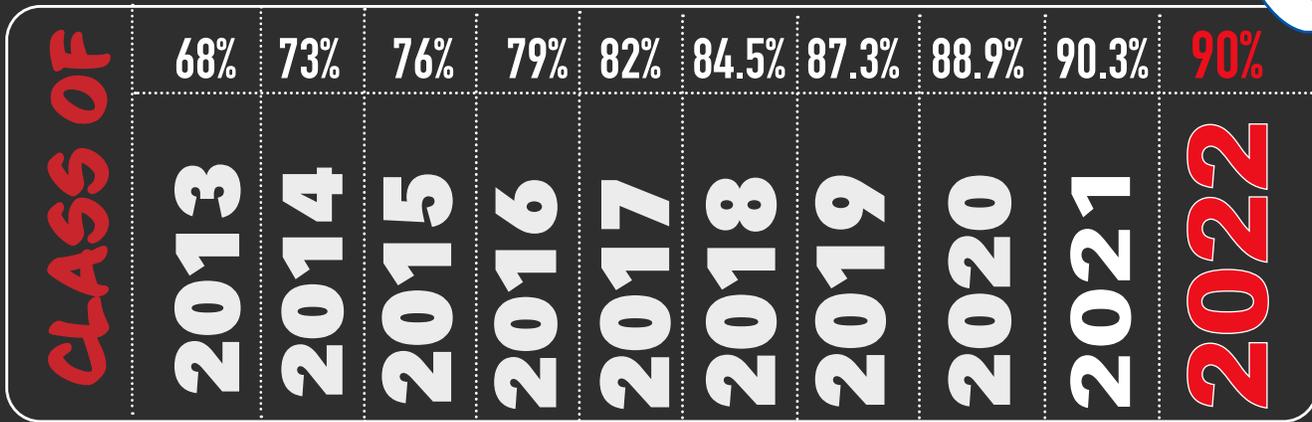


Figure 3 shows the increase in graduation rates from SY 13-14 to SY 21-22. The graduation rate from 2013-2022 are as follows: SY2013 - 68%, SY2014 - 73%, SY2015 - 76%, SY2016 - 79%, SY2017 - 82%, SY2018 - 84.5%, SY2019 - 87.3%, SY2020 - 88.9%, SY2021 - 90.3%, and for SY2022 - 90%.

DROPOUT RATES

A “dropout”, as defined by Board Policy 375, is a student who was enrolled in a, GDOE high school sometime during a given school year; and after enrollment, stopped attending school without having been:

- transferred to another school or to a high school equivalency educational program recognized by the Department; or
- incapacitated to the extent that enrollment in school or participation in an alternative high school program was not possible; or

- graduated from high school, or completed an alternative high school program recognized by the Department, within six (6) years of the first day of enrollment in ninth grade; or
- expelled; or removed by law enforcement authorities and confined, thereby prohibiting the continuation of schooling.

Table 7. SY 11-12 to SY 20-21 GDOE Comparative High School Dropout Numbers (DN)/Dropout Rate (DR)

HIGH SCHOOL	SY 11-12		SY 12-13		SY 13-14		SY 14-15		SY 15-16		SY 16-17		SY 17-18		SY 18-19		SY 19-20		SY 20-21		SY 21-22	
	DN	DR	DN	DR	DN	DR	DN	DR	DN	DR	DN	DR										
GWHS	80	3.1%	128	4.8%	149	5.6%	79	4.1%	56	3.1%	39	2.2%	43	2.6%	50	3.2%	26	1.6%	10	0.6%	16	1%
JFKHS	105	4.5%	93	3.5%	122	4.6%	124	6.0%	29	1.5%	9	0.4%	31	1.6%	111	5.8%	58	3.2%	29	1.6%	81	4.4%
SSHS	102	5.4%	53	2.7%	89	4.6%	83	4.2%	59	3.3%	33	1.6%	46	2.4%	57	.2%	40	2.3%	50	3.0%	29	1.8%
OHS	105	7.7%	45	3.0%	67	4.4%	61	3.4%	33	1.7%	28	1.6%	25	1.5%	3	3.2%	35	2.0%	9	0.5%	117	6.8%
SHS	130	8.4%	51	3.3%	93	6.0%	81	5.2%	45	2.9%	69	4.4%	68	4.7%	20	1.5%	28	2.1%	21	1.7%	29	2.2%
TIYAN	n/a	n/a	n/a	n/a	n/a	n/a	53	4.1%	61	4.7%	32	2.2%	41	3.1%	61	4.7%	40	3.1%	13	1.2%	50	4.5%
JPTSA	n/a	n/a	33	14.9%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a								
Total	522	5.3%	370	3.8%	520	5.3%	481	4.7%	283	2.8%	243	2.4%	254	2.6%	302	3.2%	227	2.5%	132	1.5%	322	3.6%

Table 7 represents the dropout rates by school from SY 11-12 to SY 21-22. The dropout number and rate includes students from Grades 9 to 12. The table shows an increase in the dropout rate from 1.5% (SY 20-21) to 3.6% (SY 21-22).

NOTE: the drop out data for all GDOE HS SY 21- 22 are still subject to further verification.

ASSESSMENTS & OUTCOMES

In February 2012, the GEB adopted the Common Core State Standards (CCSS). The CCSS is a set of high quality academic standards that ensure all students are ready for success after high school through clear and consistent guidelines for what every student should know and be able to do in math and English language arts from Kindergarten through 12th grade. With the district-wide implementation of the Common Core in August 2014, the need to adopt an assessment system that measures progress against these goals and help teachers and parents track how students are doing and where they need additional support became very apparent.

In September 2014, the Board adopted the State Strategic Plan (SSP) and the Comprehensive Student Assessment System (CSAS). The Strategic Plan outlines the Department's vision, mission, goals, and objectives through 2020. The Plan focuses on helping all students to be ready for college or career by ensuring that all GDOE staff adheres to high standards of service delivery, that the learning environment for all students is safe, positive, and supportive, and that resources are utilized to the maximum while meeting high standards of accountability.

The adoption of the Common Core, SSP, and CSAS comprise the district's attempt at aligning curriculum, instruction, intervention, and student assessment. These curricular changes required the adoption of standards-based assessment that aligns with the Common Core and the Plan. The CSAS is a combination of standards-based formative assessments administered throughout the school year and district wide summative assessments administered towards the end of the school year. This section provides the results of the ACT Aspire.

For SY 20-21, summative assessment for Science was piloted for grade levels 3, 6 and 9; however in SY 21-22 only grade levels 3 and 6 were tested. The ACT Aspire for SY21-22 were not administered for grades 8-11, instead they were assessed using the PreACT. Results for the PreACT is pending. The locally developed Standards-Based Assessment tests was not administered during SY 21-22.

ACT ASPIRE

The ACT Aspire is a vertically-scaled and benchmarked system of standards-based assessment that can be used to track progress towards the CCSS and the ACT College Readiness Standards. It is designed to measure students' progress in english, reading, math, and science from grades 3 to 10 toward readiness for college and career, allowing comparisons of one grade level to another and of one cohort to another. The student's raw score is transmuted into a three-digit scale score that provides a common language for discussing student achievement over time. The ACT Aspire report shows not only the longitudinal growth of the student but also vertically linked to college and career data with a predicted score range on the ACT college entrance examination. Scale scores that are above, below, or significantly below the ACT readiness benchmark are respective categorized as "Ready", "Close", or "In Need of Support" following a range of scale scores for each subject and grade level that are used to determine a student's proficiency level.

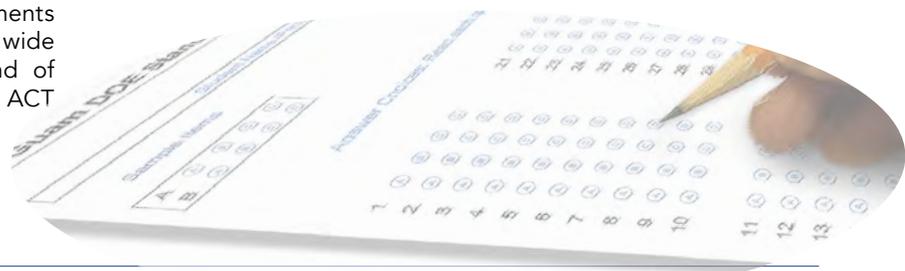


Table 8. SY 21 - 22 Distribution of Students Tested in ACT Aspire (English, Reading, Math, & Science) by Grade

GRADE LEVEL	English			Reading			Math			Science		
	Number Tested	Number Enrolled	Percent Tested	Number Tested	Number Enrolled	Percent Tested	Number Tested	Number Enrolled	Percent Tested	Number Tested	Number Enrolled	Percent Tested
3	1,698	1,948	87%	1,692	1,948	87%	1,718	1,948	88%	1,696	1,948	87%
4	1,768	1,992	89%	1,770	1,992	89%	1,770	1,992	89%	Not Tested		
5	1,741	1,940	90%	1,740	1,940	90%	1,734	1,940	89%	Not Tested		
6	1,621	1,894	86%	1,599	1,894	84%	1,616	1,894	85%	1,610	1,894	85%
7	1,535	1,887	81%	1,533	1,887	81%	1,537	1,887	81%	Not Tested		
8	Pending PreACT Results			Pending PreACT Results			Pending PreACT Results			Not Tested		
9	Pending PreACT Results			Pending PreACT Results			Pending PreACT Results			Not Tested		
10	Pending PreACT Results			Pending PreACT Results			Pending PreACT Results			Not Tested		
11	Pending PreACT Results			Pending PreACT Results			Pending PreACT Results			Not Tested		

Table 8 shows the number of students in SY 21-22 that took the ACT Aspire test. Percentages indicate the participation rates by grade level in comparison to the total number of students tested. The ACT Aspire for SY21-22 were not administered for grades 8-11, instead they were assessed using the PreACT. Results for the PreACT is pending.



Proficiency Levels in ACT Aspire

English | Reading | Math | Science

EXCEEDING:

Indicates student surpassed the ACT Readiness Benchmark and has higher likelihood of college course success.



READY:

Indicates student met the ACT Readiness Benchmark and on target for 50% or higher likelihood of college course success by Grade 11.



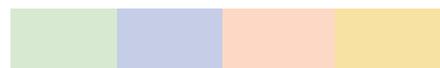
CLOSE:

Indicates student scored below but near the ACT Readiness Benchmark.



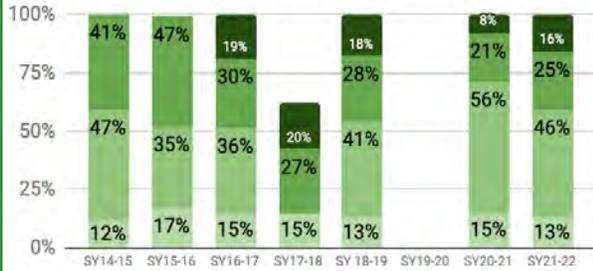
IN NEED OF SUPPORT:

Scored substantially below the ACT Readiness Benchmark.



ACT Aspire Results 3rd Grade

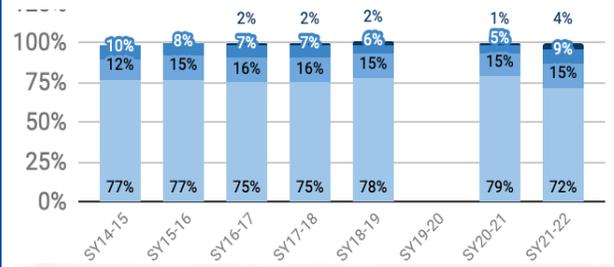
Figure 4. ACT Aspire Assessment Results 3rd Grade ENGLISH



SY	In need	Close	Ready	Exceed	TOTAL
14-15	12%	47%	41%	0%	100%
15-16	17%	35%	47%	0%	100%
16-17	15%	36%	30%	19%	100%
17-18	15%	39%	27%	20%	100%
18-19	13%	41%	28%	18%	100%
20-21	15%	56%	21%	8%	100%
21-22	13%	46%	25%	16%	100%

Figure 4 shows that in SY 21-22, 16% EXCEEDED the readiness benchmark. 25% of 3rd graders were at a READY level of proficiency in ENGLISH, CLOSE level is at 46%, and IN NEED level is 15% of the 3rd grade students.

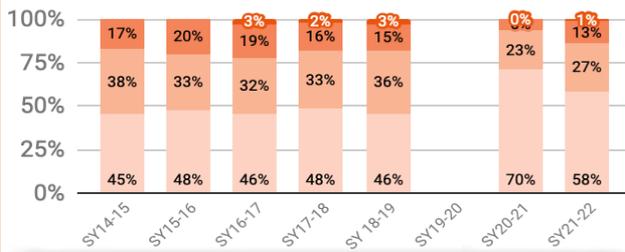
Figure 5. ACT Aspire Assessment Results 3rd Grade READING



SY	In need	Close	Ready	Exceed	TOTAL
14-15	77%	12%	10%	0%	100%
15-16	77%	15%	8%	0%	100%
16-17	75%	16%	7%	2%	100%
17-18	75%	16%	7%	2%	100%
18-19	78%	15%	6%	2%	100%
20-21	79%	15%	5%	1%	100%
21-22	72%	15%	9%	4%	100%

In Figure 5, for SY21-22, 72% of 3rd grade students were IN NEED OF SUPPORT based on the ACT Aspire Assessment Results in READING, and a total of 13% were at a READY & EXCEEDING level.

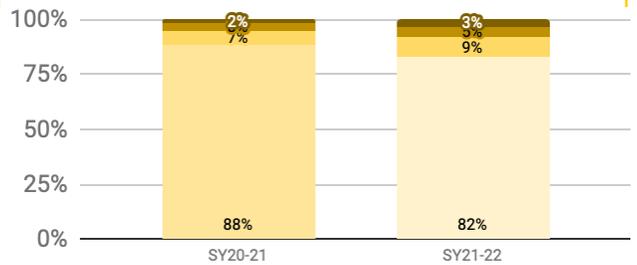
Figure 6. ACT Aspire Assessment Results 3rd Grade MATH



SY	In need	Close	Ready	Exceed	TOTAL
14-15	45%	38%	17%	0%	100%
15-16	48%	33%	20%	0%	100%
16-17	46%	32%	19%	3%	100%
17-18	48%	33%	16%	2%	100%
18-19	46%	36%	15%	3%	100%
20-21	70%	23%	6%	0%	100%
21-22	58%	27%	14%	1%	100%

The ACT Aspire assessment result for MATH, as shown in Figure 6, shows 13% of 3rd graders were at a READY level, while 58% were still IN NEED OF SUPPORT. 27% are CLOSE and 1% are READY.

Figure 7. ACT Aspire Assessment Results 3rd Grade SCIENCE

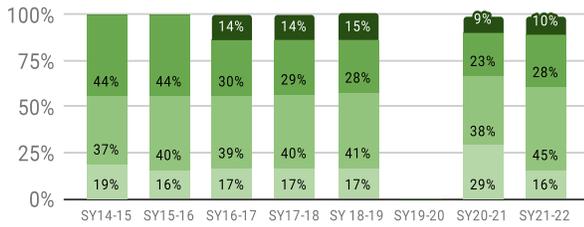


SY	In need	Close	Ready	Exceed	TOTAL
20-21	88%	7%	3%	2%	100%
21-22	82%	9%	5%	3%	100%

The result for SCIENCE, as shown in Figure 7, shows that in SY 21-22, 6% of 3rd graders were at a READY Level & 3% at EXCEEDING level while 81% were still IN NEED OF SUPPORT and 10% are CLOSE.

ACT Aspire Results 4th Grade

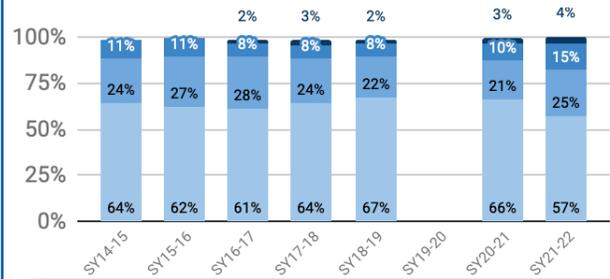
Figure 8. ACT Aspire Assessment Results 4th Grade ENGLISH



SY	In need	Close	Ready	Exceed	TOTAL
14-15	19%	37%	44%	0%	100%
15-16	16%	40%	44%	0%	100%
16-17	17%	39%	30%	14%	100%
17-18	17%	40%	29%	14%	100%
18-19	17%	41%	28%	15%	100%
20-21	29%	38%	23%	9%	100%
21-22	17%	45%	28%	10%	100%

Figure 8 represents the 4th grade ACT Aspire Assessment Results for ENGLISH for SY 21-22. It shows that 17% were IN NEED OF SUPPORT and a total of 38% were at a READY & EXCEEDING level. 45% of 4th grade student were at a CLOSE level.

Figure 9. ACT Aspire Assessment Results 4th Grade READING



SY	In need	Close	Ready	Exceed	TOTAL
14-15	64%	24%	11%	0%	100%
15-16	62%	27%	11%	0%	100%
16-17	61%	28%	8%	2%	100%
17-18	64%	24%	8%	3%	100%
18-19	67%	22%	8%	2%	100%
20-21	66%	21%	10%	3%	100%
21-22	56%	25%	15%	4%	100%

As shown on Figure 9, for SY 21-22, 4% EXCEEDED the readiness benchmark, 15% were assessed as READY for READING. 25% were CLOSE to the readiness benchmark and 56% were IN NEED OF SUPPORT.

Figure 10. ACT Aspire Assessment Results 4th Grade MATH

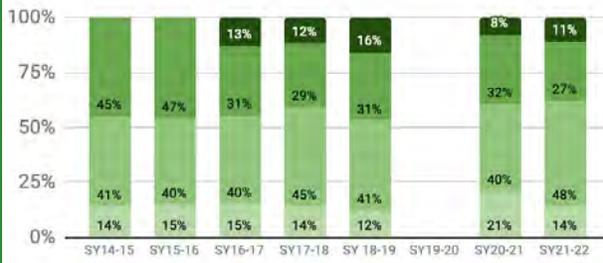


SY	In need	Close	Ready	Exceed	TOTAL
14-15	28%	58%	14%	0%	100%
15-16	33%	55%	12%	0%	100%
16-17	31%	57%	11%	1%	100%
17-18	33%	53%	13%	1%	100%
18-19	35%	49%	15%	1%	100%
20-21	64%	33%	4%	0%	100%
21-22	63%	33%	4%	0%	100%

Figure 10 shows that in SY 21-22, 33% of 4th grade students are CLOSE to the readiness benchmark in MATH. 4% were at READY level and 63% were IN NEED OF support.

ACT Aspire Results 5th Grade

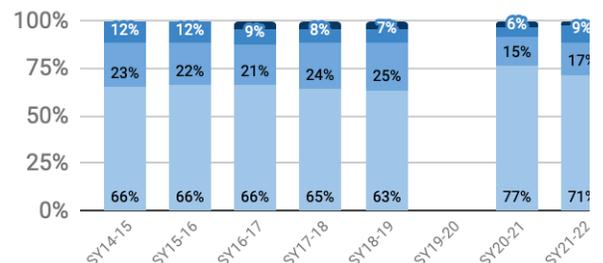
Figure 11. ACT Aspire Assessment Results 5th Grade ENGLISH



SY	In need	Close	Ready	Exceed	TOTAL
14-15	14%	41%	45%	0%	100%
15-16	15%	40%	47%	0%	100%
16-17	15%	40%	31%	13%	100%
17-18	14%	45%	29%	12%	100%
18-19	12%	41%	31%	16%	100%
20-21	21%	40%	32%	8%	100%
21-22	14%	49%	26%	11%	100%

Figure 11 shows that in SY 21-22, 11% of 5th graders EXCEEDED the readiness level for ENGLISH, 14% of the students assessed were IN NEED of SUPPORT, 27% of 5th graders were at READY Level, and 48% were CLOSE to the readiness level benchmark.

Figure 12. ACT Aspire Assessment Results 5th Grade READING



SY	In need	Close	Ready	Exceed	TOTAL
14-15	66%	23%	12%	0%	100%
15-16	66%	22%	12%	0%	100%
16-17	66%	21%	9%	4%	100%
17-18	65%	24%	8%	4%	100%
18-19	63%	25%	7%	4%	100%
20-21	77%	15%	6%	3%	100%
21-22	71%	17%	9%	2%	100%

Figure 12 shows that 5th grade READING ACT Aspire IN NEED results is at 71%, 3% of the students are at EXCEED Level, 9% were assessed as READY, and 17% were CLOSE to the readiness level benchmark.

Figure 13. ACT Aspire Assessment Results 5th Grade MATH

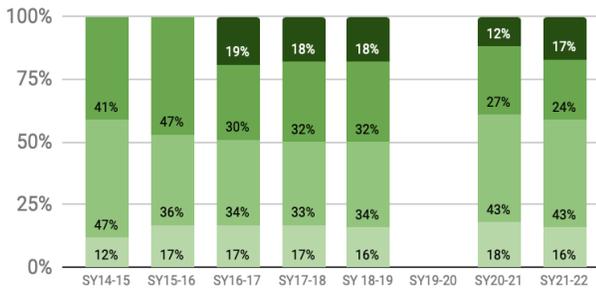


SY	In need	Close	Ready	Exceed	TOTAL
14-15	31%	59%	10%	0%	100%
15-16	35%	54%	11%	0%	100%
16-17	37%	53%	9%	1%	100%
17-18	38%	55%	6%	1%	100%
18-19	39%	54%	6%	1%	100%
20-21	67%	32%	2%	0%	100%
21-22	52%	42%	5%	1%	100%

In Figure 13, the 5th grade MATH results show 5% of students in SY 21-22 demonstrated READY level in ACT Aspire. While 52% of 5th grade students were IN NEED of SUPPORT, and 42% were CLOSE to the readiness benchmark. 1% of 5th grade students are at EXCEED level.

