



SY 23-24

ANNUAL STATE OF PUBLIC EDUCATION REPORT

Ripotten Săkkan i Estăo Idukasion Pupbleko



Submitted on October 28, 2024

About the cover:

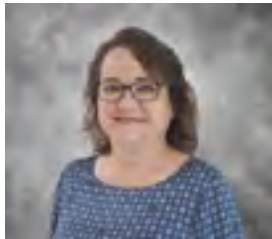
The first three pictures show paint scraping and water blasting at GWHS (SY 23-24).

At the bottom are latte stone artifacts by 4th grade students of Agana Heights Elementary School showcased during Silibrasion Mes CHamoru (SY 23-24) .

Photos are from the GDOE Facebook page.



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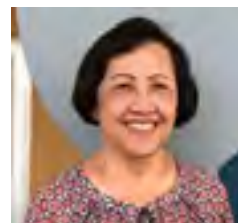
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Superintendent of Education/
Board Executive Secretary



Message from the **Chairperson of the Guam Education Board**



Dr. Mary A.Y. Okada
Guam Education Board Chairperson

Throughout School Year (SY) 23-24, the Guam Department of Education was in the daily headlines. The focus was on the state of our public school facilities and the need to pass the Department of Public Health and Social Services (DPHSS) Sanitary Inspections.

As the Guam Department of Education addressed these challenges and students experienced a disrupted learning process, the biggest concern for the Guam Education Board is the long-lasting effects of these closures on student outcomes. The growing disconnect between assessment and teaching resulted in the risk of students graduating but not being ready for college or career. The COVID-19 pandemic also highlighted the challenges faced by public education, including the one solution that students and parents eventually disliked, expressing their dissatisfaction with the quality and effectiveness of remote instruction. This has further exacerbated the existing inequalities in the education system, with students from disadvantaged backgrounds being disproportionately affected by the shift to online learning.

Despite these many challenges, there are also many dedicated educators and administrators who are working tirelessly to improve the state of public education in Guam.

By addressing the root causes of these issues, we can begin to create a more equitable and effective education system that prepares all students for success in the 21st century. The Guam Education Board supports strategies for creating a more resilient and effective education system focused on rethinking the role of assessment in teaching and learning,

But the responsibility for this transformation extends beyond the classroom. We all play a crucial role in shaping the future of public education. To truly effectuate change, a collaborative effort is required. Intergovernmental and interagency partnerships must be forged, bringing together diverse perspectives and resources to tackle the complex issues facing public schools.

We need to embrace innovative solutions, empower educators with data-driven tools, and foster a spirit of cooperation to create a brighter future for public education. This will ensure that every student, regardless of background or circumstance, has access to a high-quality education that prepares them for success in college, career, and life.

I commend my fellow board members, the leadership, staff, and all school administrators and teachers of the Guam Department of Education, as well as the students and their parents for their fortitude and resilience amid the challenges we all faced in SY 23-24.

Si Yu'os Ma'åse!



Message from the Superintendent of Education



K. Erik Swanson Ph.D.
Superintendent of Education

We are all one crew; there are no passengers on this journey.

When it comes to the state of public education, it is crucial to recognize that the challenges faced by educators and students alike are not simply a matter of personal shortcomings, lack of effort, deficiency in leadership, absence of vision, or nonexistent support. GDOE has many very talented teachers and administrators, dedicated and hardworking staff, leaders with great passion, a clear vision as stated in the State Strategic Plan, as well as support from everywhere, including an influx of federal funds aimed at helping the island recover from the aftermath of the pandemic.

The persistent struggle to improve educational outcomes, despite the tireless work of dedicated teachers and administrators, points to deeper systemic issues that demand our attention. A recent study by the National Assessment of Educational Progress (NAEP), U.S. Department of Education, revealed that only 37% of 12th-grade students performed at or above the proficient level in reading, and a mere 25% demonstrated proficiency in math. These national results closely parallel our situation in Guam public schools.

These sobering statistics underscore the urgent need for a critical examination of the current educational paradigm and its effectiveness in preparing students for success in the 21st century. Interestingly, Guam DOE's graduation rates have steadily increased to over 90%. The scenario also true across the nation that has an average that is now hovering near 85%, a growing body of research suggests that many high school graduates, including Guam DOE's graduates, are not adequately prepared for the rigors of postsecondary education or the demands of the modern workforce.

***“We are all one crew;
there are no passengers
on this journey.”***

-K. Erik Swanson Ph.D.

A study conducted by the National Center for Education Statistics found that nearly 60% of first-year college students required remedial courses in English, math, or both, indicating a significant disconnect between the skills acquired in high school and those necessary for college success. This truth applies to Guam DOE graduates as well. These results raise important questions about the focus and priorities of our current educational system. Focus on test scores and graduation rates at the expense of meaningful learning and skill development should give us pause to rethink our approach.

Renowned education expert Dr. Linda Darling-Hammond, in her highly valuable book “The Flat World and Education,” argues that the traditional “factory model” of education, which prioritizes rote memorization and compliance over critical thinking and creativity, is ill-suited to the demands of the 21st-century global economy. Darling-Hammond advocates for a basic shift towards a more student-centered, inquiry-based approach to learning, one that fosters the development of essential skills such as problem-solving, collaboration, and adaptability. My vision for Guam DOE is as such. Together as one crew, I expect we can turn our sobering statistics around and truly change the trajectory for our students.

I also applaud the parents who work with us and help make things better for our children. I commend all our teachers and administrators, including the support staff and the auxiliary services for your relentless dedication and commitment to turn the tide for our students. I will close by restating my position and vision for leading the Guam Department of Education: “We are all one crew; there are no passengers on this journey.”



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Annual State of Public Report (ASPER) SY for 23-24



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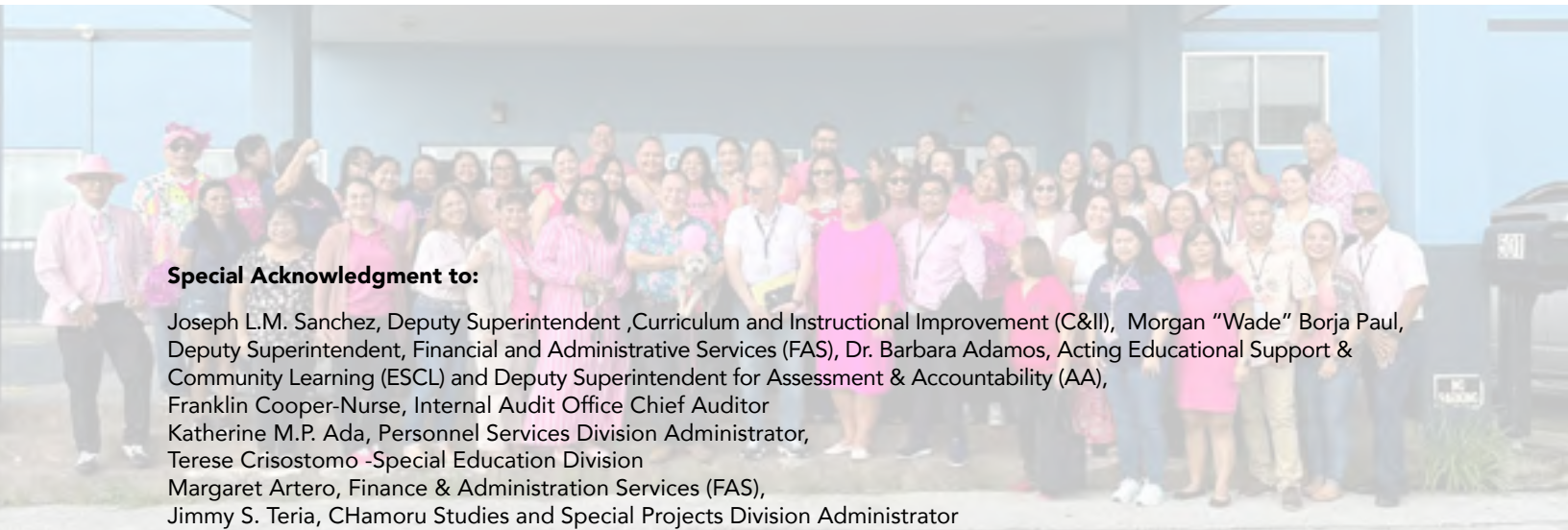
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Special Acknowledgment to:

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Staff and students participate in GWHS campus clean-up.

Annual State of Public Education Report SY 23-24

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M.U. Lujan Elementary School students listening intently to their teacher.



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

ENROLLMENT

STUDENT DEMOGRAPHIC INFORMATION

During School Year (SY) 23-24, there were forty-one (41) public schools that provided educational services for 24,322 students. Further breakdown by levels showed twenty-six (26) elementary schools totaling 10,699 students in Grades K-5 including Head Start and Pre-K, eight (8) middle schools totaling 5,211 students in Grades 6-8, and seven (7) high schools totaling 8,412 students in Grades 9-12 inclusive of an Alternative School.

Table 1 represents the student enrollment comparison between SY 22-23 and SY 23-24. The student population decreased significantly by 1,326. Within grade levels, there were noticeable variances in enrollment, with increases in Grade 2, and 11. Meanwhile, Grades K, 1, 3, 5, 7, 9 and 10 showed significant decreases in enrollment.

Table 1.
GDOE Comparative Student Enrollment Distribution
by Grade for SY 22-23 & SY 23-24

GRADE LEVEL	SY 22-23	SY 23-24	Comparative Difference
Head Start	516	475	-41
Pre-School	150	162	12
Kindergarten	1,522	1,377	-145
Grade 1	1,847	1,640	-207
Grade 2	1,728	1,765	37
Grade 3	1,894	1,681	-213
Grade 4	1,872	1,808	-64
Grade 5	1,935	1,791	-144
Grade 6	1,787	1,728	-59
Grade 7	1,855	1,704	-151
Grade 8	1,813	1,779	-34
Grade 9	2,674	2,522	-152
Grade 10	2,472	2,248	-224
Grade 11	1,898	2,095	197
Grade 12	1,546	1,424	-122
Success Academy	139	123	-16
Total Enrollment with Headstart & Pre-School	25,648	24,322	-1,326

(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.)

Figure 1.
SY 23-24 GDOE Student Population by Grade Levels

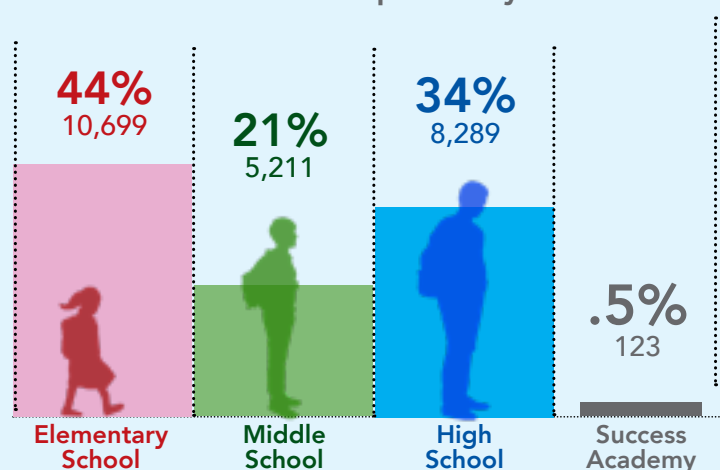


Figure 1 represents the student population distribution of all forty-one (41) GDOE schools by grade level in SY 23-24. Elementary level students comprised the highest percentage 44% of all students enrolled. Middle school students represented 21% of the total student enrollment and high and alternative school/Success Academy students made up a total of 34.5%.

STUDENT ENROLLMENT IN SPECIAL PROGRAMS

Table 2 shows the Student Enrollment in Special Programs for SY 23-24. There was a decrease on student enrollment in Special Programs.

Table 2. SY23-24 Student Enrollment In Special Programs

SPECIAL PROGRAMS	SY 22-23	SY 23-24	+/-
GATE	1,251	953	-
SPED	1,615	1,662	+
ELL	11,546	10,708	-
Head Start	516	475	-
Eskuelan Puengi Fall Session A	1,274	1,176	-
Eskuelan Puengi Fall Session B	1,150	1,005	-
Eskuelan Puengi Spring Session A	1187	n/a	
Eskuelan Puengi Spring Session B	769	n/a	
Eskuelan Puengi Spring Session C	n/a	1,076	
Eskuelan Puengi Spring Session D	n/a	961	
Faneyakan Sinipok (CHamoru Immersion)	38	52	+
TOTAL	19,346	18,068	-

*Source: Special Ed Division, GATE Program; SY23-24 ESL Program; Official SpEd Enrollment as of Oct. 1, 2023; ASPIRE Report from Project Director; Official Student Enrollment SY23-24; Eskuelan Puengi Report from Project Director, Faneyakan Sinipok from Program Coordinator (Programan Tiningo') (Note: Numbers reflect students enrolled in more than one special program.)

STUDENT ENROLLMENT DISTRIBUTION

Figure 2 below represents the student enrollment by gender, Pre-K-12 enrollment, inclusive of the Head Start enrollment for SY 23-24. Male students comprised 52% of the total student population with an enrollment of 12,724 while female students comprised 48% of the population with an enrollment of 11,598.

Figure 2.
SY 23-24 Student Enrollment Distribution by Gender

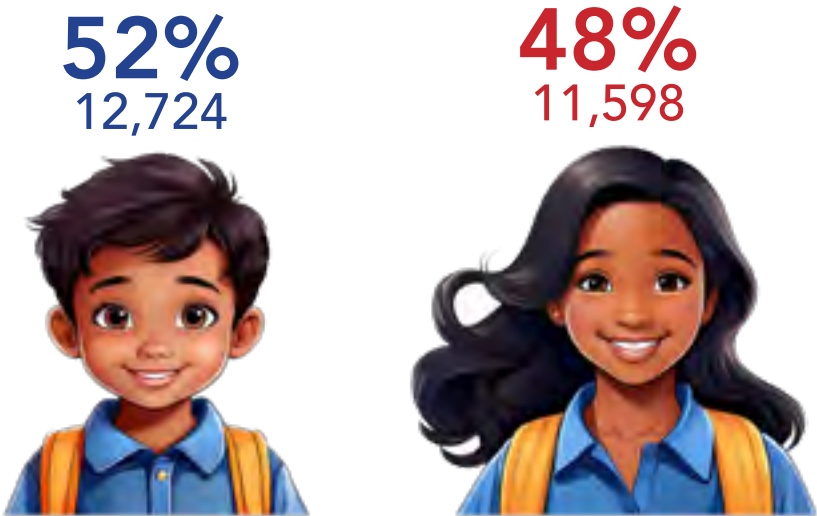


Table 3.
SY 23-24 Distribution of Students by Ethnicity (Aligned with
EDFacts Categories)

Ethnicity	Total	%
NHPI - CHamoru	10876	44.7
Asian - Filipino	4667	19.2
White- Not Hispanic	114	0.5
African American	28	0.1
Asian- Japanese	77	0.3
Asian - Chinese	76	0.3
Asian-Korean	110	0.5
NHPI - Hawaiian	22	0.1
NHPI- Samoan	17	0.1
NHPI- Kosraean	181	0.7
NHPI - Pohnpeian	758	3.1
NHPI - Chuukese	5135	21.1
NHPI- Yapese	483	2.0
NHPI- Marshallese	66	0.3
NHPI - Palauan	434	1.8
Asian-Vietnamese	15	0.1
Hispanic	46	0.2
American Indian/Alaskan Native	8	0.0
Asian-Indonesian	2	0.0
Other/Mixed	1207	5.0
TOTAL	24,322	100%

Table 3. represents the distribution of students by ethnicity. In SY 23-24, there were 24,322 enrolled in GDOE, representing at least 21 ethnic groups - The Native Hawaiian or Other Pacific Islander (NHPI) category include Hawaiian, CHamoru, Kosraean, Pohnpeian, Chuukese, Yapese, Marshallese, 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.

Table 4. SY 23-24 Student Average Daily Membership/Attendance/Rate

Level	SY 23-24 Average Daily Attendance (ADA)	SY 23-24 Average Daily Membership (ADM)	SY 23-24 Average Daily Rate (ADR)	SY 22-23 Average Daily Rate (ADR)	Change in ADR
Elementary Schools	9,122	10,223	89%	88%	0.7%
Middle Schools	4,393	5,094	86%	89%	-3.1%
High Schools	7,120	8,127	88%	88%	-0.5%
TOTAL	20,636	23,444	88%	88.6%	-1.0%


STUDENT ATTENDANCE

Table 4 represents the average daily attendance rate (ADR) for the district for SY 23-24. It is determined by dividing the average daily attendance (ADA) by the average daily membership (ADM). Examination of table 4 shows that middle schools had the lowest average daily attendance rate at 86% while, elementary schools had 89%, and high schools, at 88%.

Note: Table 4 excludes Alternative School ADA/ADM.

STUDENT GRADUATION RATE & DROPOUT RATE

Figure 3. SY13-14 to SY 23-24 Student Graduation Rate



CLASS OF	73%	76%	79%	82%	84.5%	87.3%	88.9%	90.3%	90%	90.7%	91.3%
2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	

Figure 3 shows the graduation rates from SY 13-14 to SY 23-24. The graduation rate from 2014 up to 2024 are as follows: SY13-14 - 73%, SY14-15 - 76%, SY15-16 - 79%, SY16-17 - 82%, SY17-18 - 84.5%, SY18-19 - 87.3%, SY19-20 - 88.9%, SY 20-21 - 90.3%, SY21 -22 - 90%, SY22-23 90.7% and for SY23-24 91.3%



SY 23-24 COHORT GRADUATION RATE

Of specific interest to educators is the cohort graduation rate that gives an indication of the proportion of ninth-grade students that leave school as graduates. The National Center for Education

Statistics (NCES) cohort graduation rate used in the calculation 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 from SY 13-14 to SY 23-24

HIGH SCHOOL	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	SY 22-23	SY 23-24
GWHS	451	377	355	323	334	324	311	275	289	271	273
JFKHS	481	484	365	368	387	353	363	306	338	364	356
OHS	300	304	346	322	351	332	322	312	276	331	310
SSHS	376	353	352	371	352	344	324	258	266	291	262
SHS	257	302	346	395	318	274	319	207	242	221	205
THS	n/a	144	181	220	262	244	261	232	219	214	166
JPTSA	n/a	n/a	n/a	55	n/a	n/a	90	31	42	47	43
TOTAL	1,865	1,964	1,945	1,999	2,004	1,871	1,900	1,590	1,630	1,692	1,527

Tables 5 represents the number of high school graduates by school and and total district from SY13-14 to SY 23-24. Note that JP Torres Success Academy (JPTSA) are not included in the total graduation count.

Table 6. GDOE Comparative High School Graduation Rates from SY 12-13 to SY 23-24

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	SY 22-23	SY 23-24
73%	76%	79%	82%	84.5%	87.3%	88.9%	90.3%	90%	90.7%	91.3%

Tables 6 shows that the graduation rate for SY 23-24 increased to 91.3% compared to 90.7% in SY 22-23.

SY 23-24 ANNUAL DROPOUT RATE

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:

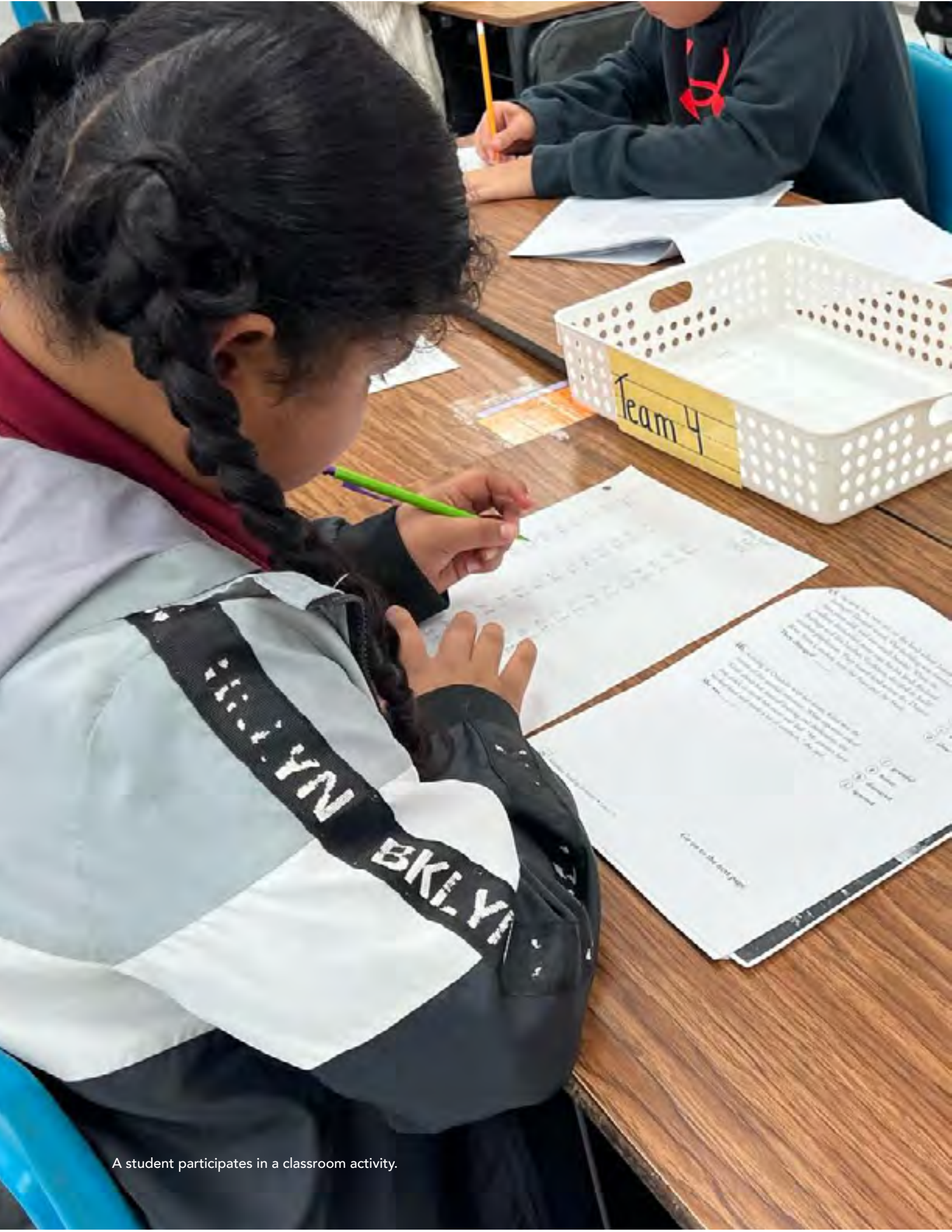
- being transferred to another school or to a high school equivalency educational program recognized by the Department; or
- being incapacitated to the extent that enrollment in school or participation in an alternative high school program was not possible; or

- having 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
- being expelled; or removed by law enforcement authorities and confined, thereby prohibiting the continuation of schooling.

Table 7 below represents the dropout rates by school from SY 13-14 to SY 23-24. The dropout number and rate includes students from Grades 9 to 12. The table shows an increase in the drop out number from 18 students in SY22-23 to 60 students for SY 23-24.

Table 7. SY 13-14 to SY 23-24 GDOE Comparative High School Dropout Numbers (DN) Dropout Rate (DR)

HIGH SCHOOL	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		SY 22-23		SY 23-24	
	DN	DR	DN	DR	DN	DR	DN	DR	DN	DR	DN	DR	DN	DR	DN	DR	DN	DR	DN	DR	DN	DR
GWHS	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%	3	.2%	20	1.3%
JFKHS	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%	5	.3%	16	0.9%
SSHS	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%	0	0%	6	0.3%
OHS	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%	3	.2%	6	0.4%
SHS	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%	1	.1%	2	0.2%
TIYAN	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%	6	.6%	10	0.9%
JPTSA	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a
Total	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%	18	.2%	60	.7%



A student participates in a classroom activity.

ASSESSMENTS & OUTCOMES

AimsWeb Interim Assessment Results

The Department's Interim Assessment is AimsWeb, a benchmark and progress monitoring system based on direct, frequent, and continuous student assessment using brief and accurate measures of reading, math, spelling, and writing. The target level for AimsWeb relative to SSP Objective 3.3 is the percentage of students at Tier I

Figures 4-7 show the AimsWeb Results for Grades K-5, and 6-8 at Tier 1 for Reading and Math for the Fall 2023 and Spring 2024.

Figure 4. SY23-24 AimsWeb Results for Grades K-5 READING

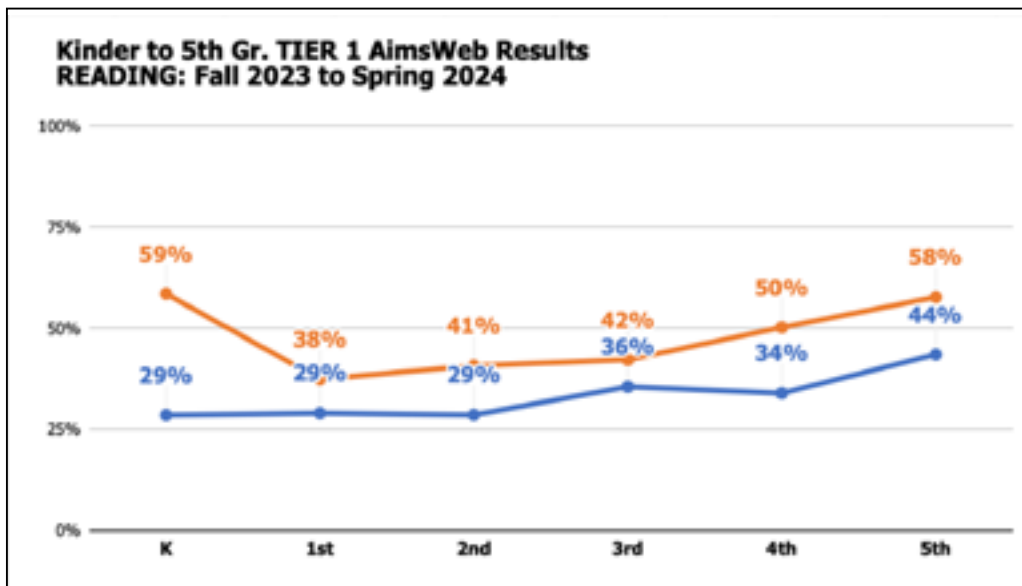


Figure 4 depicts the AimsWeb interim assessment results for Kinder to 5th grade Tier 1 Reading. Fall 2023 results shows 29% of Kinder, 29% of 1st grade, 29% of 2nd grade, 36% of third grade, 34% of 4th grade, and 44% of 5th grade were at Tier 1, compared to Spring 2024 where 59% of Kinder, 38% of 1st grade, 41% of 2nd grade, 42% of third grade, 50% of 4th grade, and 58% of 5th grade were at Tier 1 level. The graphs shows gains in AimsWeb results from Fall 2023 to Spring 2024.

Figure 5. SY23-24 AimsWeb Results for Grades K-5 MATH

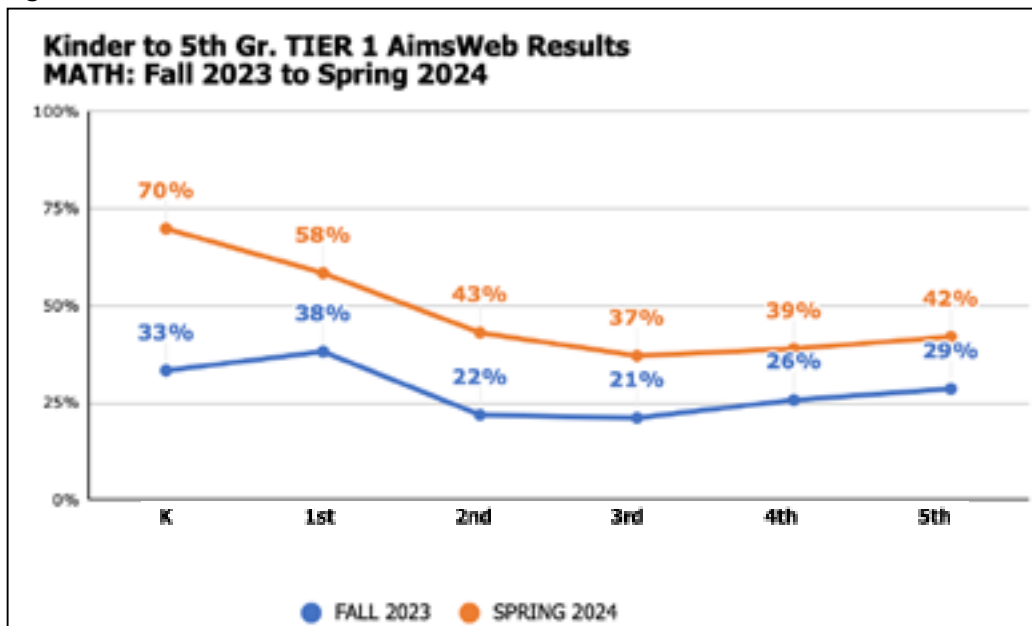


Figure 5 depicts the results of Kinder to 5th grade Tier 1 for Math. Fall 2023 results show 33% of Kinder, 38% of 1st grade, 22% of 2nd grade, 21% of third grade, 26% of 4th grade, and 29% of 5th grade were at Tier 1, compared to Spring 2024 where 70% of Kinder, 58% of 1st grade, 43% of 2nd grade, 37% of third grade, 39% of 4th grade, and 42% of 5th grade were at Tier 1 level. The greatest gain in AimsWeb Math results was observed in Kinder, 1st, and 2nd Grades.

Figure 6 SY23-24 AimsWeb Results for Grades 6-8 READING

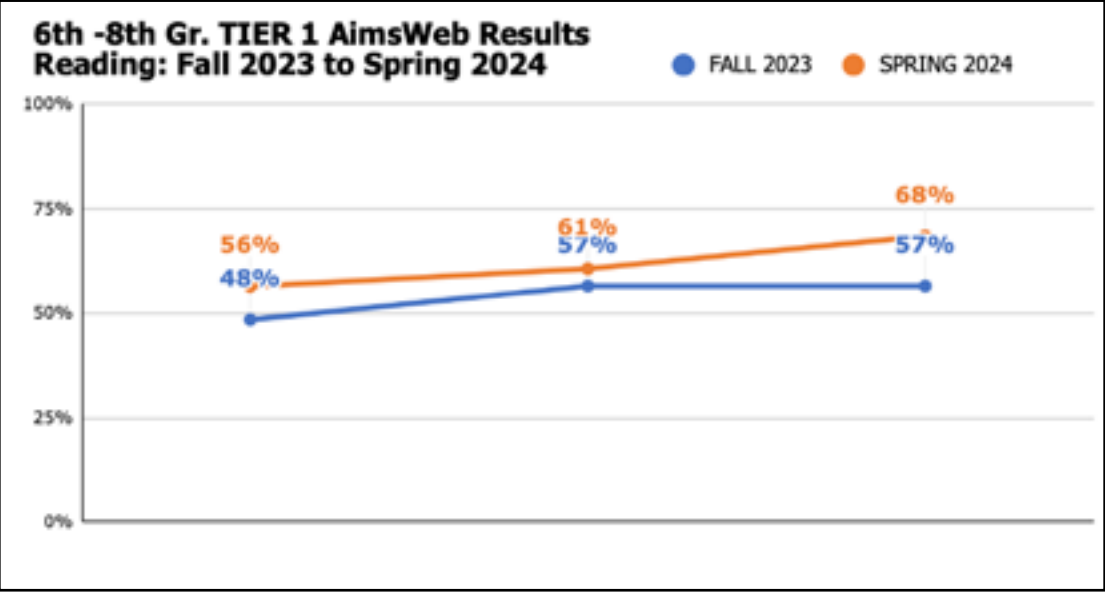


Figure 6 depicts the results of Middle School Tier 1 for Reading. Fall 2023 results show 48% of 6th grade, 57% of 7th and 8th grade students were at Tier 1, compared to Spring 2024 where 56% of 6th grade, 61% of 7th grade and 68% of 8th grade students were at Tier 1 level. The gains in Reading for Grades 6th - 8th (Fall to Spring) was not significant

Figure 7 SY23-24 AimsWeb Results for Grades 6-8 MATH

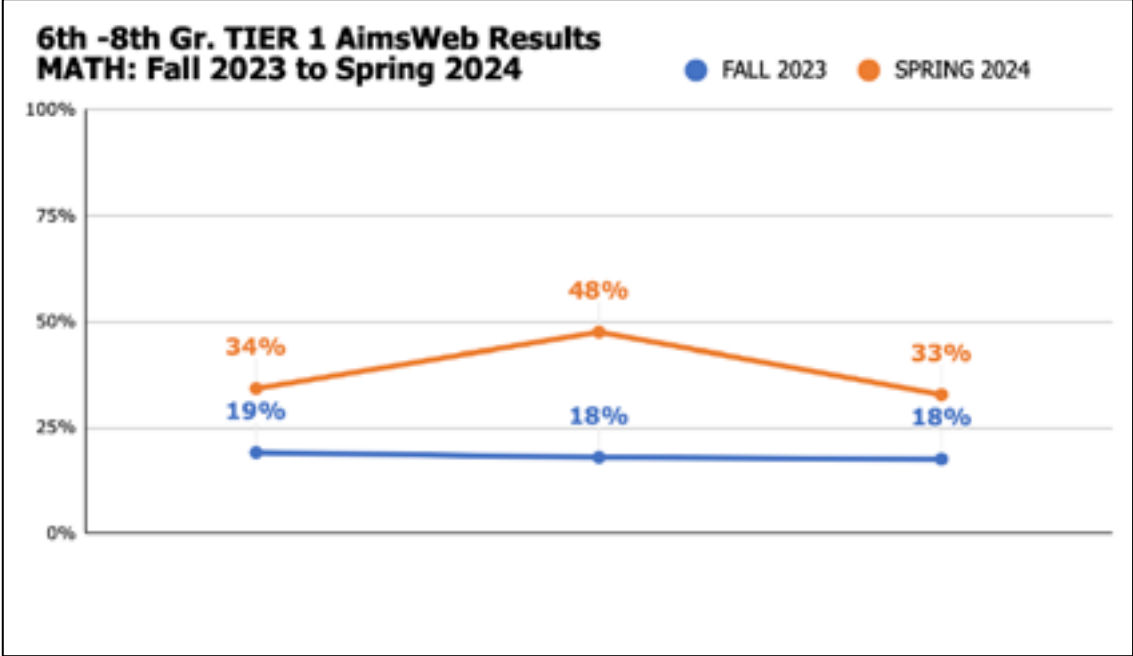


Figure 7 depicts the results of Middle School Tier 1 for Math. Fall 2023 results show 19% of 6th grade, 18% of 7th and 8th grade students were at Tier 1, compared to Spring 2024 where 34% of 6th grade, 48% of 7th grade and 33% of 8th grade students were at tier 1 level. The graph shows significant gains in Math from Fall 2023 to Spring 2024

Smarter Balanced Assessment

SMARTER BALANCED ASSESSMENT: BASED OFF COMMON CORE STATE STANDARDS (CCSS)

In SY23-24 GDOE began the use of Smarter Balanced Assessment (SBA) in lieu of the ACT Aspire which was retired by the test developer. The SBA was administered in Spring 2024 to students in grades 3,4,5,6,7,8 and 11 in ELA and Math.

SBA developed content specifications in English language arts/literacy (ELA) and Math to ensure that the assessments covered the range of knowledge and skills in the Common Core State Standards(CCSS). The content specifications serve as the basis for the Smarter Balanced system of summative and interim assessments and formative assessment support for teachers.

The Smarter Balanced Technical Advisory Committee, Consortium work groups, and the lead authors of the Common Core State Standards contributed to the documents. Member states in the consortium include: California, Connecticut, Delaware, Hawaii, Idaho, Indiana, Maine, Michigan, Montana, Nevada, New Hampshire, North Dakota, Oregon, South Dakota, Vermont, Washington, West Virginia, and Wisconsin

The Smarter Balanced System includes Computer Adaptive Testing (CAT) customized for each student such that during a test, the difficulty of questions changes based on student responses.

A core feature of Smarter Balanced is that they are customized for each student for more accurate measurement for every student through CAT. To accomplish this, the computer-based test adjusts the difficulty of questions throughout the assessment based on the student's response. If a student answers a question correctly, the next question will be harder; if a student answers incorrectly, the next question will be easier.

To execute the CAT format, Smarter Balanced Assessment has two components:

1. Test Blueprint ensures that the full range of knowledge and skills in English and math standards is assessed and specifies the number of questions, score points, and depth of knowledge associated with each section of the assessment.
2. Adaptive Software includes a set of rules that determine which questions a student will be given during the assessment and builds the best test for each student by selecting questions that satisfy the test blueprint and match student performance.

The CAT technology will be utilized by GDOE in the SY24-25 District-wide Assessment.

TEST BLUEPRINT

Test Blueprints are composed of "claims" which are broad categories that summarize the knowledge and skills students are expected to demonstrate on the assessments related to a particular aspect of the academic standards. Each subject includes four claims:

ELA/Literacy Claims

1. Reading
2. Writing
3. Listening
4. Research/Inquiry

Math Claims

1. Concepts and Procedures
2. Problem Solving
3. Communicating Reasoning
4. Modeling/Data Analysis

SMARTER BALANCED PROFICIENCY LEVELS

The Proficiency Level color codes below are used in the graphs shown in the next pages for English Language Arts (ELA) and Math district results:

Level 1: Did Not Meet Standard

Level 2: Nearly Met Standard

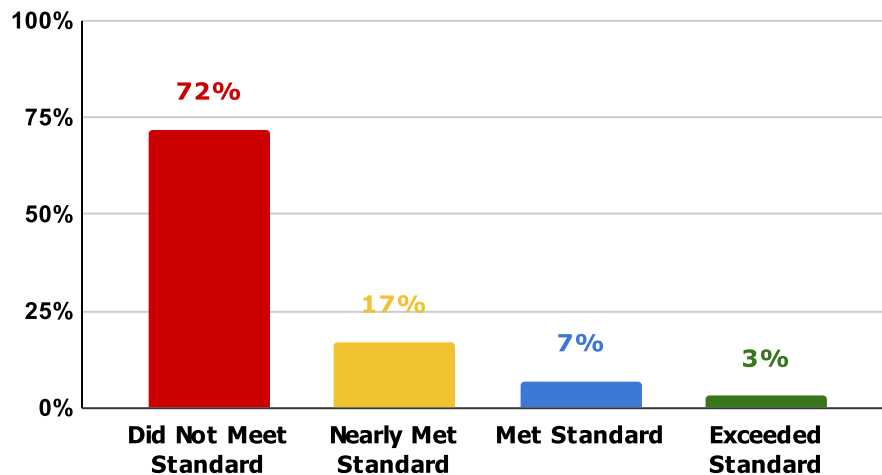
Level 3: Met Standard

Level 4: Exceeded Standard



Smarter Balanced Assessment Results for Elementary School English Language Arts (ELA) SY 23-24

Figure 8
Smarter Balanced Assessment SY 23-24 ELA Grade 3



Figures 8 -10. depict the Smarter Balanced Assessment Results for Elementary (Grades 3-5) English Language Arts (ELA).

Figure 8 shows the assessment result for 3rd Grade ELA: 72% did not meet standard, 17% nearly met standard, 7% met standard and 3% exceeded the standard.

Figure 9
Smarter Balanced Assessment SY 23-24 ELA Grade 4

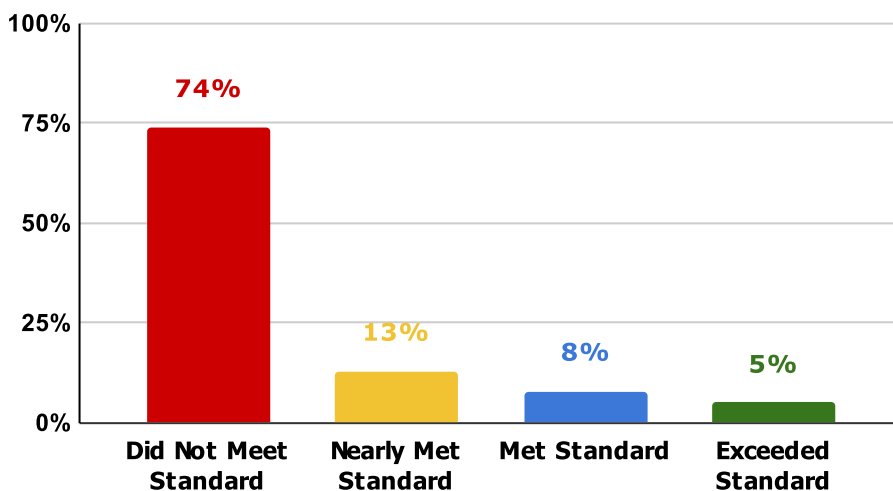


Figure 9 shows the assessment result for 4th Grade ELA: 74% did not meet standard, 13% nearly met standard, 8% met standard and 5% exceeded the standard.

Figure 10
Smarter Balanced Assessment SY 23-24 ELA Grade 5

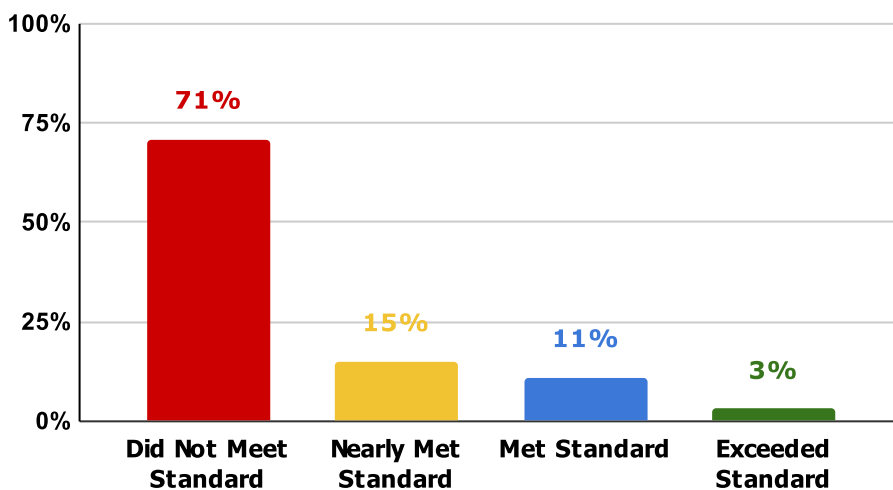
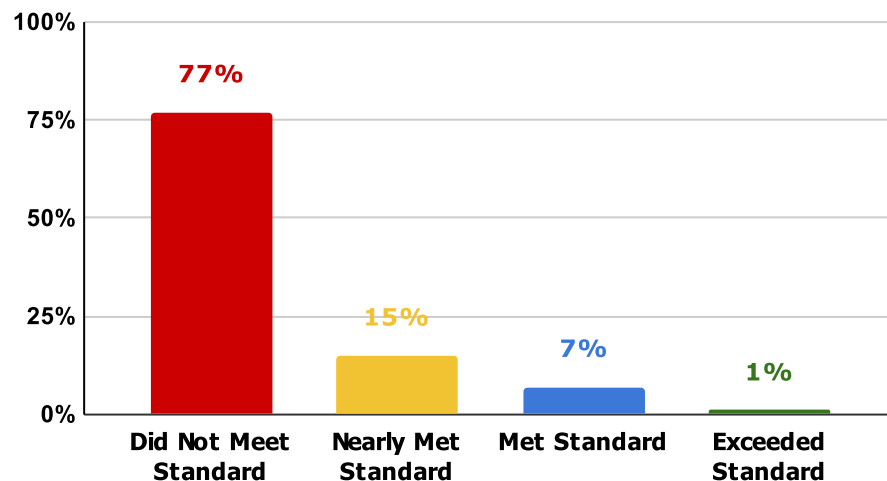


Figure 10 shows the assessment result for 5th Grade LA: 71% did not meet standard, 15% nearly met standard, 11% met standard and 3% exceeded the standard.

Smarter Balanced Assessment Results for Elementary Math SY 23-24

Figure 11
Smarter Balanced Assessment SY 23-24 Math Grade 3



Figures 11 -13. depict the Smarter Balanced Assessment Results SY 23-24 for Elementary (Grades 3-5) Math.

Figure 11 shows the assessment result for 3rd Grade Math: 77% did not meet standard, 15% nearly met standard, 7% met standard and 1% exceeded the standard.

Figure 12
Smarter Balanced Assessment SY 23-24 Math Grade 4

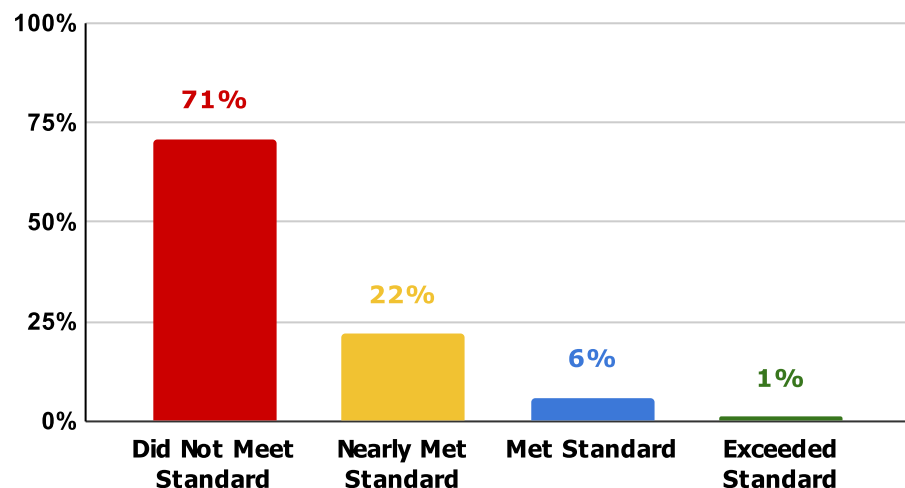


Figure 12 shows the assessment result for 4th Grade Math: 71% did not meet standard, 22% nearly met standard, 6% met standard and 1% exceeded the standard.

Figure 13
Smarter Balanced Assessment SY 23-24 Math Grade 5

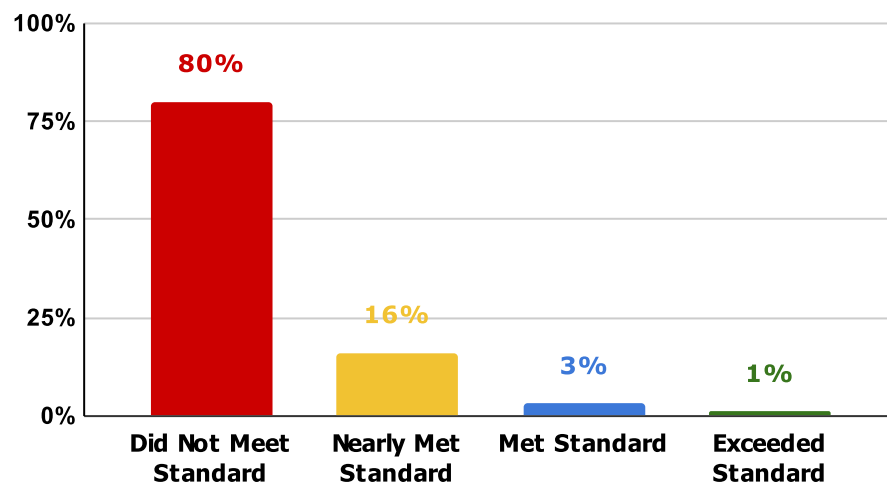
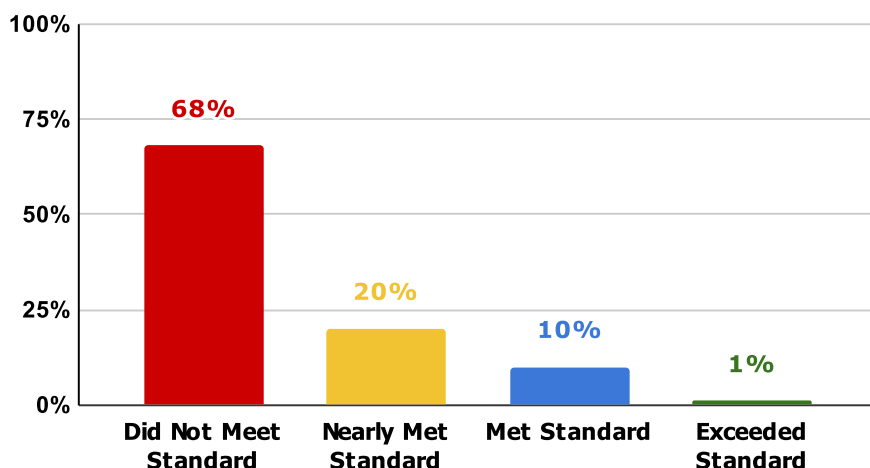


Figure 13 shows the assessment result for 5th Grade Math: 80% did not meet standard, 16% nearly met standard, 3% met standard and 1% exceeded the standard.

Smarter Balanced Assessment Results for Middle School English Language Arts SY 23-24

Figure 14
Smarter Balanced Assessment SY 23-24 ELA Grade 6



Figures 14-16 depict the Smarter Balanced Assessment Results SY 23-24 for Middle School Students, Grades 6-8 in English Language Arts (ELA).

Figure 14 shows the assessment result for 6th grade ELA: 68% did not meet standard, 20% nearly met standard, 10% met standard and 1% exceeded the standard.

Figure 15
Smarter Balanced Assessment SY 23-24 ELA Grade 7

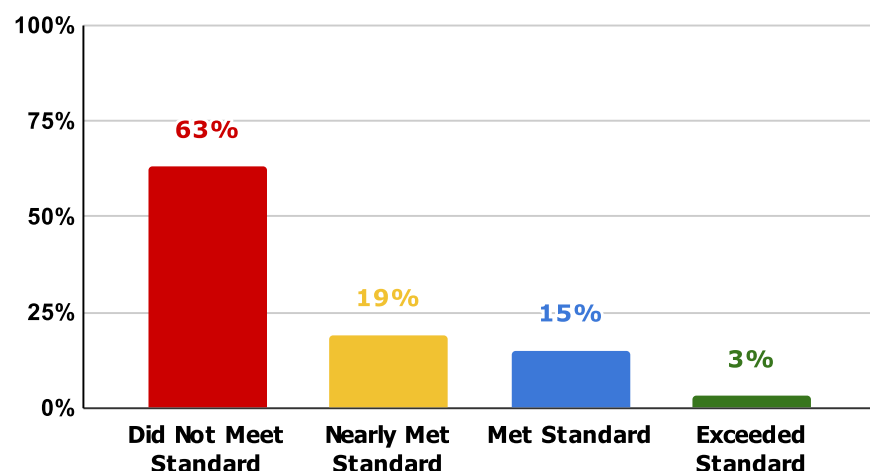


Figure 15 shows the assessment result for 7th Grade ELA: 63% did not meet standard, 19% nearly met standard, 15% met standard and 3% exceeded the standard.

Figure 16
Smarter Balanced Assessment SY 23-24 ELA Grade 8

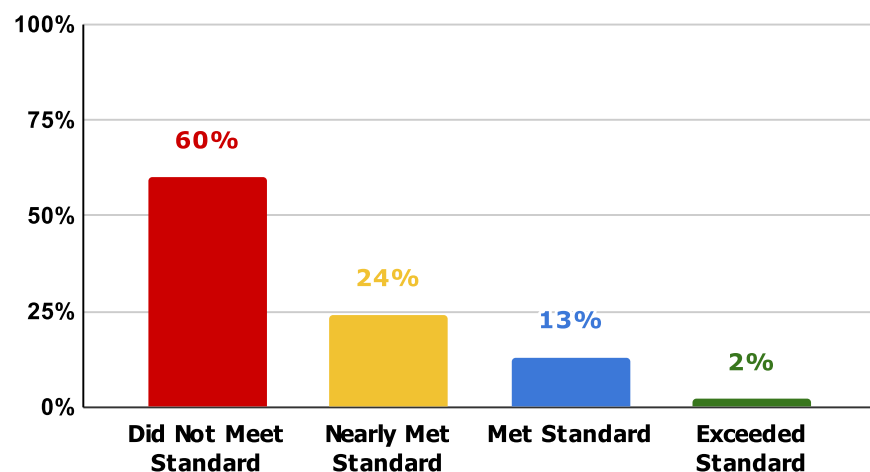
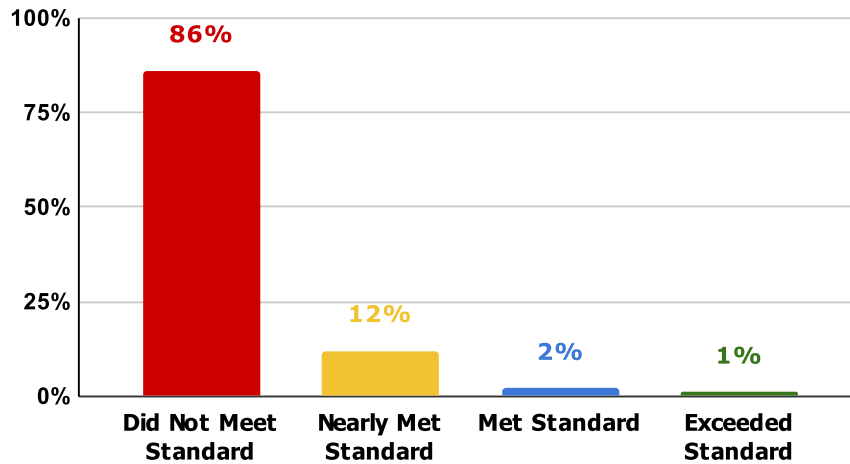


Figure 16 shows the assessment result for 8th Grade ELA: 60% did not meet standard, 24% nearly met standard, 13% met standard and 2% exceeded the standard.

Smarter Balanced Assessment Results for Middle School Math SY 23-24

Figure 17
Smarter Balanced Assessment SY 23-24 Math Grade 6



Figures 17-19 depict the Smarter Balanced Assessment Results SY 23-24 for Middle School Students, Grades 6-8 in Math.

Figure 17 shows the assessment result for 6th Grade Math: 86% did not meet standard, 12% nearly met standard, 2% met standard and 1% exceeded the standard.

Figure 18
Smarter Balanced Assessment SY 23-24 Math Grade 7

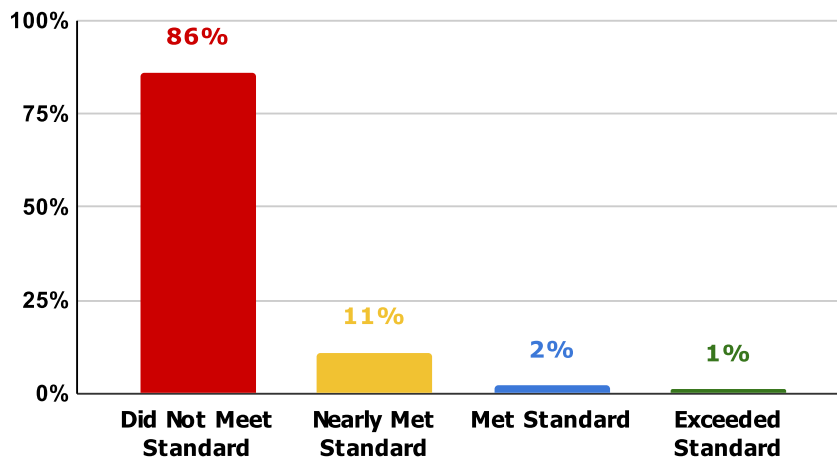


Figure 18 shows the assessment result for 7th Grade Math: 86% did not meet standard, 11% nearly met standard, 2% met standard and 1% exceeded the standard.