ACT Aspire Results 6th Grade

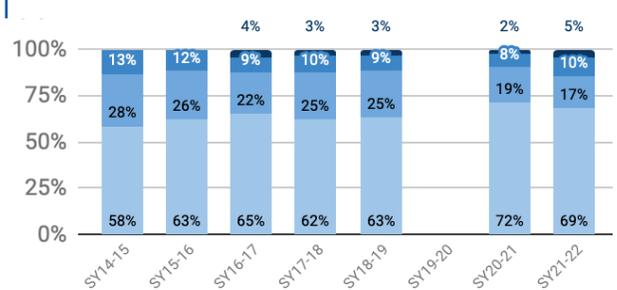
Figure 14. ACT Aspire Assessment Results 6th Grade ENGLISH



SY	In need	Close	Ready	Exceed	TOTAL
14-15	12%	47%	41%	0%	100%
15-16	17%	36%	47%	0%	100%
16-17	17%	34%	30%	19%	100%
17-18	17%	33%	32%	18%	100%
18-19	16%	34%	32%	18%	100%
20-21	18%	43%	27%	12%	100%
21-22	16%	43%	24%	17%	100%

Figure 14 shows 17% of 6th grade students EXCEEDED the readiness benchmark in ACT Aspire ENGLISH. 24% were at a READY level, 43% were CLOSE to being ready, and 16% were IN NEED of SUPPORT.

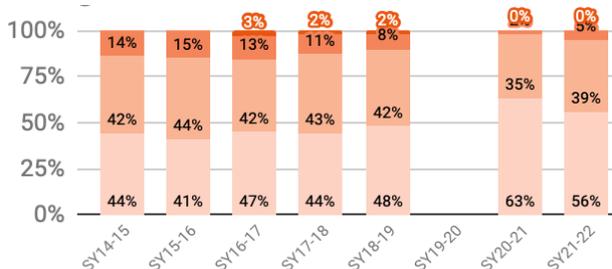
Figure 15. ACT Aspire Assessment Results 6th Grade READING



SY	In need	Close	Ready	Exceed	TOTAL
14-15	58%	28%	13%	0%	100%
15-16	63%	26%	12%	0%	100%
16-17	65%	22%	9%	4%	100%
17-18	62%	25%	10%	3%	100%
18-19	63%	25%	9%	3%	100%
20-21	72%	19%	8%	2%	100%
21-22	68%	17%	10%	5%	100%

For the 6th grade READING ACT ASPIRE Assessment, as shown on Figure 15, 68% of students were assessed as IN NEED of SUPPORT, 17% were CLOSE, 10% were at READY level, and 5% EXCEEDED the readiness benchmark.

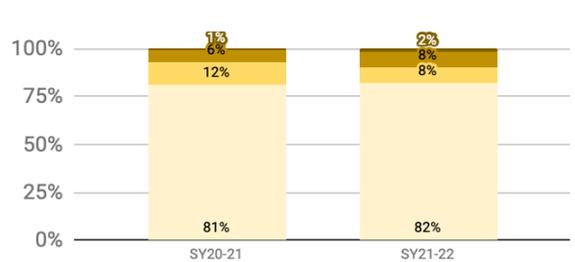
Figure 16. ACT Aspire Assessment Results 6th Grade MATH



SY	In need	Close	Ready	Exceed	TOTAL
14-15	44%	42%	14%	0%	100%
15-16	41%	44%	15%	0%	100%
16-17	47%	42%	13%	3%	100%
17-18	44%	43%	11%	2%	100%
18-19	48%	42%	8%	2%	100%
20-21	63%	35%	2%	0%	100%
21-22	56%	39%	5%	0%	100%

Figure 16 shows 5% of 6th graders demonstrated READY level in ACT Aspire MATH, 39% were at CLOSE level, and 56% were IN NEED of SUPPORT.

Figure 17. ACT Aspire Assessment Results 6th Grade Science

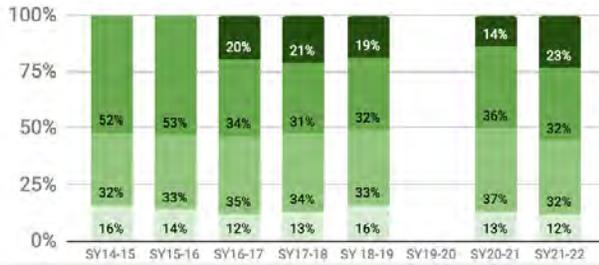


SY	In need	Close	Ready	Exceed	TOTAL
20-21	81%	12%	6%	1%	100%
21-22	83%	8%	8%	1%	100%

Figure 17 shows that in SY 21-22, 1% of 6th graders EXCEEDED the readiness level for SCIENCE. 82% of the students assessed were IN NEED of SUPPORT, while 8% of 6th graders were at READY Level, and 8% were CLOSE to the readiness level benchmark.

ACT Aspire Results 7th Grade

Figure 18. ACT Aspire Assessment Results 7th Grade ENGLISH



SY	In need	Close	Ready	Exceed	TOTAL
14-15	16%	32%	52%		100%
15-16	14%	33%	53%		100%
16-17	12%	35%	34%	20%	100%
17-18	13%	34%	31%	21%	100%
18-19	16%	33%	32%	19%	100%
20-21	13%	37%	36%	14%	100%
21-22	12%	32%	32%	23%	100%

In Figure 18, 55% of the 7th Grade students were at READY and EXCEED Level in ACT Aspire ENGLISH. 12% were IN NEED of SUPPORT and 32% were CLOSE to the readiness benchmark.

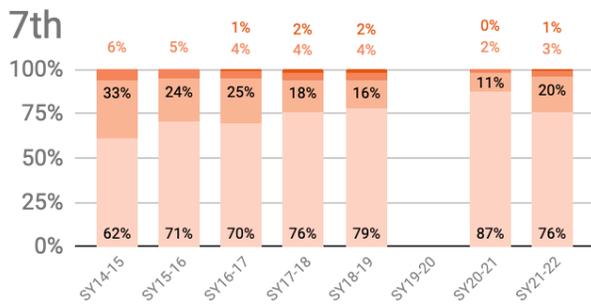
Figure 19. ACT Aspire Assessment Results 7th Grade READING



SY	In need	Close	Ready	Exceed	TOTAL
14-15	53%	30%	17%		100%
15-16	56%	28%	17%		100%
16-17	57%	27%	14%	2%	100%
17-18	55%	26%	17%	2%	100%
18-19	53%	26%	19%	1%	100%
20-21	72%	19%	8%	1%	100%
21-22	60%	28%	10%	2%	100%

As shown in Figure 19, 88% of 7th grade students scored substantially below the ACT Readiness benchmark, 10% were at READY Level and 2% EXCEEDED the readiness benchmark in READING.

Figure 20. ACT Aspire Assessment Results 7th Grade MATH



SY	In need	Close	Ready	Exceed	TOTAL
14-15	62%	33%	6%		100%
15-16	71%	24%	5%		100%
16-17	70%	25%	4%	1%	100%
17-18	76%	18%	4%	2%	100%
18-19	79%	16%	4%	2%	100%
20-21	87%	11%	2%	0%	100%
21-22	76%	20%	3%	1%	100%

Figure 20 shows that in SY 21-22, 76% of the students assessed were IN NEED of SUPPORT in MATH, while 3% of 7th graders were at READY Level, and 20% were CLOSE to the readiness level benchmark.

DISTRICT WIDE ASSESSMENT RESULTS FOR STUDENTS WITH DISABILITIES

Federal and local law requires that all students with disabilities be included in the general state wide and/or district-wide assessment with appropriate accommodations. If students with disabilities are unable to participate in the district-wide assessment, even with appropriate accommodations, these students will participate in the district-wide assessment through an alternate assessment. GDOE public school students in Grades 3 through 10 are assessed using the ACT Aspire; thus students with disabilities enrolled in the GDOE public schools whose Individualized Education Program (“IEP”) teams determined they should participate in the same district-wide assessment with or without accommodations are assessed using the ACT Aspire.

Tables 9 through 11 describe the participation results of GDOE’s population of students with disabilities with and without accommodations in Grades 3 through 10 in the ACT Aspire for the subject areas of English, Reading, and Math during SY21-22.

Table 9
SY 21-22. ACT Aspire Participation Results for Students with Disabilities in ENGLISH WITH AND WITHOUT ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs state Participation in ACT Aspire	Number of Students with IEPs participating in ACT Aspire WITH accommodations	Number of Students with IEPs participating in ACT Aspire WITHOUT accommodations	TOTAL Number of Students with IEPs per Grade that Participated in the ACT Aspire
3	65	52	2	54
4	88	74	2	76
5	98	86	0	86
6	125	102	2	104
7	123	94	1	95
8	145	0	0	0
9	218	0	0	0
10	149	0	0	0
TOTAL	1011	408	7	415

Table 10
SY 2021-2022 ACT Aspire Participation Results for Students with Disabilities in
READING WITH AND WITHOUT ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs state Participation in ACT Aspire	Number of Students with IEPs participating in ACT Aspire WITH accommodations	Number of Students with IEPs participating in ACT Aspire WITHOUT accommodations	TOTAL Number of Students with IEPs per Grade that Participated in the ACT Aspire
3	65	54	2	56
4	88	75	2	77
5	98	84	0	84
6	125	98	2	100
7	123	99	2	101
8	145	0	0	0
9	218	0	0	0
10	149	0	0	0
TOTAL	1011	410	8	418

Table 11
SY 2021-2022 ACT Aspire Participation Results for Students with Disabilities in
MATH WITH AND WITHOUT ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs state Participation in ACT Aspire	Number of Students with IEPs participating in ACT Aspire WITH accommodations	Number of Students with IEPs participating in ACT Aspire WITHOUT accommodations	TOTAL Number of Students with IEPs per Grade that Participated in the ACT Aspire
3	65	54	2	56
4	88	74	2	76
5	98	83	0	83
6	125	101	2	103
7	123	99	2	101
8	145	0	0	0
9	218	0	0	0
10	149	0	0	0
TOTAL	1011	411	8	419

Tables 12 through 17 describe the performance levels of students with disabilities as they participated in the ACT Aspire, with or without accommodations, as determined by their IEPs in the subject areas of English, Reading, and Math. The data displayed is for eligible students with disabilities in Grades 3 through 10. The table also describes the number of eligible students with IEPs who performed at ACT Proficiency Levels: Exceeding, Ready, Close, and In Need of Support.

Table 12
SY 2021-2022 ACT Aspire Proficiency Levels of Students with Disabilities In ENGLISH WITH ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs state Participation in ACT Aspire WITH ACCOMMODATIONS	Number of Students with IEPs tested with Measurable Results	Performance Level for Number of Students with IEPs who Participated in ACT Aspire			
			Exceeding	Ready	Close	In Need
3	63	52	1	1	39	11
4	86	74	0	2	33	39
5	97	86	1	6	42	37
6	123	102	0	2	52	48
7	121	94	0	7	42	45
8	144	0	0	0	0	0
9	207	0	0	0	0	0
10	139	0	0	0	0	0
TOTAL	980	408	2	18	208	180

Table 13
SY 2021-2022 ACT Aspire Proficiency Levels of Students with Disabilities In READING WITH ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs state Participation in ACT Aspire WITH ACCOMMODATIONS	Number of Students with IEPs tested with Measurable Results	Performance Level for Number of Students with IEPs who Participated in ACT Aspire			
			Exceeding	Ready	Close	In Need
3	63	54	0	0	0	54
4	86	75	0	0	3	72
5	97	84	1	1	2	80
6	123	98	0	0	0	98
7	121	99	0	0	2	97
8	144	0	0	0	0	0
9	207	0	0	0	0	0
10	139	0	0	0	0	0
TOTAL	980	410	1	1	7	401

Table 14
SY 2021-2022 Aspire Proficiency Levels of Students with Disabilities In MATH WITH ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs state Participation in ACT Aspire WITH ACCOMMODATIONS	Number of Students with IEPs tested with Measurable Results	Performance Level for Number of Students with IEPs who Participated in ACT Aspire			
			Exceeding	Ready	Close	In Need
3	63	54	0	0	0	54
4	86	74	0	0	9	65
5	97	83	0	1	15	67
6	123	101	0	0	12	89
7	121	99	0	0	5	94
8	144	0	0	0	0	0
9	207	0	0	0	0	0
10	139	0	0	0	0	0
TOTAL	980	411	0	1	41	369

Table 15
SY 2021-2022 Aspire Proficiency Levels of Students with Disabilities In ENGLISH WITHOUT ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs state Participation in ACT Aspire WITHOUT ACCOMMODATIONS	Number of Students with IEPs tested with Measurable Results	Performance Level for Number of Students with IEPs who Participated in ACT Aspire			
			Exceeding	Ready	Close	In Neethis p
3	2	2	0	1	1	0
4	2	2	0	0	1	1
5	1	0	0	0	0	0
6	2	2	0	0	2	0
7	2	1	0	1	0	0
8	1	0	0	0	0	0
9	11	0	0	0	0	0
10	10	0	0	0	0	0
TOTAL	31	7	0	2	4	1

Table 16
SY 2021-2022 ACT Aspire Proficiency Levels of Students with Disabilities In READING WITHOUT ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs state Participation in ACT Aspire WITHOUT ACCOMMODATIONS	Number of Students with IEPs tested with Measurable Results	Performance Level for Number of Students with IEPs who Participated in ACT Aspire			
			Exceeding	Ready	Close	In Need
3	2	2	0	0	0	2
4	2	2	0	0	0	2
5	1	0	0	0	0	0
6	2	2	0	0	0	2
7	2	2	0	0	0	2
8	1	0	0	0	0	0
9	11	0	0	0	0	0
10	10	0	0	0	0	0
TOTAL	31	8	0	0	0	8

Table 17
SY 2021-2022 ACT Aspire Proficiency Levels of Students with Disabilities In MATH WITHOUT ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs state Participation in ACT Aspire WITHOUT ACCOMMODATIONS	Number of Students with IEPs tested with Measurable Results	Performance Level for Number of Students with IEPs who Participated in ACT Aspire			
			Exceeding	Ready	Close	In Need
3	2	2	0	0	1	1
4	2	2	0	0	1	1
5	1	0	0	0	0	0
6	2	2	0	0	0	2
7	2	2	0	0	0	2
8	1	0	0	0	0	0
9	11	0	0	0	0	0
10	10	0	0	0	0	0
TOTAL	31	8	0	0	2	6

SPECIAL EDUCATION ALTERNATE ASSESSMENTS

Federal and local law requires that all students with disabilities be included in general statewide and district-wide assessment programs with appropriate accommodations, if necessary. Students with more significant cognitive disabilities who cannot participate in general large-scale assessment programs, even with accommodations, participate in the district-wide assessment through an alternate assessment based on alternate achievement standards.

Section 612(a)(17) of Individuals with Disabilities Education Act (IDEA) '97 states:

"As appropriate, the State or local educational agency – (i) develops guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in State and district-wide assessment programs; and (ii) develops and, beginning not later than July 1, 2000, conducts those alternate assessments."

Section §200.6 Inclusion of all Students of the No Child Left Behind Act (NCLB Title I) further states that:

"A state's academic assessment system required under §200.2 must provide for the participation of all students in the grades assessed.

(a) Students Eligible under IDEA and Section 504.

(1) A State's academic system must provide – (i) For each student with disabilities, as defined under section 602(3) of the IDEA, appropriate accommodations that each student's IEP team determines are necessary to measure the academic achievement of the student relative to the State's academic content and achievement standards for the grade in which the student is enrolled, consistent with §200.1(b)(2), (b)(3), and (c);

And ...

(2) Alternate Assessment. (i) The State's academic assessment system must provide for one or more alternate assessments for a child with a disability as defined under section 602(3) of the IDEA whom the child's IEP team determines cannot participate in all or part of the State assessments under paragraph (a) (1) of this section, even with appropriate accommodations. (ii) Alternate assessments must yield results for the grade in which the student is enrolled in at least reading/language arts, mathematics, and, beginning in the 2007-2008 school year, science.

Additionally, states and districts must:

- Report the number of children participating in alternate assessments;
- Report the performance of children on alternate assessments after July 1, 2000, if doing so would be statistically sound and not disclose the results of individual children;
- Ensure that IEP teams determine how each student will participate in large-scale assessments, and if not participating, describe how the child will be assessed; and
- Reflect the performance of all students with disabilities in performance goals and indicators that are used to guide State Improvement Plans.

While all state and district-wide assessment programs are expected to be as inclusive as possible of students with disabilities, the alternate assessment requirement of IDEA '97 applies particularly to Guam's SAT10, because the SAT10 was Guam's primary accountability mechanism.

ASSESSMENT ACCOMMODATIONS AND ALTERNATE ASSESSMENTS

Some students with disabilities need accommodations to take part in large-scale assessments. The purpose of accommodations is to minimize the influence of disabilities that are not relevant to the purpose of testing. According to the 1999 Standards for Education and Psychological Testing, "accommodation" is a general term that can refer to any departure from standard testing content, format or administration procedures.

Guam allows for accommodations that are justified and described in the IEP of a student with a disability. The test publisher has categorized accommodations as either "standard" or "non-standard," and the type of accommodations used may affect how the results are included in the reporting of school, district, and state assessment results.

A small number of students with disabilities, particularly those with more significant cognitive disabilities (estimated at 1% - 2% of the entire student population) cannot meaningfully participate in general large-scale assessments even with

accommodations. Rather than being excluded from the district-wide assessment program altogether, IDEA requires the performance of these students to be tested via an alternate assessment aligned to the content standards. Including all students in the district’s assessment program will create a more accurate picture of the education system’s performance. It will also lead to greater accountability for the educational outcomes of all students.

Alternate assessment is best understood as a means of including all students in Guam’s district-wide assessment and accountability program. The National Center for Educational Outcomes (Thurlow, Elliot, and Ysseldyke, 1998) refers to alternate assessment as the “ultimate accommodation” because it allows for all students to be counted in the accountability system.

Guam fully implemented its newly developed “Guide for the Participation of Students with Disabilities in Guam’s District-Wide Assessment” in SY 2004-2005, which resulted in a substantial increase in the “documented” participation of students with disabilities through an alternate assessment. By grades, students with disabilities who participated through an alternate assessment based on alternate achievement standards (AA-AAS) during SY 21-22 are described in Table 18. It should be noted that for SY 21-22, students with disabilities participating in the alternate assessment based on alternate achievement standards in grades 3-8 and 11 were administered the online assessment through the MSAA Assessment System. Students in Grades 1, 2, 9 and 10 were administered the GDOE AA-AAS.

Table 18
Participation Rate of Students with Disabilities Who Were Tested in the District-Wide Assessment through AA-AAS

Table 18 depicts the number of students with disabilities who were tested in the district-wide assessment through an alternate assessment based standards (“AA-AAS”) in Math and English Language Arts during SY 2021-2022.

GRADE	# STUDENTS WHOSE IEPS DETERMINE PARTICIPATION THROUGH AA-AAS	# TESTED IN MATH	# TESTED INVALID OR DID NOT TEST IN MATH	# TESTED IN ENGLISH LANGUAGE ARTS	# TESTED INVALID OR DID NOT TEST IN ENGLISH LANGUAGE ARTS
1	19	0	0	0	0
2	27	0	0	0	0
3	12	9	2	9	2
4	27	21	4	22	3
5	15	14	1	15	0
6	22	17	6	17	6
7	21	15	4	16	3
8	16	14	5	14	5
9	17	0	0	0	0
10	14	0	0	0	0
11	20	14	6	13	7
12	20	0	0	0	0

NOTE: Reasons for students not participating include the following: Absent during testing period or repeating seniors. Repeating seniors do not participate as they have been previously assessed. The focus for these seniors would be the activities described in their IEP Transition Plans. These repeating seniors have not been included in the total count of students participating in the AA-AAS.

Table 19
SY 2021-2022 ENGLISH LANGUAGE ARTS Summary Report for
Alternate Assessment based on Alternate Achievement Standards

Grade	# Eligible Students	# Tested	Invalid	# Not Tested	Performance Level			
					Level 1	Level 2	Level 3	Level 4
1	19	0	0	0	0	0	0	0
2	27	0	0	0	0	0	0	0
3	12	9	0	2	0	0	0	0
4	27	22	0	3	14	6	1	1
5	15	15	0	0	8	7	0	0
6	22	17	0	6	7	3	7	0
7	21	16	0	3	7	4	4	1
8	16	14	0	5	7	6	1	0
9	17	0	0	0	0	0	0	0
10	14	0	0	0	0	0	0	0
11	20	13	0	7	12	1	0	0
12	20	0	0	0	0	0	0	0

Table 20
SY 2021-2022 MATH Summary Report for
Alternate Assessment based on Alternate Achievement Standards

Grade	# Eligible Students	# Tested	Invalid	# Not Tested	Performance Level			
					Level 1	Level 2	Level 3	Level 4
1	19	0	0	0	0	0	0	0
2	27	0	0	0	0	0	0	0
3	12	9	0	2	0	0	0	0
4	27	21	0	4	8	7	5	5
5	15	14	0	1	3	7	4	0
6	22	17	0	6	3	7	4	3
7	21	15	0	4	5	5	4	1
8	16	14	0	5	6	6	2	0
9	17	0	0	0	0	0	0	0
10	14	0	0	0	0	0	0	0
11	20	14	0	6	3	7	4	0
12	20	0	0	0	0	0	0	0

Tables 19 and 20 reflect the performance of students with disabilities participating in the island-wide assessment through an in English Language Arts and Math, respectively, for SY 2021-2022.

ACT WorkKeys™

The GDOE partners with Guam Community College (GCC) to provide Career and Technical Education (CTE) courses to its high school population. The CTE training further extended to the Guam Trades Academy for Construction Trades.

CTE courses and career guidance can help to prepare all students for college and career opportunities. GDOE provides several locally-funded CTE courses, such as Business Education, Consumer Family Sciences, Agriculture, and Industrial Arts. With support from the Consolidated Grants, resources needed to run these programs as well as training of CTE teachers receive up-to-date training opportunities that enable them to provide instruction that meets the demands of today’s job market. Project staff and consultants work with teachers to develop the knowledge and skills to implement a high-quality curriculum in the CTE courses. The federal funds enabled increased participation in CTE course offerings, update skills of CTE teachers, and increase CTE enrollment in support of the Guam District Goals.

ACT WorkKeys™ Assessments is the assessment used to gauge student ability to enter the workforce, and the WorkKeys™ Curriculum (formerly KeyTrain) helped in the areas of reading, mathematics, and locating information. A career assessment system, such as Choices360™ career planning software, was utilized to help students build meaningful plans in which to connect interests and skills with occupations, college majors, and school information.

ACT WorkKeys™ Assessment questions are based on situations in the everyday work world. Employers nationwide require these tests or ask applicants for the ACT WorkKeys™ National Career Readiness Certificate® (NCRC®) to help them hire, train, and promote the most qualified candidates. The ACT WorkKeys™ NCRC is awarded on the basis of individuals’ ACT WorkKeys™ test scores and is the most widely used employability credential in the country.