Figure 19
Smarter Balanced Assessment SY 23-24 Math Grade 8

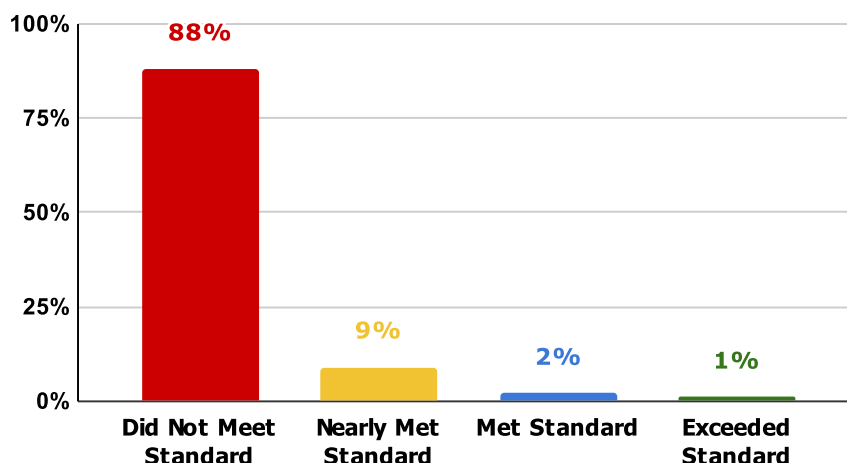
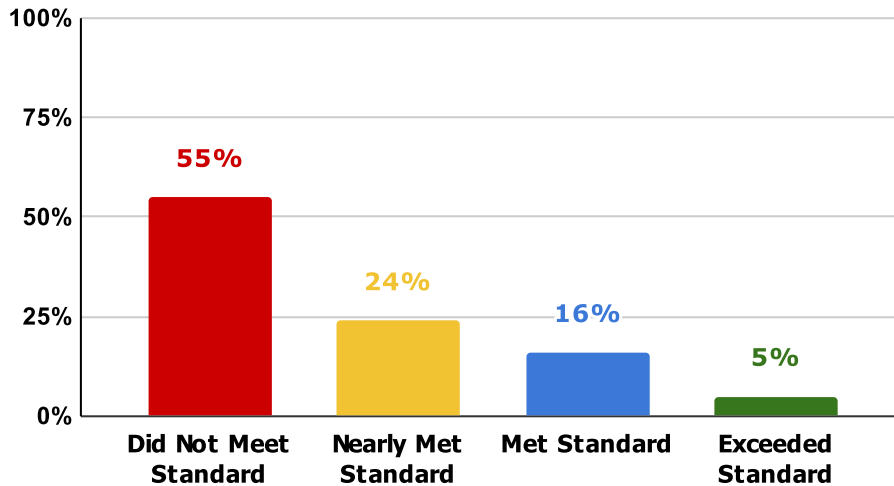


Figure 19 shows the assessment result for 8th Grade Math: 88% did not meet standard, 9% nearly met standard, 2% met standard and 1% exceeded the standard.

Smarter Balanced Assessment Results for High School English Language Arts & Math SY 23-24

Figure 20
Smarter Balanced Assessment SY 23-24 ELA Grade 11



Figures 20-21 depict the Smarter Balanced Assessment Results SY 23-24 for High School Students (11th Grade) for English Language Arts (ELA) and Math.

Figure 20 shows the assessment result for 11th grade ELA: 55% did not meet standard, 24% nearly met standard, 16% met standard and 5% exceeded the standard.

Figure 21
Smarter Balanced Assessment SY 23-24 Math Grade 11

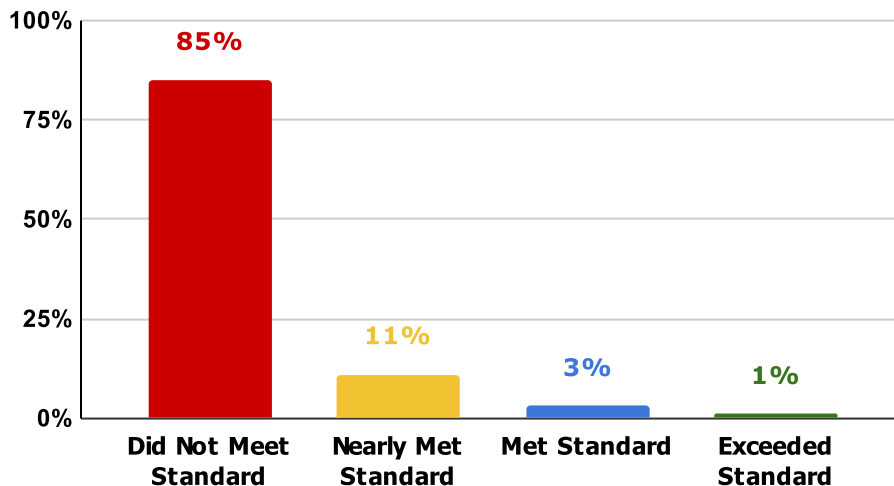


Figure 21 shows the assessment result for 11th Grade Mat: 85% did not meet standard, 11% nearly met standard, 3% met standard and 1% exceeded the standard.

DISTRICT WIDE ASSESSMENT RESULTS FOR STUDENTS WITH DISABILITIES

Federal and local laws require 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. 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 were assessed using the Smarter Balanced Assessment.

Tables 8 through 9 describe the participation results of GDOE's population of students with disabilities with and without accommodations in Grades 3 through 8 in the Smarter Balance Assessment for the subject areas of Reading, and Math during SY23-24.

Table 8
SY 23-24 . Participation Results for Students with Disabilities in READING WITH AND WITHOUT ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs Required Participation	Number of Students with IEPs participating WITH accommodations	Number of Students with IEPs participating WITHOUT accommodations	TOTAL Number of Students with IEPs per Grade that Participated in the SY23-24 Smarter Balance Assessment
3	79	74	2	76
4	94	83	3	86
5	103	97	2	99
6	120	108	1	109
7	126	105	2	107
8	156	130	1	131
TOTAL	678	597	11	608

Table 9
SY 23-24 Participation Results for Students with Disabilities in MATH WITH AND WITHOUT ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs Required Participation	Number of Students with IEPs participating WITH accommodations	Number of Students with IEPs participating WITHOUT accommodations	TOTAL Number of Students with IEPs per Grade that Participated in the SY23-24 Smarter Balance Assessment
3	79	73	2	75
4	94	81	3	84
5	103	96	2	98
6	120	107	1	108
7	126	106	2	108
8	156	126	1	127
TOTAL	678	589	11	600

On the next page, Tables 10 through 13, describe the performance levels of students with disabilities who participated in the Smarter Balanced Assessments 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 8. The table also depicts the number of eligible students with IEPs who performed at the four Smarter Balance Proficiency Levels: Did Not Meet Standard, Nearly Met Standard, Met Standard, Exceeded Standard.

Table 10 SY 23-24 Proficiency Levels of Students with Disabilities In READING WITH ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs state Participation in Smarter Balance Assessment WITH ACCOMMODATIONS	Number of Students with IEPs tested with Measurable Results	Performance Level for Number of Students with IEPs who Participated in Smarter Balance Assessment			
			Exceeded Standard	Met Standard	Nearly Met Standard	Did Not Meet Standard
3	76	74	0	0	0	74
4	91	83	1	0	1	81
5	101	97	0	1	1	95
6	119	108	0	0	1	107
7	124	105	0	0	1	104
8	155	130	1	0	8	121
TOTAL	666	597	2	1	12	582

Table 11 SY 23-24 Proficiency Levels of Students with Disabilities In MATH WITH ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs state Participation in Smarter Balance Assessment WITH ACCOMMODATIONS	Number of Students with IEPs tested with Measurable Results	Performance Level for Number of Students with IEPs who Participated in Smarter Balance Assessment			
			Exceeded	Met	Nearly Met	Did Not Meet
3	76	73	0	0	0	73
4	91	81	0	1	5	75
5	101	96	0	0	1	95
6	119	107	0	0	1	106
7	124	106	0	0	0	106
8	155	126	0	0	2	124
TOTAL	666	589	0	1	9	579

Table 12 SY 23-24 Proficiency Levels of Students with Disabilities In READING WITHOUT ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs state Participation in Smarter Balance Assessment WITH ACCOMMODATIONS	Number of Students with IEPs tested with Measurable Results	Performance Level for Number of Students with IEPs who Participated Smarter Balance Assessment			
			Exceeded	Met	Nearly Met	Did Not Meet
3	3	2	0	0	0	2
4	3	3	0	0	0	3
5	2	2	0	0	0	2
6	1	1	0	0	0	1
7	2	2	0	0	0	2
8	1	1	0	0	0	1
TOTAL	12	11	0	0	0	11

Table 13 SY 23-24 Proficiency Levels of Students with Disabilities in MATH WITHOUT ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs state Participation in Smarter Balance Assessment WITH ACCOMMODATIONS	Number of Students with IEPs tested with Measurable Results	Performance Level for Number of Students with IEPs who Participated in Smarter Balance			
			Exceeded	Met	Nearly Met	Did Not Meet
3	2	2	0	0	1	2
4	2	3	0	0	1	3
5	1	2	0	0	0	2
6	2	1	0	0	0	1
7	2	2	0	0	1	1
8	1	1	0	0	0	1
TOTAL	12	11	0	0	2	10

Special Education Alternate Assessments

Federal and local laws require 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 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."

Students Eligible under IDEA and Section 504.

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 (Individualized Education Program) 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.

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 with 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 SY04-05, 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 23-24 are described in Table 14. It should be noted that for SY 23-24, 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 Guam DOE Alternate Assessment based on Alternate Achievement Standards.

Table 14 Participation Rate of Students with Disabilities Tested in the District-Wide Assessment through AA-AAS

GRADE	# STUDENTS WHOSE IEPS DETERMINE PARTICIPATION THROUGH AA-AAS	# TEST-ED IN MATH	# DID NOT TEST IN MATH	# TESTED IN ENGLISH LANGUAGE ARTS	# DID NOT TEST IN ENGLISH LANGUAGE ARTS
3	17	10	7	10	7
4	27	20	7	20	7
5	21	19	2	19	2
6	13	12	1	12	1
7	23	22	1	22	1
8	15	15	0	15	0
High School	16	16	0	16	0

Table 14 depicts the number of students with disabilities tested in the district-wide assessment through an alternate assessment based on alternate achievement standards ("AA-AAS") in English Language Arts, Math, and Science during SY 23-24.

NOTE: Reasons for students not participating include the following: Absent during testing period or repeating seniors. Repeating seniors did 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 15 SY 23-24 ENGLISH LANGUAGE ARTS Summary Report for Alternate Assessment based on Alternate Achievement Standards

Grade	# Eligible Students	# Tested	# Did Not Test	Average Scale Scores	Performance Level			
					Level 1	Level 2	Level 3	Level 4
3	27	26	1	1235	13	10	3	0
4	24	21	3	1230	14	5	2	0
5	13	12	1	1234	4	4	4	0
6	23	22	1	1233	7	8	6	1
7	14	13	1	1235	8	3	2	0
8	15	15	0	1230	7	7	1	0
High School	16	12	4	1233	8	4	0	0

Tables 15 to 17 reflect the performance of students with disabilities participating in the island-wide assessment through an alternate assessment based on alternate achievement standards in English Language Arts, Math, and Science respectively, for SY23-24.

Table 16 SY 23-24 MATH Summary Report for Alternate Assessment based on Alternate Achievement Standards

Grade	# Eligible Students	# Tested	# Did Not Test	Average Scale Scores	Performance Level			
					Level 1	Level 2	Level 3	Level 4
3	27	26	1	1235	13	10	3	0
4	24	21	3	1230	14	5	2	0
5	13	12	1	1234	4	4	4	0
6	23	22	1	1233	7	8	6	1
7	14	13	1	1235	8	3	2	0
8	15	15	0	1230	7	7	1	0
High School	16	12	4	1233	8	4	0	0

Table 17 SY 23-24 SCIENCE Summary Report for Alternate Assessment based on Alternate Achievement Standards

Grade	# Eligible Students	# Tested	# Did Not Test	Average Scale Scores	Performance Level			
					Level 1	Level 2	Level 3	Level 4
5	13	12	1	1236	4	5	2	1
8	15	15	0	1234	9	2	4	0
High School	16	12	4	1232	8	3	1	0

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 the increased participation in CTE course offerings, update skills of CTE teachers, and increase CTE enrollment in support of the GDOE State Strategic Plan.

ACT WorkKeys™ Assessments was the assessment used to gauge student's 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 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.

Figure 22
SY 23-24 ACT WorkKeys™ Chart

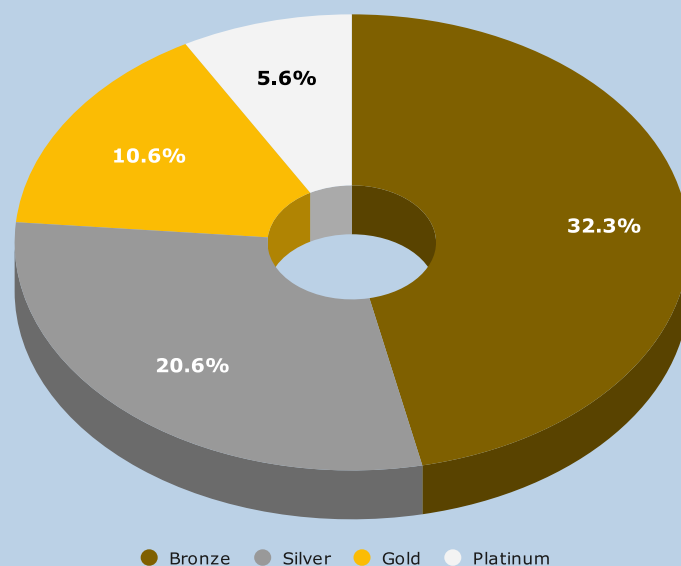


Figure 22 represents the ACT WorkKeys™ results for SY 23-24. It indicates 32.3% achieved the bronze level, 20.6% of the students achieved the silver level, 10.6% earned the gold level, and 5.6% has achieved the platinum level.

- 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 Guam Education Board (GEB) declared that the focus of the Assessment should be in high school; hence the ACT WorkKeys™ Assessment participation picked up in the succeeding years.

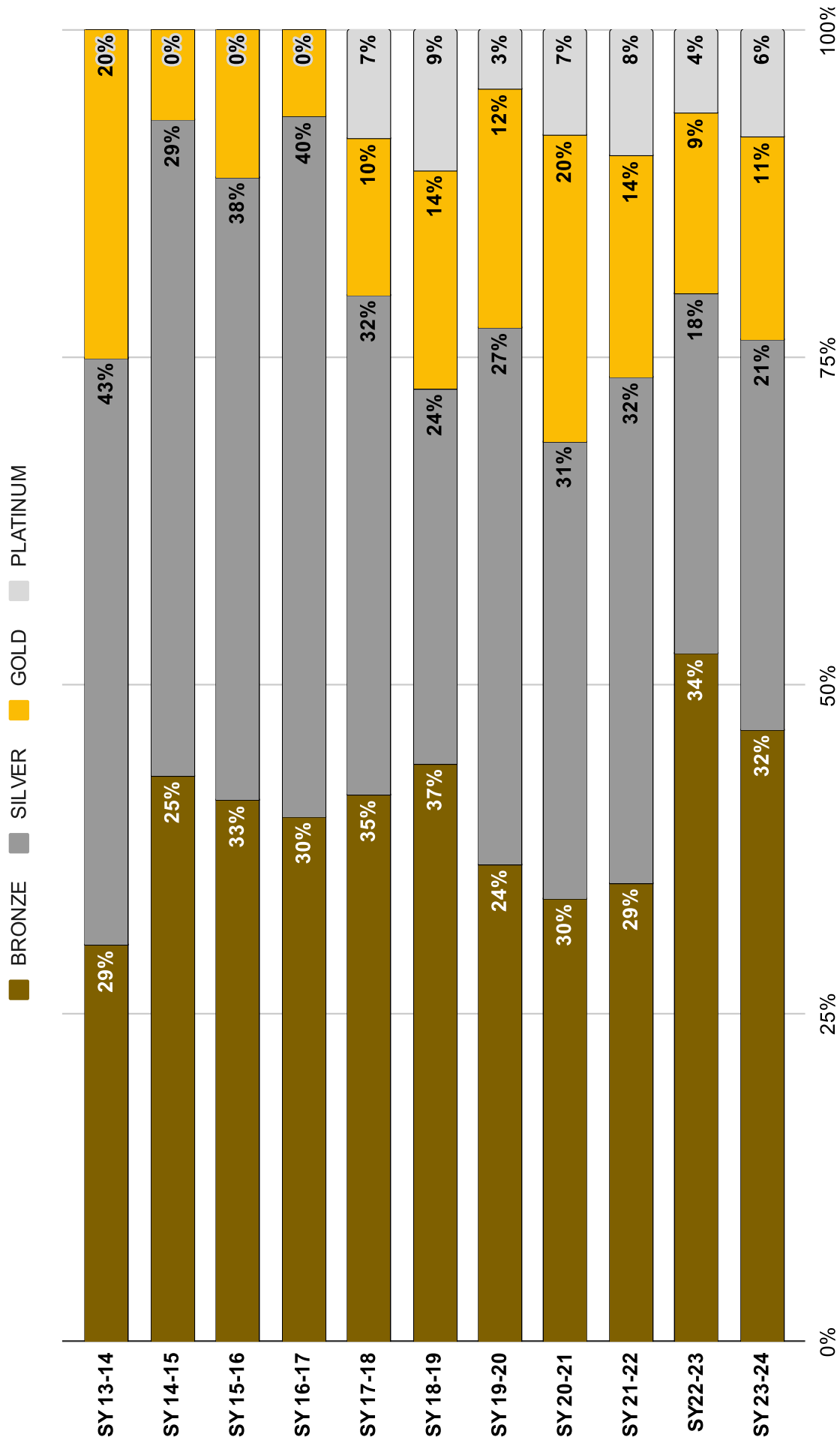
Table 18 SY 13-14 through SY23-24 ACT WorkKeys™

	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%
SY22-23	1,048	549	275	128	2,000
TOTAL TESTED	3,054	3,054	3,054	3,054	3,054
	34.3%	18%	9%	4.2%	65.5%
SY 23-24	619	395	204	109	1,327
TOTAL TESTED	1,916	1,916	1,916	1,916	1,916
	32.3%	20.6%	10.6%	5.6%	69.3%

Table 18 shows the number of students who earned bronze, silver, gold, and platinum certificates from SY 13-14 to SY 23-24. 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.

In SY 23-24, the number of students tested decreased significantly. There were 1,916 students tested. A total of 1,327 students or 69.3% that tested received a certificate.

Figure 23 ACT WorkKeys™ Assessment - 10-Year Comparison





Guam Teacher of the Year (GTOY) 2025 recognition: Yoo Kyung K. Shin, 2025 GTOY (center) with the Guam Education Board, Superintendent of Education, Semi-finalist, and Finalists

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 the statistics regarding employee demographic characteristics and teacher qualifications based on certification levels and degrees completed.

EMPLOYEE DEMOGRAPHICS

In SY 23-24, there were 3,368 full and part-time employees who provided instructional and support services.

Table 19 represents the distribution of employees by position category from the various school and central office/support division sites. Analysis of Table 19 reveals that the largest category of employees within GDOE were teachers who comprised 56.1% of the total employee population. Instructional Aides² who comprised the second highest population totaling 806 or 23.9%. Principals and Assistant Principals accounted for 2.4% of the employee population, while various support and programmatic services made up the rest of the population.

Table 19.
SY 23-24 Employee Distribution By Position

POSITIONS	NUMBER OF EMPLOYEES SY23-24	PERCENT OF TOTAL POPULATION	NUMBER OF EMPLOYEES SY22-23	PERCENT OF TOTAL POPULATION
Principals and Assistants	82	2.4%	86	2.4%
Central Administrators	23	0.7%	21	0.6%
Teachers ¹	1,892	56.1%	1905	52.2%
Professional/Ancillary	228	6.8%	235	6.4%
School Health Counselors & Licensed Practical Nurse	45	1.3%	44	1.2%
Allied Health Professional	42	1.2%	45	1.2%
Central School Support	159	4.7%	165	4.5%
Cafeteria	31	0.9%	35	1%
Custodian/Maintenance	60	1.8%	48	1.3%
Instructional Aides ²	806	23.9%	947	26.0%
TOTAL DOE EMPLOYEES	3,368	100%	3,649	100%

¹ Includes Substitute Teachers, School Counselors, and School Librarians categorized as Teachers.

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

Table 20 SY23-24 GDOE Ethnic Distribution of Employees

	ETHNIC CATEGORIES	# of EES	%
1	A - Asian/Pacific Islander Not List	241	7.2%
2	B - African American	10	.3%
3	C - CHamoru	1,915	56.9%
4	D - Chinese	5	.1%
5	F- Filipino	895	26.6%
6	G - Palauan	35	1.0%
7	H - Hispanic	8	.2%
8	I - American Indian/Alaskan Native	7	.2%
9	J - Japanese	16	.5%
10	K - Korean	10	.3%
11	M - Marshallese	1	.03%
12	N-Not listed	1	.03%
13	O - Other	75	2.2%
14	P -Pohnpeian	7	.2%
15	S - Carolinian	4	.1%
16	T - Chuukese	52	1.5%
17	V - Vietnamese	5	.1%
18	W - Caucasian	81	2.4%
	GRAND TOTAL:	3,368	100%

Figure 24 shows that female employees comprised 72% (2,431) of the total population and outnumber the male employees who comprised 27% (937).

Table 20 shows that of the total 3,368 employees, there were 1,915 employees under the CHamoru Ethnic category . Filipinos ranked second highest totaling 895 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 24 SY 23-24 GDOE Gender Distribution of Employees

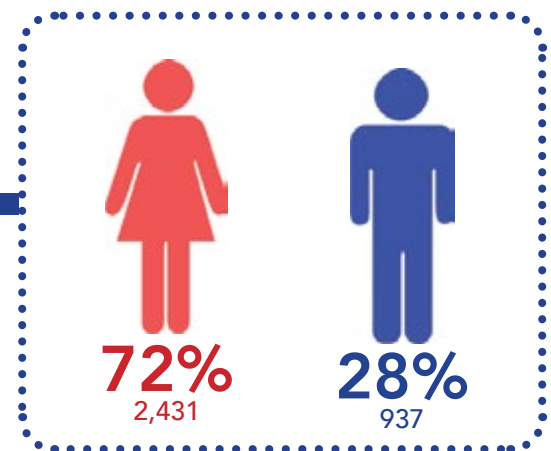


Table 21 SY 23-24 Employee Distribution By Age Group

AGE GROUP	NUMBER OF EMPLOYEES	SY 23-24 PERCENT OF TOTAL N = 3,368	SY 22-23 PERCENT OF TOTAL N = 3,649
18-24	131	4%	6%
25-34	768	23%	23%
35-44	734	22%	22%
45-54	984	23%	28%
55-64	576	17%	16%
65-70	118	3.5%	3%
71+	57	2%	1.5%
Total Employees	3,368	100%	100%

Table 21 represents the employee distribution by age group. In SY23-24, the highest percent of the employee population comprised a total of 73% representing the ages of 25-34, 35-44, & 45-54 years old. Employees who were age 55 or over comprised 20% of the population, while 6% of employees were age 24 and below.

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 22 represents the distribution of professional school administrator certification for SY 23-24.

Examination of Table 22 indicates that 100% of GDOE school administrators possessed full Certification.

Table 22 SY 23-24 Professional School Administrators Certification

TYPE OF CERTIFICATION	SY 23-24 Certification			SY 23-24 TOTAL	SY 22-23 TOTAL
	Elementary	Secondary	Expired ¹		
Initial Administrator	2	6	0	8	3
Master Administrator	23	25	0	48	52
Professional Administrator	5	21	0	26	26
Teacher's detailed as Acting Assistant School Principal (No Admin. & Sup. Certification required)	0	0	0	0	6
TOTAL	30	52	0	82	86

Table 23 depicts the distribution of instructional teachers by types of certification for SY 23-24.

Of the total population of 1,684 were teachers who possessed teacher certification; 239 held the Initial Educator (68) and Basic Educator Certification (171) level.

Table 23 SY 23-24 Classroom Teacher Certification

TYPE OF CERTIFICATION	Elementary	Secondary	Divisions	Expired ¹	SY 23-24 TOTAL	SY 22-23 TOTAL
Basic Educator	44	20	0	4	68	68
Initial Educator	69	100	0	2	171	185
Professional Educator	316	350	14	3	683	697
Master Educator	279	339	57	0	675	667
Master Equivalency	1	1	0	0	2	13
Reading Specialist	0	2	0	0	2	2
Pre Kinder Certificate (Head Start Div.)	34	0	0	0	34	29
National Board for Professional Teaching Standard	0	1	0	0	1	1
Temporary ²	11	36	1	0	48	68
TOTAL	754	849	72	9	1,684	1,730

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

2: Temporary Educator 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 24 Represents the distribution of school health counselor and licensed practical nurse certification in SY 23-24. There were forty-six (46) Licensed Professionals, of which forty-one (41) were School Health Counselors, four (4) were Licensed Practical Nurses, and one (1) Community Health and Nursing Services Administrator—DOE Chief Nurse.

Table 24 SY 23-24 School Health Counselor and Licensed Practical Nurse Certification

TYPE OF CERTIFICATION	Elementary	Secondary	Division	SY 23-24 TOTAL	SY 22-23 TOTAL
Registered Nurses	25	14	2	41	39
Community Health & Nursing Services Administrator	0	0	1	1	1
Licensed Practical	3	0	1	4	5
TOTAL	28	14	4	46	45

Table 25 represents the distribution of School Librarian certification in SY 23-24. A total of 39 School Librarians held valid School Librarian certification.

Table 25 SY 23-24 School Librarians Certification

TYPE OF CERTIFICATION	Elementary	Secondary	SY 23-24 TOTAL	SY 22-23 TOTAL
Master Educator	19	12	31	27
Master Equivalency	0	0	0	1
Professional Educator	5	2	7	1
Temporary Educator	1	0	1	11
TOTAL	25	14	39	39

Table 26 depicts the distribution of School Guidance Counselor certification in SY 23-24. A total 79 School Guidance Counselors held full Professional Certification.

Table 26 SY 23-24 Guidance Counselor Certification

TYPE OF CERTIFICATION	Elementary	Secondary	SY 23-24 TOTAL	SY 22-23 TOTAL
Initial Counselor	2	6	8	9
Professional Counselor ¹	21	19	40	43
Master Counselor ¹	4	25	29	28
Temporary Counselor	1	1	2	0
TOTAL	28	51	79	80

1: Non-Instructional Teachers with teacher certification assigned to Special Ed Division (Psy Evaluator)

Table 27 represents the distribution of school allied professional certification in SY 23-24. The majority of allied health professionals require professional licenses issued by the Allied Health Board.

Table 27 SY 23-24 Allied Health Professionals

ALLIED HEALTH PROFESSION	TYPE OF CERTIFICATION/ LICENSURE	SY 23-24 TOTAL	SY 22-23 TOTAL
Audiologist	Allied Health License	0	1
Audiometerist	Allied Health Professionals	2	2
Physical Therapist II	Allied Health License	1	1
Psychologist	Allied Health License	5	4
Social Workers	Allied Health Professionals	25	0
Speech/Language Clinician	Allied Health License	5	5
Speech/Language Pathologist	Allied Health License	4	7
	TOTAL COUNT ALLIED HEALTH	42	20

BUDGET & EXPENDITURES

Note: The Financial Audit Report for FY23-24 has not been officially released. This section will be finalized once GDOE Receives the Independent Financial Report for FY23

Table 28 Appropriations from Various Categories from FY18 to FY23

CATEGORIES	FY18	FY19	FY20	FY21	FY22 ¹	FY23 ²
Local Appropriations	256,130,950	251,830,814	248,337,827	230,345,992	230,431,752	264,114,018
Federal Contribution *	61,452,125	61,172,998	71,095,560	115,868,681	158,058,484	112,018,039
Contributions from component units	-	800,801	450,000	450,000	450,000	450,000
Cafeteria Sales	31,213	6,120	3,237	194	4,278	1,349
Fees and Other Program Receipts	1,547,763	639,467	578,825	409,583	1,882,352	102,286
Total Revenues	319,162,051	314,450,200	320,465,449	347,074,450	390,826,866	378,279,766

Table 28 depicts GDOE revenues by source category from FY 18 to FY 23. Local appropriations consisted of General Funds and Special Funds.

¹ For FY22, Local appropriations includes Federal indirect cost reimbursements; and Fees and Other Program Receipts includes School activities.

² For FY23, the data are pending the final audit report by the Department's external auditor

PER PUPIL COST

The per pupil cost (PPC) stated in the SY23-24 will be updated when the final audit report from the Department's external auditor becomes available. The PPC for General Funds was calculated by dividing the total local expenditures by the district average daily membership (see Table 4). The PPC for TOTAL Expenditure was the sum of the General funds plus the federal funds expenditure divided by the average daily membership.

Table 29 represents the per pupil cost based on local funds (or general funds) expenditure divided by the average daily membership. The total expenditures do not include the costs for student transportation provided by the Guam Department of Public Works.

Table 29 Comparative Expenditures and Per Pupil Cost from SY 20-21 to SY 23-24

	SY 20-21	SY 21-22	SY 22-23	SY 23-24 ³
General Fund	\$ 244,493,238	\$ 229,458,668	\$ 222,661,034	\$ 260,821,379
Federal Grants	\$ 75,101,470	\$ 116,798,324	\$ 160,469,390	\$ 116,306,077
TOTAL Expenditure	\$ 319,594,708	\$ 346,256,992	\$ 383,130,424	\$ 377,127,456
Student ADM	27,497	26,619	24,662	23,444
PPC (General Fund only)	\$ 8,892	\$ 8,620	\$ 9,029	\$ 11,125
PPC (TOTAL Expenditure)	\$ 11,623	\$ 13,008	\$ 15,535	\$ 16,086

GUAM EDUCATION BOARD STATE STRATEGIC PLAN

Monitoring Dashboard

On April 19, 2022, the Guam Education Board adopted the I CHalân-ta Mo'na "Our Path Forward" as the department's strategic plan for the next five years. It was an inspiring plan with high expectations and ambitious objectives for student achievement. In summary, the plan revolved around seven components:

- Leadership: Organizational structure, Professional Development for Leadership and Management
- Curriculum, Instruction and Assessment
- Family & Community Engagement
- Student Behavior, Discipline and Safety
- Facilities and Maintenance
- Finance and Administrative Services
- Data and Accountability Framework

The I CHalân-ta Mo'na, otherwise referred to as the State Strategic Plan (SSP), provides guidance in all the programs, projects, and activities of the various schools and divisions of the Department. The A copy is available in the GDOE website. The SSP details the goals, objectives, strategies that the Department will use in order to achieve the goals.

The following section depicts the Data and Accountability Framework following the measurable objectives stated in the SSP. Data from various divisions and schools were collated and presented herein as data visualizations that show the progress or lack thereof along the various objectives for each SSP goal.

In November, 2022, the Board unanimously passed Resolution No. 2022-013 adopting the Guam One Stop Data Village (GOSDV), the Department's State Longitudinal Data System (SLDS) administered by the Research, Planning, and Evaluation (RP&E) Division, as the data monitoring framework for the I CHalân-ta Mo'na.

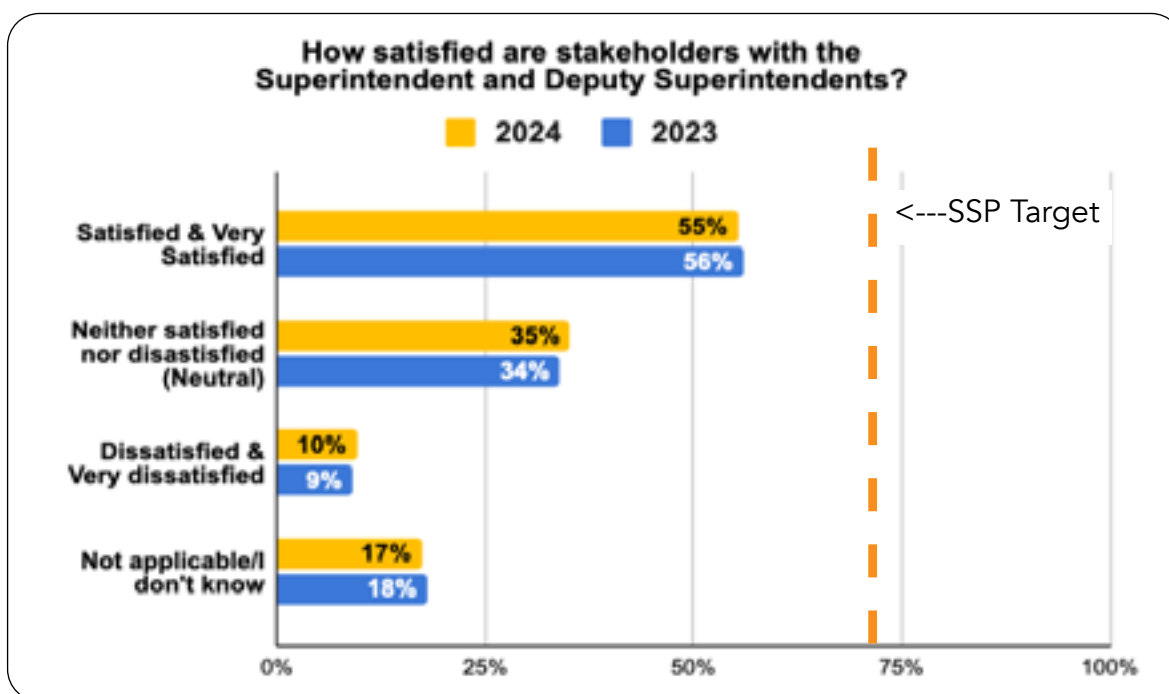
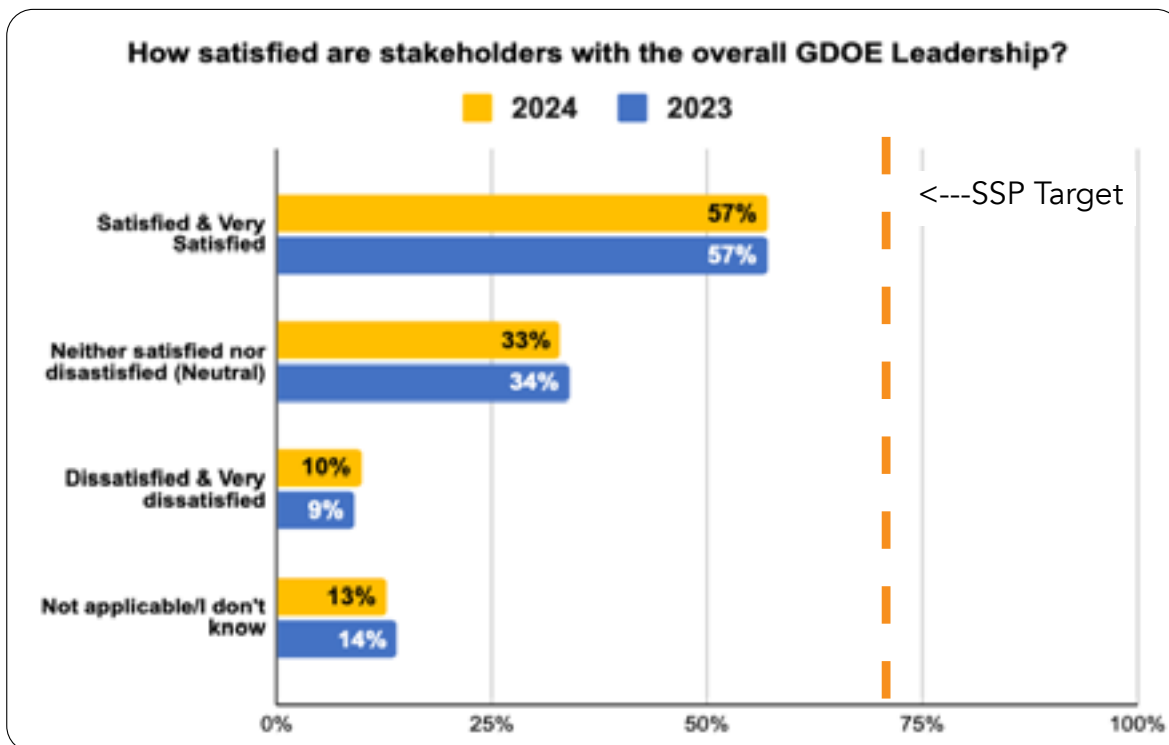
The next sections present the data dashboards for the I CHalân-ta Mo'na with each goal depicted with the measurable objectives through data visualizations showing progress or no progress against identified targets.

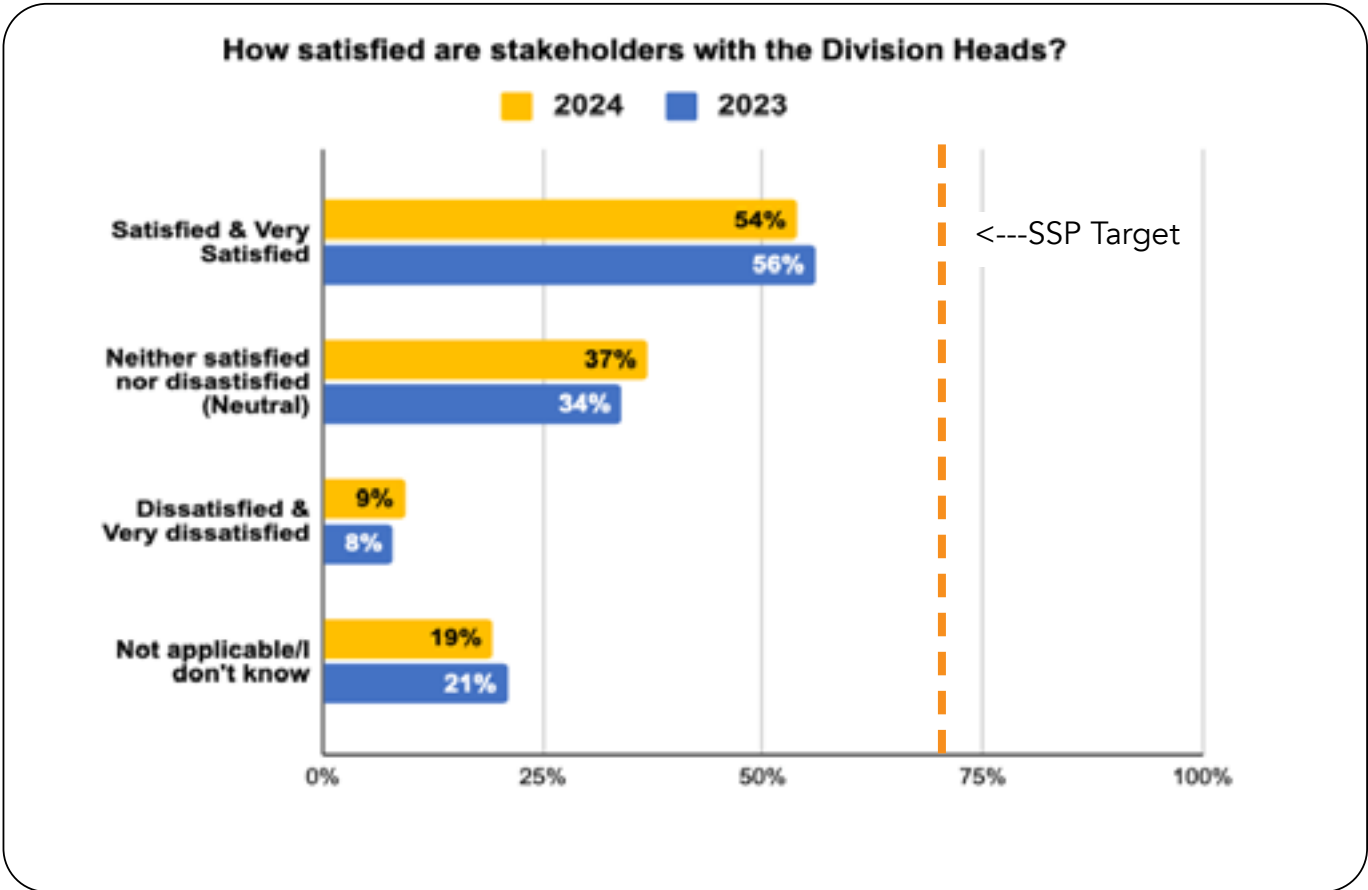
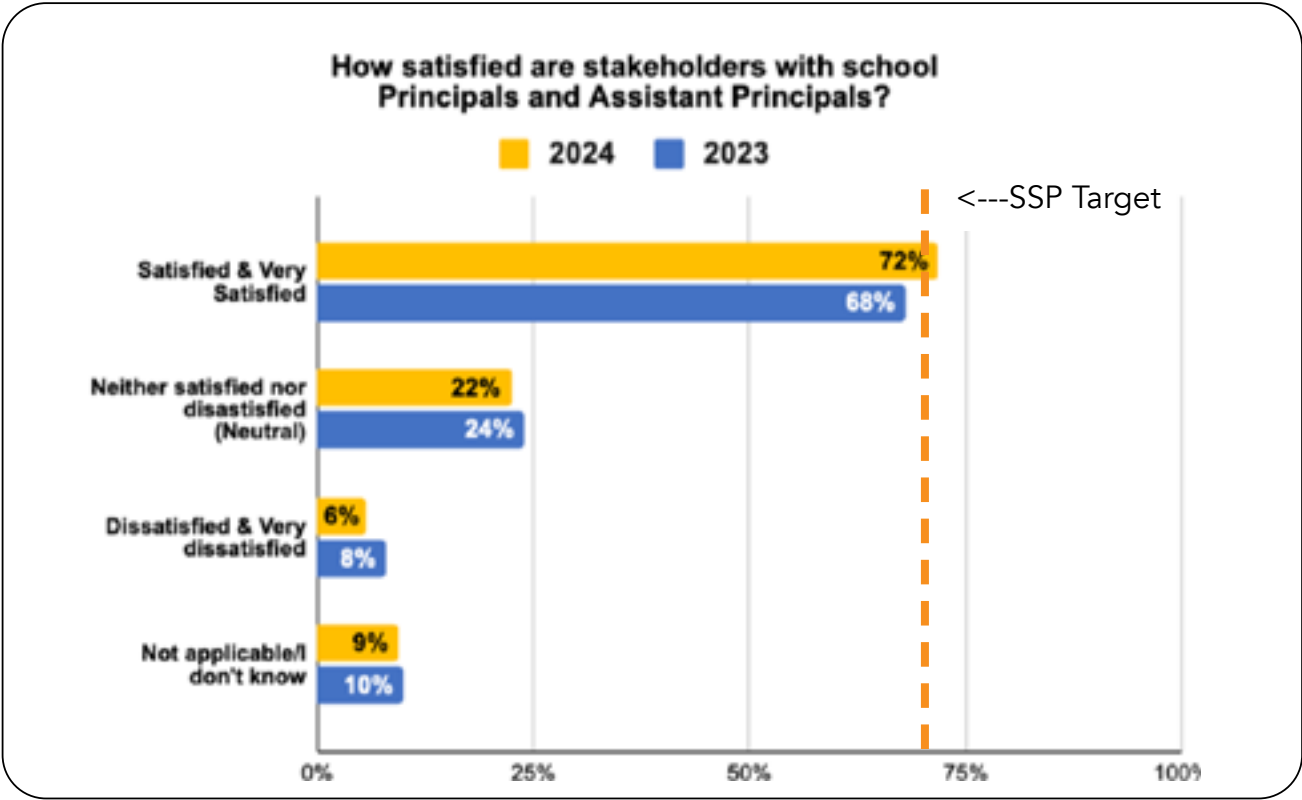
When the web-based data infrastructure for the GOSDV becomes operational, these dashboards will be interactive.

Strategic Priority #1 COLLABORATIVE LEADERSHIP

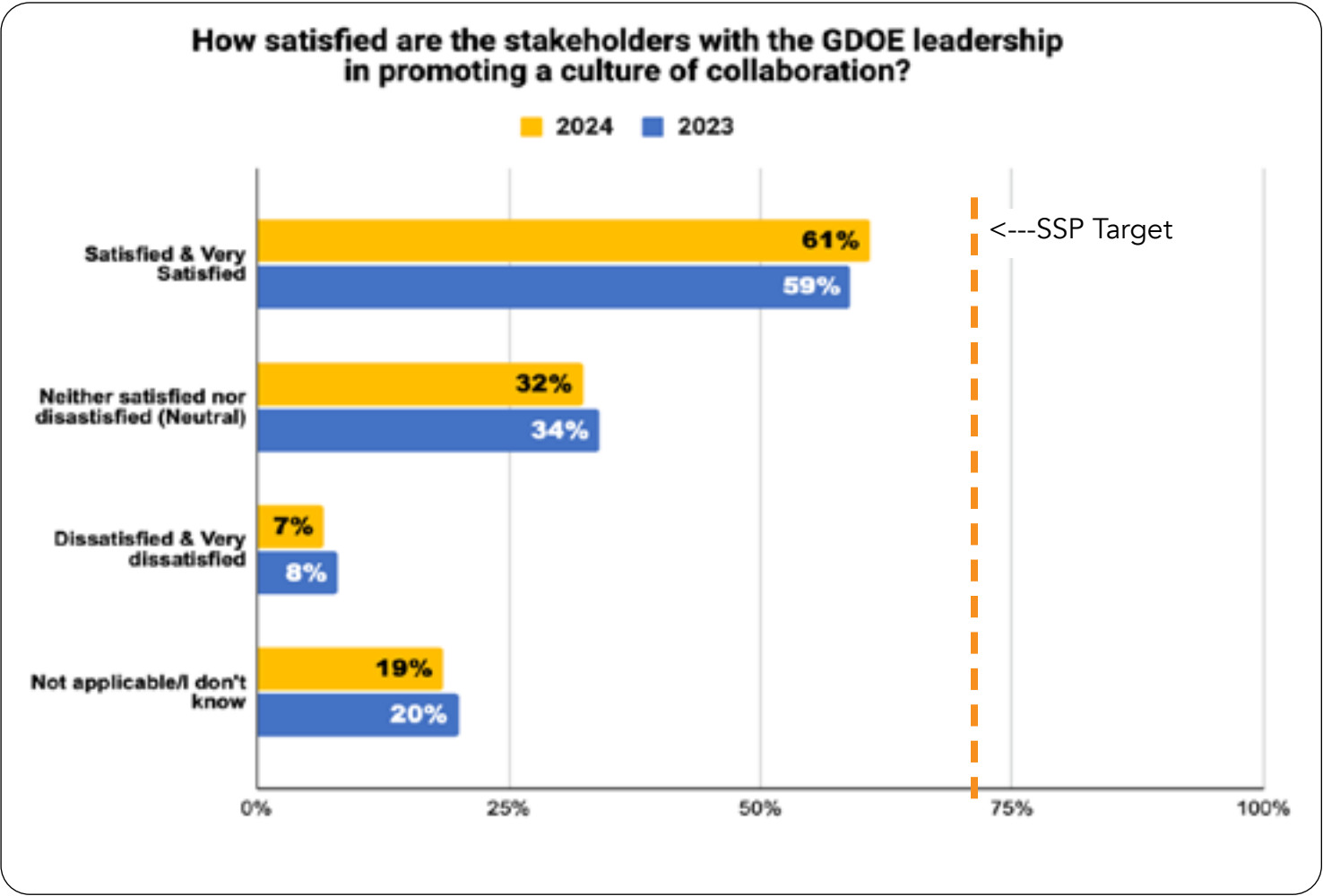
Goal# 1: The Guam Department of Education will establish and maintain a culture of collaborative leadership throughout the organization to foster greater engagement of all stakeholders to support student success.

By the end of the third year of this strategic plan, at least 70% of stakeholder survey participants will rate GDOE leadership overall and targeted leadership groups (Superintendent, Deputy Superintendents, Division Heads, School Principals and Assistant Principals) as satisfactory or higher or equivalent ratings based on identified best practices related to effective leadership. By the end of year five, that percent will increase to 80%.





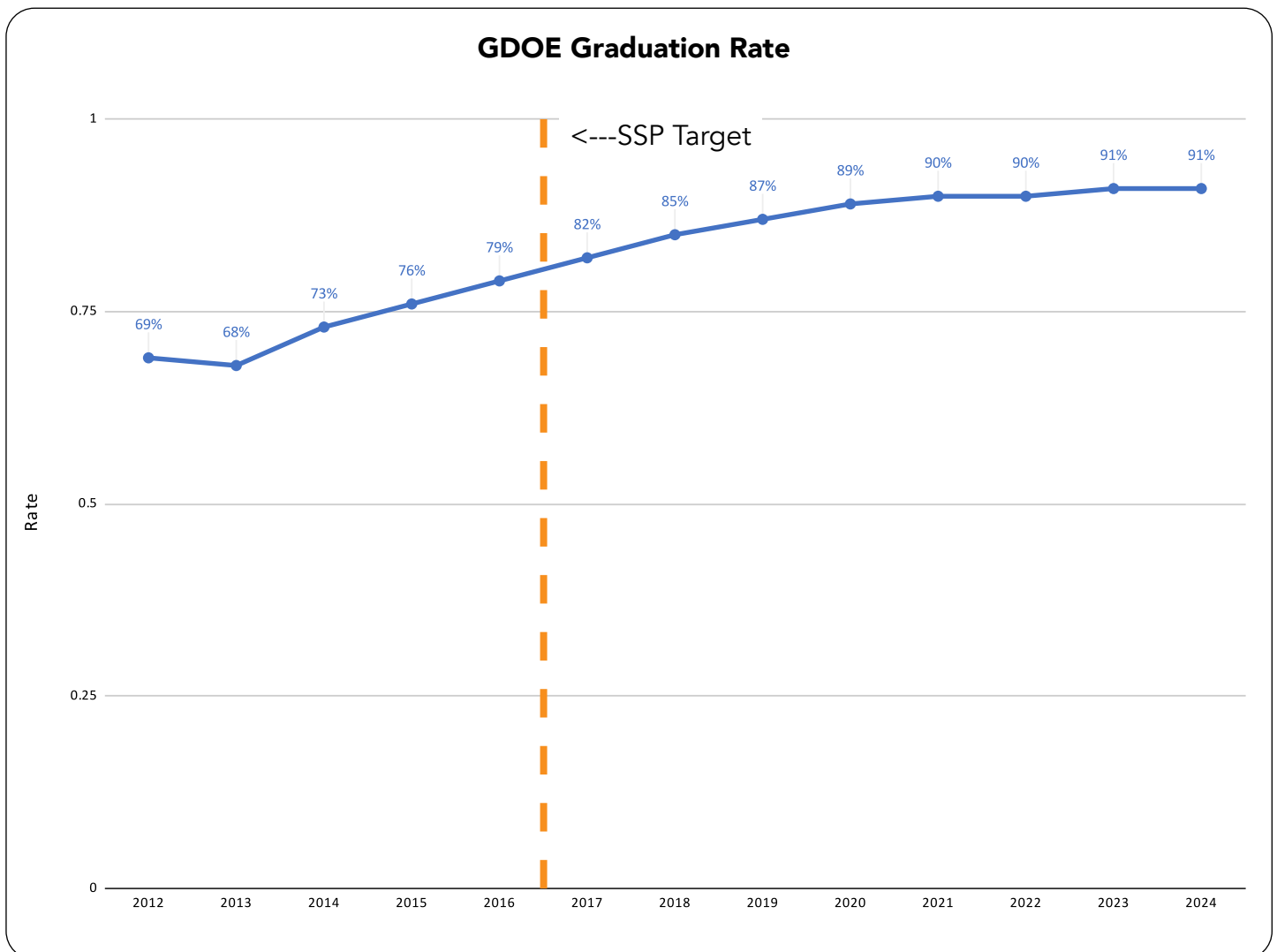
By the end of the third year of this strategic plan, at least 70% of stakeholder survey participants will perceive the department leaders to be promoting a culture of collaboration in the organization. By the end of year five, that percent will increase to 80%.



Strategic Priority #2: CURRICULUM, INSTRUCTION AND ASSESSMENT

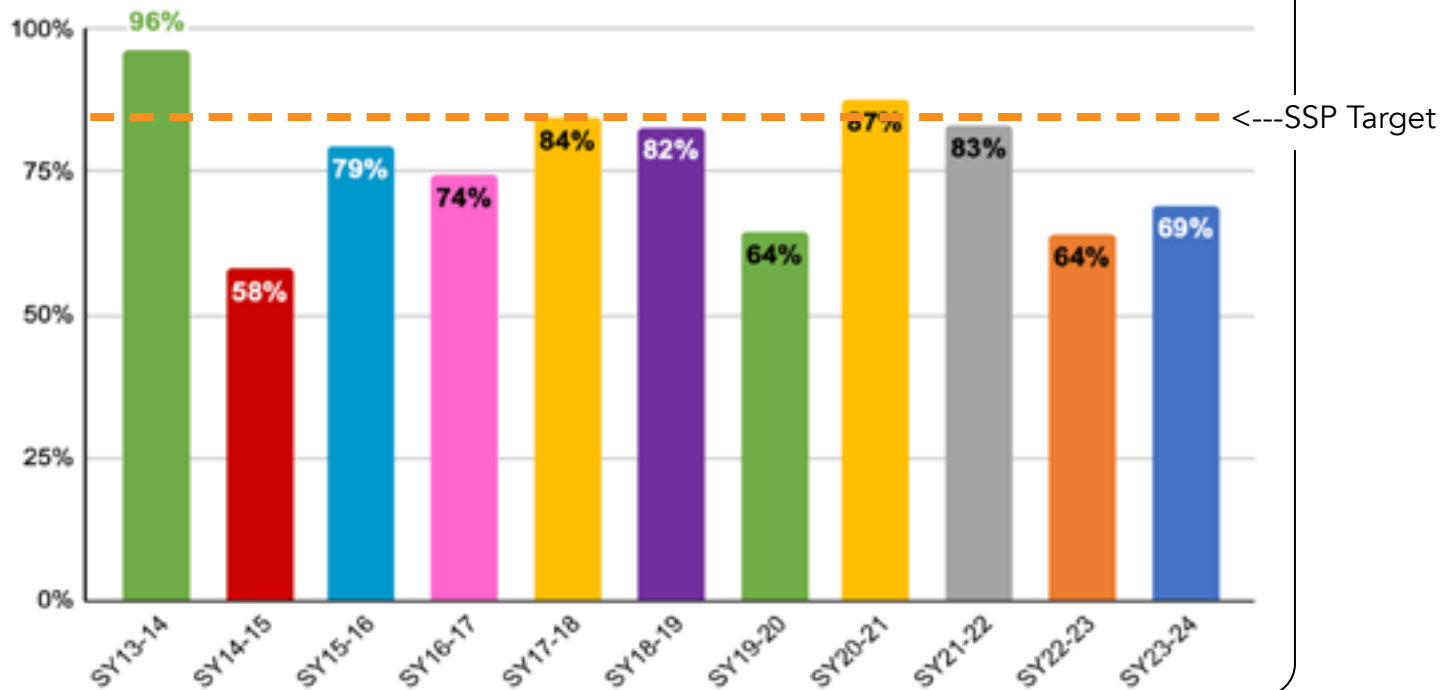
Goal #2: All Guam Department of Education students will graduate from high school prepared to engage in life-long learning and contribute to the economy with the academic and work-ready skills necessary to thrive in 21st Century society.