ACT WorkKeys™ Assessments include both hard and soft skills tests that enable the student to:

- Determine the skill levels achieved
- Identify skills that needs improvement
- Match skill levels to specific job requirements
- Show employers that the person has the skills needed for workplace success

The NCRC is awarded at four levels of achievement – Bronze, Silver, Gold, and Platinum – based on performance on three of ACT’s WorkKeys assessments: Applied Mathematics, Reading for Information, and Locating Information. Each level is an objective validation to employers anywhere in the U.S. that an individual has met or exceeded the necessary foundational skills for a percentage of the 16,000 occupations in the WorkKeys database.

- Bronze Level signifies an individual has scored at least a Level 3 on each of the three assessments.
- Silver Level signifies an individual has scored at least a Level 4 on each of the three assessments.
- Gold Level signifies an individual has scored at least a Level 5 on each of the three assessments and has the necessary skills for 93% of the jobs in the WorkKeys™ Job Pro database.
- Platinum Level signifies an individual has scored at least a Level 6 on each of the three assessments and has the necessary skills for 99% of the jobs in the WorkKeys™ Job Pro database.

For the purpose of awarding college credit, achievement of the Gold or Platinum NCRC represents a rigorous standard.

In SY 16-17, middle school students were included in the ACT WorkKeys™ Assessment. The shift in focus resulted in lesser number of high school students assessed. The Board declared that the focus of the Assessment should be in high school; hence the ACT WorkKeys™ Assessment results picked up in the succeeding years.

Figure 21. SY 21-22 ACT WorkKeys™

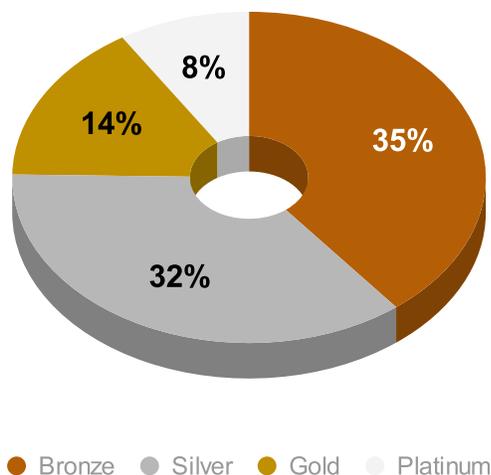


Figure 21 represents the ACT WorkKeys™ results for SY21-22. It indicates 32% of the student earned the silver certificate, 35% earned the bronze certificate, 14% earned the gold certificate, and 8% has earned the platinum certificate.

Table 21 shows the number of students who earned bronze, silver, gold, and platinum certificates from SY 13-14 to SY 21-22. The percentages are based on the total number of those who tested which comprised of students who did not earn any certificate, plus those who earned any of bronze, silver, gold or platinum levels. Notice that the number and percentages of students who earned gold and platinum levels have significantly increased through the years. In SY 21-22, 485 students received a certificate.

Table 21. SY 13-14 through SY 20-21 ACT WorkKeys™

	BRONZE	SILVER	GOLD	PLATINUM	TOTAL RECEIVED
SY 13-14	116	170	95	0	381
TOTAL TESTED	395	395	395	395	395
	29%	43%	24%	0%	96%
SY 14-15	277	313	40	1	631
TOTAL TESTED	1,088	1,088	1,088	1,088	1,088
	25%	29%	4%	0%	58%
SY 15-16	193	223	54	0	470
TOTAL TESTED	591	591	591	591	591
	33%	38%	9%	0%	80%
SY 16-17	122	165	19	0	306
TOTAL TESTED	411	411	411	411	411
	30%	40%	5%	0%	74%
SY 17-18	317	291	92	68	768
TOTAL TESTED	910	910	910	910	910
	35%	32%	10%	7%	84%
SY 18-19	399	257	149	98	903
TOTAL TESTED	1,089	1,089	1,089	1,089	1,089
	37%	24%	14%	9%	83%
SY 19-20	35	39	17	4	95
TOTAL TESTED	147	147	147	147	147
	24%	27%	12%	3%	65%
SY 20-21	29	30	20	7	86
TOTAL TESTED	98	98	98	98	98
	29.6%	30.6%	20.4%	7.1%	87.8%
SY 21-22	170	186	84	45	485
TOTAL TESTED	583	583	583	583	583
	29%	32%	14%	8%	83%

Figure 22. ACT WorkKeys™ Assessment - 6-Year Comparison

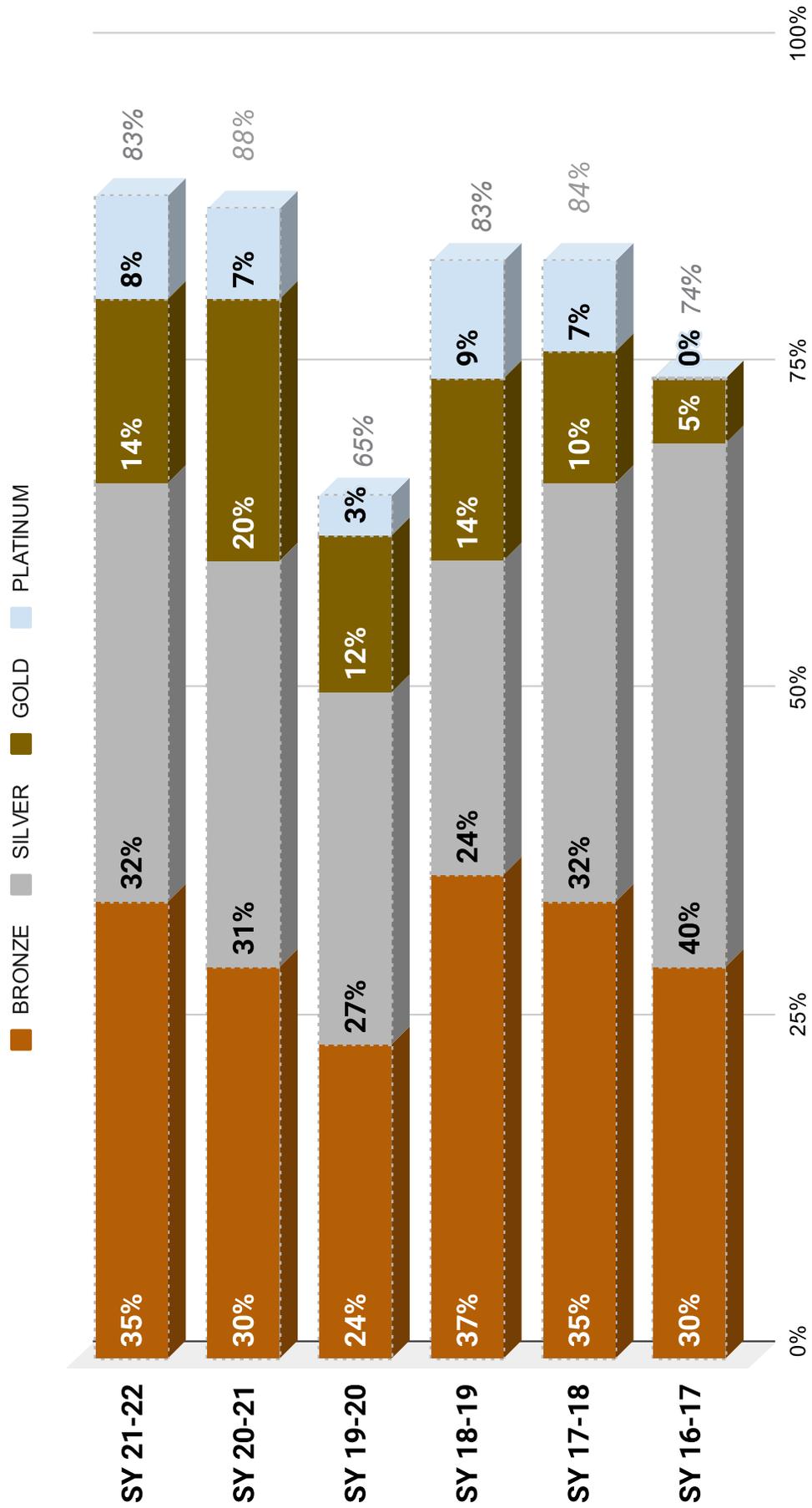


Figure 22 indicates the 6 year comparison of the ACT WorkKeys™ Assessment from SY 16-17 to SY 21-22.

PERSONNEL QUALITY & ACCOUNTABILITY

GDOE Action Plan addresses the following objectives relative to Personnel Quality and Accountability:

1. To increase the number of fully certified teachers;
2. To implement recruitment and retention initiatives; and
3. To provide continuing high quality professional development to teachers and administrators.

The following section reports statistics regarding employee

demographic characteristics, and teacher qualifications based on certification levels and degrees completed.

EMPLOYEE DEMOGRAPHICS

In SY 21-22, there were 3,699 full and part-time employees who provided instructional and support services.

Table 22. SY 21-22 Employee Distribution By Position

POSITIONS	NUMBER OF EMPLOYEES	PERCENT OF TOTAL POPULATION
Principals and Assistants	85	2.25%
Central Administrators	22	0.63%
Teachers¹	2040	57.17%
Professional/Ancillary	229	6.93%
Health Counselors	41	1.08%
Allied Health Professional	45	0.53%
Central School Support	161	4.28%
Cafeteria	33	1.08%
Custodian/Maintenance	54	1.81%
Instructional Aides²	989	24.24%
TOTAL DOE EMPLOYEES	3,699	100%

Table 22 represents the distribution of employees by position category from the various school and central office/support division sites. Analysis of Table 22 reveals that the largest category of employees within GDOE are teachers who comprise 57.17% of the total employee population. Instructional Aides² comprise the second highest population totaling 989 or 24.24%. Principals and Assistant Principals account for 2.25% of the employee population, while various support and programmatic services make up the rest of the population.

¹Includes Substitute Teachers as well as Guidance Counselors and School Librarians who are categorized as Teachers.

²Includes School Aides, Head Start Aides and other Community Program Aides.

Table 23.SY 21-22 GDOE Ethnic Distribution of Employees

ETHNIC CATEGORIES	# of EES
1 M - Marshallese	1
2 C - Chamorro	2,183
3 F- Filipino	979
4 K - Korean	10
5 P -Pohnpeian	10
6 I - American Indian/Alaskan Native	7
7 D - Chinese	5
8 H - Hispanic	10
9 O - Other	52
10 V - Vietnamese	4
11 W - Caucasian	84
12 T - Chuukese	44
13 J - Japanese	20
14 G - Palauan	38
15 A - Asian/Pacific Islander Not List	239
16 S - Carolinian	2
17 B - African American	11
GRAND TOTAL:	3,699

Table 23 shows that employees under the CHamoru ethnic category total 2,183 of the total employee population (N= 3,699). Filipinos ranked second highest totaling 979 employees. Employees identified as African American, American Indian/Alaskan Native, Hispanic/Latino, Pacific Islander, and other Asian had the lowest number of employees in those ethnic categories.

Figure 23. SY 21-22 GDOE Gender Distribution of Employees

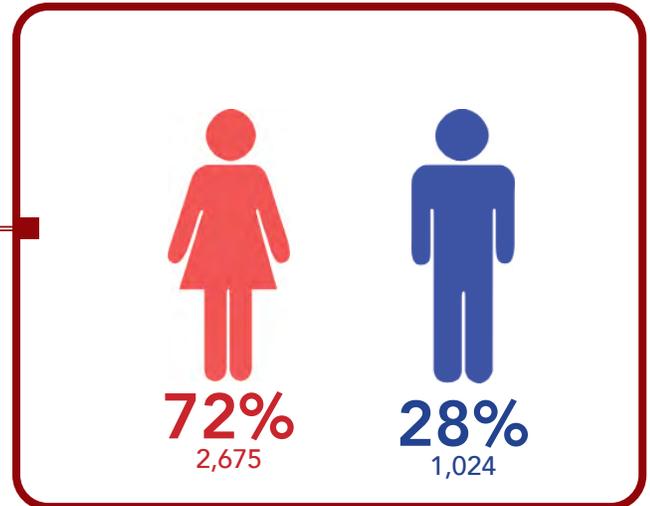


Figure 23 shows that female employees, who comprise 72% (2,675) of the total population (3,699), far outnumber the male employees at 28% (1,024).

Table 24 SY 21-22 Employee Distribution By Age Group

AGE GROUP	NUMBER OF EMPLOYEES	SY 21-22 PERCENT OF TOTAL N = 3,699	SY 20-21 PERCENT OF TOTAL
18-24	238	6.43%	5.87%
25-34	894	24.17%	23.40%
35-44	819	22.14%	23.09%
45-54	1,038	28.06%	28.1%
55-64	552	14.92%	14.75%
65-70	109	2.95%	3.14%
71+	49	1.32%	1.22%
Total Employees	3,699	100%	100%

Table 24 represents the employee distribution by age group. In SY 21-22, the highest percent of the employee population (28.1%) are between the ages of 45-54 years old. Employees who are age 55 or over comprise 14.92% of the population, while 30% of employees are below the age of 35.

SCHOOL ADMINISTRATION & STAFF CERTIFICATION

Essential to increasing the number of fully certified school staff, implementing recruitment and retention initiatives and providing high quality professional development to teachers and administrators is the collection of data pertaining to certification obtained by teachers, administrators, and other school professional staff.

Table 25 represents the distribution of professional school administrator certification for School Year 2021-2022.

Examination of Table 25 indicates 100% of GDOE school administrators possessed full Professional Certification with the exception of those that were detailed.

TABLE 25. SY 21-22 Professional School Administrators Certification

TYPE OF CERTIFICATION	SY 21-22 Certification			TOTAL
	Elementary	Secondary	Expired*	
Initial Administrator	0	8	0	8
Master Administrator	27	25	0	52
Professional Administrator	5	18	0	23
Teacher's detailed as Acting Assistant School Principal (No Admin. & Sup. Certification required)	2	0	0	2
TOTAL	34	51	0	85

TABLE 26 SY 21-22 Classroom Teacher Certification

Table 26 depicts the distribution of instructional teachers by types of certification for School Year 2021-2022.

Category of Positions not included in Table 71 below are JROTC positions (total 14) who maintain certification by the Department of Defense, and Teacher's Assistants and On-Call Substitutes whose positions do not require certification (total 71) as well as a total of (108) are On-Call Substitute Selective Factor Teachers (degree holder). Teachers who are categorized as School Counselors or School Librarians are reported separately.

Teachers that possessed professional certification comprised about 1,727 of the total population, 252 held Initial Educator/Basic Educator Certification

CERTIFICATION	Elementary	Secondary	Divisions	Expired ⁴	TOTAL
Basic Educator	39	20	0	8	67
Initial Educator	78	103	1	3	185
Professional Educator	333	362	22	5	722
Master Educator	262	318	49	2	631
Master Equivalency	18	14	1	0	33
Reading Specialist	0	1	0	0	1
Pre Kinder Certificate (Head Start Div.)	0	0	28	0	28
National Board for Professional Teaching Standard	0	1	0	0	1
Temporary 3	6	53	0	0	59
TOTAL	736	872	101	18	1,727

3: Temporary Certification indicates new class of certification as per change in policy (GEC Rule 29-73.10000.21, Adopted 02/17/09) inclusive of Emergency, Provisional, & Conditional Certification.

4: Expired represents teachers who once held valid Teacher Certification and whose certificates are expired.

Table 27. SY 21-22 School Health Counselor Certification

Table 27 represents the distribution of school health counselor certification in School Year 2021-2022. A total of 41 (100%) of the School Health Counselors in the GDOE held License to Practice on Guam as Registered Nurses (41), Licensed Practical Nurses (4), and Community Health and Nursing Services Administrator – GDOE Chief Nurse (1).

TYPE OF CERTIFICATION	Elementary	Secondary	Division	SY 21-22 TOTAL
Registered Nurses	25	14	2	41
Community Health & Nursing Services Administrator	0	0	1	1
Licensed Practical	3	0	1	4
TOTAL	28	14	4	46

Table 28. SY 21-22 School Librarians Certification

Table 28 represents the distribution of School Librarian certification in School Year 2021-2022. A total of 39 School Librarians held valid School Librarian certification.

TYPE OF CERTIFICATION	Elementary	Secondary	SY 21-22 TOTAL
Master Educator	16	12	28
Master Equivalency	1	0	1
Professional Educator	8	2	10
TOTAL	25	14	39

Table 29. SY 21-22 Guidance Counselor Certification

Table 29 depicts the distribution of School Guidance Counselor certification in School Year 2021-2022. A total 81 School Guidance Counselors held full Professional Certification.

TYPE OF CERTIFICATION	Elementary	Secondary	SY 21-22 TOTAL
Initial Counselor	5	11	16
Master Counselor	5	23	28
Professional Counselor	17	19	36
Temporary Counselor	0	1	1
TOTAL	27	54	81

Table 30 SY 21-22 Allied Health Professionals

Table 30 represents the distribution of school allied professional certification in School Year 2021-2022. The majority of allied health professionals require professional licenses issued by the Allied Health Board.

ALLIED HEALTH PROFESSION	TYPE OF CERTIFICATION/ LICENSURE	SY 21-22 TOTAL
Audiologist	Allied Health License	1
Audiometerist	Allied Health License	1
Physical Therapist II	Allied Health License	1
Psychologist	Allied Health License	4
Speech/Language Clinician	Allied Health License	6
Speech/Language Pathologist	Allied Health License	7
TOTAL COUNT ALLIED HEALTH		20

BUDGET & EXPENDITURES

Pursuant to the Fiscal Year (FY) 21 Budget Act or Public Law (P.L.) 35-99, GDOE appropriations totaled \$218,452,112, which was a significant decrease of -\$11.9 million (M) or -5.2% under the \$230.4M in FY 20 appropriations. The \$11.9M decrease in authorized spending included a total of \$13.2M in reduced funding offset by a total increase of \$1.2M from the following:

- \$10.7M decreased funding for operations: \$13.4M less from General Fund (GF), offset by minimal increases from \$2M in supplemental GF appropriation, \$655K thousand (K) from Territorial Educational Facilities Fund (TEFF) and \$23K from Public School Library Resource Fund;
- \$930K decreased funding: \$885K for Capital Improvement Projects, \$27K less for Chamorro Studies, \$10K less for Alternative Dispute Resolution and Mediation Services, and \$8K less for school grounds maintenance;
- \$907K in reduced funding for Special Revenue Funds: \$607K less for Interscholastic, \$277K less for Health and Physical Activities and \$23K less for Limited Gaming Fund;
- \$577K increase for the John F. Kennedy High School (JFKHS) lease and refinancing of the Certificates of Participation Series 201 0A for JFKHS; and
- \$2K increased funding for the Okkodo High School (OHS) lease payments.

Excluded from the comparative table above are:

- \$12.5M in appropriations (Federal reimbursements and cash collections) related to the National School Lunch and Breakfast Programs. Reimbursements are provided by the U.S. Department of Agriculture Food and Nutrition Services for meals served to public school students
- \$11.7M in payments: \$11.3M for retiree healthcare benefits and \$450K for the First-Generation Trust Initiative from the University of Guam and the Guam Community College

The FY 21 Budget Act contained provisions affecting retired GDOE teachers, former classified teachers, and employees whose Competitive Wage Act appeals were affirmed. GDOE was to employ eligible retired GDOE teachers, temporarily, to cover the absence of active GDOE teachers due to military activation or a medically certified long-term disability. GDOE was to re-employ former classified teachers at no less than the salary they earned at their former position if they apply for the same or comparable job in the same department, regardless of the timespan that the employee left their position. Additionally, executive branch departments were to use their operational budgets to adjust the pay of employees whose Competitive Wage Act appeals were affirmed by the Department of Administration. The adjustments shall be applied retroactively to January 26, 2014.

COVID-19 IMPACT

The novel Coronavirus Disease 2019 'COVID-19' outbreak, which was declared a global health emergency in January 2020 by the World Health Organization, caused significant changes in political and economic conditions around the world. On March 14, 2020, the Governor of Guam issued Executive Order 2020-03 declaring a State of Emergency for Guam after former President Donald J. Trump declared the COVID-19 outbreak a National Emergency. Subsequently, on March 27, 2020, former President Trump approved Guam's request for a Presidential Disaster Declaration for Guam [FEMA-4495-DR-GU] beginning January 20, 2020 and continuing, rendering the island eligible for federal grant and funding assistance in response to the pandemic.

GovGuam undertook various preventive or protective actions, such as stay-at-home orders, school closures, travel restrictions, limited business and governmental operations, and issuance of public health ordinances and guidelines. GovGuam also established a four-step Pandemic Condition of Readiness (PCOR) system, from maximum restrictions at Level 1 to no restrictions at Level 4. Guam utilized the COVID Area Risk score to assess the risk of COVID-19 spread. GDOE continued to monitor the public health situation and

coordinate its efforts to keep schools in operation in line with guidance from the Department of Public Health and Social Services (DPHSS). GDOE issued daily COVID-19 reports to monitor confirmed positive cases of students and employees. In addition, GDOE published a weekly COVID-19 dashboard to provide information regarding transmission risk, new and active COVID-19 cases, employee and student vaccination rates, COVID-19 cases per school, key mitigation measures in place, and an updated GDOE assessment of weekly trends based on internal analysis as well as discussions with DPHSS and other experts.

GDOE operations continued to be impacted by the COVID-19 pandemic during the fiscal year ended September 30, 2021. In compliance with the Governor's executive orders, GDOE made several adjustments as COVID-19 restrictions were lifted. This transitional period in terms of school and office operations involved:

- GDOE pursued extensions and waivers from federal granting agencies for the use of current and expiring federal grant funding.
- The GEB, on December 22, 2020, approved plans to reopen GDOE schools for face-to-face instruction. The face-to-face was scheduled for January 19, 2021 and was permitted on a limited basis using an alternate schedule to reduce the number of students on campus at any given time. Parents were provided

the opportunity to have their children learn at school (face-to-face) or at home (online and hard copy).

- The Governor declared PCOR 2 through Executive Order 2021-01 on January 14, 2021. The order allowed for public and private schools to resume in-person instruction beginning January 18, 2021. It also allowed for all government agencies to recommence public operations and for employees to telework when appropriate.
- The Governor declared PCOR 3 through Executive Order 2021-04 on February 19, 2021. The order allowed for most activities to be permitted under moderate restrictions. As a result, high school sports resumed on March 1, 2021, at the end of third-quarter sports.
- On August 9, 2021, the Governor issued Executive Order 2021-17, which mandated all executive branch employees of GovGuam to receive COVID-19 vaccinations. GDOE hosted several vaccination clinics and testing sites to comply with the Governor's executive order.
- On August 27, 2021, the Governor issued Executive Order 2021-21, which once again suspended in-person learning for all Pre-K through 12th grade schools in response to a community COVID-19 surge.
- Executive Order 2021-23 was issued by the Governor on September 16, 2021, resuming in-person learning. GDOE students returned in cohorts for in-person instruction on September 27, 2021.