Throughout the duration of the Strategic Plan, the GDOE will maintain a four-year cohort graduation rate of 80% or higher.

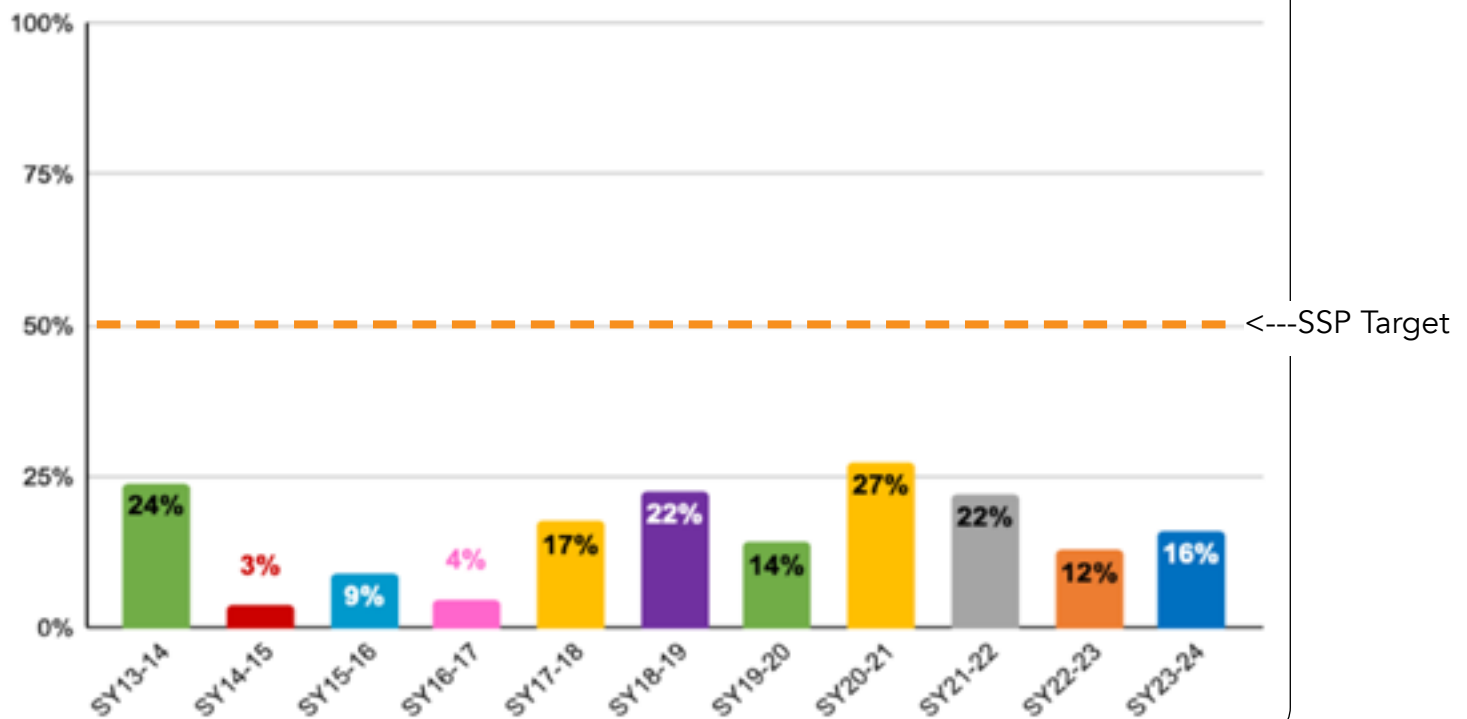


By year three of this strategic plan, at least 80% of all graduating seniors will score a bronze or higher on the ACT Work Keys Assessment (or equivalent work readiness assessment). By year five, at least 50% will score Gold or higher.

How many ACT Work Keys test takers receive Bronze or higher certificates?

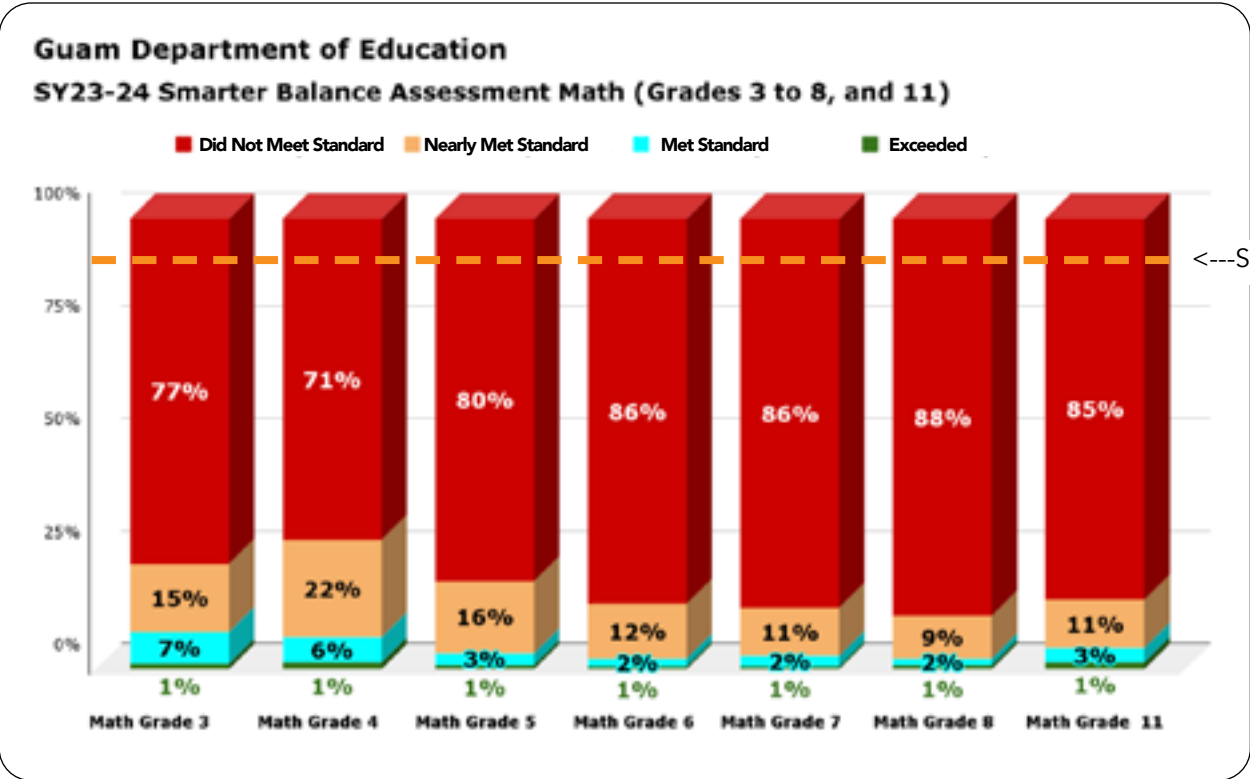
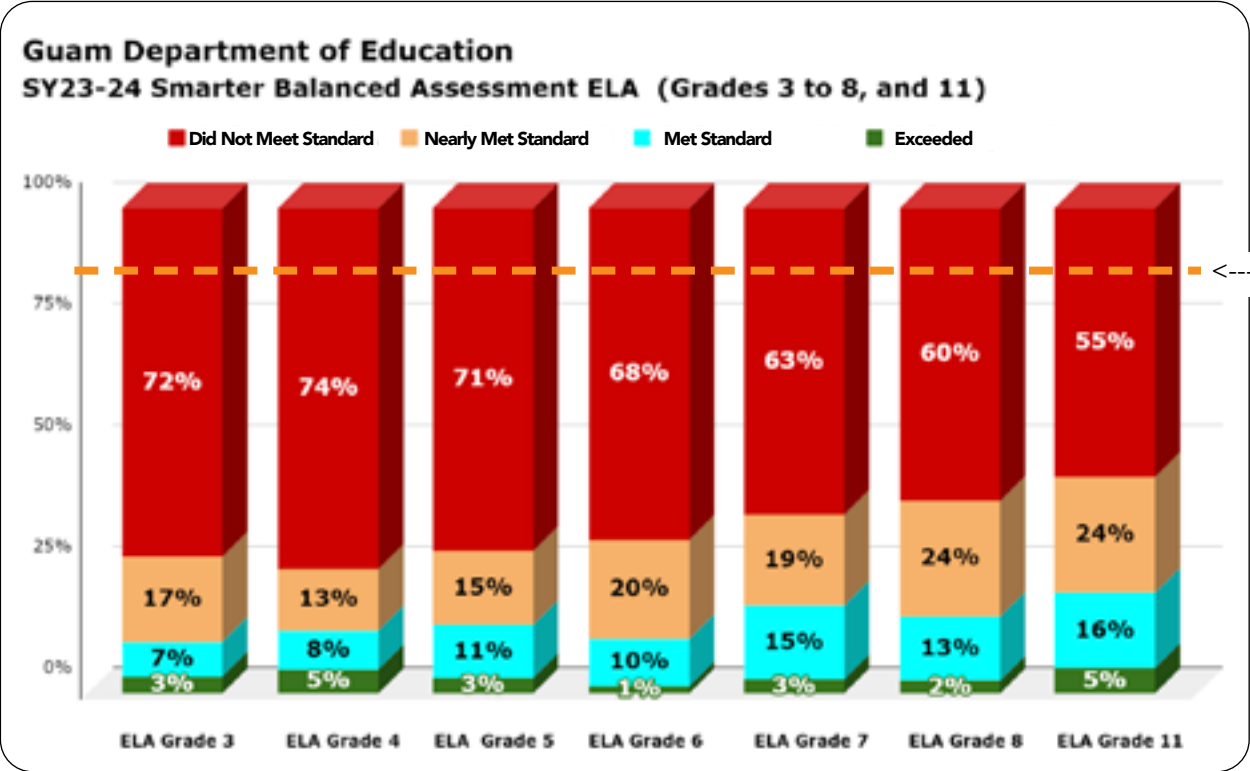


How many ACT Work Keys test takers receive Gold or higher?



Goal #3: All Guam Department of Education students will attain the knowledge, skills and disposition necessary to progress from grade to grade and from one level of schooling to another in order to maximize the opportunities available to them to successfully graduate from high school.

By year three of this strategic plan, at least 80% of 3rd– 8th grade students will score at the close to ready/proficient level or higher in English Language Arts and Math as measured by the Department’s State-wide Assessment.



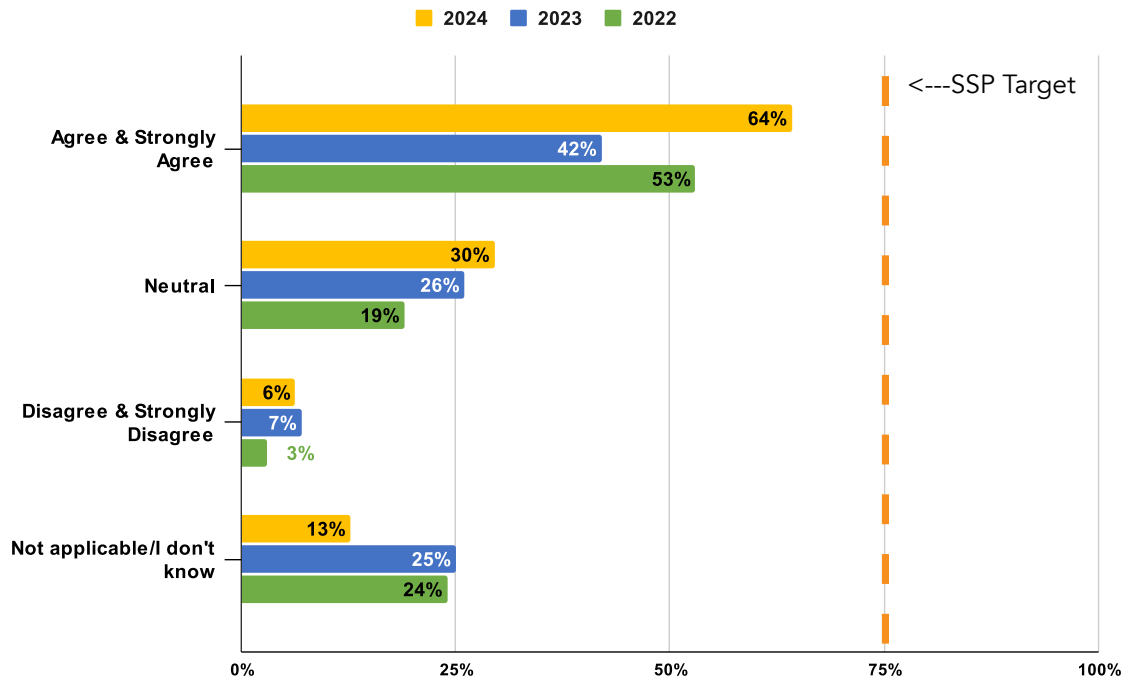
Strategic Priority #3

FAMILY & COMMUNITY ENGAGEMENT

Goal #4: The Guam Department of Education will establish and maintain a culture of strong family and community engagement to support the success of all students.

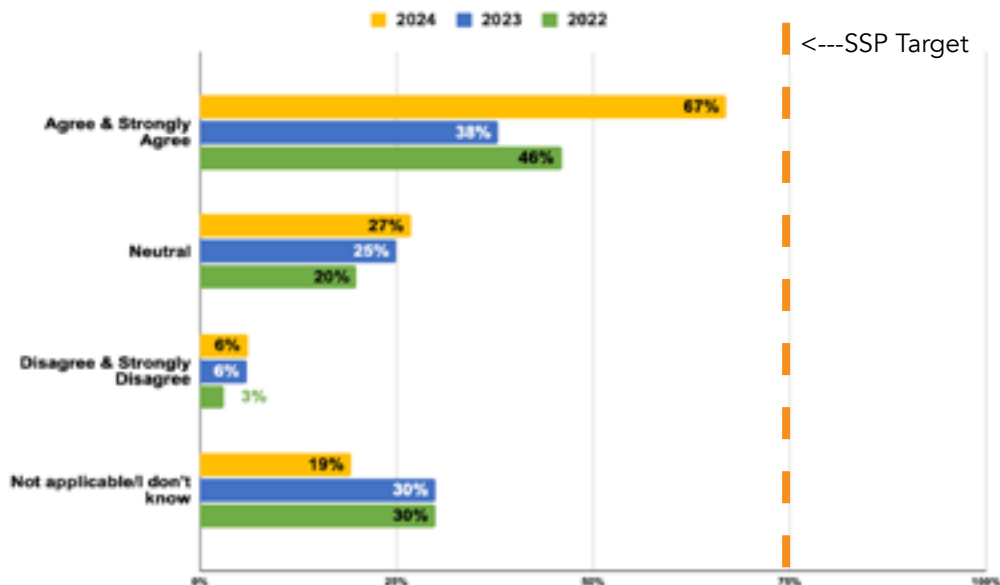
By the end of the third year of this strategic plan, at least 75% of parent survey participants will report feeling regularly informed about department of education matters. By the end of the fifth year, that number will increase to 85%.

Do parents feel that they are regularly informed about department matters?



By the end of the third year of this strategic plan, at least 75% of parent survey participants will report they are regularly provided with opportunities to be engaged in and provide input into department matters and decisions. By the end of the fifth year, that number will increase to 85%.

Do parents feel that they are regularly provided with opportunities to be engaged in and provide input into department matters and decisions?

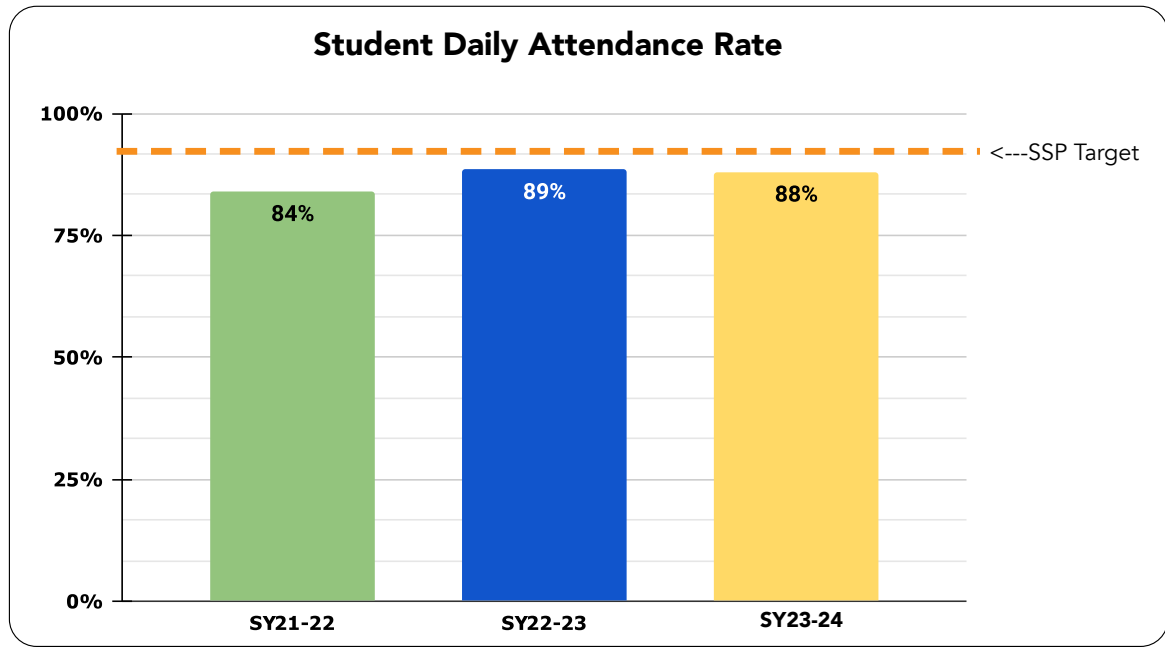


Strategic Priority #4

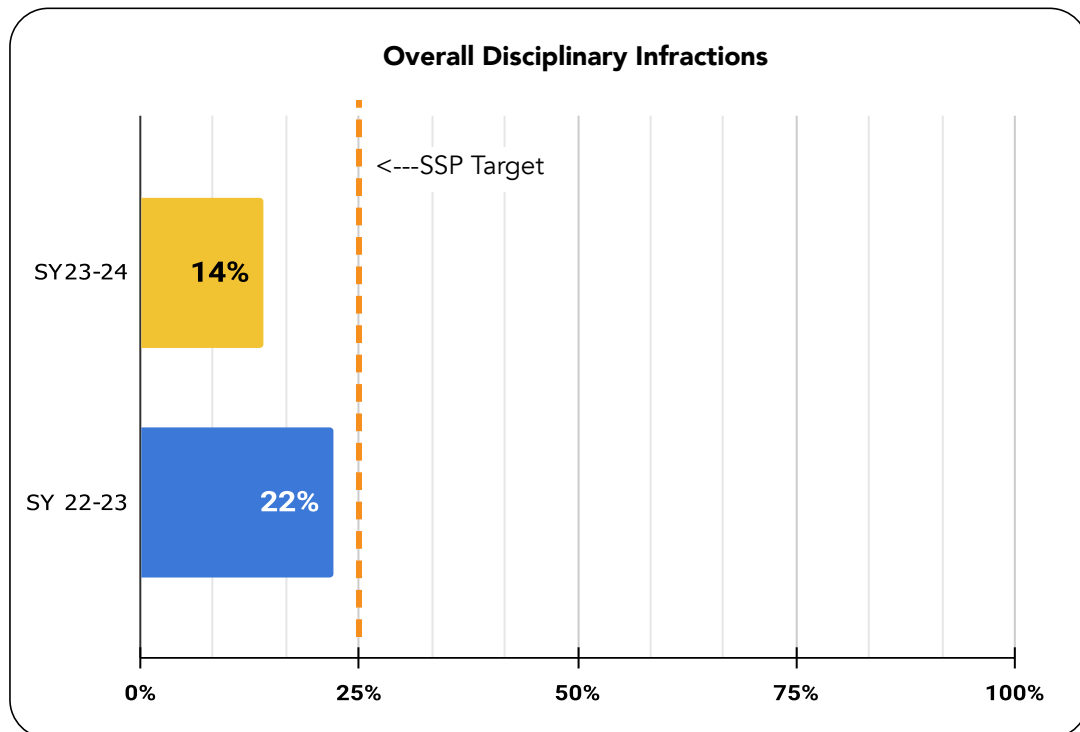
STUDENT BEHAVIOR, DISCIPLINE AND SAFETY

Goal #5: The Guam Department of Education will maintain a safe and positive school culture and learning environment that supports the academic and social-emotional growth of all students.

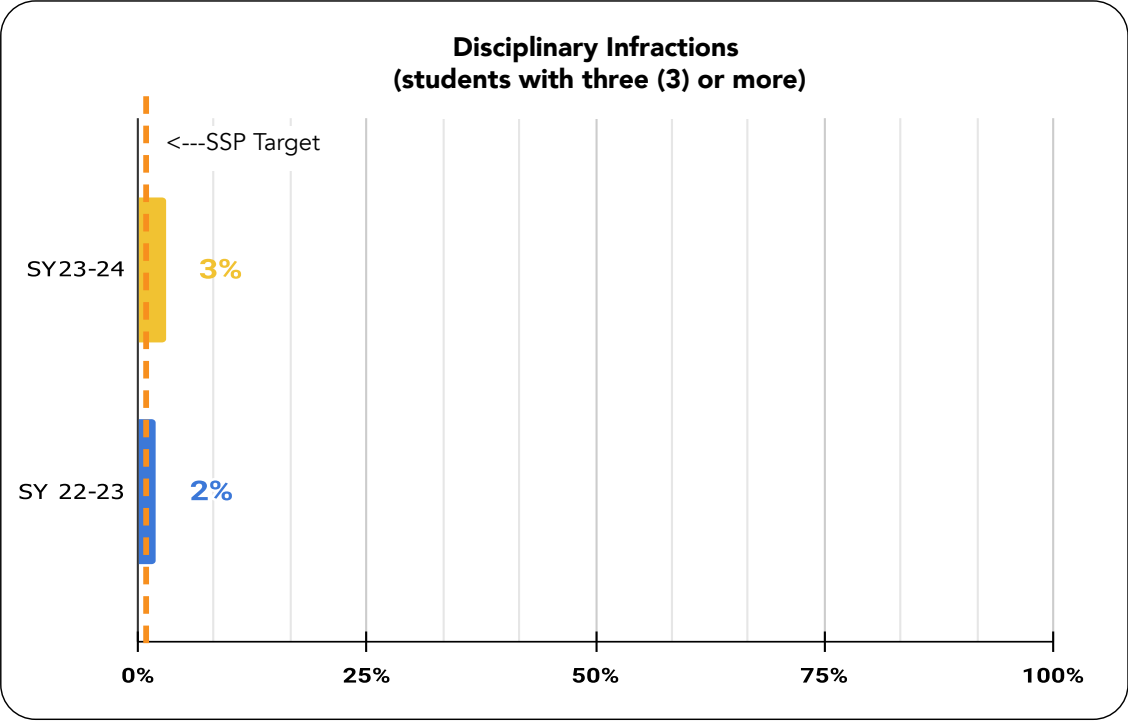
By the end of the third year of this strategic plan, the GDOE will achieve and maintain a student daily attendance rate of 90%.



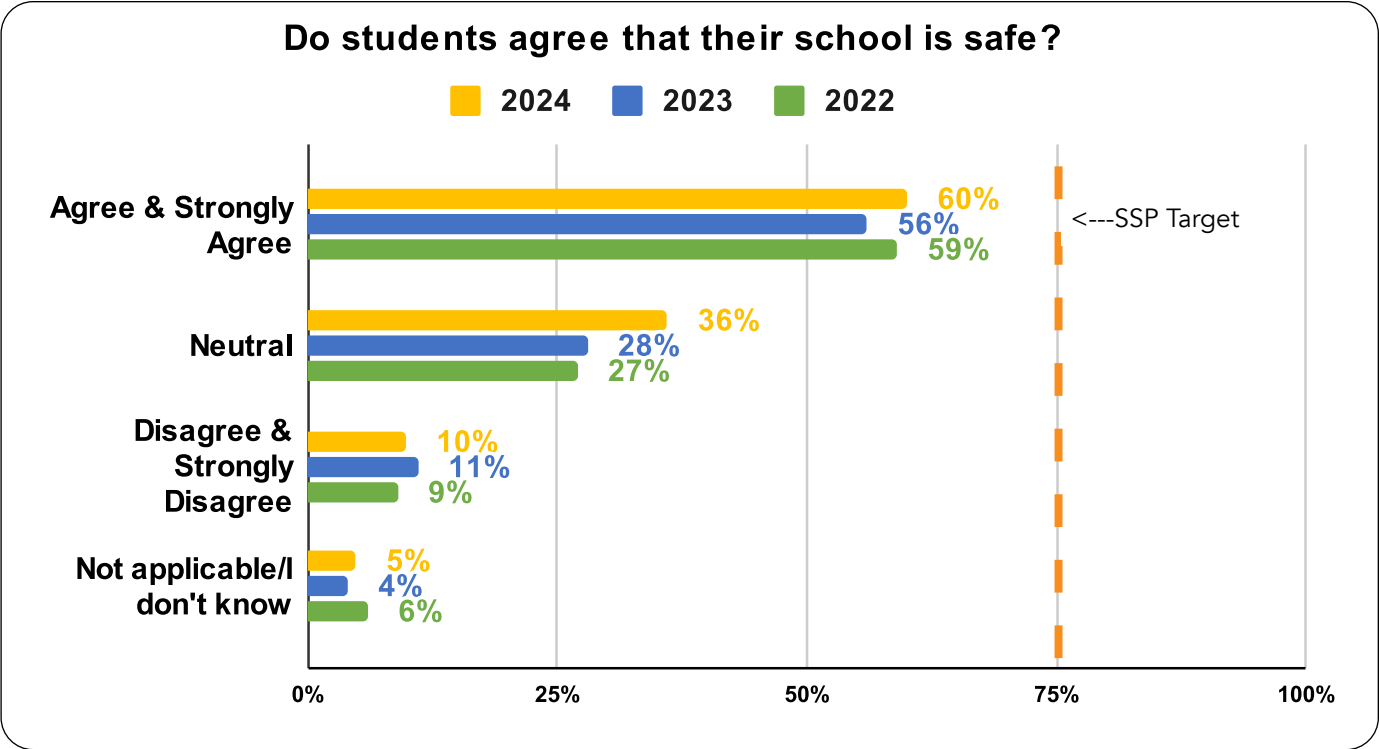
By the end of the third year of this strategic plan, the GDOE will decrease the overall number of disciplinary infractions to 25% of the total population. By the end of the 5th year, that number will decrease to 20%.



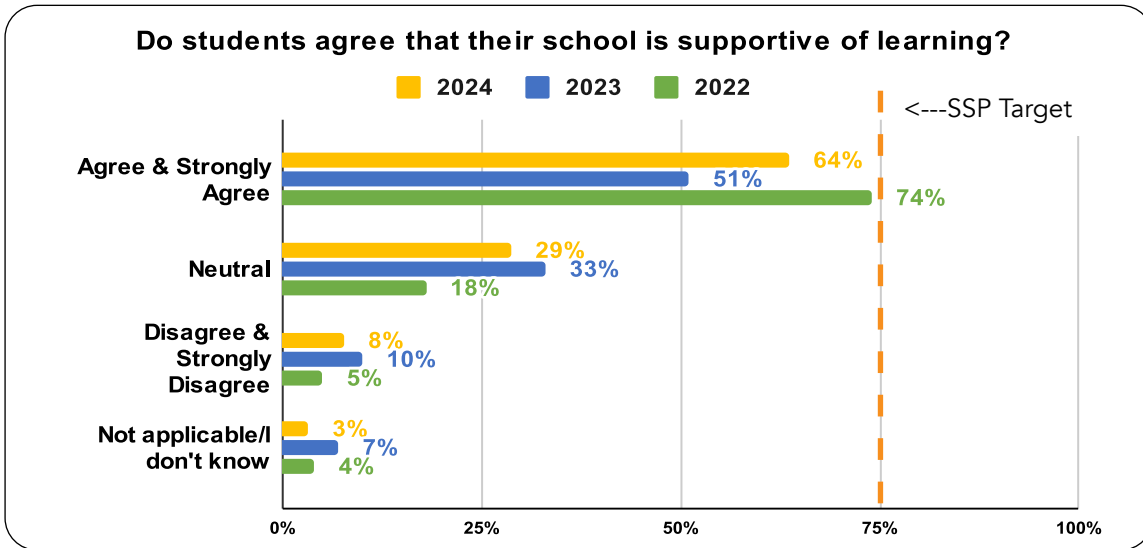
By the end of the third year of this strategic plan, the total number of students with three or more offenses within the school year will decrease to 2% of the total population. By the end of the 5th year, that number will decrease to <1%.



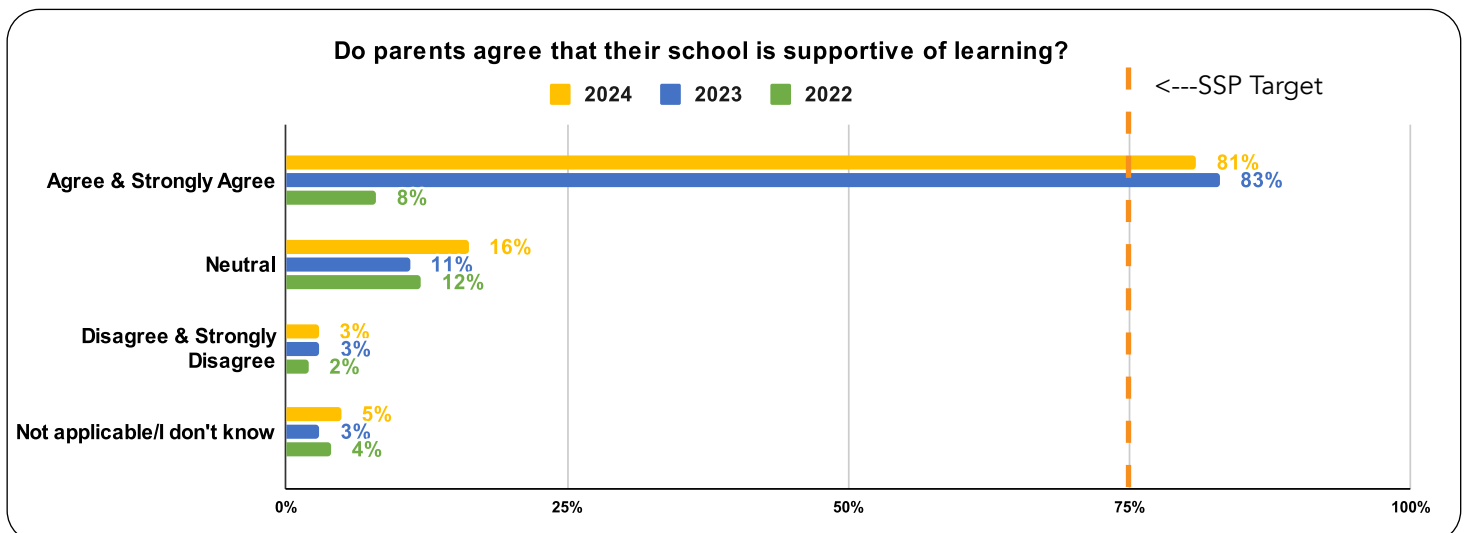
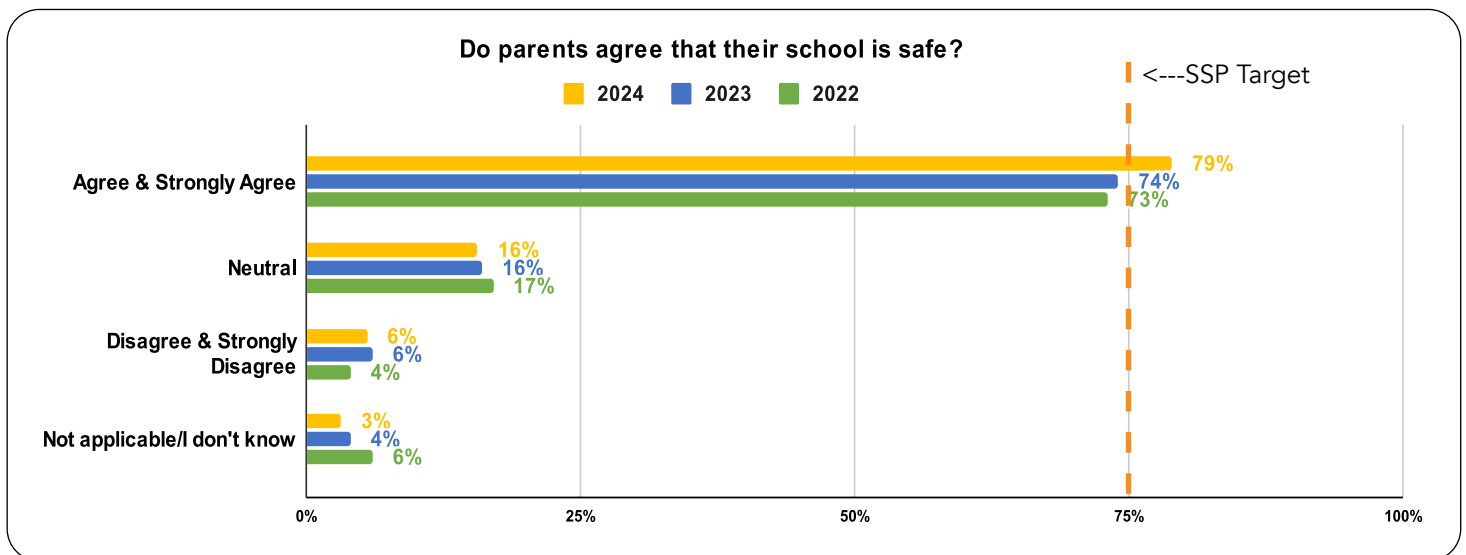
By the end of the third year of this strategic plan, at least 75% of student survey participants will perceive their school to be safe and supportive of learning. At the end of the fifth year, that number will increase to 85%.



By the end of the third year of this strategic plan, at least 75% of student survey participants will perceive their school to be safe and supportive of learning. At the end of the fifth year, that number will increase to 85%.

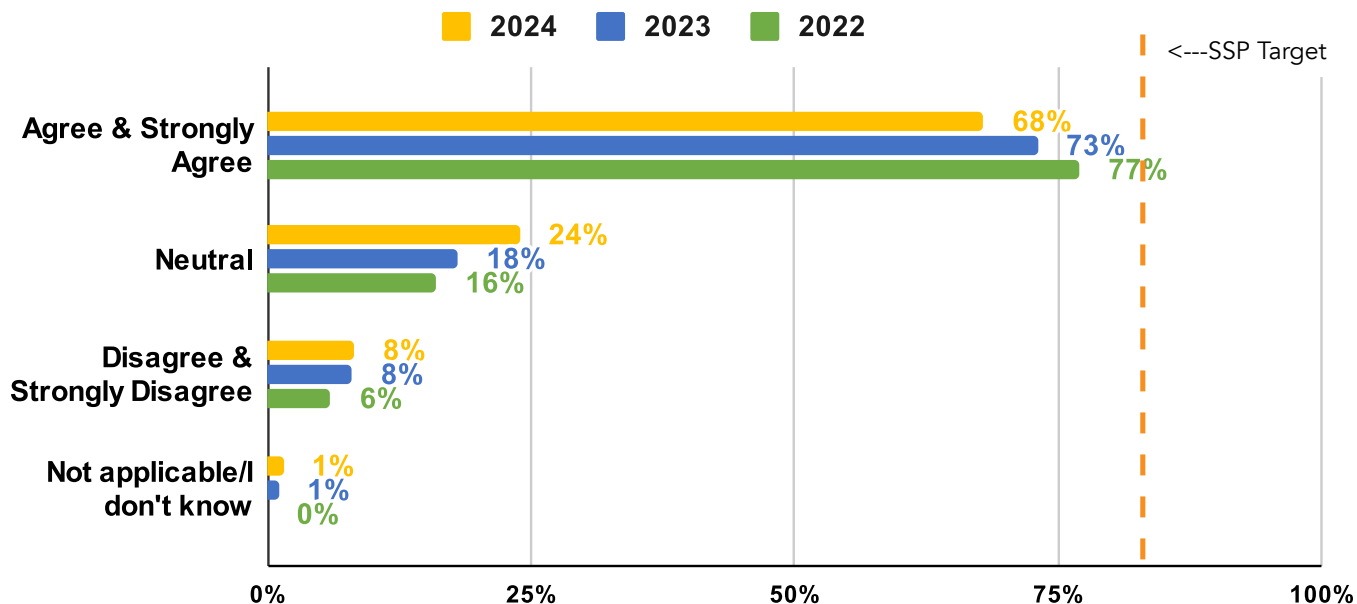


By the end of the third year of this strategic plan, at least 75% of parent survey participants will perceive their school to be safe and supportive of learning. At the end of the fifth year, that number will increase to 85%.

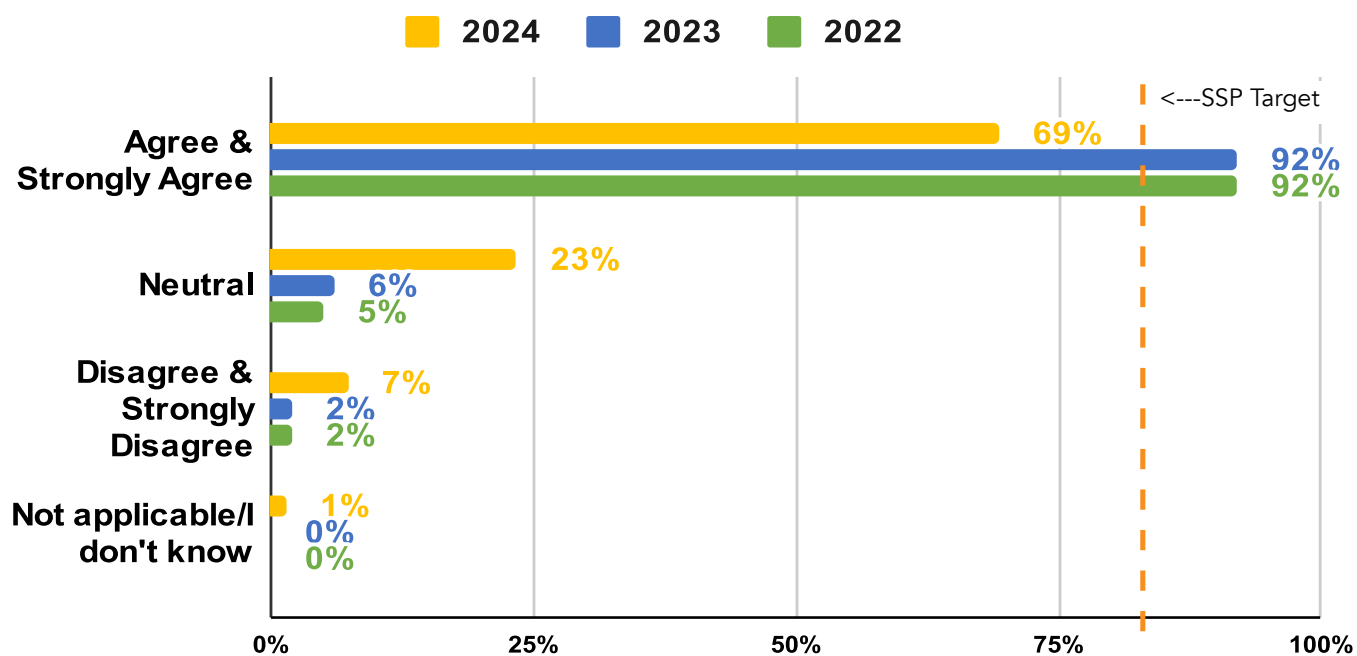


By the end of the third year of this strategic plan, at least 85% of employee survey participants will perceive their school to be safe and supportive learning. At the end of the fifth year, that number will increase to 95%.

Do employees agree that their school is safe?



Do employees agree that their school is supportive of learning?



Strategic Priority #5 FACILITIES & MAINTENANCE

Goal #6: The Guam Department of Education will provide a safe, clean, well-maintained and healthy learning environment designed to support academic excellence and our students' social and emotional growth.

By the third year of the strategic plan, the GDOE will have implemented 25% of the facilities master plan.

10%-15%

The Guam Department of Education (GDOE) Refurbishment Project, derived from the Deferred Maintenance outlined in the Facility Master Plan, is a comprehensive initiative focused on upgrading and maintaining 12 public schools. The primary goal is to ensure a safe, efficient, and conducive learning environment. This project includes substantial capital improvements, targeting five key areas: exterior door replacements, restroom renovations, crack and spall repairs, electrical upgrades, and walkway canopy repairs/construction. By addressing both immediate facility needs and long-term infrastructure resilience, the project is essential for enhancing the overall quality of our schools.

Additionally, GDOE has an ongoing air conditioning replacement contract, which features a 5-year warranty on all newly installed units. Awarded late last year, the contract has already resulted in the installation of over half of the units slated for replacement.

As of 2024, approximately 10%–15% of the Deferred Maintenance Plan has been completed.

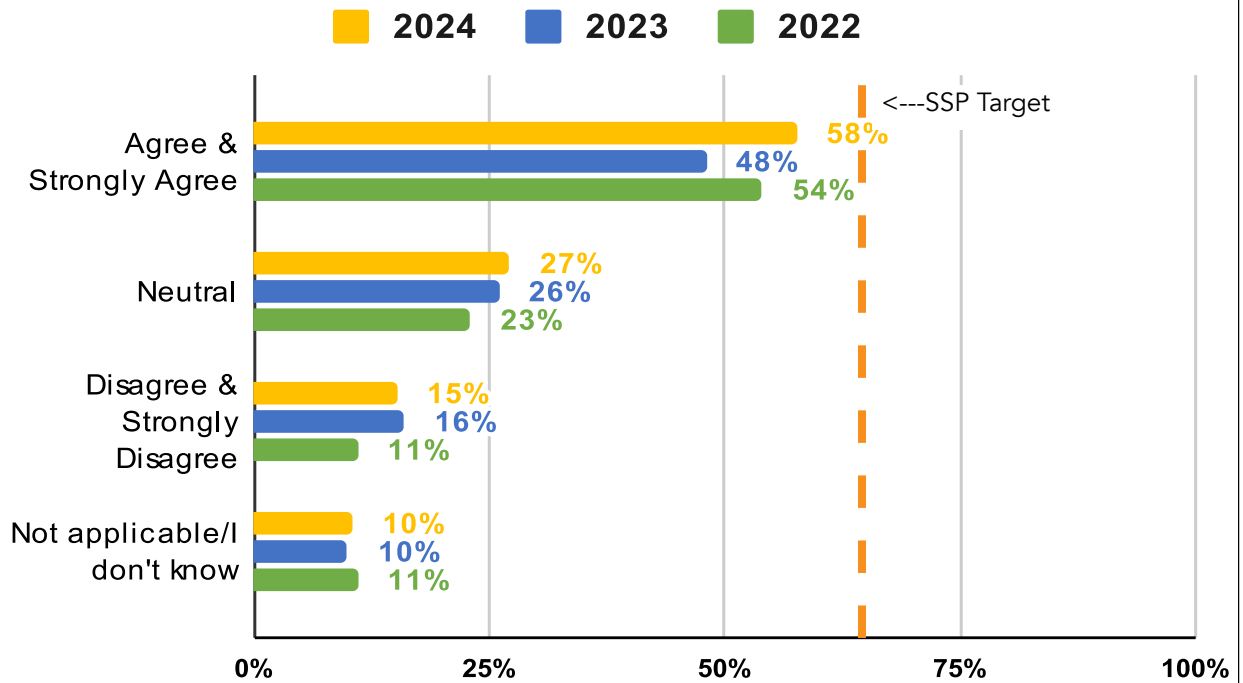


Throughout the duration of the strategic plan and subject to the availability of funds, the GDOE will achieve compliance on the 14 points related to facilities pursuant to the Adequate Education Act.

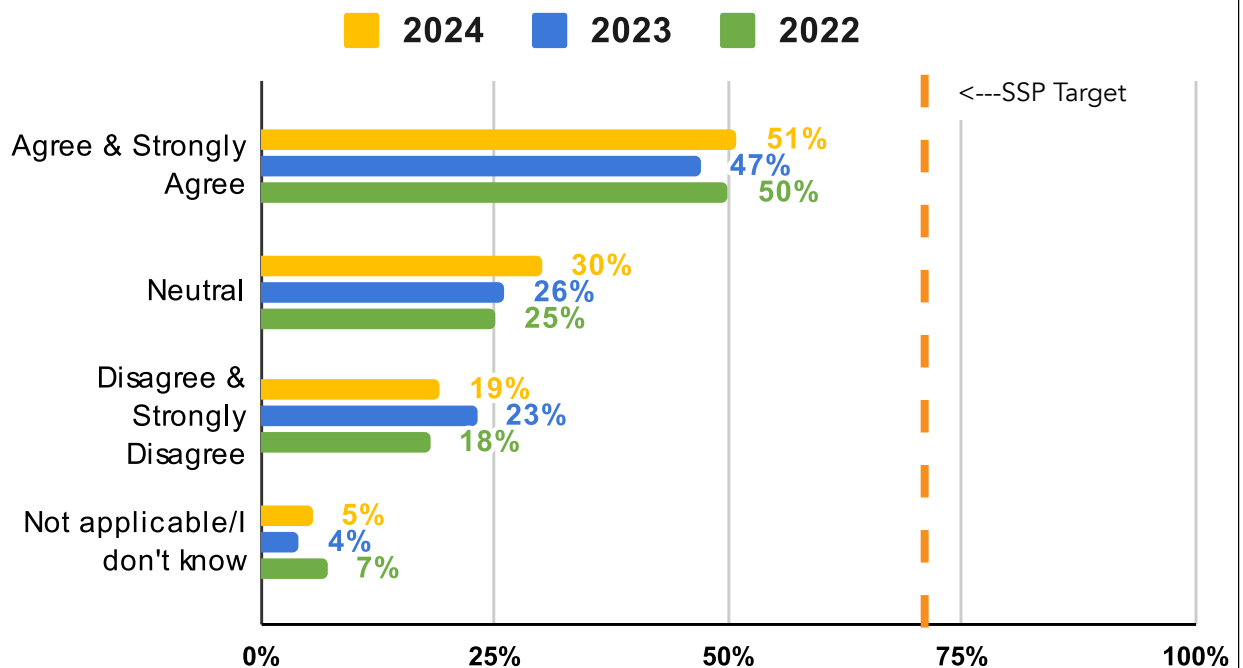
14 Points COMPARATIVE ASSESSMENT (April of SY23 vs April of SY24)							
	14 Points (P.L. 28-45: Adequate Education Act)	#schs passed SY23-24		% by Total Count			Remarks
		Count	Rate	Count	Total	Rate	
Pt. 1	Certified teachers	18	44%	1561	1678	93%	Any school reporting it has uncertified teacher is non-compliant
Pt. 2	Certified Administrators	41	100%	82	87	94%	There was a certified administrator in every school.
Pt. 3	Certified Guidance Counselor	38	93%	82	83	99%	AHES, CBMES and JQSM- no certified guidance counselor
Pt. 4	Certified School Health counselor	41	100%	n/a	n/a	n/a	100% of schools had health counselor
Pt. 5	Certified Allied Health professionals	n/a	n/a	11	29	38%	No Psychologist, Occupational Therapist, Physical Therapist
Pt. 6	Properly ventilated classrooms	13	32%	1477	1986	74%	Criteria: is that at least 90% are properly ventilated
Pt.7	Potable water	39	95%	447	317	141%	Per DPHSS ideal ratio is 1:75; FES, FBLG - failed ratio
Pt. 8	Reliable supply of electricity	31	76%	n/a	n/a	n/a	PCLES, TES, AJMES, VBMS - unreliable electricity
Pt. 9a	Proper Sanitation - flushable toilets (Male RR)	41	100%	526	161	327%	Per DPHSS criteria: Elem 1:60, Sec 1:100
	Proper Sanitation - flushable toilets (Female RR)	41	100%	1034	284	364%	Per DPHSS criteria: Elem 1:35, Sec 1:45
	Proper Sanitation - flushable toilets (Common RR)	41	100%	n/a	n/a	n/a	100% of schools compliant
Pt. 9b	Proper Sanitation - Urinals (Male RR)	41	100%	782	414.4	189%	Per DPHSS criteria: Elem 1:30
	Proper Sanitation - Urinals (Common RR)	41	100%	n/a	n/a	n/a	100% of schools compliant
Pt.9c	Proper Sanitation - clean restrooms	39	95%	n/a	n/a	n/a	AMS, FBLGMS did not meet criteria
Pt.9d	Proper Sanitation - classrooms	40	98%	n/a	n/a	n/a	AMS did not meet criteria
Pt.9e	Proper Sanitation - Cafeteria Rating	34	83%	n/a	n/a	n/a	Some schools were pending inspection
Pt.10	Adapted textbook to each student	30	73%	n/a	n/a	n/a	CLTES, HBPEs, MULES, AMS, JLGMS, LPUMS, SHS
Pt.11	Libraries meet AASL standards	38	93%	n/a	n/a	n/a	DLPS, MASES, OHS did not meet criteria
Pt.12	Learning environment building rated B or better	10	24%	n/a	n/a	n/a	Only 10 schools met A or B rating
Pt.13	180 instructional days	34	83%	n/a	n/a	n/a	Schools that did not meet 180 were in Alternating Schedule
Pt.14a	Regular, AM timely school bus transportation	38	93%	n/a	n/a	n/a	Late Buses: OCPEs, AIJMS, JRMS
Pt.14b	Regular, PM timely school bus transportation	28	68%	n/a	n/a	n/a	Late Buses/Double Back : CHBPES, DLPES, IES, JQSMES, MULES, OCPEs, PCLES, UES, AJUMS, LPUMS, JFKHS

By the third year of the strategic plan, the GDOE will achieve at least 70% satisfaction with facilities on Student, Staff and Parent surveys, by year five, that number will increase to 80%.

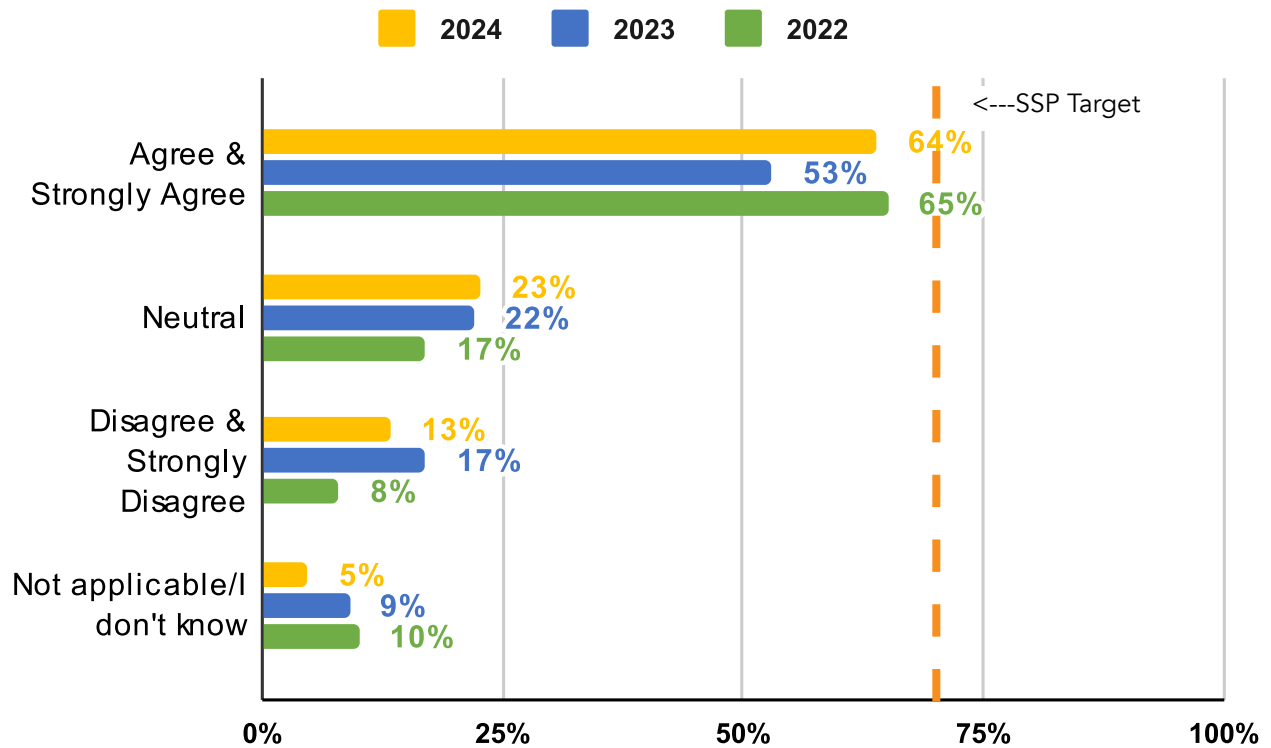
Are GDOE students satisfied with the condition of the facilities?



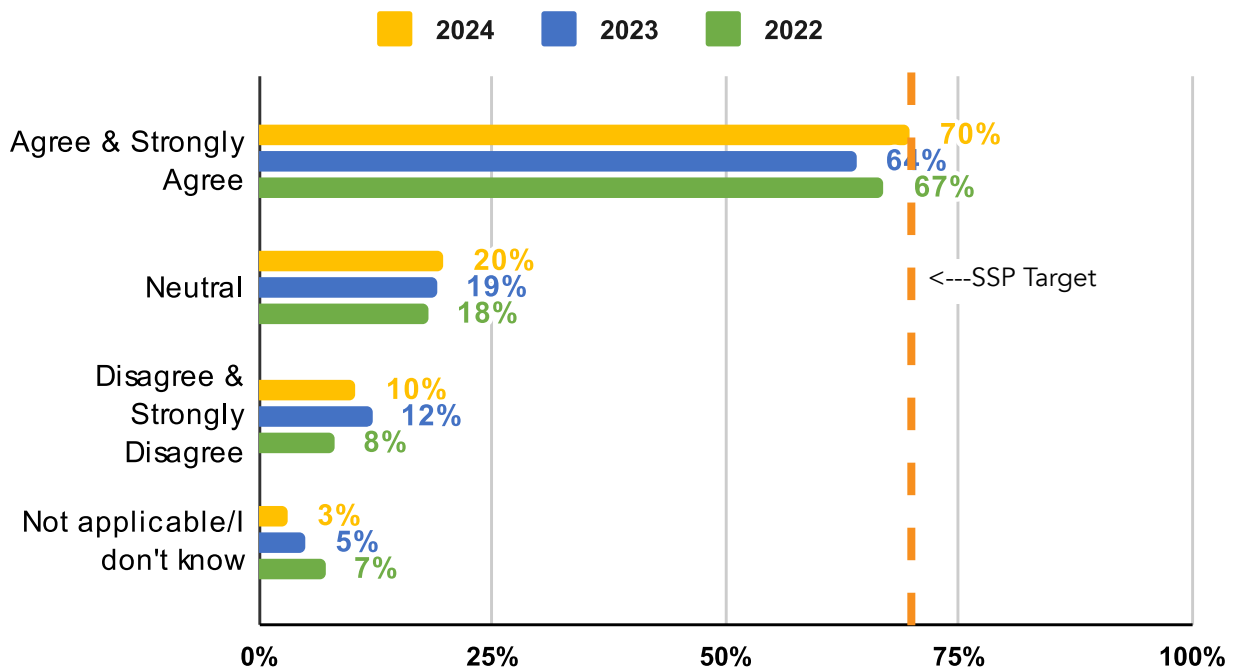
Do GDOE students agree their school facility is clean and in good condition?