**Excerpts from Deloitte and Touche, LLP. Guam Department of Education (A line Agency of the Government of Guam) Basic Financial Statements, Additional Information and Independent Auditors' Report Year Ended September 30, 2021, pgs 5-7.*

Figure 24. Department Comparative Appropriations and Expenditures from FY 2016 - FY 2021

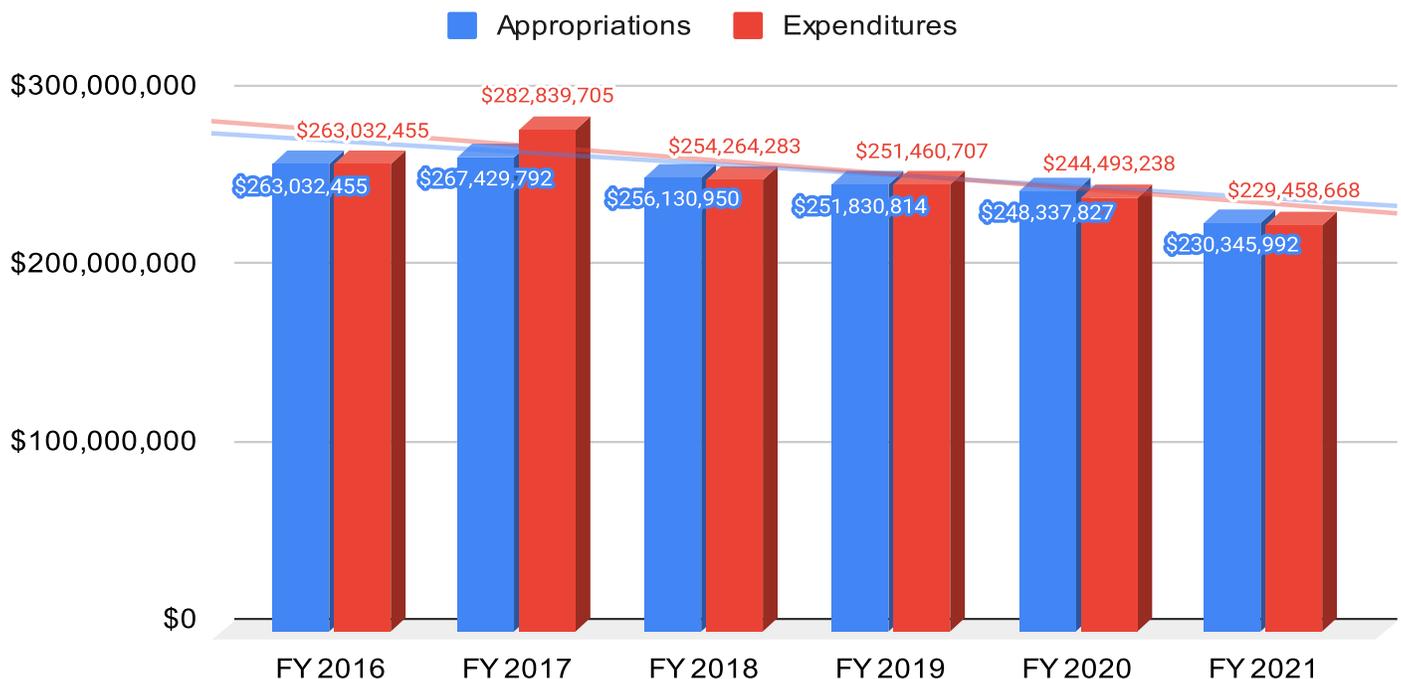


Figure 24 shows the department's comparative appropriations and expenditures from FY 2016 to FY 2021.

Appropriations and Expenditures data extracted from the audited financials by Deloitte and Touche, LLP.

Table 31. Revenues from Various Categories from FY 2016 to FY 2021

CATEGORIES	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY2021
Local Appropriations	\$ 263,032,455	\$ 267,429,792	\$256,130,950	\$251,830,814	\$ 248,337,827	230,345,992
Federal Contributions*	\$ 56,874,788	\$ 64,445,317	\$ 61,452,125	\$ 61,172,998	\$ 71,095,560	115,868,681
Contributions from component units	\$ 450,000	-	-	\$ 800,801	\$ 450,000	450,000
Cafeteria Sales	\$ 199,734	\$ 146,591	\$ 31,213	\$ 6,120	\$ 3,237	194
Fees and Other Program Receipts	\$ 1,416,498	\$ 530,282	\$ 1,547,763	\$ 639,467	\$ 578,825	409,583
Total Revenues	\$ 321,973,475	\$ 332,551,982	\$ 319,162,051	\$ 314,990,200	\$320,465,449	347,074,450

Table 31 depicts GDOE revenues by source category from FY 16 to FY 21. Local appropriations consist of General Fund and Special Funds.

PER PUPIL COST

On this report and onward, the Department will not report an official per pupil cost until the audited financial reports are available. The department has been historically reporting an official per pupil cost based on the immediately preceding fiscal year data which are not yet complete as of data download and certainly not yet audited. The result was that the per pupil cost has been significantly lower than if official complete audited financial data were utilized.

Table 32 represents per pupil cost based on audited expenditures of local funds. Per pupil cost is calculated by dividing the total amount of expenditures for the fiscal year by the official student enrollment. The figures above do not include costs for transportation provided by Department of Public Works.

Table 32. Comparative Expenditures and Per Pupil Cost from SY 19-20 to SY 21-22

	SY19-20	SY 20-21	SY 21-22
General Fund	\$251,460,707	\$244,493,238	\$229,458,668
Federal Grants	\$67,233,481	\$75,101,470	\$116,798,324
TOTAL Expenditure	\$318,694,188	\$319,594,708	\$346,256,992
Student ADM	28,812	27,497	26,619
PPC (General Fund only)	\$8,728	\$8,892	\$8,620
PPC (TOTAL Expenditure)	\$11,061	\$11,623	\$13,008

Note: The figures were taken from the Deloitte and Touche, LLP Financial Audit Report. For more information, please see the GDOE Internal Audit website under External Reports.

Figure 25.
Combined Statements of Revenue, Expenditures by Account and Changes in Fund Balances¹

¹Deloitte and Touche, LLP. Guam Department of Education (A line Agency of the Government of Guam) Basic Financial Statements, Additional Information and Independent Auditors' Report Year Ended September 30, 2021, p64

GUAM DEPARTMENT OF EDUCATION								
Combined Statements of Revenues, Expenditures by Account and Changes in Fund Balances (Deficit)								
Governmental Funds								
Year Ended September 30, 2021								
	2021				2020			
	General	Federal Grants Assistance	School Activities	Total	General	Federal Grants Assistance	School Activities	Total
Revenues:								
Local appropriations	\$ 224,608,492	\$ 5,737,500	\$ -	\$ 230,345,992	\$ 242,596,827	\$ 5,741,000	\$ -	\$ 248,337,827
Federal grants and contributions	4,807,857	111,060,824	-	115,868,681	1,844,052	69,251,508	-	71,095,560
Contributions from component units	450,000	-	-	450,000	450,000	-	-	450,000
Cafeteria sales	194	-	-	194	3,237	-	-	3,237
Fees and other program receipts	207,211	-	202,372	409,583	469,863	108,962	1,455,140	2,033,965
Total revenues	230,073,754	116,798,324	202,372	347,074,450	245,363,979	75,101,470	1,455,140	321,920,589
Expenditures:								
Salaries and wages	127,016,759	28,142,670	-	155,159,429	131,216,818	22,928,644	-	154,145,462
Benefits	48,215,766	9,810,759	-	58,026,525	45,031,140	7,697,521	-	52,728,661
Supplies	603,410	34,111,740	-	34,715,150	891,021	14,126,132	-	15,017,153
Contractual	8,271,268	14,777,729	-	23,048,997	10,509,132	5,622,183	-	16,131,315
Capital lease payments	17,332,352	5,737,500	-	23,069,852	25,345,709	5,741,000	-	31,086,709
Food management contract	1,488,258	17,180,549	-	18,668,807	3,492,040	15,889,957	-	19,381,997
Retiree healthcare benefits	11,308,284	-	-	11,308,284	10,823,969	-	-	10,823,969
Power	8,637,767	835,482	-	9,473,249	10,716,526	-	-	10,716,526
Equipment	883,249	3,287,783	-	4,171,032	993,260	1,749,362	-	2,742,622
Water	3,234,138	835,483	-	4,069,621	3,091,838	-	-	3,091,838
Textbooks	1,660,023	-	-	1,660,023	981,881	-	-	981,881
Indirect costs	-	1,640,497	-	1,640,497	-	826,259	-	826,259
Capital outlay	11,025	395,538	-	406,563	95,465	-	-	95,465
Phone	405,736	-	-	405,736	344,986	-	-	344,986
Library books and equipment	198,765	-	-	198,765	246,000	-	-	246,000
Travel	3,564	42,594	-	46,158	207,560	520,349	-	727,909
Fuel	15,712	-	-	15,712	96,410	-	-	96,410
Miscellaneous	172,592	-	447,290	619,882	409,483	63	1,158,116	1,567,662
Total expenditures	229,458,668	116,798,324	447,290	346,704,282	244,493,238	75,101,470	1,158,116	320,752,824
Net change in fund balances (deficit)	615,086	-	(244,918)	370,168	870,741	-	297,024	1,167,765
Fund balances (deficit) at beginning of year	(601,195)	-	1,052,431	451,236	(1,471,936)	-	755,407	(716,529)
Fund balances (deficit) at end of year	\$ 13,891	\$ -	\$ 807,513	\$ 821,404	\$ (601,195)	\$ -	\$ 1,052,431	\$ 451,236

See Accompanying Independent Auditors' Report.

Figure 25 depicts comparative expenditures by budget categories for FY 20 and FY 21 from GDOE's audited Financials.

SCHOOL EXEMPLARY PROGRAMS

ELEMENTARY SCHOOL

ADACAO ELEMENTARY SCHOOL



Exemplary Programs

10th National Elementary Honor Society

Our National Elementary Honor Society (NEHS) chapter inducted outstanding 4th and 5th grade students for SY2021-2022. Our NEHS student members demonstrated their leadership abilities by taking on leading roles in a majority of our school's ceremonies and assemblies.

Adacao's 8th Mock Trial Team participated in the Unified Courts of Guam Mock Trial The State of Once Upon a Time vs. Anita B. Darling (101 Dalmatians) & The People of Guam vs. Mary Witch (Hansel & Gretel). The mock trial excellently exposes students to a wide variety of law-related careers. Our students gained an insider's perspective on courtroom procedures and the judicial system.

Weekly K-5th Grade Intervention for Tier 2 & Tier 3 Student Small Groups on Reading & Math

A weekly school wide intervention for Reading and Math was designed and implemented to meet the needs of our at-risk K-5th grade students. K-5th grade teachers identified 20% of their Tier 2 or Tier 3 students. The criteria for identifying the at-risk students was based on: a) 1st & 2nd quarter Reading grades; b) teacher recommendation; c) and/or Child Study Team (CST) recommendation. Upon parent notification and consent, students were able to be serviced in small groups and/or through one on one tutoring.

Accomplishments

10th Student Body Association (SBA): We conducted our Student Body Association (SBA) elections to officiate our SBA for SY2021-2022. Through this association, our intermediate students develop citizenship, leadership, and character. It provides a democratic forum for students to address school-related issues that affect their lives; leadership training for their duties and responsibilities as good citizens.

Adacao's 1st Football Team: Our school's football team is comprised of 3rd to 5th graders who participated in soccer tournaments with other public and private school teams. The Guam Football Association-FIFA sponsored the tournaments held at the Dededo Sports Complex.

The Leader in Me (TLIM): In addition to these supports and interventions our school promotes, we implemented "The Leader in Me: 7 Habits to a Happy Child" by Franklin Covey. This program teaches 21st-century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. Each month, our school guidance counselor teaches a lesson to every K-5th grade class using "The Leader in Me" stories. These stories focus on 7 habits that promote leadership and positive interactions among our students.

Hilitai of the Quarter: Hilitai of the Quarter is a school-wide student recognition program for students who have demonstrated outstanding or increased efforts in character for the quarter. Students from K-5th grades are recognized virtually as the Hilitai of the Quarter.

Special Awards

GDOE 2021 Teacher of the Year: Finalist, Ceferino Duarosan, GATE Teacher at Adacao Elementary and Semi-Finalist, Mary D.J. Cruz, Kindergarten Teacher at Adacao Elementary

The Guam Teacher of the Year Program in Partnership with the Guam Public Library System: Presented the "Little Girl, Big Dreams" written by Adacao's 2019-2020 Teacher of the Year, Ms. Analyn Palugod. Ms. Palugod's book promotes literacy and learning that honors the place, people, and culture of Guahan.

SY2021-2022 Spelling Bee: Spelling Bee Champion is Lei'isa Schaefer and 2nd place winner is Samantha Lee Valencia.

SY2021-2022 Mini Spelling Bee: Mini Spelling Bee Champion is Zyla Reid Aldan, 2nd place winner is Issac Abid and 3rd place winner is Rielle Outio.

Adacao's 1st Leader in Me Schoolwide Student Video: Produced by Eliseo Silverio

Adacao's 1st Virtual Student Tour of School: Produced by Eliseo Silverio



AGANA HEIGHTS ELEMENTARY SCHOOL

Exemplary Programs

Kids Heart Challenge +5-2-1 Almost None

In partnership with the University of Guam, College of Natural & Applied Sciences, AHES students had the opportunity to participate in numerous activities. Students were challenged to focus on wellness, to improve their health and to participate in an online fundraising that help kids with heart-health issues. Collectively, 5-2-1-Almost None involved AHES students, teachers, and parents to promote physical activity and healthy eating. In support of the American Heart Association AHES student participants collectively raised \$2,509.15.

Positive Behavioral Interventions and Supports (PBIS)

The PBIS school-wide initiative helps AHES maintain a safe and systematic environment that positively affects academic achievement. PBIS behavior expectations are taught to all students at the beginning of the school year and reinforced throughout the year. Student assemblies are held each month to share student discipline data and award Bumblebee Ambassadors who uphold school-wide expectations.

Student Cumulative Academic Awards

AHES promotes academic excellence and celebrates students' accomplishments. A total of 53 students awarded the Principal's Award for acquiring an A+ (3.6 – 4.0) an average grade for all subject areas and received a 4 for Excellent in Citizenship for both semesters. A total of 172 students awarded Outstanding A Honor Roll for acquiring an A (3.0 – 4.0) an average grade for all subject areas for both semesters.

Accomplishments

AHES National Elementary Honor Society: AHES National Elementary Honor Society is chartered as a national organization that recognizes students' scholarship and responsibility, promote service to the school and community, and develop leadership skills at the elementary level.

AHES Student Body Association: AHES Student Body Association established the first student body organization as a means to maintain a centralized student government of Agana Heights Elementary School that addresses student concerns and forms activities that promote student learner outcomes and school spirit.

Special Awards

Student Cumulative Academic Award: A total of 53 students awarded Principal's Award for acquiring an A+ (3.6 – 4.0) an average grade for all subject areas and received a 4 for Excellent in Citizenship for both semesters. A total of 172 students awarded Outstanding A Honor Roll for acquiring an A (3.0 – 4.0) an average grade for all subject areas for both semesters.

Kids Heart Challenge: AHES goal set at \$2,222 and exceeded by raising \$2,509.15; Heart Heroes – Met Kid Heart Challenge Coordinator Goal of \$250 – Theiah Chaco, 3rd Grade - Raised \$1,837.62 and Sera Taitano, 2nd Grade - Raised \$309.28

First Elected AHES Student Body Association: President- Jeremiah Calvo; Vice-President- Emanuel Calori; Secretary- Maya Santos; Treasurer- Eden Calvo; PIO- Stefani Megino

National Elementary Honor Society Members: Outgoing 5th Grade Officers SY 21-22: President – Jeremiah Calvo; Vice President – Mateo Duenas; Secretary – Alnessa Manipol; Treasurer – Stefani Megino; Historian – Eden Calvo

Incoming 4th Grade Officers SY 22-23: President – Mikayla Chen; Secretary – Lucian Cruz; Treasurer – Paislie Barnes



ASTUMBO ELEMENTARY SCHOOL

Exemplary Programs

Visual Arts After School Enrichment Program

The Visual Arts After School Enrichment Program which is implemented through the Gifted and Talented Education (GATE) Program of GDOE was designed to develop skills, concepts, and creativity. Throughout the program, students were guided by the GATE Visual Arts teacher to develop their artistic talents in Visual Arts. Students from 3rd to 5th grade were selected based on criteria set by the GATE Visual Arts Teacher. A total of 23 students met daily (and online) from 3:00 to 5:00 in cohorts. At the completion of the program, a visual arts exhibit showcasing the work of participating students was set up in the school cafeteria and viewed by teachers, parents, students, and staff of AsTumbo Elementary School (ATES).

ASPIRE & Early Morning Tutoring

The ASPIRE program together with the Early Morning Tutoring (formerly Early Bird Program) provide targeted intervention to Tier 3 and Tier 2 students in LARM. Homework assistance is also offered to students who participate in ASPIRE (After School). Progress Monitoring is conducted through a web-based program that tracks the student's progress through scores in completed modules and assessments. ASPIRE (After School) is conducted Monday through Thursday from 3-5. The Early morning tutoring program (formerly Early Bird Program) is held Monday through Thursday from 7:15 – 8:15 in the morning. Students in this program focus on Reading and Math by completing modules and assessments in an intuitive web-based program.

Positive Behavior Intervention and Supports (PBIS)

ATES PBIS Program is geared towards promoting school safety and affirmative behavior. With the program in place in ATES, students are taught about behavior expectations, as well as providing students with strategies and coping skills to encourage constructive behaviors and responses. The Program has been a critical factor in lowering the number of office discipline referrals in ATES. Spearheaded by ATES's Counselor, the program has been instrumental in building our students' awareness of behavior expectations of being safe, respectful and responsible.

Accomplishments

Accreditation: AsTumbo Elementary School was granted a six-year accreditation status through June 30, 2028 with a mid-cycle visit during the 2024-2025 school year. This is a culmination of the collaborative and cooperative working relationship of admin, staff, teachers, parents, and students at AsTumbo Elementary School.

Special Awards

Sirena Festival Children's Art Contest: During the 1st Annual Sirena Festival Children's Art Contest, a 5th Grade Student, Rianne Verdon won 2nd place in the Drawing contest.



C.L. TAITANO ELEMENTARY SCHOOL

Exemplary Programs

5-2-1 Almost None

5-2-1-Almost None (521AN) is a community campaign (that falls under the Supplemental Nutrition Assistance Program-Education (SNAP-Ed)) that encourages families and children to engage in healthier habits and to help promote these healthy messages:

- 5 – Eat at least 5 or more servings of fruits and vegetables per day
- 2 – Spend no more than 2 hours per day in front of a screen
- 1 – Get at least 1 hour of physical activity per day

Doing Everything Expected Right (DEER) Awards

The DEER Awards Program was developed as a reward incentive program tied into the Positive Behavioral Interventions and Supports Program. The awards program is implemented to promote positive behaviors in the classroom and around the campus which will decrease the number of discipline referrals made to the office.

Students are awarded with DEER Tokens when "Caught Being a Good Role Model" for following the expected behaviors. Students redeem tokens for a small prize (eg: pencils) from the office Treasure Chest.

Gifted and Talented

Students who passed a qualifying test were granted participation to the school's GATE program. Students gave in-school performances, utilized technology on a daily basis, and developed literary works integrated with art.

Accomplishments

School Accreditation: The school was awarded accreditation for 2019 -2025 by the Western Association of Schools and Colleges (WASC). CLTES completed its Mid-Term visit in April 2022. WASC sent a team to determine the school's progress on areas of growth and existing areas of strength. All faculty and staff are members of one of the Focus Groups and met at least once a month. Parent & student representatives also greatly contributed to this process.

Guam Football Association Island Wide Soccer Jamboree: Students in 3rd – 5th grade had the opportunity to compete in soccer against other students from both public and private schools. A boys' team and a girls' team represented the school. The Guam Football Association provided soccer uniforms and equipment for the school and players.

Spelling Bee: The top two spellers from each 3rd - 5th grade classroom was selected to participate in the school-wide Spelling Bee competition. The champion speller and alternate competed in the island-wide Spelling Bee Competition with the highest hope to advance to the regional competition.

International Reading Association (IRA) Read-A-Thon: Students participated in an annual event that encourages students to read daily. Elementary school students raised funds to promote reading in and out of the classroom by gathering pledges. The pledges were submitted to IRA to be eligible for prizes.

Tobacco Awareness and Prevention Training: Students participated in the Department of Public Health and Social Services Tobacco Awareness and Prevention Program. Health educators came to the school and communicated the negative impact smoking can have on one's health.

Special Awards

- CHamoru Language Competition, University of Guam (Awards in the singing, storytelling and drawing categories)
- Guam Football Association Tournament Champions Award (Girls' category)
- Resident and Self-Sufficiency Program Senior Citizens GHURA award
- Intergeneration Helping Hands GHURA award
- Sinajana Mayor's Award for Recognition of Sports Participation
- Western Association of Schools and Colleges Mid-Cycle Visit Completion Recognition

B.P. CARBULLIDO ELEMENTARY SCHOOL

Exemplary Programs

Socio Emotional Learning Program

This program was developed in response to the many changes experienced by the School community, targeting specifically, the faculty, staff, and students of B.P. Carbullido Elementary School. To ensure the faculty and staff well-being was addressed, the school guidance counselor provided social and emotional training to faculty and staff and regularly scheduled support sessions were held. For students, the school guidance counselor held scheduled class sessions both virtual (during the 3 week of online learning) and face to face.

School Wide Curriculum, Instruction and Assessment

While curriculum instruction and assessment are the clear focus of schools, for school year 2021-2022, the manner in which each area was implemented deserves recognition as exemplary. Teachers, during this school year, found ways to collaborate to plan lessons, identifying priority standards skills and topics, and deliver instruction to all students given the challenge of learning loss.

Targeted Intervention

This school year, targeted intervention programs were implemented to close the learning gap for students identified as in need of support. The After School Program for Remediation, Instruction, and Enrichment (ASPIRE) Program focused on intense intervention in Reading and Math. The summer program was also a targeted intervention program provided for students in need of



support in the area of Reading and Math.

Accomplishments

- Identified Priority Standards, Skills, and Topics for 5 core subjects and developed instructional materials for use by all students
- Implemented targeted academic intervention programs in Reading and Math.
- All teachers were trained in the use of Google Classroom

Special Awards

No information provided.

CHIEF BRODIE ELEMENTARY SCHOOL



Exemplary Programs

State Systemic Improvement Plan

Chief Brodie Memorial Elementary School (CBMES) was 1 of 4 School Systemic Improvement Program (SSIP) schools in the Guam Department of Education. The school focused on improving best teaching practices to increase the levels of proficiency in Reading using the Continuous Cycle of Improvement, Plan Do Study Act (PDSA), the 5 Components of Reading and other evidenced-based interventions.

Response to Intervention

CBMES Teachers screened and analyzed Reading assessments for areas to focus on for improvement from Kindergarten to Fifth grade. They adjusted reading instruction to meet the needs of individual learners and collaborated for best practices. Various student needs were supported and progress was monitored.

Accomplishments

Faculty Professional Development: The principal utilized the Balanced Leadership Framework to run the school. Teachers were given opportunities to attend professional development during the school day and were tasked to train other teachers during PLC (Professional Learning Community) time or monthly faculty meeting. During regularly scheduled PLCs, the administrator brought consultants from Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS) who trained and refreshed faculty on test administration for Developmental Reading Assessment (DRA-2), the SSIP RTI framework, PDSA Model, 5 Components of Reading, etc. ...

Reading Workshop Model: The Reading Workshop Model was fully implemented across all classrooms to include support programs such as Chamorro Studies, Gifted & Talented Education, English Language Literacy, and Special Education with a school wide effort to ensure deliberate instruction in Literacy. This resulted in no interruptions during the reading block with the support teachers focusing on providing assistance to regular classroom teachers.

Creation of a Public Relations Team: The Public Relations Team was created to build genuine relationships with families. The school's vision was to engage and foster positive and collaborative relationships. The committee assisted parents with what families need to do at home and in the community to support their children's learning and development. It also encompassed the shared partnership and responsibility between home and school.

Re-Entry Plan: In the last year, CBMES reprioritized what was necessary to revitalize our school's system. The CBMES Re-entry Plan was created to provide layered mitigations which address the pandemic. The Re-entry plan ensured that the school was a safe and healthy place for students to learn and employees to work.

Special Awards

Raz-Plus EOY: SSIP Schools - Awarded the student with the highest total number of login minutes from Sept. 1, 2021-May 13, 2022, 3rd Grade Anessa Basino



D.L. PEREZ ELEMENTARY SCHOOL

Exemplary Programs

Kids Heart Challenge (KHC)

KHC focuses on whole body wellness. The goal is to help students improve their own health and better their character while raising life-saving donations for the American Heart Association to help kids facing heart-health issues. For SY 21-22, all DLPES students engaged in a weeklong physical challenge and raised over \$500 in donations.

Peer Mediation

Peer Mediation is a program under Inafa'Maolek. The training lasts for 10 hours spread over two days. This workshop teaches elementary students how to solve a problem amongst themselves. They are trained to resolve minor conflicts through effective communication. DLPES students in grades 4 & 5 were recommended by their homeroom teachers to participate. For SY21-22, Inafa'Maolek certified 16 DLPES students as peer mediators.

Positive Behavioral Intervention and Supports (PBIS) & Fantastic Fanihis

The PBIS Program at DLPES addressed all students to be productive, innovative, and globally-minded which is our school's mission. Students were recognized as Fantastic Fanihis every month for demonstrating exceptional behavior and meeting the student learner outcomes. Student and school-issues regarding behaviors were addressed within each grade level and supports provided to meet all social, emotional, educational needs.

Guam Gifted and Talented Education (GATE)

The GATE Project provides Guam's public-school students with opportunities for enrichment in academics as well as the visual and performing arts. In SY 21-22, all work was completed with project-based learning that included designing and building a model of a house, building a device to prevent damage to an egg dropped from 10 feet, creating a sculpture of local flora and fauna made out of recycled materials, and enrichment in Math and Language Arts. This year we had a goal to test and identify students who were not able to test due to COVID. We were able to add more than 35 students to the program. The GATE program ran three hours weekly for the 89 students.

Accomplishments

- Full WASC Accreditation Term: 6 years until June 30, 2028
- Scaled-Up School for the State Systemic Improvement Project (SSIP)
- Robust PBIS Program for low Discipline Rate

Special Awards

Graduate Degrees: University of Guam, Master of Education, Special Education: Leanne Parinas (3rd Grade) and Deneesha Blas (Kindergarten); San Jose State University, Masters in Speech Pathology, Bobbi Jin Obillo (Kindergarten); Touro University Worldwide, Doctor of Psychology in Human & Organizational Psychology, Dr. Anne Corcoron, School Counselor

Micronesia Climate Change Alliance Telling Tales with Trash Winners: 1st Place \$200 K-2 "Guam's Beauty Under the Sea" (Janice Evangelista GATE class); 1st Place - \$500 3-5 "Crafty Critter Tree" (Shannon Seleen GATE class)

Scholastic Library Grant Recipients (\$10 per student for more than 100 students): Shannon Seleen (GATE); Janice Evangelista (GATE); Andria Oblea (1st Grade)
2nd Place Red Ribbon Wall Contest

2022 Innovative Schools Summit: National Conference on Innovative Teaching Strategies: Meravelle Duran, 3rd Grade

Comprehensive Literacy State Development (CLSD) Project: Quinne Perez, 2nd Grade; Elizabeth Taijeron, 2nd Grade; Meravelle Duran, 3rd Grade; Maria Sarah Herrero, 4th Grade

Book Publications: Meravelle Duran, 3rd Grade, "Petmisu"; Ezarrah Blas, 1st Grade, "Kiko, Ana, and the Fire Breathing Dragon"; Femelyne Wesolowski, Librarian, "Little Ko'Ko"
FEAST Grant (training, supplies, curriculum): Shannon Seleen, GATE, co-author
Certified Peer Mediators through Inafa' Maolek: 4th Grade: Beatrice Garcia, Ava Enaligo, EvaGrace Harris, Maya Liyon, Sage Remis; 5th Grade: Makena Fournier, Mineko Renguil, Abigail Borja, Joveen Tagey, Nathaniel Cepeda, Dologhean Ioanis, Tacori Boyd, Natalia Gumabon, Kien San Nicolas, Emmalein Etse, Aya Fejeran



FINEGAYAN ELEMENTARY SCHOOL

Exemplary Programs

Kinder Learn

Kinder Learn was awarded to Finegayan Elementary School (FES) to enhance technology use in the classroom under the consolidated grant. Kinder Learn provided mobile cart to every classroom allowing every student in Kinder to 5th grade access to a laptop. With our Kinder Learn initiative, FES utilizes IXL program. IXL is an online subscription for personalized learning to supplement ELA (English Language Arts) and Math to support at-risk students in grades K-5. Under the IXL online program, students used Kinder Learn laptops to work on key skills in reading, language arts, and math. The program also tracks students' progress and is accessible at home for both students and parents.

Universal Pre-Kindergarten Program

Finegayan Elementary School Universal Pre-Kindergarten program provides high-quality learning experiences for young children to prepare them to enter kindergarten, ready to learn and lay the foundation for school readiness by nurturing social-emotional, cognitive, and physical development.

"Around the World" Summer School Program

The Finegayan Elementary School Summer School Program is designed to improve students' Reading, Language Arts, and Math skills. More than 196 students received high quality thematic instruction on ELA and Math, integrated with STREAM (Science, Technology, Reading, Engineering, Arts, and Math), focusing on the skills needed to address the rigor of the Common Core standards and to close the academic gap caused by the COVID-19 pandemic. Students and teachers had the opportunity to access laptops, drones, ELMO, and other resources. FES "Guihan Around the World" Summer Program was a fun filled and exciting way that allowed students to be engaged and interested in what was being taught in the classes.

Accomplishments

Successful Accreditation Visit: Finegayan Elementary School completed a virtual special visit by Accrediting Commission for Schools (ASC), Western Association of Schools and Colleges (WASC) visiting team in Spring 2022 which reaffirmed that FES met the ASC WASC criteria for 6-years accreditation through June 30, 2027.

Professional Learning Community: Guihan Learning Days were established to promote Professional Learning Community (PLC). It is an opportunity for Faculty and Staff to collaborate and share expertise and best practices. It was also an opportunity to review and analyze data to improve teaching skills and the academic performance of students

Mentorship Program: TAE Project Teacher Mentorship Program helped strengthen the instructional practices of newly and effective certified teachers. This school year, five teachers completed the mentorship program.

Coding Workshop: Coding Workshop offered by Aubot Company at no cost to FES gave all students from PreK-5th grade opportunity to get excited about computer science. Students were taught virtually how to program and participate in over 12,000 coding exercises.

Showcasing Student Artworks: GATE Visual Art Gallery showcased the art work of students which were attended by parents, students, and Governor Lou Leon Guerrero and Lt. Governor Joshua Tenorio. The students' artworks were also displayed in various beaches around the island.

Special Awards

Doodle for Google Competition: Anya Jasmin, 3rd grader, won the 14th Annual Doodle for Google Guam competition and represented the territory of Guam.

Recognition from Google: Mr. Jeffrey Malinao, GATE teacher, was recognized by Google for being instrumental for encouraging, inspiring, and fostering a culture of arts and creativity in Finegayan Elementary School.

2022 Law Day Contest: Athena Prangan, 1st grader, won 1st place in the 2022 Law Day coloring contest.



HARRY S. TRUMAN ELEMENTARY SCHOOL

Exemplary Programs

Pen Pal Program

A program that is implemented at HSTES that encourages parents to be active partners in the learning process for their children. The Pen Pal Program is a newly implemented program for school year (SY) 2020-2021 and ongoing for SY 2021-2022. Teachers in grades Kindergarten through fifth present lessons on letter writing to their students. Students then write letters to their parents that focus on what they are currently learning in the classroom and how it is directly linked to the Student Learning Outcomes (SLOs). Parents then write back to their children and provide input and feedback on how they are demonstrating the attainment of the SLOs at home and in the community. The parent training and information on the Pen Pal Program was provided to parents during the parent meeting on October 7, 2019. Writing templates were made for the primary and intermediate grades. The data was shared with all classes and parents during the Parent Teacher Organization meeting.

Eagles of the Month

Eagles of the Month program recognizes students for their modeled behavior and exemplary performance in and out of classroom. On a monthly basis, there is a designated time and day for each grade level to trade in their coupons by going to the PBIS (Positive Behavioral Intervention and Supports) Store. Each student is provided the opportunity to trade in their coupons at the store for a variety of toys, games, school supplies and other items donated by teachers and staff.

Literacy Program Project Based Family Projects

Literacy Program Project Based Family Projects implemented in SY21-22. The committee invites families to participate with their child(ren) in theme-based literacy projects to be showcased and compete utilizing the criteria and rubric developed. Participants are rewarded and winners are awarded by category.

Accomplishments

- School-Wide Learning Outcomes Community Input: Pen Pal Program
- School-Wide Exercise and Healthy Program throughout the year on a weekly basis
- Effective Implementation of Internal Achievement Data and Instructional Strategies Implementation Plan, Progress Monitoring every Mid and End Quarter through Classroom Assessment Summaries.
- School-Wide Snapshots monitoring pacing of Priority Standards Quarterly
- Instructional Walk-throughs conducted
- Monthly Newsletter

Special Awards

No information provided.

INARAJAN ELEMENTARY SCHOOL



Exemplary Programs

Honor Choir

Second through fifth grade students auditioned for and participated in an after-school honor choir for two months with a culminating performance in front of the school and parents.

Soccer Club

Third through fifth grade students learned how to play soccer during lunch recess and participated in an island-wide soccer jamboree that was organized by FIFA and the Guam Football Association.

Summer School

Kindergarten through fifth grade students participated in the I.E.S. summer school program to strengthen their core academic skills. Students showcased their learning at the Agana Shopping Center on July 16th.

Accomplishments

- Early Bird Program
- ASPIRE after-school program
- I.E.S. Battle Bots Competition

- I.E.S. Science and Engineering Fair
- Summer School

Special Awards

Telling Tales with Trash Art Sculpture Contest: The 1st and 2nd grade GATE students won 2nd Place in the Telling Tales with Trash Art Sculpture Contest hosted by Micronesian Climate Alliance. The winning group was provided a one-hundred dollar check that was used to treat all of the school's competitors to a pizza party.

CHamoru Month Island-Wide Competition for Drawing: K-2 1st Place winner, Nora Hunter; K-2 3rd Place winner, Aurea Cruz; 3rd -5th 3rd Place winner, Javen Mantanona

CHamoru Month Island-Wide Competition for Female Singers: 1st place winner, Savannah Paulino

CHamoru Month Island-Wide Competition for Male Singers: 3rd place winner, Javen Mantanona

CHamoru Month Island-Wide Competition for Story Telling: 1st place winner, Zayden Duenas

JUAN M. GUERRERO ELEMENTARY SCHOOL



Exemplary Programs

State Systemic Improvement Plan (SSIP)

As part of our efforts to increase reading achievements for students, including students with disabilities, Juan M. Guerrero Elementary School (JMGES) along with three (3) other schools have come together to improve the school infrastructure for enhancing reading achievement. In order to meet the goal of SSIP (State Systemic Improvement Plan), JMGES has implemented the following activities: measuring Student Outcomes by tracking Aimsweb data and determining the Rate of Improvement (ROI) for each student. Data is analyzed and graphed individually by students, individual classes and grade levels to determine if each category has met their goals to work towards and/or be at the 45th percentile (ORF) and 35th percentile (Early Literacy) during Spring Benchmark Screener.

Summer School Program

To address learning recovery from the COVID-19 pandemic, JMGES participated in the district Summer School Program implementation project. JMGES Summer School's STEAMR's design is to incorporate (Science, Technology, Engineering, Art, Math, and Reading) into the subject areas of focus in Kinder-5th grade. Given the learning loss that has occurred, our goal is to provide needed interventions in summer school and focus on learning loss while engaging students in meaningful and purposeful lessons geared towards increasing overall key reading and math skills. The performance measure that we used is Moby Max pre/post assessments and student-generated assessments, such as projects that involves STEAM/STEM activities.

Accomplishments

School Library Program: Due to the library being closed to students for health concerns during the pandemic school year 2021-2022, the library was closed, the library provided "Library Book Baskets" to each classroom. Each classroom received two baskets of a variety of 10 to 15 library books that were exchanged for new books every other week so that new titles and interest are available to students. The Librarian also continued to provide dynamic library lessons to all students by visiting all the classes weekly through face-to-face instruction and provide online lessons via Google Classroom on topics such as Atrium, Ebsco, BrainPop, Mote, Novel effects, and YouTube techniques. A Virtual Library and a Virtual Makerspace for online student and face-to-face students to encourage reading.

International Literacy Association (ILA) and Reading Fair: The Reading Fair focuses on the foundational skills and the love of reading. Students, from kinder to grade 5, are able to choose a book and share it with others by creating a tri-fold poster board and presenting it to judges and the student body. Students can access technology to create and print materials for their boards and do additional research if necessary.

Counseling Program

Our Counselor provided quality & equitable interventions in the academic, career, and social/emotional developments and individual counseling for students that were referred. In addition, they collaborated with Admin, Teachers & Attendance Officer (SRO) on referrals for students that were not showing up to school to help reach out to Families through phone calls & home visits

Red Ribbon Week Activities

Every October the Guam National Guard visits the school during Red Ribbon Week to encourage our students to be drug free. The school would gather in the cafeteria for an assembly to hear presentations on drug prevention and awareness. Students are encouraged to wear red ribbons and to recite a pledge to stay drug free. The school would partake in the Drug Free contests and activities within the school. Activities include a drawing contest and dress down Spirit days (Spirit Week).

Special Awards

No information provided.



J.Q. SAN MIGUEL ELEMENTARY SCHOOL

Exemplary Programs

Student Body Association

During School Year (SY) 2021-2022, Juan Q. San Miguel Elementary School (JQSMES) recommenced its Student Body Association. The Student Body Association, composed of executive officers and class senators, allows students the opportunity to develop leadership skills by organizing and carrying out school activities and projects. The students help share ideas, interests, and concerns of their peers and help raise funds for school-wide activities.

ASPIRE and Summer School Programs

JQSMES offered students the opportunity for academic and social enrichment through its ASPIRE and Summer School Programs. Reading skill development was the primary focus of the programs. District-wide Pre- and Post-tests such as IXL and AIMSWEB were used to gauge student achievement.

Governor's Summer Youth Employment Program

The Office of the Governor provided seven youth interns to assist in school operations for six weeks during the summer months. The interns assisted in the preparation of school facilities and classrooms for the upcoming school year as well as provided tutoring lessons to summer school students.

Accomplishments

Successful Accreditation Visit: The school underwent a successful virtual visit by Western Association of Schools and Colleges (WASC).

School Action Plan: The school community reviewed and created a school action plan indicative to the WASC recommendations and alignment of the district's current goals.

Parent Involvement Strengthened: The school strengthened its commitment on the importance of parent involvement with the implementation of a parent communication log.

Curriculum, Instruction, and Assessment methodology: By utilizing the Curriculum, Instruction, and Assessment methodology, each grade level aligned lesson plans, common summative and formative assessment.

Maximized Library Services: The school maximized its library service by implementing the Online Public Access Catalog.

Special Awards

- Six-Year Full Accreditation Status (2022-2028), Western Association of Schools and Colleges
- International Reading Association Guam Council, Liwayway Anicas (3rd Grade Teacher), President
- Read-A-Thon, School Participant



LYNDON B. JOHNSON ELEMENTARY SCHOOL

Exemplary Programs

Families And Schools Together (FAST)

Families And Schools Together (FAST) have specific modules that assisted in bringing our families and the school into a working relationship that is conducive and effective to the student's academic well-being and success. FAST Workshops were scheduled four times throughout the school year to maintain the communication with parents. Strategies provided were to be implemented at home through these four modules:

Establishing learning rituals at home. As well as, information on homework routines and the designation of a "study space" at home was shared.

Motivating your students

Providing learning assistance in the home-manipulatives, sites and apps, tutoring.

Providing resources to keep our students learning over the summer break.

Drop Everything And Read (DEAR)

DEAR is a national celebration of reading designed to remind students and parents to make reading a priority activity in their lives. DEAR was implemented at the schools on the last Wednesday of every month for 15 minutes (primary grades) and 30 minutes (intermediate grades). During DEAR, students, teachers, and families put aside all distractions and enjoy reading books together. This activity was also reinforced at the home front. Taking DEAR time to read boosted mental health, improved reading accuracy, fluency, and critical thinking skills, and encouraged students to ask questions to enhance their comprehension skills.

Morning Tutoring and ASPIRE

Morning Tutoring and ASPIRE are supplemental and instructional programs that offered remediation and enrichment in the areas of English and Language Arts (ELA) and Math. Morning Tutoring and ASPIRE are aligned with LBJ & TamES School Action Plan (SAP). Student learning needs were Reading and Math. Using DWA Data SY 2018-2019 as a baseline, Reading data showed a low number of 24% of the students were proficient and Math Data showed only 22% of the students were proficient. In SY 2020-2021, only 3rd-5th grade students were administered DWA, showing a decrease, 11% of students in the proficient level. Given this data, Morning Tutoring and ASPIRE provided the additional literacy and mathematics that supported the increase of AimsWeb scores and meeting the school objectives in the SAP.

Accomplishments

LBJ and TamES Accreditation Self Study Virtual Visit – Based on the visit, the schools were granted six-year accreditation status through June 30, 2028.

Merged School Learner Outcomes (SLOs) – LBJ and TamES created a merged SLO, Live a healthy lifestyle, Express creativity, Achieve expected standards and objectives, Respect ourselves, others, and the community, Navigate into technology (LEARN). This was a WASC recommendation since 2015.

Professional Learning Community (PLC) - Grade level and Support Program PLCs effectively analyzed data, identified student needs, and provided support services through Student Intervention Plans, Parent-Teacher Conferences, Individual Education Plans, and CSTs. PLCs occurred biweekly to address student learning needs based on student data.

Reinstated Student Council – Student leaders and role models elected by their peers to organize student-centered events and activities

Boosting school morale and teamwork - Faculty and Staff appreciation, recognition, and celebration that boost school morale and teamwork.

Special Awards

Six-year Accreditation: ACS WASC Commissioners granted LBJ and TamES six-year accreditation status through June 30, 2028

Science Fair: Science Fair Primary Division 2nd place winner Zephyr Campbell, 1st grade

Angel of the Month – Students that met the criteria were recognized and awarded on a monthly basis.



LIGUAN ELEMENTARY SCHOOL

Exemplary Programs

Improving Student Learning & Achievement (ISLA) AYUDANTE Summer Program

Our improving Student & Achievement AYUDANTE Summer Program focused on reading, language arts, and math interventions. The STEAM curriculum was utilized to supplement the summer school program with lessons and activities that are planned for the students for enrichment and practice. We also included the Social and Emotional Wellness into our curriculum where teachers teach critical social competencies necessary for academic. We also included Gardening in our curriculum where teachers teach patience, careful watchfulness, conversation and respect for nature.

Super Sihek Reader Program

The program encourages students to read beyond the school day, to record and to monitor progress using a reading log. Developed by our ESL Coordinator/teacher, Mrs. Cecilia Champion. The objective is to promote literacy from Kindergarten through fifth grade and encourages parent and student involvement with students reading frequently to their parents/guardians. At the end of the school year, students who participated are recognized and celebrated.

Accomplishments

5-2-1 Almost None Program: On July 1, 2021, LES partnered with the 5-2-1 Almost None Program under the Guam SNAP-Ed program which helps promote healthy living. On March 10, 2021, LES continued to promote healthy living by creating an indoor wall mural.

After-school COVID-19 Vaccination Clinic: LES participated in the after-school COVID-19 vaccination clinic on February 3, 2022 from 3:00 – 6:00 pm at Liguan Elementary School.

LES Parent Teacher Organization Donations: LES PTO donated 14 air purifiers for the classrooms to remove contaminants and improve the air quality in a room most especially to ensure the health and safety to all.

Easter Egg Hunt: LES PTO hosted an Easter egg hunt for grades K-5 where various business donated prizes for all students and employees.

Accreditation: LES completed its Mid-cycle visit on March 29-30, 2022 and reaffirmed through the end of the current cycle ending June 30, 2025.