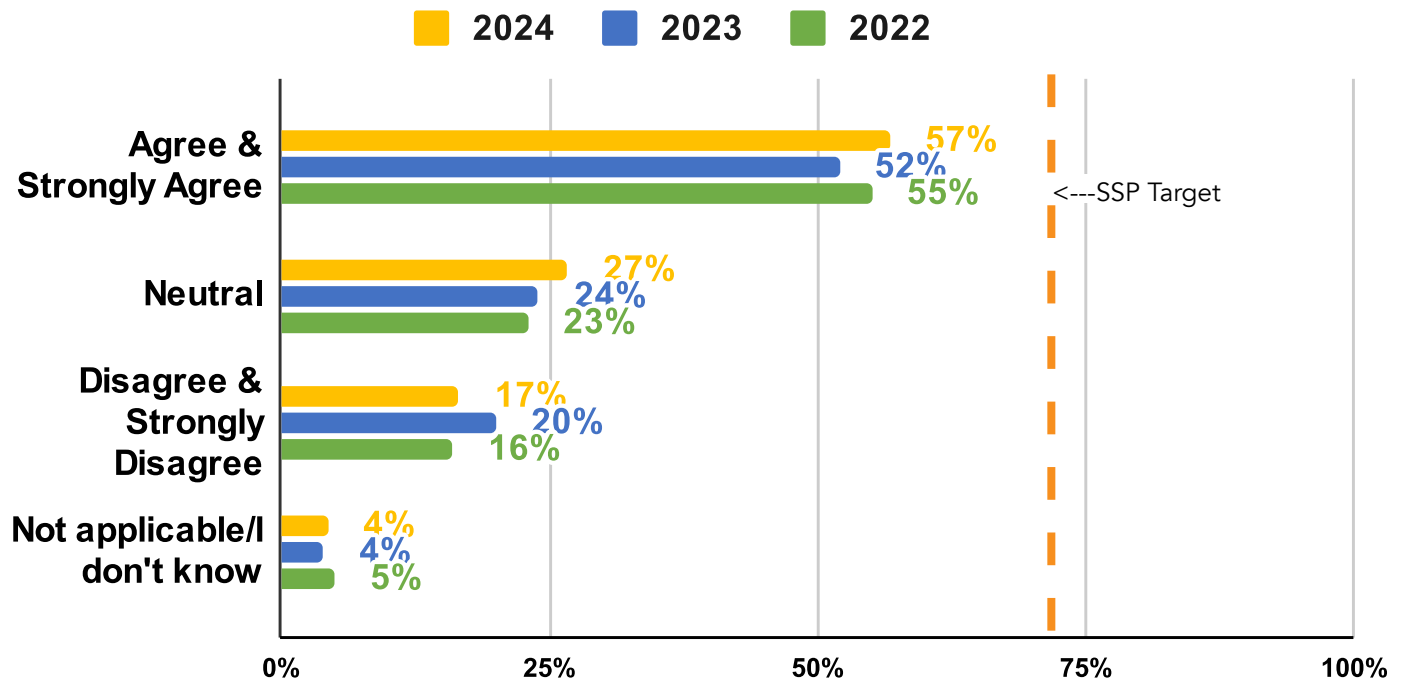
Are GDOE parents satisfied with the condition of the facilities?



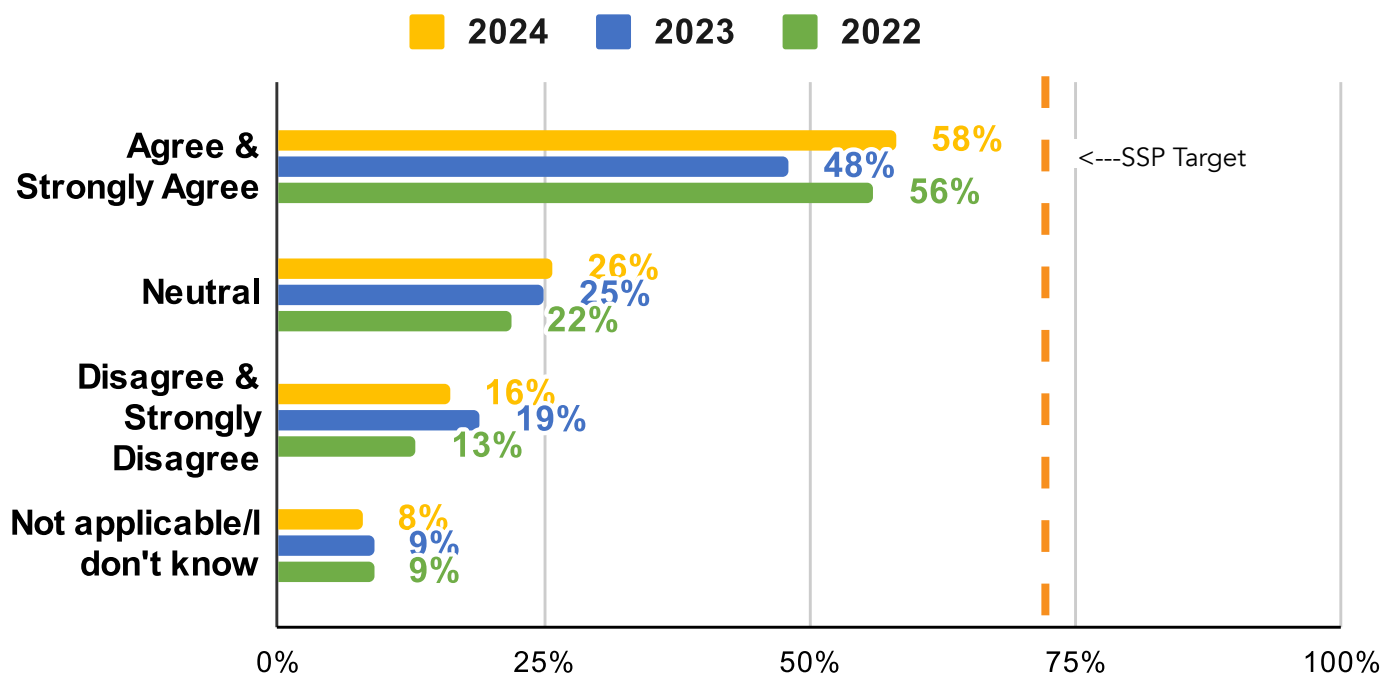
Do GDOE parents agree their school facility is clean and in good condition?



Do GDOE stakeholders agree their school facility is clean and in good condition?



Are GDOE stakeholders satisfied with the condition of the facilities?



Strategic Priority #6
FINANCE AND ADMINISTRATIVE SERVICES

Goal #7: All GDOE financial and administrative functions will maximize the critical uses of limited resources and meet high standards of accountability.

Completion Status	Virtual		On-Site		Subtotal	
	Count	% of Total	Count	% of Total	Count	% of Total
Complete	85	97%	36	72%	121	88%
Pending	3	3%	14	28%	17	12%
TOTAL	88	100%	50	100%	138	100%

As reported on the previous year, the above table summarizes the number of tasks and percentage rate of accomplishment cross-validated jointly as completed and acceptable compliance by both GDOE and the U.S. Department of Education.

The 88% represents the percentage of completed cross-validated tasks count of 121 out of 138 identified in the REP.

The rest of the 17 tasks identified as pending (yellow highlight) represents tasks that are already completed by the GDOE but only pending validation by the federal department.

In essence, GDOE has fully achieved 100% of this State Strategic Plan (SSP) objective. The fact that the federal department validated GDOE's compliance on 121 out of 138 is already a great accomplishment leading to removal of the department's high risk status.

By the end of the second year of this strategic plan, the GDOE would have completed an overall technology plan to examine automation and increased efficiencies across all GDOE divisions and schools.

.....
10%-15%
.....

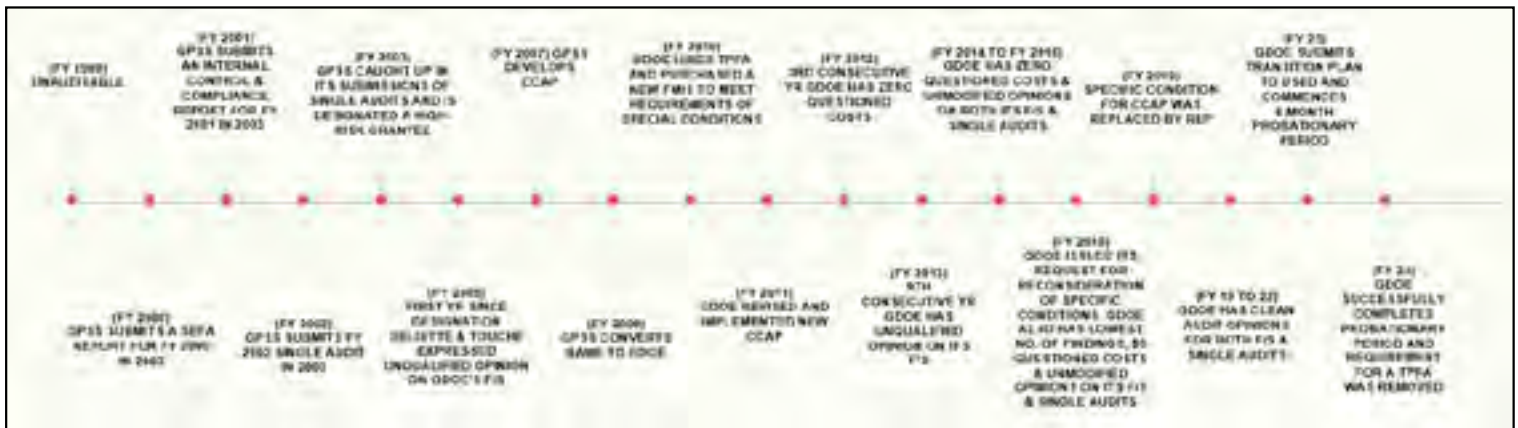
FSAIS, reported that the progress is still at 10%-15% of this plan; the Department is not required to have a technology plan.

By the end of the third year of this strategic plan, at least 80% of GDOE administrative support staff will report participating in annual training and professional development related to their position and responsibilities. By the end of year five, that number will increase to 90%.

**SY 23-24 Training of Administrative Support Staff by
Title of Training and Number Trained**
(Based on sign-in sheets)

Title of Training	# Trained
Use of the Promethean Interactive Board	4
Munis Requisition Training	12
CO Preparation for Opening of School 7/2023	41
CO Preparation for September 30	41
CO Preparation for Closing of First Semester	41
CO Preparation for closing out the school year	41
FNS Annual Food Service Training SY 23-24 / Meal Clerks 7/31/23	16
FNS Annual Food Service Training / Cafeteria Staff 7/27/23	32
FNS Annual Food Service Training SY 23-24 /FSMC 7/26/23	40
FNS Annual Food Service Training SY 23-24 / Meal Clerks 7/25/23	75
In-Service SRO Training: De-Escalation	7
In-Service SRO Training: Trauma-Informed Care	8
Youth Mental Health First Aide	16
GCSAFV Conference Day 2: "Planting the Seeds: Working with Youth in Violence Prevention" Engaging Partners to Address Violence Prevention (EQ)	120
CPR Training	325
PBIS in the 21st Century (MAUES)	22
PBIS: Building Rapport with Students / Active Supervision (LPUMS,AMS, FES, FBLG, CHBPES, UES, AdES, TaLES, MAUES, LBJ/TamES, BMS, LES, IMS, MULES, DLPES)	240
PBIS: Phases of De-Escalation (BPCES, FES, TaLES)	50
PBIS: Working with Tough Kids (FES, THS, TaLES, IMS, LPUMS, SSHS)	89
Youth Mental Health First Aid	41
PBIS Framework Overview	149
Implicit Bias	
Mindful or Mind Full: Mindfulness Techniques	
SOP 1200-018: ODRs and the District Data Dictionary	
Ethics Training from March to May 2024	516
GDOE Fixed Asset Training SY23-24 (Nov6-8, 2023)	183
TOTAL Administrative Support Staff Trained	2,109

Throughout the duration of the strategic plan, the GDOE will sustain clean audit opinions, with minimal findings and questioned costs.



Guam's first and only State Longitudinal Data System now includes Birth to 5 data from the DPHSS and labor force data from GDOL

The Guam Department of Education (GDOE) operating the island's first and only State Longitudinal Data System (SLDS) supports the multi-agency project for the interoperability of the early learning (Birth to 5) data from the Guam Department of Public Health and Social Services, P-12th grade data from GDOE, postsecondary data from the University of Guam and the Guam Community College, and workforce data from the Guam Department of Labor. The GOSDV Project is administered by the Research, Planning, and Evaluation (RP&E) Division.

Originally an education data system known as the Guam One Stop Data Village (GOSDV), the inclusion of Birth to 5 data and labor data extends the span, depth, and breadth of the GOSDV system, and now carries the name GOSDV ECHOES (Early Childhood Health Outcomes and Education System). The lack of comprehensive interoperable early childhood data system has created gaps and negative outcomes, such as (1) a significant proportion of children who are in or needing foster care are not able to avail of urgent health and education services, (2) inequity and disproportionality exist in the provision of early childhood services among the Compact of Free Association (COFA) children, and (3) lack of accessibility to services for vulnerable young children who come from low income, economically disadvantaged families, who speak a language other than English, or who are at risk of poor outcomes.

The GOSDV-ECHOES Program has the following goals:

- E**xpand the GOSDV infrastructure by including the Birth to Five ChildLink data and workforce data from the Guam Department of Labor (GOAL 1)
- C**onduct the on-boarding of new members from the early learning and workforce agencies (GOAL 2)
- H**uman capital capacity building for the sustainability of the GOSDV ECHOES infrastructure (GOAL 3)
- O**ptimize federal and local reporting requirements produced by the B20W system aligned with the U.S. Department of Education Common Education Data Standards (GOAL 4)
- E**ngage in enterprise-wide culture of data literacy with research partners such as Regional Education Learning (REL) Centers and Harvard University Center for Education Policy Research (GOAL 5)
- S**ustain the B20W system infrastructure, maintenance, and long-term use through a comprehensive Sustainability Strategies Program (GOAL 6)



GOSDV partners L-R: Lt. Governor Josh Tenorio, UOG President Dr. Anita Enriquez, GOSDV Project Director Dr. Zenaida Napa Natividad, Governor Lou Leon Guerrero, UOG Vice President Dr. Sharleen Santos-Bamba, GCC President and GEB Chairperson Dr. Mary A.Y. Okada.

The GOSDV ECHOES initiative aligns with the goals stated in Guam's Early Learning Council's State Plan for ensuring every child's healthy development, school readiness, and long-term success. The integration of Birth to 5 data will provide a comprehensive understanding of early childhood outcomes and enable targeted interventions that positively impact the lives of Guam's children and their families.

The GOSDV's expansion to incorporate workforce data, though a challenge because Guam does not have an Unemployment Insurance program that collects the necessary information on labor, the GDOL came through with an alternative data system that will help policymakers understand the value of labor data connected with education and childhood development, and may eventually enact a law on Unemployment Insurance. The expansion of GOSDV to include Birth to 5 and workforce data will bring forth several benefits of use to policy-makers and decision-makers alike, guiding the formation of data-informed decisions from birth through adulthood into the world of work and enabling the development of evidence-based policies and programs. Such data will enable decision-makers and program staff to gain valuable insights into the effectiveness of early childhood interventions impacting adulthood and career paths and identify areas where targeted support is needed.



GCC President, GEB Chairperson, and GOSDV Executive Committee Dr. Mary A.Y. Okada presented the GOSDV as an emerging opportunity for the island-wide sustainability green growth program.

In SY23-24, A Memoranda of Agreement (MOA) among the partner agencies were signed and the on-boarding of officially pointed staff from the various agencies was implemented. Every staff member from the partner agencies assigned to do GOSDV work was given thorough orientation and was required to pass a Knowledge and Information Training (KIT) assessment and obtain certification from the U.S. Department of Education Privacy and Technical Assistance Center (PTAC) that they passed the training in the Family Education Rights to Privacy Act (FERPA).

Other achievements of the GOSDV ECHOES in SY23-24 were:

1. Communications and collaboration protocols were established among the partners for the GOSDV ECHOES project, inclusive of the Data Sharing Agreement and Memorandum of Agreement regarding shared duties and responsibilities. The inclusion of new partners necessitated the creation of a communications protocol so that any information that flows from GDOE to the other GovGuam partners are clearly delineated and communicated to one key person within the partners' agency. This point of contact then reports to their respective department heads the

progress of the GOSDV overall as well as the contributions and concerns of their agency relative to GOSDV work.



Guam participated in the High-Level On-Boarding Workshop organized by the U.S. Department of Education for the State Longitudinal Data System states. L-R: Jeff Watson, Tami Springer, Dr. Carla Howe, Corey Chatis, Dr. Mary Okada, Dr. Zeni Natividad, Krizia Gozo, and Mariam "Tina" Alam.

2. Locally funded partner staff members identified to provide collateral work with GOSDV ECHOES through a formal letter of appointment by their CEO to ensure the smooth flow of collaboration among the agencies and to ensure the sustainability of partner participation in GOSDV ECHOES. The agency head identified key data staff within their department who officially become members of the three GOSDV-ECHOES Committees: the Data Governance Committee, the Infrastructure and IT Committee, and the Stakeholder and Outreach Committee. With the letter of appointment as a binding "force" among the partners, these locally funded staff provided collateral professional work to execute GOSDV-ECHOES-related activities enunciated in the interagency Memorandum of Agreement and the Data Sharing Agreement.
3. New partners on-boarded to ensure the new players understand the GOSDV ECHOES goals and objectives, and their specific roles and responsibilities. The on-boarding of the new partners consisted of two-pronged strategies:
4. High-level on-boarding conducted by the GOSDV Project Director who gave a briefing to the agency Directors of the two new partners: the Guam Department of Labor Director and Deputy Director and the Department of Public Health Acting Director and Deputy Director.
5. Staff-level on-boarding of the new partners (1) that provided an overall orientation of the GOSDV project, using an on-boarding presentation, a training checklist, and a training test dubbed as the GOSDV Knowledge and Information Training (KIT) to ensure that the new players understood the GOSDV project documents for basic knowledge of project goals, activities, organizational structure, roles and responsibilities, and project communications protocols, review and approval process, and implementation of project policies and procedures for smooth project operation.

Implementation of the ROAR (Regular and Ongoing Activities Reporting) tool. The ROAR ensures that Guam is on track with (1) achieving project goals and objectives (2) letting all the stakeholders know the tasks that have been completed and tasks that need to be done, (3) keeping the staff well-guided with the day to day and week to week operations of GOSDV, (4) documenting GOSDV successes and lessons learned (5) preparing for the monthly monitoring and completing the Annual Performance Report. The tool is consistently used by all three key committees of GOSDV (12.3). A presentation of the ROAR tool as a sustainable program management tool was conducted by GDOE and partner agencies during the 2024 National SLDS Best Practices Conference held in Washington DC in May 2024.

Accrediting Commission for Schools Western Association of Schools and Colleges (ACS WASC) DISTRICT CRITERIA

GDOE is the first school district in the nation that passed the ASCWASC district accreditation

Category A: Organization for Student Learning

GDOE has a clearly stated vision and mission based on student needs, current educational research, and the belief that all students can achieve at high academic levels. Guided by the Guam Department of Education Five-Year Strategic Plan, the district's purpose is defined further by academic standards and Guam DOE graduate outcomes.

Evaluate the following:

A1.1 The degree to which the vision, mission, Guam DOE graduate outcomes and the GDOE Five-Year Strategic Plan have been impacted by student/community data, identified future student needs, and current educational research.

A1.2 The degree to which there is assurance of student, parent and other school community members' understanding and commitment to the vision, mission, Guam DOE graduate outcomes and the GDOE Five-Year Strategic Plan.

Description of current practices and areas of strength

- In the 2014 and 2022 strategic plan review, revision and eventual adoption, numerous stakeholder groups were engaged to provide input in the goals, objectives, and strategies as well as the vision, mission and outcomes. Stakeholder groups provided verbal and written input responding to discussion prompts identifying the strengths of departments programs and practices, the challenges we continue to face, and then the recommendations for improvement. Their responses over the course of the last two years were used to develop the five-year strategic plan and the content of the self-study report.
- The resulting GDOE vision, mission, graduate outcomes and strategic plans are regularly presented at student, parent and community meetings at the school and district levels and are the guiding language in all schools' action plans and reports for accreditation, federal compliance and program progress.
- Additionally, as noted earlier, all schools align their respective goals, objectives and outcomes to the district as reflected in their school level action plans and accreditation reports.

Challenges, areas of growth

- Although the vision, mission and outcomes are known to students, parents and other community members, there is a consensus among district leadership that this denotes "knowledge of" rather than a "deep understanding and commitment". We believe that in order for students and their families to have a deeper understanding
- and instill a commitment to them, we need to provide them with more practical descriptions as well as specific examples of students demonstrating the expectations through their engagement with school activities.

Next Steps

- Develop strategies and activities that provide parents, students, and community stakeholders with concrete examples and demonstration of what the outcomes "look like" when students achievement.

A1.3 The extent to which the vision, mission, Guam DOE graduate outcomes and the GDOE State Strategic Plan are being implemented through the district.

Description of current practices and areas of strength

- All strategies identified in the five-year strategic plan have at least one major activity that being implemented and monitored by central office staff.
- Strategies under curriculum and instruction, special education, and educational support and community learning have multiple projects and activities being implemented throughout the district.

Challenges, areas of growth

- Over the past year since the adoption of the five-year strategic plan, the GDOE has had three acting superintendents with three different sets of priorities, management styles, and in some cases initiatives. Since they were not closely involved with the development of the strategic plan and since their appointments were known to be temporary, it was challenging to focus department efforts on the specific goals and objectives of the strategic plan. Thankfully, priority leads who were engaged with the strategic plan along with the project leads of the different programs and initiatives throughout the district were able to maintain and implement their activities,

which were all aligned to the strategies of the plan. What was missing, was the intended clearer focus on the timelines for each of the district level activities.

- Since the start of Superintendent Swanson's term in July, we have rekindled the implementation teams and working groups and have begun the development of the specific district level activities or milestones, the timelines and the monitoring tool.

Next Steps

- Maintain the strategic plan working groups and complete the activities and timelines for the first two years of the strategic plan.
- Move forward with implementation and monitoring of the district-level activities in the plan.

A1.4 The effectiveness of the process for regular review/revision of the vision, mission, Guam DOE graduate outcomes and the GDOE Strategic Plan.

Description of current practices and areas of strength

- The review and revision of the department's strategic plans take on a five-year cycle. This cycle allows the department of implement the vision and mission as well as the strategies meant to support them. At the time of the review and revisions, the first elements under review are the vision, mission and learner outcomes with the intent to assess their understanding, appropriateness, and strength. We believe that this process is effective and meets our needs as the timeline of five years allows enough time for implementations and the levels of engagement allow for multiple sources of input.
- Multiple engagement strategies utilized during the revision of the strategic plan and WASC self-study which took place over the course of two and a half years as efforts were interrupted during COVID and a recent typhoon.

Challenges, areas of growth

- Though Graduate Profile and Graduate Outcomes have been updated, the district still needs to reconvene the stakeholders to finalize the specific indicators for each level and develop assessment tools, strategies and protocols to measure student achievement of these outcomes.
- Though there are a number of success indicators in the strategic plan in the areas of student achievement and success, the district still needs to make the connection to the outcomes explicit so that individual who are using the data have a clear understanding of their overall purpose.

Next Steps

- Move forward with the activities to identify and articulate the descriptors for each of the graduate outcomes noted in the profile along with the grade level appropriate indicators for schools to use with their students.
- Development and implement the framework necessary to assess student achievement of the graduate learner outcomes and monitor their achievement at all levels to determine progress.

Criterion A.2 Governance

Aligned with the GDOE vision, mission and Guam DOE graduate outcomes, the Guam Education Board has policies, and bylaws that guide the Guam Department of Education's rules, regulations, and procedures; the Guam Education Board governing board delegates implementation of these policies to the professional staff

and monitors results regularly and approves the GDOE Five-Year Strategic Plan.

Evaluate the following:

A2.1 The degree of stakeholder understanding of the governing board's role, their decisions, expectations, and initiatives, including how stakeholders can be involved.

Description of current practices and areas of strength

- The Guam Education Board (GEB) functions as the department's policy board that passes policies, approves the budget, and provides guidance to the superintendent on the implementation of the GDOE five-year strategic plan and department operations.
- GEB members are visible community members who engage with stakeholders both formally and informally.
- GEB members attend legislative hearings, district and school level parents meetings and workshops, and other district and school events to engage with stakeholders.
- GEB meeting are broadcast over Facebook and have a dedicated website that host event information, board policies and meeting minutes.
- During every board meeting, there is a section in the beginning for public participation for community stakeholder to raise issues, concerns or recommendations to the Board.
- When considering policy proposals from the district, GEB members require stakeholder input into any proposed additions or changes to policy either through surveys, focus groups or engagement sessions.

Challenges, areas of growth

- Though these efforts are made by GEB members to regularly engagement with stakeholders, there are many community members who may not be clear on the roles and responsibilities of the governing board, signifying a greater need to disseminate this information and provide families and community members an opportunity to engage further with the Board and the district.

Next Steps

- Ensure that district-level activities under the strategic plan include opportunities to engage with the GEB and other district-level leadership.

A2.2 The degree of collaboration with other governing entities and leadership.

Description of current practices and areas of strength

- The Guam Education Board (GEB) has a strong relationship with the governing entities and leadership of the various educational institutions on the island including the Guam Community College, the University of Guam, the Guam Charter School Council, and the different private schools on the island. The GEB participates in the Tri-Board which is a convening of the three governing boards of the major educational institutions on Guam of UOG, GCC and GDOE. Scheduled to meet on a quarterly basis, this group shares major activities and initiatives, discussion educational issues on the island and region, and propose initiatives to help align the work and maximize the resources of the island educational institutions.
- Guam One-Stop Data Village is an example of these initiatives that brings together the three major institutions. This project, supported by the US Department of Education, is meant to



design and implement Guam's longitudinal data system, a system that would unite and track student data across the institutions allowing us to monitor long-term trends and patterns with student demographic, achievement, attendance, behavior and college performance and attainment.

- Additionally, the leadership of the GDOE works closely with their counterparts in the Guam Charter School system and the private schools. As the state agency for US Department of Education funding, the department administers grant funds for the private/non-profit schools on the island. Throughout COVID, the different institutions communicated and collaborated to address the different challenges our school systems were going through and shared ideas and resources.

Challenges, areas of growth

- With the COVID pandemic and then later Typhoon Marway, the Tri-board has not been able to convene recently. However, the leadership of all three institutions maintained contact throughout both of these major events to discuss challenges and share strategies to address them.

Next Steps

- Reaffirm and maintain relationship with other governing entities of the different educational institutions and systems throughout the island.

A2.3 The processes and procedures that provide for stakeholder input and participation.

Description of current practices and areas of strength

- The GEB process for policy adoption is strong and meant to ensure that programs, policies and procedures are well researched, have stakeholder support, and are in the best interest of the target group which is always ultimately, the students.
- Parents and students can make policy and program recommendations directly to their school principals, teachers, or staff or directly to the GEB during the public participation items during one of its regular monthly meetings.
- School administrators, teachers and school personnel can make policy and program recommendation through their Deputy Superintendents, Instructional Coaches or during any one of our central office meetings or engagement sessions that are designed specifically for stakeholder input for grants or other activities. Of course, they can also make the recommendation to the board through the public participation section.
- All policy recommendations, programs or initiatives must be aligned with the GDOE five-year strategic plan's goals, objectives and strategies, having an explicit connection to student achievement and social well-being.
- When policy recommendations, programs or initiatives are considered, the relevant (directly affected) stakeholders are identified and engaged with to obtain their input.