Special Awards

Special Recognition: Edrienne Hernandez, Special Education Teacher, Special Recognition for 14 years of service in the Department of Education on January 21, 2022.

Certificate of Appreciation: Liguan Elementary School was recognized on February 22, 2022 for "Public Schools Week."



MARIA A. ULLOA ELEMENTARY SCHOOL

Exemplary Programs

No information provided.

Accomplishments

No information provided.

Special Awards

No information provided.



M.U. LUJAN ELEMENTARY SCHOOL

Exemplary Programs

Integration & Use of Technology

Teachers are incorporating the use of technology regularly in their lessons and activities, providing students with differentiated opportunities for learning. With the increased number of laptops and other technological equipment provided through federal funds, every student in our school not only has access but are truly engaged. Students are engaged in programs such as IXL, Raz Plus, Brain Pop to name a few. The use of these programs and resources allow teachers to be more efficient in administering assessments and collecting and analyzing data.

SSIP and our Literacy Program – Kids A-Z, Raz Plus L-5 Online Literacy

The focus on Literacy across all grade levels and throughout all subject areas continues to be a school wide goal. With the pandemic, we experienced numerous challenges in ensuring our students not only progress from one grade level to the next, but they become proficient in identified grade level PSSTs. Through the continuous improvement framework-PDSAs, teachers utilized various assessments to gauge student learning, developed SMART goals – grade level and class wide, and monitored their progress while incorporating a variety of evidenced based strategies. Students were an active part of this process allowing them to take ownership of their learning. Utilizing this framework and Raz Plus, an online literacy program, students were provided opportunities to improve upon their reading levels through a self-paced personalized approach. All students from K-5th had access to Raz Plus, thus reinforcing its use schoolwide. Students with the most minutes of reading each month were recognized and given a prize, along with teachers. At the end of the SY the student who spent the most time on Raz practicing their reading skills, received a tablet.

DOD Starbase Guam

5th Grade Students participated in hands-on activities in Science, Technology, Engineering, and Math (STEM) with our DoD Starbase partners. Students learned how to set goals, specifically in these areas and achieve them, further motivating them to explore other STEM opportunities. Students were able to bring back their new learning, sharing with their peers, and expanded and applied it to what they were doing in class.

Accomplishments

Accreditation: M. U. Lujan was granted 6 years accreditation status with WASC. Our first full self-study was done virtually with positive commendations from the committee. The entire school community contributed throughout the process and provided input on the final report.

School Improvement Plan: The pandemic has forced us to re-examine our approach, focusing on the current needs of our students as they've been impacted tremendously by the virus. Keeping our ideal school in mind we adjusted and updated our School Improvement Plan and aligned it to the new State Strategic Plan.

Student Ownership: Students played an active part in their learning, establishing their class mission and monitoring their progress through data sheets. With the implementation of SBG, students can articulate their progress and what they need to do to achieve their goals.

Student Safety: An all hands-on deck approach was taking to ensure the safety of all students. We constantly updated our School Re-Entry Plan to ensure alignment to DPHSS guidelines. All stakeholders new and understood the protocols in place allowing us to manage and quickly respond when the need arises.

Parent Engagement: Through a needs assessment survey, input was gathered from parents on how we can strengthen our partnership and approach. Parents requested for training in literacy, math and technology and in response our PS3 Family Committee hosted workshops online partnering with Dr. Clare Camacho sharing with parents literacy strategies that they can use with their child at home.

Special Awards

Guam Cancer Care Pledge: MU was recognized for participating in the pledge promoting and advocating for health and awareness.

*Participation in numerous community events was paused this school year to allow teachers and students the opportunity to refocus and close the learning gap further affected by the pandemic.



MARCIAL SABLAN ELEMENTARY SCHOOL

Exemplary Programs

No information provided.

Accomplishments

No information provided.

Special Awards

No information provided.



MACHANANAO ELEMENTARY SCHOOL

Exemplary Programs

Families And Schools Together (FAST)

Families and School Together (FAST) is a parent workshop utilizing the FAST modules to bring families together to build supportive relationships across the domains of family, school, and the community. FAST Workshops create positive communication between the families and schools and provides strategies to implement in their homes through the four Modules: (1) Establish learning rituals in the home (2) Motivating your students (3) Provide learning assistance in the home and (4) Monitoring student educational progress. The workshops also teaches parents to become effective family leaders equipped to support their child’s academic success. With a diverse student population at MES, the FAST Workshops are designed to be culturally responsive when interacting with both students and their families.

National Honor Society

The National Elementary Honor Society (NEHS) was established in 2008 by the National Association of Secondary School Principals (NAASP) in cooperation with the National Association of Elementary School Principals (NAESP) to recognize elementary students in both public and non-public elementary schools for their outstanding academic achievement and demonstrated personal responsibility, to provide meaningful service to the school and community, and to develop essential leadership skills in the students of elementary schools. MES National Elementary Honor Society has been established since school year 2011-2012 and completed the 10th induction in school year 2021-2022. In order for a 4th or 5th grade student to become a member of this prestigious organization, the student is expected to demonstrate all four pillars as required by the National NEHS, and must be highly recommended by his/her teacher. The four pillars that guide the NEHS selection process include: Scholarship, Responsibility, Service, and Leadership.

Accomplishments

- MES Community Learning Center (CLC)
- PATH: Provide Access to Homes
- Virtual FAST Parent Workshops

Special Awards

National Elementary Honor Society: Christian Caballero, Cadence Cabrera, Maliyah Ramos, Camilla Rivera, Jovin Sarmiento, Tiffany Mendiola, Jaet Terry, Leia Ungacta, Marc Paguio, Aaron Anulao, Raven Macaldo, Devin Mariano, Zailah Nucum, Glennalynn Espinosa, Maia Ramos, Jace Muna & Xylie Turla.

Spelling Bee: 1st Place Winner, Camilla Rivera (4th grade) and 2nd Place Winner, Zhaila Nucum (5th grade)



MERIZO MARTYRS MEMORIAL ELEMENTARY SCHOOL

Exemplary Programs

Kâhat/EARLY DOLPHINS

The EARLY DOLPHINS activity was an extension of the Kâhat school initiative to provide students with targeted and intensive tutoring for students who are at risk. The high-quality tutoring activities promoted fluency and comprehension with goal of preparing students to perform at ready/proficient levels in Reading, English or ELA as measured by the District’s state-wide summative assessment utilizing the following: Orton-Gillingham Approach (Reading technique),

Small Group Instruction, Reading Interventions: "If, Then..." ; Explicit Instruction; Grade Level Skill Set -Fluency, Read Aloud-Teacher to group/Student to group and Technology Programs (i.e., ThinkCentral, IXL, etc.).

School Beautification (Dolphins CARE)

Being a self-cleaning school, MMMS implements a School Beautification initiative where the entire school community adopts their classroom's daily cleanliness and an area around the school to maintain and beautify the campus. This initiative promotes the concept of Clean-up After yourself, Reduce-reuse-recycle, and Everyone helps (Dolphins CARE) in ensuring that each stakeholder takes ownership in maintaining a clean and safe learning environment. This is also supported by the school's outstanding iRecycle program sponsored by our students and families.

Summer Learning Modules II (Summer Program)

SLAM II is a carryover summer program that encourages student participation as an opportunity to recover learning and instructional time loss as a result of the COVID-19 pandemic. The program is designed as a whole child approach to enhance academic and social success with strong developmental domains which support school readiness for each child. The overall goal of the program is to strengthen skills that are essential foundations in reading and math fluency for each grade level.

Accomplishments

KĀHAT Intervention Program: Schoolwide initiative to support learning recovery by implementing grade-level Tiered grouping of students to support remediation, reinforcement and/or engagement of skills.

Self-Cleaning School Initiative: As part of being a self-cleaning school, MMMS implements a family concept of cleaning and maintaining the school campus. The faculty, staff, students and community members ensure that the campus is clean, safe and conducive for learning by self-cleaning on a daily and weekly basis. The school community maintains their area of use, adopts an area around the school, promotes reduce-reuse-recycle concepts and ensures that the campus is clean, orderly and well-maintained. This initiative promotes the concept of Clean-up After yourself, Reduce-reuse-recycle and Everyone helps (Dolphins CARE) in ensuring that each stakeholder takes ownership of maintaining a clean and safe learning environment.

Guam Football Association-FIFA Football for Schools: The Football for Schools Program promoted anti-bullying and character education to promote skills to be safe, responsible and respectful to one self and the community through curricula and extra-curricular activities. The program aimed to empower youth to lead their peers in confidence and to become resilient against bullying, while encouraging discipline, values and self-control. Students participated in a one-day festival match between other schools with playing time. It was further sponsored with individual uniforms, physical education equipment for the school and other fun filled training activities for students.

Dynamic Dolphins Recognition/Spirit Weeks: Dynamic Dolphin recognition ceremonies were held quarterly. Each teacher nominated three (3) students from their class who displayed academic success (showing school SLOs/expectations), have outstanding behavior (being good citizens) or for showing improvement in any areas (academic or behavior). Students were recognized via virtual ceremony in front of the school community and parents were highly encouraged to attend the recognition ceremony. These ceremonies were promoted by the School Climate Cadre in support to recognize and support student transitioning back to school by recognizing their successes with fun and spirited activities.

Special Awards

- State Systemic Improvement Plan: Partnership with Guam CEDDARS
- Guam Army National Guard Christmas Cheer: Presentation to our students with plush animal
- Tree of Hope: Sponsored by McCool Elementary and Middle School
- Intergenerational Gifts of the Hand: Partnership with GHURA
- Telling Tales with Trash: Zero Waste Festival, 3rd Place
- Guam Port Authority: Donation of 3M Face Masks for our students and families
- Umatac Fire Station: Presentation and treats for Emergency Response Awareness
- Guam Power Authority: Presentation and book donation for Lineman Awareness Day
- Guam Football Association: FIFA Football for Schools donation of curricula, training and sports equipment
- UOG Nutrition Program (5-2-1 Almost None): Partnership and awareness training/activities; painting of the wall mural and game boards



ORDOT CHALAN PAGO ELEMENTARY SCHOOL

Exemplary Programs

Mane'lu YOUth Impact Program

Mane'lu in partnership with OCPES and Guam Behavioral Health and Wellness Center Prevention Division launched YOUth Impact which uses the evidence-based curriculum, Positive Action and Brain Power. Positive Action is a proven strategy to help prevent substance abuse and violence, and improve mental health and school performance. Through a series of interactive lessons, our 4th and 5th grade students were taught about self-concept, managing resources, and positive codes of conduct.

DoD STARBASE Program

The DoD STARBASE Program is an educational program sponsored by the Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs. 5th grade students participated in "hands-on, minds-on" activities in STEM and were provided high-quality, rigorous instruction using evidence-based core curriculum which highlighted STEM careers. Students interacted with military personnel to explore careers and observe STEM applications in the "real world."

School Library Program

The OCPES library reflects on new discoveries in mathematics, science, technology, world news, literature, cultural trends and current events to maintain its goals in improving literacy and promoting lifelong learners. The school librarian continues to acquire books and other materials for building a quality collection suited for the school community, which supports student learner outcomes. Additionally, we maintain a multimedia center in which teachers and students have consistent access to technology tools and the resources necessary to support the implementation of STEM lessons.

Accomplishments

Tutoring: The ASPIRE Tutoring Program provides intensive tutoring for students in grades K-5 who are scoring in Tier 2 or Tier 3 in Aimsweb Reading and Math, performing below grade level, and/or are at-risk of failing core content areas. The Tutoring Program is held Monday thru Thursday from 7:25-8:05am and focuses on ELA, Reading, and Math. To ensure the program meets the needs of students, Individualized Tutoring Plans are provided indicating the target, goal, and success criteria set by the classroom teacher and tutor.

Pacific Daily News: Newspapers in Education Program is a partnership between the PDN, local businesses and schools. A sponsor's donation provides teachers and students the PDN, curriculum guidelines and lesson plans. The PDN helps teachers introduce students to lifelong reading habits while encouraging more meaningful hands-on learning about issues that affect them locally and globally.

Fresh Fruits and Vegetables Program: The Fresh Fruits and Vegetables program was implemented at OCPES to introduce students to fresh fruits and vegetables that they may have never seen or tasted. Some fruits and vegetables students received throughout the school year were, egg plants, local cucumbers, cherry tomatoes, jicamas, raspberries, blueberries, blackberries, mangos, and strawberries, to name a few. Faculty and staff promoted healthier lifestyles and encouraged students to try the newly introduced fruits and vegetables.

GATE Dance: The Performing Arts in Dance Program will offer our students the opportunity to receive versatile, formal dance training in different disciplines such as Hip Hop, Jazz, ballet, Contemporary, Lyrical, Ballroom, Latin, Cultural dances and more. The Dance Program will also provide the Fundamentals of Dance in different elements such as the History of dances, dance vocabularies, basic techniques, body conditioning, fitness exercises, and nutrition awareness to make them well-rounded dancers. This will help promote healthy and positive activities for our dancers, as well as provide an opportunity for them to experience the World of Dance.

Positive Behavior Intervention System (PBIS): Positive behavioral interventions and

supports (PBIS) is a way for schools to encourage good behavior. With PBIS, we teach our students about behavior, just as we would teach about other subjects like reading or math. The focus of PBIS is prevention, not punishment.

Special Awards

Pacific Historic Parks, "The Story of World War II on Guam: Color & Learn Book": "The Story of World War II on Guam," coloring book commemorates the bravery and sacrifice of those participating in the Pacific Theater of World War II. It tells a short story of the experiences of the people of Guam during the war and its legacies today. With this grant, Pacific Historic Parks was able to give free hard copy books to all 4th grade students at OCPES during Mes Chamoru in March 2021.



P.C. LUJAN ELEMENTARY SCHOOL

Exemplary Programs

Satellite Monitoring Progress & Home School Connection

Friday intervention days were focused on student tutoring, teacher-family check in and teacher collaboration.

Satellite Socio-Emotional Connection

School counselor provided students and teachers socio-emotional support. Breathing techniques and positive mind activities were practiced

Satellite Technology Support

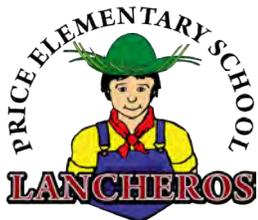
Teachers were supported with various technological devices for their classroom; laptop, projectors, promethean boards and iPads. Student laptops and Mifi devices were available for students to sign out.

Accomplishments

- WASC Visit: PCLES was granted 6 years Accreditation up to June 30, 2028.
- "Math Surrounds Us" Summer School Program: Implemented program.
- Career Day Presentations: Presentations focusing on Community Safety.
- Star Based Program with DODEA: 5th grade students participated in the Star Base program with DODEA.
- Visual Performing Arts Honor Choir: 3rd and 5th grade students

Special Awards

WASC Accreditation: PCLES completed a virtual WASC Accreditation visit on May 2-5, 2022. The school received 6 years accreditation status up to June 30, 2028.



CAPTAIN H.B. PRICE ELEMENTARY SCHOOL

Exemplary Programs

Farm to School

The students maintained the school garden cultivating, watering, and harvesting crops. Trees added include 6 red lady papaya trees, 1 pickle tree, 3 bananas trees, and 1 sweet sop. Students learned composting soil treatment and the benefits of pollinators and agro forestry concepts. The Pre-K garden plots were set up and planted with long beans. Face-to-face students had tours of the farm where they learned parts of the plant, plant identification, and composting methods. Price Lancheros are looking forward to more crops and education in the upcoming year.

5-2-1 Almost None Program

This program is a campaign supported by a partnership between the UOG and the DPHSS through a program called SNAP-Ed. The program advocates eating 5 or more servings of fruits and vegetables per day, limiting screen time to two hours or less a day, getting one hour or more of physical activity per day, and drinking almost no sugary beverages. It helps parents, teachers, and kids remember the recommendations for physical activity and healthy eating. Additionally, there are two sites at the school with interactive games for children to keep active.

State Strategic Improvement Project (SSIP) School

Price Elementary is one of four elementary schools implementing the SSIP to improve reading/ language arts and math scores for students with special needs. The philosophy of the program is to improve instruction for all students, which will result in improvement for students with special needs. The school implemented the Plan-Do-Study-Act (PDSA) planning model to set high expectations, develop instructional plans to meet those goals, and continually review and update the plan.

Accomplishments

AimswebPlus: Students across all grade levels showed significant growth from the Fall to Spring benchmark assessments. Kindergarten through fifth grade Reading showed a 14 percentage point increase of students reading at grade level benchmarks. Math scores showed a 28 percentage point increase of student at the Math benchmark.

ASC WASC Accreditation: Price successfully completed its mid-cycle visit, with WASC confirming continuing accreditation until June 30, 2025. WASC cited the school’s mid-cycle report and visit as reasons for continuing accreditation.

RazPlus: Students read stories using the online program RazPlus. They were online for a combined 224,371 minutes. Students and teachers received rewards for reading the most minutes each month. The student with the most minutes read for the entire year received a tablet.

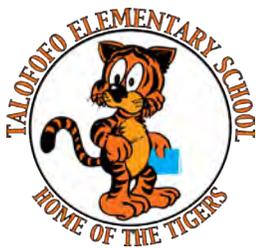
Special Awards

RazPlus Reading Incentive: Fredirick San Nicolas, Kindergarten, Computer Tablet and TinaMarie Perez, Fourth Grade, Computer Tablet

Sirena Art Contest: Irie Gasque, 4th grade, 1st Place

GATE Math Meet: Price Math Team, 4th/ 5th grades, 3rd Place

TALOFOFO ELEMENTARY SCHOOL



Exemplary Programs

IXL Online Reading, Math, Social Studies and Science Program

TALES uses IXL, an online program where individual students are able to practice specific skills assigned by a teacher. This program allows teachers to track student progress and the program provides an updated progress monitoring system right after the student completes the assigned tasks.

TALES Solutions Network Committee

TALES Solution Network consists of these four components Leadership, Curriculum and Instruction, Community Resources, and Behavior & Attendance. These four focus groups exist to ensure all aspects of a child’s success is possible. The committee is made up of teachers and staff working together to review and analyze school wide data in order to create school goals, assess the need and areas of concerns, provide prevention and intervention in both academics and behaviors, and create ways to ensure that the goals are accomplished.

4H Club

The intermediate grade levels continue to promote agricultural and life skill activities by collaborating with the 4H club at the University of Guam to provide physical and socially active activities that engage students and provide life skills. Students work with members of the 4H club to learn real-life skill lessons and participate in activities related to those lessons. Collectively, creating an opportunity for students to understand how they can help the community and be able to actively participate as well.

Accomplishments

WASC Accreditation: TALES had a self study visit and was able to obtain a renewal of TALES Accreditation for six more years.

5, 2, 1 almost none: TALES has teamed up with the University of Guam on the 521 Almost None (521AN) project. The 521AN project teaches students to make healthful choices in what they eat and what they do. This integrated with Tigers in Motion is set forth to promote Health & Fitness Program to address the BMI by incorporating healthy snacks & daily morning walks/fitness.

Full Steam Ahead with Learning: 4th graders along with Kinder-5th graders use Full Steam Ahead with Learning as a way to promote Science, Technology, Engineering, Arts, and Mathematics. This program allows students to experience robotics programming, integrate technology,

promote engineering, be creative and critical thinkers, and promote mathematical problem solving. Students engage in many different challenges based on their lessons to help increase their critical thinking skills and are able to showcase their projects.

Read a Thon: This school wide event provides a way for our students to promote the love of reading and literacy. It gives an opportunity to raise money for our schools. This event had one of our kindergarten students raise pledges to be the 10th overall winner island wide.

School Wide Spelling Bee: This competition was conducted by the Gate Teacher along with other teachers to encourage students to stimulate their vocabulary while promoting their foundational skills in Reading and Writing.

Special Awards

Reading Takes You Everywhere: Read-a-Thon (RAT) "2022 The Journey Continues." Islandwide 10 Place Overall Award. Presented to Riley Untalan (Kindergarten student at TALES) and TALES Top Teacher Award presented to Mrs. Jessilyn Manglona (Kindergarten teacher at TALES)

Islandwide Spelling Bee: Islandwide Spelling Bee Participant, presented to Ronin Jolley (5th grade student at TALES)

Guam Department of Education Teacher of the Year 2023 (GTOY): Presented to Mrs. Stephane C. Concepcion (4th grade teacher at TALES). Other awards were given due to this award: Congressional Record House of Representatives from Guam Delegate Michael San Nicolas; Certificate of Recognition from Governor of Guam Lou Leon Guerrero; Resolution No. 366-36(LS) from I Liheslaturan Guahan; Commendation from the Guam Education Board Members; Certificate of Congressional Recognition from Guam Delegate Michael San Nicolas



TAMUNING ELEMENTARY SCHOOL

Exemplary Programs

Families And Schools Together (FAST)

Families And Schools Together (FAST) have specific modules that assisted in bringing our families and the school into a working relationship that is conducive and effective to the student's academic well-being and success. FAST Workshops were scheduled four times throughout the school year to maintain the communication with parents. Strategies provided were to be implemented at home through these four modules:

Establishing learning rituals at home. As well as, information on homework routines and the designation of a "study space" at home was shared.

Motivating your students

Providing learning assistance in the home-manipulatives, sites and apps, tutoring.

Providing resources to keep our students learning over the summer break.

Drop Everything And Read (DEAR)

DEAR is a national celebration of reading designed to remind students and parents to make reading a priority activity in their lives. DEAR was implemented at the schools on the last Wednesday of every month for 15 minutes (primary grades) and 30 minutes (intermediate grades). During DEAR, students, teachers, and families put aside all distractions and enjoy reading books together. This activity was also reinforced at the home front. Taking DEAR time to read boosted mental health, improved reading accuracy, fluency, and critical thinking skills, and encouraged students to ask questions to enhance their comprehension skills.

Morning Tutoring and ASPIRE

Morning Tutoring and ASPIRE are supplemental and instructional programs that offered remediation and enrichment in the areas of English and Language Arts (ELA) and Math. Morning Tutoring and ASPIRE are aligned with LBJ & TamES School Action Plan (SAP). Student learning needs were Reading and Math. Using DWA Data SY 2018-2019 as a baseline, Reading data showed a low number of 24% of the students were proficient and Math Data showed only 22% of the students were proficient. In SY 2020-2021, only 3rd-5th grade students were administered DWA, showing a decrease, 11% of students in the proficient level. Given this data, Morning Tutoring and ASPIRE provided the additional literacy and mathematics that supported the increase of AimsWeb scores and meeting the school objectives in the SAP.

Accomplishments

LBJES and TAMES Accreditation Self Study Virtual Visit – Based on the visit, the schools were granted six-year accreditation status through June 30, 2028.

Merged School Learner Outcomes (SLOs) – LBJ and TamES created a merged SLO, Live a healthy lifestyle, Express creativity, Achieve expected standards and objectives, Respect ourselves, others, and the community, Navigate into technology (LEARN). This was a WASC recommendation since 2015.

Professional Learning Community (PLC) - Grade level and Support Program PLCs effectively analyzed data, identified student needs, and provided support services through Student Intervention Plans, Parent-Teacher Conferences, Individual Education Plans, and Child Study Teams. PLCs occurred biweekly to address student learning needs based on student data.

Reinstated Student Council – Student leaders and role models elected by their peers to organize student-centered events and activities

Boosting school morale and teamwork - Faculty and Staff appreciation, recognition, and celebration that boost school morale and teamwork.

Special Awards

- Six-year Accreditation: ACS WASC Commissioners granted LBJ and TamES six-year accreditation status through June 30, 2028
- Spelling Bee school level:
 - 1st place winner, Lyra Bisnar, 3rd grade;
 - 2nd place winner, Anthea Esmundo, 5th grade;
 - 3rd place winner, Zane Pangelinan, 5th grade
- Whale of the Month – Students that met the criteria were recognized and awarded on a monthly basis.

UPI ELEMENTARY SCHOOL

Exemplary Programs

Early Bird Tutoring

UES held Early Bird Tutoring from 7:30 AM – 8:30 AM daily for students in Tier 2 to assist with academic growth.

Accomplishments

- National Spelling Bee
- Student of the Month
- Lagu Professional Learning Community Collaboration
- FIFA Soccer Team for boys and girls, Island Wide Competition
- Judicial Law Month Planting Project: Honorary Mention Award

Special Awards

Guam Teacher of the Year: Mrs. Kaiana Mendiola was a finalist and Mrs. Rachel Douglas was a semi-finalist

WETTENGEL ELEMENTARY SCHOOL

Exemplary Programs

WES "Breath for Change" (B4C) SEL Program

The WES B4C SEL Program’s purpose was to support all students in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. For SY 2021-2022, Mindful Mondays and Wellness Wednesdays were introduced for K-5 students and WES Community. Mindful Mondays with B4C SEL themes every Monday for all K-5 students and Wellness Wednesdays for K-2 (every second and fourth Wednesdays) and for 3-5 (every 1st and 3rd Wednesdays). Each session was facilitated by the School Counselor virtually for 30 minutes. Teachers with in person students logged on to the Google meet link and online students accessed the session at their homes or with their virtual teachers. A recorded session was also available for those who missed the live session. The "Breathe for Change" SEL curriculum is an evidenced based SEL program.



SPARK – Sports, Play, and Active Recreation for Kids

Through SPARK PE, activities were aligned with other subjects and SEL. SPARK is a research-based physical education discipline designed to promote lifelong wellbeing without sacrificing the enjoyment of physical activities or academic achievements. The program is aligned to the NASPE (National Association of Sport and Physical Education) guidelines. The self-management curriculum of the program makes it flexible enough and increases the adherence of the participants.

National Elementary Honor Society

WES is affiliated with the National Association of Elementary School Principals in promoting academic and leadership qualities. Students in 4th and 5th grades were nominated by their teachers based on exemplary performances in their academics and leadership abilities.

Accomplishments

Zoom Student of the Month: The School Climate Cadre pivoted its Student of the Month Assembly virtually and called it Zoom Student of the Month (ZSOM). All of the components (certificates, awards, grade level sponsorships, presentations) were moved online. Stakeholders (students, parents, teachers, staff) participated in the monthly ZSOM Assembly. It achieved our PBIS goals to create a positive school learning environment and inspired students to become a “Student of the Month” based on the 6 pillars of character. It integrated PBIS, character education and Social Emotional Learning (SEL) themes.

Summer School: WES summer school was designed to accelerate the recovery efforts of students from the learning loss caused by the closure of school due to the spread of the COVID-19. Extended school closures and minimal face-to-face instruction as a result of the pandemic had exacerbated learning loss for all students.

(Primary Grade) Striving Readers Comprehensive Literacy Project: Through the Striving Readers Comprehensive Literacy Project, primary grade teachers utilized Smarty Ants (an online interactive learning program) to build foundational reading skills.

ASPIRE: After School Activities were designed for remediation and enrichment for students PreK-8th grade. In addition, the activities provide students an opportunity to recover learning and instructional time loss as a result of the COVID-19 pandemic.

Early Bird: The tutoring program was under a teacher's instruction (per grade level) done in the morning before regular instructional time. The focus of the program was to help improve students' Oral Reading Fluency. The goal is to provide small group instructions to meet student learning needs.

Special Awards

American Recovery Funds: American Recovery Funds were awarded to WES to purchase needed resources and materials to promote a healthy and safe environment (Personal Protective Equipment), provide student supplies and instructional materials, student uniforms, technology equipment and personnel to support related activities in response to COVID-19.

BREATHE for Change: Certified SEL Facilitator and Yoga Teacher, Estela Calata

MIDDLE SCHOOL



AGUEDA MIDDLE SCHOOL

Exemplary Programs

Scholars With A Goal (SWAG)

Faculty and staff in-school mentoring program to support personal and professional growth.

Counseling Program

For SY 2021-2022, the AIJMS counselors established a Google Classroom and a newsletter during which lessons and activities were presented for online learners and parents; they were also electronically sent out via SwiftK12 and posted on the AIJMS website. The material content focused on the three main domains of counseling: academic, career, and social/emotional development. Additionally, counselors allotted time on a weekly basis to conduct wellness checks via phone calls and emails. They also met with face-to-face students for supportive counseling and participated in meetings with parents, teachers and administrators. The counselors collaborated with different outside organizations and government agencies that were able to further advocate for academic, career, and social/emotional needs. Programs included the WestCare (PREP Pathways and I Lina'la-Hu); GCC Choices 360; and UOG TRIO Educational Talent Search Program. Counselors provided faculty and staff presentations on mindfulness, relieving stress, social and emotional learning, etc. at professional development and or faculty meetings.

Accomplishments

Team SWAG (Scholars with A Goal): Faculty and Staff in-school mentoring program to support personal and professional growth and success.

AIJMS National Junior Honor Society: Inducted new members to organization

Digital Power Walkthrough Implementation: A tracking mechanism to ensure quality and effective teaching and learning are facilitated in all classrooms

On-going Consultation and Monitoring (active monitoring and engagement) program: implemented to ensure that all students are given the best opportunities for learning in all discipline.

Models of Learning: All teachers and staff were trained to be efficient in the 2 Models of Learning – Face-to-face and Online. Teachers made great strides in improving their online teaching skills through PDs, collaborative team efforts, and sharing of best practices.

Special Awards

Teach of the Year continuing reign: Dr. Benjamin Santiago, a Journalism and Cultural Arts teacher at AIJMS, continued his reign as the Teacher of the Year for SY2022. His reign officially ends in January 2023.

2023 Teacher of the Year Semi-Finalist: Our Teacher of the Year 2023 representative Taniya Anderson made it to the Semi-Finalists and Finalists categories.

Art Contest Winners: Taelor Mafnas and Beatrice Leon Guerrero won 1st and 3rd place, respectively, for the Middle School Division of the First Annual Sirena Art Contest.



ASTUMBO MIDDLE SCHOOL

Exemplary Programs

Positive Behavioral Interventions and Supports (PBIS)

PBIS is implemented schoolwide to improve school climate and decrease student discipline. The School Climate Cadre developed School Wide Behavior Expectations and Lesson Plans to teach the identified positive behaviors; students learn to be empathetic and how to resolve conflict. Students have a chance to redeem monthly prizes with Caught Being Good Tickets, which is rewarded when meeting one of the three behavior expectations—be safe, be respectful, be responsible. Students are recognized as the Student of the Month for their display of the three

Behavior Expectations. Additionally, students/classes who receive no referrals during the month, have the opportunity to win additional rewards. Monthly assemblies led by grade level team teachers and students are held to address the main discipline concern for the month.

Introduction to Coding (Pilot)

Teacher Angelo Cruz designed a pilot course where students will learn all about the technology used in day-to-day life as well as explore how the internet functions. Get an introduction to the basics of computer science and discover how to create and build their own website using HTML. Students become familiar with programming languages. Students work on projects to eventually develop the start of their own programming portfolio. They will be able to analyze the results of a code sequence that will lead them to troubleshoot and improve.

Accomplishments

Provide meals to students: AMS partnership with Be Heartfelt, Inc. to provide meals to feed students over the weekend. A strong need to assist our students beyond academics does exist. We are aware of families who struggle with providing food outside of those given through the school.

Shoe Drive: AMS Shoes Drive for student-athletes created by faculty, staff and the community. There is a strong connection between participation in sports and academic achievement. Our community recognizes the need to encourage participation in sports.

2022 Stock Market Game: AMS continuously participates in annual 2022 Stock Market Game. Students need to be provided situations and experiences to challenge themselves. Rigorous, problem-solving scenarios are excellent ways for students to gain leadership, academic, and character skills.

Special Awards

Telling Tales with Trash Earth Month 2022 Art Contest: AMS Art Class, led by teacher Armin Flores, won 1st place in the Middle School Division for the Telling Tales with Trash Earth Month 2022 Art Contest.

Middle School Girls' Soccer Championship: AMS Girls Soccer Team, led by Coaches Rudy Restuvog and Napoleon Finch, won the Middle School Girls' Soccer Championship.

F.B. LEON GUERRERO MIDDLE SCHOOL

Exemplary Programs

WESTCARE Ma'lak na Ha'ani Program

WESTCARE's Ma'lak na Ha'ani Program at our school provided our students with opportunities to receive mental health support and treatment for stressors caused by the Covid-19 pandemic as well as other factors outside the school setting. Through this partnership, our students are able to receive mental health services from trained professionals, which in turn, allows them and their families to succeed in their normal daily life activities. Three students were referred for socio-emotional supportive services and seen until November 2021 because the program was discontinued. To date, mentioned students have not come forth or referred for behavioral issues.

Todu Guam CARES

This organizational has provided presentations that included visuals and activities to all grade levels of students on character education (i.e. kindness, respect) and will continue at the opening of the school year 2022-2023 during the 76-minute TeamTime/Intervention period. In line with the District State Strategic Plan, School Action Plan and Accreditation goal to address the school PBIS/discipline and behavior management system and assure a safe learning environment, CARES will provide and monitor behavioral health services based on assessment data.

Accomplishments

Technology: MobyMax – Teachers were given training to use MobyMax as a supplementary resource to asynchronous learning. Students may be given online assignments to complete at their own time and reinforce lessons.

CNN Call to Earth Day Celebration – November 10, 2021: CNN Team invited FBLG students



to participate in worldwide eco-friendly projects in the areas of gardening and composting at the school nursery. More than sixty Life Science classes participated, and their activities were uploaded to the CNN Website. Congratulatory letter of participation from CNN International was received and photos of the Call to Earth Day activities were published in GDOE Facebook and Twitter media platform

Special Awards

- Interscholastic Sports Association: All Island Middle School Cross Country top runner, Rynier Di Ramos; 1st place Girl’s Rugby; 1st place Baseball; 1st place Girls’ Track and Field; and 2nd place Boys’ Track and Field.
- Master’s Degree: Two teachers received their M.Ed. Secondary Education in eLearning: Anjanette Dalida and Dianna Payumo at Northcentral University.
- Presidential Award for Excellence: Life Science teacher Mr. Lali Thundiyl received the nation’s highest honor for teachers of science, technology, engineering, mathematics and/or computer science: The Presidential Award for Excellence in Mathematics and Science Teaching for 2019-2020 during a ceremony in Washington D.C. on May 25, 2022.

INARAJAN MIDDLE SCHOOL



Exemplary Programs

Lunchtime Intervention Program

Lunchtime Intervention program – A 20-minute tutorial during lunch time that targets skills in Math and Reading. Teachers identified students-at-risk and were referred to participate in the program. The program started during the 2nd quarter until the end of 4th quarter.

Peer Mediation Program

Peer Mediation Training – A select group of 6, 7, and 8 graders were trained with peer mediation skills to support counseling and the IMS office of student support. Inafa Maolek, a non-profit organization, conducted the 3 day training.

Mural Project

A total of 15 students participated in a mural project lead and instructed by local artist Dr. Judy Flores. The completed mural project can be seen on the front exterior wall of Inarajan Middle School (IMS)’s gymnasium. The mural project was funded by a grant from the Guam Economic Development Authority Qualifying Certificate Community Contribution awarded to the Merizo, Inalahan, Talofotofo, Yona Parents, Administrators, Teachers, Staff, Students Community (MITY PATSSC) parent organization.

Accomplishments

MobyMax: IMS has been using MobyMax, a web based adaptive curriculum covering Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) as an intervention for Tier 1 students in need of support.

Parent Organization earned grant award: Our MITY PATSSC parent organization was reestablished in September 2019 and has since been actively engaged with the school and its mission. During SY2021-22, the MITY PATSSC was awarded a \$25,000 grant under Guam Economic Development Authority Qualifying Certificate Community Contribution. The grant award will go toward the beautification and restoration of IMS’s gymnasium and façade.

Vegetable Planting Contest award: IMS won first place taking a \$500 award in the 2022 Vegetable Planting Contest sponsored by the District Court of Guam. Coordinating teachers were Glen Takai and Celia Chavez.

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JOSE RIOS MIDDLE SCHOOL

Exemplary Programs

Career Days

JRMS ensures that students are career ready. Our counselors and teachers provide opportunities for our students to learn about different careers as part of our character education and our classes. JRMS even through the pandemic provided our students with guest speakers using the zoom platform along with presentations during our ASPIRE and Summer School Program. Each year we hold a career day presentation inviting over 80 presenters in different career fields to share their knowledge, challenges, and most especially encouragement for our students. Through exit interviews and interest surveys, positive feedback from presenters and students have made JRMS career day a success. This is a school wide event led by our Career and Technical Teachers and Counselors

Mobile Library and Take a Book Leave a Book Community Library

To promote the love of reading and as part of JRMS school wide goal and support for the Just Raise My Scores (JRMS) Time, JRMS launched a Mobile Library and Take a Book Leave a Book Community Library. The goal of the JRMS Time is to provide a second dose of reading and math lessons for all students. Tiered 3 students are provided more intense intervention specific to their needs. To help support the reading JRMS Time, and to promote literature throughout the school, with the help of community partners such as Guam Girl Scouts, BookWaves, our school librarian and RTI Coordinator we are able to provide mobile carts to the classrooms in addition to the library for easy access for students to check a book of their choice out. Additionally, our school began the Take a Book Leave a Book Community Library in our cafeteria so community members can stop by during our Community Learning Center Hours. Our library has also expanded to include Think and Tinker programs and STEM activities during lunch time.

Permaculture and Science Club

JRMS has had an established partnership with the UOG 4-H Youth Development Program. This school year the learning garden and aquaponics has transformed with the pilot Permaculture program. The program allowed students to apply the design principles of Permaculture. They were able to develop skills to find viable alternatives to replace destructive local practices. Additionally, students learn the tools to develop more sustainable environmentally sound income generating activities. The learning garden was started with the funding from a NASBE grant with the support of the JRMS Science club and UOG 4-H Club. The building of the learning garden engaged all skills in STEM learning. The Learning program supports curricular programs in three specific areas in all three grade levels. These programs include Earth Box- 6th grade, Hydroponics- 7th grade, and Aquaponics- 8th grade. The goal is to teach students sustainability, as well as to take on responsibility and participation in the community care and effort for the garden's maintenance. Students are learning how to reuse items such as plastic bottles, milk carton containers, and create shredded paper from the school waste for their garden. The Pilot Permaculture is awaiting review for adoption from the GEB. This program allowed our teacher to share his knowledge during the summer and conduct site trainings to other schools to implement at their schools. Through the help of Mr. Sean Monforte, ways to expand our garden by providing resources along with opportunities for our students to participate in Farm to Table programs were provided. As a science program, our Science Club has expanded what they learned in the garden on permaculture and sustainability to the community and throughout the school.

Accomplishments

- School wide recycling program and sustainable gardening
- Technology Cadre: Created to provide technical support for students and professional development for teachers. Provides teachers the opportunity to get additional training provided by the district and share best practices in technology with the other teachers.
- Monthly Faculty Learning: Provides best practices and faculty engagement in researched based practices and the use of technology in the classroom.
- PBIS monthly assemblies and awards.
- Robotics and STEM activities

Special Awards

- Hagatna Restoration Sirena Art contest, Rikki Eay 8th Grade student (Mr. Andrew Gulac, Visual Arts Teacher) 2nd Place winner.

- Telling Tales Trash Art Contest, JRMS Science Club won 1st place for Middle School Division.
- School Wide Spelling Bee, Elizabeth Tydingco, 6th Grade won 1st Place and Lana Quinata, 7th Grade won 2nd Place.
- Counselor of the Year, Mrs. Geolyn Egurrola won School Counselor of the Year and traveled to Washington, D.C. to attend the SCOY Awards.
- Inacha'igen Fino' CHamoru Fanomakan 2022, Amber Concepcion, 8th Grade, 1st place winner for Middle School Division of the Female Singing Competition.



UNTALAN MIDDLE SCHOOL

Exemplary Programs

Science, Technology, Engineering, & Mathematics (STEM) Program

L.P. Untalan Middle students are engaged in the interdisciplinary and applied approach of Science, Technology, Engineering and Math (STEM) strategies. This provides our students the opportunity to learn new skills and expand their knowledge on STEM opportunities to enter institutions of higher learning and to be prepared for the workforce. In the STEM, classrooms, teachers engage students in projects that start with design and end with application, such as a raised vegetable garden, a vertical garden, and an aquaponics system. The school holds an annual Science Fair and STEM Expo for students to showcase their knowledge and application in the real world.

Pre-Advanced Program

Interested students who wish to academically challenge themselves in a rigorous Language Arts, Reading, Math, Science and Social Studies curriculum to enroll in our Pre-Advanced Placement (Pre-AP) Team. Pre-AP courses are designed to prepare middle school students for high school Advance Program courses. LPUMS completed its sixth year of implementation of the Pre-AP Program.

Robotics Program

The Robotics Program is a middle school elective source which introduces students to developing, building and programming a robot through the use of the problem-solving process. Students work cooperatively to find solutions for real-world programs, such as disaster operations, underwater research, and space explorations. This is a 3-year program consisting of beginner's level for 6th graders, intermediate for 7th graders, and advanced for 8th graders. The program completed its 10th year of implementation.

Accomplishments

Vertical Alignment: First GDOE middle school to undergo Vertical Alignment with the elementary feeder schools (PC Lujan Elementary School, B.P. Carbullido Elementary School, Adacao Elementary School, Chief Brodie Elementary School, JM Guerrero Elementary School, and Ligan Elementary School) on collaborating over the school year numerous times in preparation of the incoming sixth grader. The school's Content Leaders of Language Arts, Math, Reading, Science, and Social Studies dialogue with the elementary feeder school teachers to review Prioritized Standards, Skills and Topics (PSSTs), strategies, programs and other areas to help better prepare our incoming students. Teachers collaborate in the early morning hours, prior to the school day.

Two Models of Learning: Offering 2 Models of Learning consisting of Online and Face-to-Face instruction for instruction during the Pandemic.

Standard-Based Grading and Powerteacher Pro: Implementation of Standard-Based Grading for the sixth year and first GDOE school to implement PowerTeacher Pro in PowerSchool for the third year.

Pandemic Safety Protocols: Successfully implementing the Pandemic Safety Protocols and adhering to the guidelines set forth by Department of Public Health & Social Services.

Most Middle School Awards: Luis P. Untalan Middle School awarded First Place for the most middle school awards amongst the public and private schools for 2022 Guam History Day Competition "Debate and Diplomacy in Guam's History".

Special Awards

- Guam History Day Island-wide Competition – Paper Category : 1st Place Racka Blanco & 2nd Place Alyssa-Faith Togawa; Documentary Single Category: 1st Place Aiden Kim & 2nd

Place Sophia Youn; Documentary Group Category: 1st Place Tasi Iglesias and Kailey Babauta; Exhibit-Single Category: 1st Place Zoey San Nicolas & 3rd Place Danila Genara; Exhibit-Group Category 1st Place Jaelyn Han and Cadence Guzman, 2nd Place Colleen Concepcion and Isabela Olivario; Performance-Group Category: 1st Place Arabella Abaya and Jessica Basaliza; Website-Single Category: 2nd Place Christin Mafnas, 3rd Place Dane Santos; Website-Group Category: 1st Place Seth Verroya and Josiah Palomo & 2nd Place Savannah Delos Rosa and Mikaela Borja.

- 44th Island-wide Science Fair – 1st Place winners in various categories: Sarai Elyse Dela Cruz 7th grade, Jordan Calimlim 8th grade; 2nd Place winners in various categories: Anaiah Skye Tareyama 7th grade, Raeka Blanco 8th grade, Amelia Garcia 8th grade, Alyssa-Faith Togawa 8th, Jonathan Flis 6th grade; 3rd Place winners in various categories: Colleen Concepcion, Dylan Rasco 7th grade

OCEANVIEW MIDDLE SCHOOL



Exemplary Programs

Positive Learning Center (PLC)

The PLC is a structured setting that provides each student with a positive but firm behavioral setting to guide students toward their academic and social success. Each student will be provided with a binder/folder to be used for the duration of their time in PLC to hold schedules, assignments, notes, handouts, and reflections. This binder/folder will be kept in the classroom and will be reviewed daily by the teacher or teacher's aide (TA). Upon arrival to the PLC for the first time, each student will receive a detailed orientation of the PLC guidelines and expectations. Returning students will be given a review of these guidelines and rules.

Pre-Advanced Placement (Pre-AP)

The Pre-Advanced Placement program at Oceanview Middle School is an on grade level, academically, advanced course designed to challenge students to understand rigorous content. The courses will comprise of the adopted Common Core Standards in conjunction with GDOE standards. Students are required to engage in independent and analytical assignments. The Pre-AP curriculum is different in pace, depth, breadth and complexity. Pace focuses on moving through the content at a more rapid pace, compacting the curriculum and providing needed knowledge by testing and projects. Depth looks at exploring further into the content by going past facts and concepts into generalizations, principles, theories and laws; analyzing from the concrete to the abstract and investigating layers within a discipline through patterns and ethical considerations. Breadth refers to extending the content through higher order thinking activities at introductory or guided levels. Complexity refers to extending the content in, between, and across disciplines through the study of themes, problems, and issues.

Yearbook Club

This school year, students were given the opportunity to take charge of the creation of this year's yearbook. Yearbook club aims to teach students about creating narratives and captions to reflect on the past school year in order to create pages that will showcase their middle school journey. Students were taught the basic features of a yearbook, planning and outlining, communicating with peers, school faculty, and staff, capturing images, creating surveys & charts, and designing each page.

Accomplishments

- PBIS Flag Assemblies - Monthly
- Student-led presentations of referral data - Monthly
- OMS Virtual Career Week - Feb 21-25, 2022
- NJHS Induction - Apr 23, 2022
- School-level Professional Development Days - Aug. 9-11, Aug. 31- Sep. 1, 2022, Sep. 6-7, 2022, May 26, 2022

Special Awards

- ISA Boys Middle School Soccer- 2nd place
- Amber Salanatin (7th grade) Regional Spelling Bee - 4th place
- Noah Taitague (8th grade) All Island Cross Country - 8th Overall Middle School Level



VICENTE S.A. BENAVENTE MIDDLE SCHOOL

Exemplary Programs

New Teacher Induction

Professional Learning Communities are an integral part of our school culture in developing collective efficacy. New Teacher Induction, under the umbrella of PLCs, provides new teachers training on strategies and concepts that will support them in their first two years at Vicente S. A. Benavente Middle School. Sessions are monthly with a range of topics from classroom management, how to deal with Tier 3 students, Standards-Based Grading, and strategies to help English Language Learners.

STEM Expo

The STEM Expo was launched this school year. It was a collaborative project amongst Science and Robotics classes, showcasing our students' innovation and discovery in fun and engaging ways. This year's projects included computer coding and programming, plant biology, Villages of the Future, Battle Bots, and many more! Students' interest in Science, Technology, and Engineering was definitely kindled, and our project hopes to include the Math Department to reiterate the importance of math in Science and Technology.

School Climate Cadre

The School Climate Cadre's (SCC) purpose is to promote positive behaviors through the implementation of the PBIS framework. SCC initiatives are fluid and data driven, being adapted based on the needs of our school community. The B.A.E. (Behaving Appropriately Everyday) initiative was launched during the school year and allowed for the immediate acknowledgement of students exhibiting positive behaviors while in school. By use of a ticket system, students would receive a B.A.E ticket from any faculty & staff member throughout the day. With the tickets, students could choose to (1) redeem small rewards such as chips, drinks, stickers, etc. or (2) save their tickets for larger items such as basketballs, t-shirts, etc.

Accomplishments

Faculty and staff with training and professional development: Supporting faculty and staff with training and professional development to address students' needs, such as instructional strategies/best practices, social emotional support/services, and providing other holistic support.

District Aligned Goals & Practices: Our school's commitment to align our practices with the District's goals by conducting training with the District Instructional Coaches and our school's Curriculum Leadership Team (CLT).

RoadRunner Action Plan: Keeping focus on our school goals as described on our Roadrunner Action Plan (RAP), and having all school stakeholders (teachers, staff, parents, and students) provide thoughtful and invaluable input for the March 2022 Mid-Cycle report.

Increased communication and interventions: Increase school to home communication and providing interventions via phone, online, and in-person, providing student materials, and access to technology (laptop distribution and PATH wifi).

School library activities: School library provides engaging student activities, such as the Annual Cardboard Challenge, Poetry Slam and Book Swap.

Special Awards

- **Red Ribbon Campaign Gate Decorating Contest:** Franklin Manibusan's 7th grade Art class won 3rd place for the Red Ribbon Campaign Gate Decorating Contest sponsored by the Thrive Coalition and the Guam National Guard – CounterDrug Program.
- **Sports:** Boys' Volleyball Team, 1st place winner; Boys' Cross-Country Team, 2nd place winner; Boys' Soccer team, 1st place winner; Boys' Basketball Team, 2nd place winner; Boys' Track and Field Team, 1st place; Girls' Track and Field Team, 3rd place.

HIGH SCHOOL

GEORGE WASHINGTON HIGH SCHOOL



Exemplary Programs

John Hopkins Talent Development Program

George Washington High School (GWHS) continues to implement the Freshman Academy, which has fully implemented the John Hopkins Talent Development Program (JHTD). The JHTD program assists in the acclimation of the freshman population into the high school environment. The vision of this program is to serve the most vulnerable students of our nation, so they have access to an education which develops their unique strengths and talents; builds their academic and socio-emotional competencies; engages them in relevant and exciting learning opportunities; supports them so they can succeed; and prepares them for post-secondary education and the 21st century world of work.

Cross-Enrolled Program

The Guam Department of Education (GDOE)/Guam Community College (GCC) Cross-Enrolled program has been on-going for more than a decade. This unique program allows GWHS students to attend classes offered by GCC such as Marketing, Lodging Management, Nursing, Carpentry, Automotive, Electronics, Early Childhood, Visual Communication, and Pro Start. Some classes are taught at GWHS while the others are at the GCC Campus. By the end of their senior year, students are given Mastery Certificates which allows them to be certified with a particular skill and receive 15 credits that can be transferred to the university they will be attending.

Junior Reserve Officer Training Corps (JROTC) program

The George Washington Junior Reserve Officer Training Corps (JROTC) program teaches high-school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in each Cadet self-esteem, teamwork, and self-discipline. Our focus is reflected in our mission statement, "motivate young people to be better citizens." We prepare high-school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus that promotes graduation from high school, it provides instruction and rewarding opportunities that benefit the student, community, and nation.

Accomplishments

Accreditation: Reaffirmed accreditation until 2024

WorkKeys: Accomplished platinum achievement for WorkKeys

Special Awards

Teacher of the Year: Semi-Finalists – Elizabeth Hamilton; Finalist – Joy Ada

- College Scholarships: John Paul Pineda was awarded a full four-year Questbridge National College Match Scholarship to Washington University in St. Louis, Missouri and was a recipient of the Core Tech Foundation Scholarship where he received \$4,000 toward education expenses while in college.
- "Telling Tales with Trash" Competition: Alexandra Garrido and her students were the winners of the "Telling Tales with Trash" Competition
- Guam Level 2022 Ninth Circuit Civics Contest: Esther Yanger and her students, Josh Santiago, Rachel Cabales, and Kedrick Diego– Guam Level 2022 Ninth Circuit Civics Contest
- Interscholastic Sports Association: Cross Country, 2nd Place; Girls Volleyball, defending champions
- Senior class: 2nd place in Power 98's Lip Dub Contest; 3rd place in Bank of Guam's Tree Decorating Contest
- CHamoru Language Competition: Wilson Tadeo, 1st place Oratorical CHamoru Language Competition, and 1st place Poetry and Proficiency; Kyrida Joy San Nicolas, 2nd place Poema UOG CHamoru Language Competition



JOHN F. KENNEDY HIGH SCHOOL

Exemplary Programs

ACT WorkKeys / Key Train and National Career Readiness Certificates (NCRC)

JFKHS Business Education classes have incorporated the ACT WorkKeys/Key Train System into their curriculum. This skills assessment system helps employers select, hire, train, develop, and retain a quality workforce. With the collaboration between the GCC Workforce Development Center, GDOE Curriculum and Instruction Division, and JFK teachers, our students are enrolled in this online training program. Successful completion of ACT WorkKeys assessments in Applied Mathematics, Locating Information, and Reading for Information can lead to earning the National Career Readiness Certificate (NCRC). Students receiving their NCRC indicate that these graduates have obtained the foundational work skills needed for success in jobs across industries and occupations.

Junior Reserve Officers Training Corps (JROTC)

The mission objectives are to educate and train our high school cadets in citizenship and life skills; promote community service; instill a sense of responsibility; and develop character, leadership, and self-discipline through education and instruction in air and space fundamentals of the US Air Forces' core values of Integrity, Service Before Self, and Excellence in All We Do! The program is divided into three areas of study: Aerospace Science, Leadership, and Health & Wellness (Physical Fitness).

Ocean Guardian School Program

An Ocean Guardian School provides project(s) for students related to the conservation of local watersheds, the world's ocean, and/or special ocean areas, like national marine sanctuaries; provides opportunities for students, teachers, parents, and friends to participate in a range of environmental and sustainable activities; provides learning programs and opportunities that reflect environmentally sustainable practices that enable all students to be environmentally active and committed "Ocean Guardians;" and provides ways for classrooms to promote best environmental practices within local communities, while at the same time projecting a positive image of the school itself. JFKHS piloted this program under the leadership of Ms. Carolyn Haruo, our science teacher.

Accomplishments

National Career Readiness Certificates (NCRC): Out of 322 students assessed, the following breakdown indicates just how well 255 of our seniors performed: bronze – 95; silver – 97; gold – 38; and platinum – 25. Eighty-two percent of our graduates are NCRC recipients.

Air Force JROTC Certificate of Completion: Thirty-one cadets were recipients of the Air Force Junior Reserve Officer Training Corps (AF JROTC) Certificate of Completion.

GCC Certificates of Completion: Ten students received their Guam Community College (GCC) Certificates of Mastery in their respective programs. The breakdown is as follows: Allied Health – 4, Lodging Management Program – 1, Marketing – 3, and ProStart – 2.

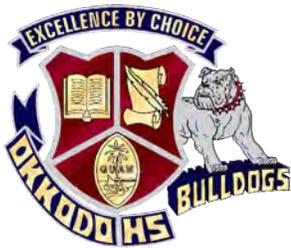
GDOE Interscholastic Sports Association (ISA): JFKHS teams' results are as follows: Boys' Cross-Country Champions, Girls' Cross-Country Champions, Boys' Soccer Champions, Girls' Soccer Champions, Boys' Varsity (Sottero) Paddling Champions, Girls' Varsity (Sottero) Paddling Champions, Variety Mixed (Sottero) Paddling Team Champions, and Girls' Basketball Champions.

Special Awards

- JFK's Class of 2022 consisted of 338 graduates. Class valedictorian is Eunice Joy G. DeBelen, and the salutatorian is Czar Randholv C. Rosas.
- 2022 Competition for National Merit Scholarship Award: Jimi-K G. Daniel was a finalist. He was also offered the National Merit Embry-Riddle Scholarship. Jimi-K graduated Top 4 in the JFKHS Class of 2022.
- National Honor Society: and National Association of Secondary School Principals (NASSP): Sophie Nochefranca is the recipient of a \$3,200 scholarship award from the National Honor Society and the National Association of Secondary School Principals (NASSP). Sophie served as JFK's Islandwide Board of Governing Students (IBOGS) representative during her senior year.
- National Marine Sanctuary Foundation's Ocean Guardian School Program Pilot Project: Ms. Carolyn Haruo served as JFK's lead teacher in the National Marine Sanctuary Foundation's

Ocean Guardian School Program Guam pilot project. She received \$4,000 to carry out projects with her 46 students with a focus on protecting Tumon Bay.

- Guam Teacher of the Year: Teacher Joyce Berry was one of the finalists for the 2023 Guam Teacher of the Year.
- CoreTech Scholarship: JFKHS recipients to the CoreTech Scholarship are Sophie Nochefranca, Irish Fontanilla, Anna Louella Elias, and Elijah Santos. They each receive \$4,000 to be used toward their educational expenses.
- Interscholastic Sports Association (ISA) All-Island Accolades:
 - a. Boys' Soccer: 1 ST Team –Mason Bonner, Dakota Concepcion, Riku Meyer, Taiyo Kanekatsu, Bryan Nakamine, and Irvin White; 2 ND Team – Joshua Benavente; Honorable mention: Andrew Choi.
 - b. Girls' Basketball: 1 ST Team – Jada Han and Laila Smartt.
 - c. ISA All-Island Boys' Soccer Most Valuable Player: Riku Meyer
 - d. ISA All-Island Girls' Basketball Co-Most Valuable Player: Jada Han
 - e. ISA All-Island Girls' Volleyball Most Valuable Player: Philicita Rivera
- JFK's Uprising Dance Group: Won the following categories in local competition: 1st place small group hip-hop category; 2nd place large group hip-hop; 1st place large group open; 2nd place for solo; and 2nd place overall.



OKKODO HIGH SCHOOL

Exemplary Programs

Marine Corps. Junior Reserve Officers' Training Corps (MCJROTC) Leadership Academy
The MCJROTC Program at Okkodo High School (OHS) develops students' leadership skills, fitness, and professional training. The program has resulted in several cadets participating in off-island Cyber STEM Camps and Leadership Workshops. The program has also prepared students for acceptance into prestigious institutions such as the US Naval Academy and Flight School.

Schoolwide Learner Outcome (SLO) Awards Program

This program recognizes students who demonstrate mastery of the school's SLOs. Prior to the pandemic, the school held a recognition ceremony, every semester, to honor recipients. The school continued to recognize exemplary students throughout the pandemic but without the gathering ceremony.

Outstanding Academic Programs

OHS offers outstanding programs for students who wish to take on more rigorous academics. The Advanced Placement American Government and Politics students had the highest passing rate in the district. The school's chemistry program claimed first place in the University of Guam's Annual Titration Competition. The Okkodo Academic Challenge Bowl team took second place overall.

Accomplishments

Gupot Chamorro: The school hosted a Gupot Chamorro event that highlighted the indigenous culture of Guam and also showcased the culture of Guam and also showcased the cultural diversity of the students and teachers in the school community. This was a festive activity that brought the students together to share cultural experiences and build school spirit. It was a much-needed event for students to reconnect and celebrate Bulldog pride after being socially isolated in remote learning models.

Spring Fest: Okkodo High School's Student Body Association organized a Spring Fest to celebrate the accomplishments of students during a difficult school year. The Spring Fest took place in April at the school's campus. Activities addressed the school's SLOs and provided an opportunity to build community partnerships. The students, under the guidance of their advisors, collaborated with the Guam Police Department, the Guam Army National Guard, and various business vendors to make the event a success.

Special Awards

Scholarships:

- Jayjan Kincho, Guam Sunshine Lions Club Guam Marianas Training Center Scholarship, covered tuition, books, national certification fees
- Scott Aflague II, Commander Naval Air Forces Private Pilot Program Scholarship, covers transportation, room and board, academics, and flight hours required to earn a private

pilot license

- Lord Greystroke Mabalot, University Scholar, University Tuition Grant, and Walt Disney Company Scholarship, Tuition Scholarship
- Darryl Mercado, Arizona Distinction Award, Merit aid, academic-based scholarship
- Kheila Lacson, Prince Hall Masonic Family Scholarship, Tuition Scholarship
- Zekiya Mapilisan, Faith for the Future Merit Scholarship

Camps:

- Norwich University, Cyber STEM Camp via HQ MCJROTC: Justine Absalon, Andrei Antonio, Cristel Dela Cruz, Makealla Garcia, & Cody Siguenza, Tuition, fees, and airfare covered

United States Naval Academy Summer Seminar and Senior Cadet Leadership Camp: Keisha

Carlos, Tuition, fees, airfare, room and board covered US Naval Academy Summer STEM Camp:

Donita Manacmul, tuition, fees, airfare, room and board covered

SIMON SANCHEZ HIGH SCHOOL



Exemplary Programs

Army Junior Reserve Officers' Training Corps (JROTC) Shark Battalion

Senior Army Instructor: LTC (retired) Kevin J. Yatar; Army Instructor: SFC (retired) Joseph A. Achivida
The Simon A. Sanchez High School (SSHS) Army JROTC aims to teach and promote the core Army values of Loyalty, Duty, Respect, Selfless Service, Honor, Integrity and Personal Courage to their cadets. This helps the cadets succeed first as students, then as student leaders, and ultimately gaining skills and values to help students achieve their goals after high school.

Guam Community College (GCC) Programs

The SSHS GCC Programs, specifically ProStart, Marketing, Lodging Management Program, Allied Health, and Carpentry, ensure that students who are a part of these programs gain the skills and work experience to pursue their chosen vocations after high school, while ensuring that they are able to meet the academic requirements required for graduation.

Accomplishments

- Sharkchella (Student Showcase)
- 2022 Law Week Appellate Court Hearing
- Sharks Ride the W.A.V.E. Student of the Month
- Implementation of the 3 Models of Learning
- Hard Copy Distribution
- Food Distribution

Special Awards

GDOE Interscholastic Sports Association:

- 3rd Place: Girls' Basketball, Girls' Rugby, Girls' Softball, Girls' Cross Country, Boys' Cross Country
- All Island Singles Title to Jerrymae Segovia
- Boys' Basketball, Champions; Boys' Soccer, 2nd Place; Boys' Girls Paddling, 2nd place.

Island-wide JROTC Leadership Academic Bowl:

SSHS Army JROTC Shark Battalion, 2nd Place winner

Pika's Best Class of 2022: SSHS Class of 2022 was voted Pika's Best Class of 2022

University Scholarship:

- Shane Becker, 12th Grade received a sports scholarship to Bushnell University (Oregon).
- Aley Perez, 12th Grade received an academic scholarship worth \$84,000 to the University of Tulsa (Oklahoma).

Award for Aspirations in Computing 2022:

- Maria Charlyze Fontanos, 12th Grade

National Association of State Boards of Education (NASBE)

Represented by IBOGS, Grace Ann Dela Cruz

Guam School Counselor of the Year:

SSHS School Guidance Counselor, Mrs. Blessa Ramos, won the 2022 Guam School Counselor of the Year

National Board Certification

Dr. Ron Canos (renewed certification)



SOUTHERN HIGH SCHOOL

Exemplary Programs

Freshman Academy

Students entering the 9th grade enroll in classes that use the Talent Development Secondary framework that supports student achievement. Freshmen enroll in college and career preparatory courses such as Strategic Reading and Transition to Advanced Math (TAM) to assist students in closing the achievement gap. Students, who test out of TAM, take either Algebra I or Geometry for Block I. Part of the Freshmen Academy framework is their team concept. All Freshmen are placed in teams with supports that will help the students identify their college or career path and personal guidance set.

Step-up Biological Science Laboratory

In partnership with the University of Guam, University of Hawaii, and the National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK), Southern High School was able to open up a science lab in support of students' interest and needs in the field of science. Since the opening of the science lab, students have participated and received recognition in national science competitions.

Inetnon Gef Pa'go

The mission of Inetnon Gef Pa'go is to promote awareness and pride in Chamorro heritage through performance arts. After undergoing extensive training to be members of the school's performing group, selected students have the opportunity to represent Guam at major island events as well as folk festivals around the world. As a school-to-work program, many graduating students continue gainful employment as a cultural dancer within the tourism industry.

Accomplishments

- Opening of SHS Step-up Science Lab
- Preliminary Haya Schools Vertical Articulation
- Extension of Choices360 to all Grade Levels
- Development of Graduation Set
- Expansion of the Freshman Academy's Support into 10th Grade

Special Awards

- GDOE Interscholastic Sports Association: Girls' Soccer League, 2nd Place; Boys' and Girls' Rugby League, 2nd place
- Nihongo Challenge Bowl: 3rd Place All Island Guam Nihongo Challenge Bowl (Japanese Club)
- Paddling Competition: 1st Place Manhoben Lalahi Competition (Paddling)
- Decca Competition: Kaylyn Denuyo, 11th Grade, 3rd Place Decca Competition
- Marketing Achievement: SY21-22 DECA Marketing Achievement
- Best Video of the Year: Lending Hands Video Competition 1st Place for Best Video of the Year
- JROTC Fitness: Analea Meno, 10th Grade, 1st Place Female JROTC Fitness Contestant
- 2021 Canadian Open Mathematics Challenge: Winner Teiko's Heart Perez, 11th Grade.
- JROTC BONA Competition: Cheyunne Ahn, 11th Grade, and Jessica Pendon, 12th Grade.

TIYAN HIGH SCHOOL



Exemplary Programs

College and Career Academies

Tiyon High School (THS) prides itself in designing and implementing a wall-to-wall College and Career Academy. Amidst the scheduling issues affected by the pandemic, THS continued its progress in preparing students for college/careers. The academy structure includes three academy teams, the Business, Arts and IT Academy, the Health and Human Services Academy, and the Transportation, Logistics and Construction Academy. The three academies include 12 pathways focusing on Career and Technical Education. The school has also created an Advisory Board inclusive of the school staff and community partners. Collaboration with the community partners occurs at these Board meetings. The team plans and executes activities to help bridge the gap between high school graduation and college and career readiness. In the school year 2021-2022, the Board and the teachers of THS created an assessment rubric for the selected College and Career Readiness Performance Standards and is used to

measure the attainment of soft skills necessary for a successful college or career experience.

Responsibility-Centered Discipline

THS uses a Response-Ability Process to teach students to recognize when they are too emotionally charged to make the best decisions and to get them to a point where they can handle situations positively. Teachers and staff allow students time to reflect and focus after a heated moment. The Give 'em Five strategy leads conversations with teachers, support staff, and students who exhibit challenging behavior. The next level, Sagan Hinasso, is the administrator level, where the administrators and counselors address the tier two behaviors. Here students are given time to answer and reflect on seven questions. The consequence is reflection time. This time-based consequence provides an opportunity for the students to address their problems. The Response-Ability Process enables students to take responsibility for their actions and to create solutions.

Academic Intervention and Credit Recovery Programs

THS has provided many opportunities to accelerate learning after returning to in-person learning through credit recovery and tutoring. The school allowed students to take more credits during Eskuelan Puengi and Summer School. Each program offered an additional credit than the usual offering. Students were able to take credit advancement courses or makeup credits lost during the struggle through distance learning. Additionally, THS offered a tutoring program during the school day. This program allowed students to receive tutoring by an English or Math teacher to help improve their skills in writing and mathematics.

Accomplishments

College and Career Academy Advisory Board was created to guide the academic curriculum, career and technical education, college and career continuum, and work-based learning for the academies in collaboration with the industry/community partners and post-secondary education.

College and Career Academy Performance Standards were created to identify and measure the attainment of the soft skills necessary for success in college or the career aspirations of the students.

Implementation of Standards-Based Grading (SBG) in the Core Contents: While not all contents have fully implemented SBG, all core classes at THS have fully engaged in using the proficiency scales to measure student academic progress.

Special Awards

2022 Award for Aspirations in Computing, National Center for Women in IT: Telecommunications teacher, Dr. Byoung Lee, won the – Affiliate Educator Award; 12th grader, Alexandra Orallo, received Affiliate Rising Star certificate; 12th grader, Aliah Pujol, received Affiliate Honorable Mention

Science Grant Awards: Leonard-John L. Ventura, received a \$5,000 from Society for Science – STEM Research Grant and Elaine Macalinao, received a \$1,413.50 American Chemical Society – Hach High School Chemistry Grant for purchasing science lab equipment