- This process was most evident and was an essential part of our success navigating COVID, our recovery and then later, the major typhoon. Numerous stakeholder engagement sessions were help to obtain input and recommendations.
- Another example is the development and eventual adoption of the tiered grading or standards based grading policy. The division of Curriculum and Instruction (C&I) convened a grading policy working group comprised of admin, teachers, and central office staff that developed draft policy language, reviewed and incorporated community input, and ultimately drafted the final language for the board.

Challenges, areas of growth

- Numerous initiatives and strategies have been implemented over the years that have aligned with the two strategic plans but have not yet been included into formal policies or standard operating procedures. This includes currently policies that support these initiatives, but need to be updated to support the sustaining of these best practices.

Next Steps

- Convene a team of stakeholders who will lead the review and revision of all Board policies relevant to the strategic plan.

Criterion A.3 Leadership and Staff

Based on student achievement data, GDOE leadership and staff make decisions and initiate activities that focus on all students achieving the Guam DOE graduate outcomes and life readiness skills. The GDOE leadership and staff annually monitor and refine the GDOE Five-Year Strategic plan based on analysis of data to ensure alignment with student needs. The GDOE ensures there is a qualified staff throughout the system to facilitate achievement through a system of preparation, induction, and ongoing professional development.

Evaluate the following:

A3.1 The effectiveness of the use of student achievement data in the implementation, monitoring and refinement of the GDOE Five-Year Strategic Plan.

Description of current practices and areas of strength

- Student achievement data along with community and stakeholder information was central to the development of the five-year strategic plan and contributed to the establishment of the specific strategies outlined in the plan.
- With the development and establishment of the data dashboard for the five-year strategic plan, student achievement data and strategic plan objectives are at the center of all decisions at the school and district levels.
- Additionally, with the Guam One Stop Data Village (GOSDV), we will have a longitudinal data system that will help us identify and monitor long-term trends throughout the system at all levels in terms on demographics, achievement, behavior and attendance.

- In 2015, the GEB adopted the GDOE Comprehensive Student Assessment System that was comprised of a set of summative and interim assessments in the areas of English Language Arts, Math, and Science. Social Studies was originally to be assessed by a locally-developed Standards-Based Assessment, but was later removed by the board to allow for a more dynamic and updated curriculum based on current affairs that was difficult to implement with a standardized test that restricted annual changes in content.
- Through the adoption of the updated five-year strategic plan in 2022, the GEB revised the comprehensive student assessment system by adopting the Smarter Balanced Assessment Consortium (SBAC) as the summative assessment to replace the, now out of print, ACT Aspire. The AIMSweb will continue to be the interim assessment system for Reading and Math for Kinder through 8th grade and the WorkKeys Job readiness assessment will be the final summative assessment for graduating seniors.
- All of this data is provided to the district, schools, teachers, parents, students and the community at large through our annual state of public education report (ASPER), which now, for the first time aligns directly with the five-year strategic plan and the district-level accreditation self-study.

Challenges, areas of growth

- Though the data is available to all schools and educational leaders, the use of the data depends on the leadership of the division or school. As a district-wide process, much time was spent on the review of aggregate or summary data over the last three years without being able to dive deeply into school-level trends.
- Additionally, with the adoption of a new interim assessment and summative assessment, synchronizing with our student information system was difficult and thus, we were not able to automatically disaggregate student scores based on relevant demographics. This had to be done manually and school-by-school and program-by-program.

Next Steps

- Develop and implement steps to build the departments data literacy at all levels of the system so that personnel will be able to use them effectively.
- Establish a clear data framework for all levels to ensure a common approach to data collection and analysis with a common collection, organization, and analysis cycle.
- Support the creation and implementation of a common data system, such as the GOSDV, that will house and make available all of the relevant data administrators, teachers and program personnel need.

A3.2 The degree to which GDOE empowers the local school sites and encourages commitment, participation, collaboration, and shared responsibility for student learning.

Description of current practices and areas of strength

- Principals are the operation and instructional leaders of their schools and are thus empowered to make educational and operations decisions at their levels with the guidance and support of the central office.
- School principals are advised by school leadership teams which are comprised of teacher leadership such as grade level representatives, librarians, counselors as well as staff. Additionally, many schools have student representatives and parents on their school leadership teams.
- School Leadership teams represent their schools at district level planning and input sessions regarding department initiatives, policies and procedures.

- In 2015, the department provided initial and follow-up training in the Balanced Leadership model for school administrators and eventually, teacher leaders. Some of the main components of this framework included the establishment of a clear vision for the school and the ongoing development of purposeful community to support that vision. Though the formal training has since ended, the principles of the training remain and continue to be used as our guiding best practices.
- Over the last eight years, the GDOE has been implementing the Professional Learning Community (PLC) and Collaborative Teams (CT) framework in all schools and the district level as our chief improvement and capacity building strategy. School administrators, teacher leaders, school instructional staff and district personnel have been trained and supported throughout these years and are implementing regularly with their colleagues at their school.
- In their PLCs, school administrators with their teachers clarify the standards and content to be taught, share effective instructional strategies, review student achievement data and lastly, determine interventions for both struggling and advanced students.
- The PLC framework was major factor that helped teachers engage at the school and district levels during COVID. Teachers across the district already had contacts and working groups to engage with that helped with the sharing and spreading of best practices as well as problem solving during such uncertain times. The relationships that were already built through PLCs and CTs helped disseminate information, provided an avenue for input and dialogue
- The PLC and CT frameworks have been instrumental in the implementation of our Standards-Based Grading or Tiered grading system that was adopted two years ago in the middle of COVID. In their school and district- level PLCs & CTs, teachers identify their Priority Standards, Skills and Topics (PSSTs), develop their Proficiency Scales which clarify the performance expectations for students, developed and align their classrooms lessons and activities and ultimately their assessments to determine student achievement of those standards, and identify needed interventions and examples of how they help struggling and advanced students.

Challenges, areas of growth

- The two-year period when students and teachers were online and the subsequent slow return to in-person instruction severely hindered PLC implementation throughout the district with many school working to regain the momentum.





- Additionally, with the arrival of Typhoon Marwar, a recent typhoon that hit the island at the end of last school year cause the delayed opening of schools and further hindered the consistent establishment and implementation of the PLC and CT frameworks for the current school year.
- Lastly, as noted in the previous mid-term visit which took place right before COVID, schools who were weaker in their implementation of the PLC framework did not have the opportunity to improve over the COVID years as their experiences would have been limited by the online environment. This leaves some school struggling now in its implementation.

Next Steps

- Reaffirm Administration and Teacher Leadership teams for all schools and the district and provide next level training for all in the Balanced Leadership framework, Professional Learning Communities, and Collaborative Teams.
- Develop training modules that include best practices, sample documents and materials, and protocols for use by school leadership teams.

A3.3 The alignment of the school-wide action plans to the GDOE Five-Year Strategic Plan goals and actions to ensure overall goals for students are achieved and measured.

Description of current practices and areas of strength

- All schools have a school-level action plan that is collaboratively developed by their stakeholders and meant to guide their approaches and strategies to address school improvement, student achievement and safety.
- Upon adoption of the GDOE Five-year strategic plan, all school administrators were trained on the final content of the strategic plan and instructed to align their respective school action plans to the goals, objectives and strategies of the current plan. Several follow-up sessions were provided to support schools in this effort.
- All schools have aligned their respective school-level improvement plans to the districts five-year strategic plan and have ensure that all of their activities, initiatives and programs support the goals, objectives and strategies of the plan.
- Additionally, their annual school performance report cards (SPRCs) are which are aligned directly to the department's Annual State of Public Education Reports (ASPER) are aligned to the goals, objectives and strategies of the five year plan as well, ensuring that the planning, implementation and reporting components of their activities are clear, connected and coherent.

Challenges, areas of growth and next steps

- Though training and support is provided, the department recognizes that the extent to which each school's alignment and implantation are strong is inconsistent. There is a need for a stronger and regular reporting mechanism for all schools, once that not only holds school accountable for the alignment and implementation, but one that allows for more immediate support when needs are identified. School-level instructional coaches are critical in this area as they provide the district support to schools for this implementation.

Next Steps

- Discuss the current needs of schools in this area and development, then implement, a monitoring and support protocol for school action plans.

A3.4 The extent to which the district supports the schools in the implementation of their plans as aligned with the GDOE Five-Year Strategic Plan.

Description of current practices and areas of strength

- All school administrators, teachers and staff were provided an opportunity to review and provide input into the strategic plan through engagement sessions held at the school and district levels. This ensured that the ideas, concerns and recommendations were thoroughly discussed and, in some cases, debated at all levels before final inclusion in the strategic plan.
- Resources in the form of professional development, equipment, materials and supplies were provided and continue to be provided through a variety of funding sources such as the Education Stabilization Funds (ESFI & ESFII), the American Rescue Plan (ARP) and the Title V-A Consolidated Grant.
- When determining the use of resources, including but not limited to, grants, programs, equipment, materials and supplies as well as funding, either local and federal, schools and other stakeholders are given multiple opportunities to provide input into priorities and needs. When obtaining input from schools, a foundational question asked is "how will these resources support your school's and the district's goals and objectives".

Challenges, areas of growth and next steps

- In the case of these past few years with the COVID pandemic and the substantial amount of resources provided to the GDOE, the major challenge was not the availability of resources or the potential availability of resources. With the substantial support provided by the US Department of Education (USED) in the form of money, the department has the ability to provide the needed resources to all schools. Unfortunately,

the challenge comes in the department's ability to process the numerous procurement requests and thus, delivery the resources to schools, teachers and students in a timely manner.

Next Steps

- Steps a currently being taken to helps all schools and divisions coordinate their procurement requests with each other and to monitor with the procurement office progress on the most important or critical items.

A3.5 The organizational structure of GDOE at all levels, including written policies and procedures that define responsibilities, operational practices, and decision-making processes.

Description of current practices and areas of strength

- The central offices of the department are currently being reviewed by the superintendent and his management team for the purpose of assigning and realigning the different units in the hopes of increasing effectiveness and impact.
- All of the divisions and units in the central office support schools and students in specific ways to include instructional supports, safety, facilities and meals. Each division has a set of Standard Operating Procedures that guide the major parts of their work.

Challenges, areas of growth and next steps

- Although all divisions have a set of guiding policies and Standard Operating Procedures, there is a need to review and update many of them to ensure that current best practices are incorporated into them.
- Additionally, numerous procedures and activities are implemented throughout the district, that although recognized as successful and aligned with our strategic plan, are not written and documented in policy or SOPs.

Next Steps

- Review and update the SOPs for all divisions, particularly those practices that are implemented to support the strategic plan.

A3.6 The effectiveness of the GDOE's supervision and evaluation procedures districtwide.

Description of current practices and areas of strength

- All department personnel must be evaluated regularly on a schedule based on their professional level and years of service ranging from annually to two years.
- Teachers are evaluated by their principals using the Professional Teachers Evaluation Programs (PTEP) which are aligned to the seven Guam Standards for Teachers.
- Principals and assistant principals are evaluated by their principals or deputy superintendent using the Professional Administrators Evaluation based on the Interstate School Leaders Licensure Consortium (ISLLC) standards.
- In addition to these evaluations, all department employees must be evaluated by the Department of Administration uniform evaluation form for their increment.

Challenges, areas of growth and next steps

- Recommendations have been made to update ALL of the evaluation programs for all employees of the department.
- Many specialized personnel and other employees have expressed the desire to have an evaluation process more aligned to their specific job duties. The department agrees.



Next Steps

- These concerns were recognized during the development of the strategic plan and will be addressed.
- Pursuant to the strategic plan, move forward with the review, development and adoption tools for the different classification of employees.

A3.7 The effectiveness of professional development, coaching, and mentoring on student performance.

Description of current practices and areas of strength

- Over the past five years, the department has been working on the development, adoption and now, implementation of our Standards-Based Grading or tiered grading system. Throughout implementation, teachers and school administrators are regularly engaged in the processes of identifying the Priority, Standards, Skills and Topics (PSSTs) for every content area and grade level. District-level PLC sessions were held with all teachers in the district prior to COVID to continuously refine the PSSTs for each grade and content area. Then, once the large group input was provided, smaller teams of teacher representatives from each school, grade level and content area were convened to further refine and align the standards both horizontally and vertically. This has resulted in the teachers having a better understanding of the standards and expectations of their classes with them taking greater ownership in the content they teach.
- Upon the identification of the PSSTs for each grade and content area, teams of teachers representing their schools were once again convened to develop proficiency scales for each PSST. Proficiency Scales are organized into four proficiency levels with Level 3 denoting the target standard. (4-advanced, 2- close to standard, etc.). The development of these scales engage teachers in a process that helps deepen their understanding of the standards and what it would "look like" when students achieve or are demonstrating the standard.
- Upon the completion of the proficiency scales, teachers are then trained and expected align all of their assignments, classrooms activities, tests and quizzes to the standards utilizing the scales as the unit of measure. This has supported and arguably resulted in the alignment of our complete curricu-

lum and instructional program from standards adoption, to instruction, to assessment, to students' final grades.

- Continuous training and professional development is provided at the district level with teams of teachers from the schools and the instructional coaches from the division of curriculum and instruction assigned to a set of schools to provide support. Most of the training is conducted around the development of lessons and activities that align to the standards and how to utilize the scales as the unit of measure along with research proven instructional strategies in literacy, second language instruction and technology.
- Additionally, to ensure accessibility, the division of Special Education has Instructional Coaches and other specialist who work closely with the regular education coaches and school administrators to provide the needed training and support for teachers who service students with special needs.

Challenges, areas of growth and next steps

- With the late start of school this year, the department had to utilize all available professional development days to make-up for the lost instructional days. This means that the only other way to provide extended training that would take a day or more would be to have teachers miss instructional time, which we all agree is counterproductive to improving instruction or having teachers attend during breaks or holidays. The latter strategy is clearly the preferred approach, but does not always guarantee the target audience.
- Related to the above challenge, the number of areas that teachers need to be regularly trained on is increasing as we continue to implement improvement strategies, technology and resources. These include additional literacy training, training in PLCs and collaboration, the use of technology in the classrooms, the learning management system, and as noted earlier, standards-based grading.
- Additionally, due to the shortages of teachers in the classrooms, the instructional coaches are often called upon to cover classes, either short-term as substitute teachers or longer terms for weeks until teacher is assigned. This, of course, takes away from their regular assigned duties of supporting their schools.

Next Steps

- Reaffirm the teacher training cadres for all schools and provide both initial and then more advanced content area specific training in the standards.
- Develop a set of training videos and online workshops for administrators, teachers leaders, and instructional coaches to utilize and reinforce in-person workshops.

Category B: Curriculum

GDOE provides a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the Guam DOE graduate outcomes, academic standards, and priorities identified in the GDOE Five-Year Strategic Plan and the school-wide action plans.

Evaluate the following:

B1.1 The design and implementation of organizational structures and processes to ensure ongoing improvement and development of instructional leadership at the district and school levels, including professional learning communities and collaborative teams.

Description of current practices and areas of strength

- Over the last eight years, the GDOE has been implementing the Professional Learning Community (PLC) and Collaborative

Teams (CT) framework in all schools and the district level as our chief improvement and capacity building strategy. School administrators, teacher leaders, school instructional staff and district personnel have been trained and supported throughout these years and are implementing regularly with their colleagues at their school.

- In their PLCs, school administrators with their teachers clarify the standards and content to be taught, share effective instructional strategies, review student achievement data and lastly, determine interventions for both struggling and advanced students.
- The PLC framework was major factor that helped teachers engage at the school and district levels during COVID. Teachers across the district already had contacts and working groups to engage with that helped with the sharing and spreading of best practices as well as problem solving during such uncertain times. The relationships that were already built through PLCs and CTs helped disseminate information, provided an avenue for input and dialogue
- The PLC and CT frameworks have been instrumental in the implementation of our Standards-Based Grading or Tiered grading system that was adopted two years ago in the middle of COVID. In their school and district-level PLCs & CTs, teachers identify their Priority Standards, Skills and Topics (PSSTs), develop their Proficiency
- Scales which clarify the performance expectations for students, developed and align their classrooms lessons and activities and ultimately their assessments to determine student achievement of those standards, and identify needed interventions and examples of how they help struggling and advanced students.

Challenges, areas of growth

- The two-year period when students and teachers were online and the subsequent slow return to in-person instruction severely hindered PLC implementation throughout the district with many school working to regain the momentum.
- Additionally, with the arrival of Typhoon Marwar, a recent typhoon that hit the island at the end of last school year cause the delayed opening of schools and further hindered the con-



A teacher in a 4th grade classroom

sistent establishment and implementation of the PLC and CT frameworks for the current school year.

- Lastly, as noted in the previous mid-term visit which took place right before COVID, schools who were weaker in their implementation of the PLC framework did not have the opportunity to improve over the COVID years as
- their experiences would have been limited by the online environment. This leaves some school struggling now in its implementation.

Next Steps

- Reaffirm Administration and Teacher Leadership teams for all schools and the district and provide next level training for all.
- Develop training modules that include best practices, sample documents and materials, and protocols for use.

B1.2 The extent to which there are defined academic standards for all GDOE courses and/or programs based on the Common Core State Standards and the GDOE standards.

Description of current practices and areas of strength

- In February 2012, the Guam Education Board (“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, 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, the State Strategic Plan (SSP), and the CSAS comprise the district’s attempt at aligning curriculum, instruction, student assessment, and intervention. These curricular changes required the adoption of standards-based assessment that aligns with the Common Core and the SSP. With the adoption of the CSAS, the SAT10 was replaced by ACT Aspire, a standards-based assessment tool with both summative and formative versions. GDOE first administered the ACT Aspire in SY14-15 which continued until Spring, 2022.
- In 2018, with the adoption of the department’s Science, Technology, Engineering and Math (STEM) strategic plan, the Next Generation Science Standards (NGSS) because the department’s science standards.
- In 2022, as part of the adoption of the five-year strategic plan, the GEB adopted the Smarter Balanced Assessment to replace the ACT Aspire which was discontinued by the vendor in Spring, 2022.
- Guaranteed and Viable Curriculum: The district has continued the work of refining a guaranteed and viable curriculum from K-12 grade levels through the selection of Priority Standards, Skills and Topics (PSSTs). At least twice a year, teams of teachers

from every school meet by grade level and subject area to arrive at a consensus on the curriculum they ensure students will learn. This process of identifying PSSTs help ensure that what is selected has endurance, leverage, provides readiness to the next level, and is aligned to the state tests. (Reeves, Power Standards).

- The office of Curriculum and Instruction compiles the grade level and content report and places the selected Priority Standards, Skills and Topics in the online Learning Management System Schoology to review and use during the academic year. In addition to the standards, the kit also contains sample lesson plans, and proficiency scales of the respective power standards.

Challenges, areas of growth

- Though a large majority of teachers have been trained on all of the department’s standards, there continues to be a consistent request for training that provides for a deeper understanding of the standards and standard specific strategies that could be used by content area teachers.
- Content specific supplies and materials still need to be provide to teachers in addition to the textbooks and online materials that are bring purchased now.

Next Steps

- Reaffirm the teacher training cadres for all schools and provide both initial and then more advanced content area specific training in the standards.
- Develop a set of training videos and online workshops for administrators, teachers leaders, and instructional coaches to utilize and reinforce in-person workshops.

B1.3 The professional development, coaching and support to ensure understanding of the standards and consistency in what is being taught and teacher facilitation to ensure accessibility and success for all students.

Description of current practices and areas of strength

- Over the past five years, the department has been working on the development, adoption and now, implementation of our Standards-Based Grading or tiered grading system. Throughout implementation, teachers and school administrators are regularly engaged in the processes of identifying the Priority, Standards, Skills and Topics (PSSTs) for every content area and grade level. District-level PLC sessions were held with all teachers in the district prior to COVID to continuously refine the PSSTs for each grade and content area. Then, once the large group input was provided, smaller teams of teacher representatives from each school, grade level and content area were convened to further refine and align the standards both horizontally and vertically. This has resulted in the teachers having a better understanding of the standards and expectations of their classes with them taking greater ownership in the content they teach.
- Upon the identification of the PSSTs for each grade and content area, teams of teachers representing their schools were once again convened to develop proficiency scales for each PSST. Proficiency Scales are organized into four proficiency levels with Level 3 denoting the target standard. (4-advanced, 2- close to standard, etc.). The development of these scales engage teachers in a process that helps deepen their understanding of the standards and what it would “look like” when students achieve or are demonstrating the standard.
- Upon the completion of the proficiency scales, teachers are then trained and expected align all of their assignments,

classrooms activities, tests and quizzes to the standards utilizing the scales as the unit of measure. This has supported and arguably resulted in the alignment of our complete curriculum and instructional program from standards adoption, to instruction, to assessment, to students' final grades.

- Continuous training and professional development is provided at the district level with teams of teachers from the schools and the instructional coaches from the division of curriculum and instruction assigned to a set of schools to provide support. Most of the training is conducted around the development of lessons and activities that align to the standards and how to utilize the scales as the unit of measure along with research proven instructional strategies in literacy, second language instruction and technology.
- Additionally, to ensure accessibility, the division of Special Education has Instructional Coaches and other specialist who work closely with the regular education coaches and school administrators to provide the needed training and support for teachers who service students with special needs.

Challenges, areas of growth and next steps

- With the late start of school this year, the department had to utilize all available professional development days to make-up for the lost instructional days. This means that the only other way to provide extended training that would take a day or more would be to have teachers miss instructional time, which we all agree is counterproductive to improving instruction or having teachers attend during breaks or holidays. The latter strategy is clearly the preferred approach, but does not always guarantee the target audience.
- Related to the above challenge, the number of areas that teachers need to be regularly trained on is increasing as we continue to implement improvement strategies, technology and resources. These include additional literacy training, training in PLCs and collaboration, the use of technology in the classrooms, the learning management system, and as noted earlier, standards-based grading.
- Additionally, due to the shortages of teachers in the classrooms, the instructional coaches are often called upon to cover classes, either short-term as substitute teachers or longer terms for weeks until teacher is assigned. This, of course, takes away from their regular assigned duties of supporting their schools.

Next Steps

- Reaffirm the teacher training cadres for all schools and provide both initial and then more advanced content area specific training in the standards.
- Develop a set of training videos and online workshops for administrators, teachers leaders, and instructional coaches to utilize and reinforce in-person workshops.

B1.4 The process for regular review, revision, selection and evaluation of the curriculum and policies to ensure alignment with the GDOE vision, mission and Guam DOE graduate outcomes, including policies regarding graduation, credits, grading policies, and homework.

Description of current practices and areas of strength

- The GEB process for curriculum and policy adoption is strong and meant to ensure that programs, policies and procedures are well researched, have stakeholder support, and are in the best interest of the target group which is always ultimately, the students.

- Parents and students can make policy and program recommendations directly to their school principals, teachers, or staff or directly to the GEB during the public participation items during one of its regular monthly meetings.
- School administrators, teachers and school personnel can make policy and program recommendation through their Deputy Superintendents, Instructional Coaches or during any one of our central office meetings or engagement sessions that are designed specifically for stakeholder input for grants or other activities. Of course, they can also make the recommendation to the board through the public participation section.
- All policy recommendations, programs or initiatives must be aligned with the GDOE five-year strategic plan's goals, objectives and strategies, having an explicit connection to student achievement and social well-being.
- When policy recommendations, programs or initiatives are considered, the relevant (directly affected) stakeholders are identified and engaged with to obtain their input.
- This process was most evident and was an essential part of our success navigating COVID, our recovery and then later, the major typhoon. Numerous stakeholder engagement sessions were help to obtain input and recommendations.
- Another example is the development and eventual adoption of the tiered grading or standards based grading policy. The division of Curriculum and Instruction (C&I) convened a grading policy working group comprised of admin, teachers, and central office staff that developed draft policy language, reviewed and incorporated community input, and ultimately drafted the final language for the board.

Challenges, areas of growth and next steps

- Numerous initiatives and strategies have been implemented over the years that have aligned with the two strategic plans but have not yet been included into formal policies or standard operating procedures. This includes currently policies that support these initiatives, but need to be updated to support the sustaining of these best practices.

Next Steps

- Convene a team of stakeholders who will lead the review and revision of all curriculum policies relevant to the strategic plan.

Category C: Instruction

GDOE provides the support and facilitation for students at all school sites to achieve the academic standards and the Guam DOE graduate outcomes through 1) involvement in challenging learning experiences and 2) teacher use of a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Evaluate the following:

C1.1The professional learning that supports student involvement in challenging learning experiences, research-based instruction, the use of critical thinking and problem-solving skills, and understanding expected performance levels (e.g., use of technology, strategies for strong and struggling learners, and English language learners).

Description of current practices and areas of strength

- The department provides numerous trainings and professional development opportunities that are scheduled and distributed in a systematic way to target personnel. A comprehensive list and description of our trainings are provided as part of our evidence.
- Training is provided to Teacher Leaders and Professional Development Cadres who function as school level trainer-of-trainers and demonstration teachers who provide training to their colleagues or share during PLC time.
- The main training model provided to all teachers is Classroom Instruction That's Works (CITW). All schools have a training cadre to maintain the capacity at their schools along with Instructional Coaches who are able to provide the training at both the school and district levels.
- Two other training models that we use as the foundation of all instruction are the Sheltered Instruction Observation Protocol (SIOP) which was provided mainly to support English Learners and the "Big 8 Literacy Strategies". All EL coordinators, EL teachers, and a team of regular education teachers were trained in the SIOP model with over 100 certified as trainer-of-trainers. The "Big 8 Literacy Strategies" set the foundation for our system to support all schools with their literacy for all initiatives. Since then, we have other Literacy Trainings from various experts that include "The Winning Formula", the "Science of Reading", and the University of Guam writing department.
- Other trainings include: Incorporating technology into classroom instruction, STEM, Next Generation Science Standards, Health and PE, Higher Order Thinking Skills, and other research supported strategies.

Challenges, areas of growth and next steps

- With the late start of school this year, the department had to utilize all available professional development days to make-up for the lost instructional days. This means that the only other way to provide extended training that would take a day or more would be to have teachers miss instructional time, which we all agree is counterproductive to improving instruction or having teachers attend during breaks or holidays. The latter strategy is clearly the preferred approach, but does not always guarantee the target audience.
- Related to the above challenge, the number of areas that teachers need to be regularly trained on is increasing as we continue to implement improvement strategies, technology and resources. These include additional literacy training, training in PLCs and collaboration, the use of technology in the classrooms, the learning management system, and as noted earlier, standards-based grading.
- Additionally, due to the shortages of teachers in the classrooms, the instructional coaches are often called upon to cover classes, either short-term as substitute teachers or longer terms for weeks until teacher is assigned. This, of course, takes away from their regular assigned duties of supporting their schools.

Next Steps

- Reaffirm the teacher training cadres for all schools and provide both initial and then more advanced content area specific training in the standards.
- Develop a set of training videos and online workshops for administrators, teachers leaders, and instructional coaches to utilize and reinforce in-person workshops.



C1.2 The support for students to be involved in real world experiences and applications, such as shadowing, community projects, and internships.

Description of current practices and areas of strength

- During Summer, 2021, the GDOE in partnership with the Department of Youth Affairs, sponsored the Summer Youth Employment Program (SYEP). This program provided funding for students to work in various government of Guam agencies. They learned work readiness skills, customer service, as well learned about the agencies they worked at. In 2021, 600 students participated. In 2022, the number increased to 1,200. Then in this past summer, we had 1,800 students participate. They were provided with a modest stipend every two weeks for six weeks.
- The GDOE School-to-work program provides students with an opportunity to earn high school elective credits while working at a job. Prior to participating, students take a one semester course for career and job readiness and then are either helped with applying and obtaining a job, or work at a job they already have.
- As the state agency for career and technical education on Guam, the Guam Community College operates over 12 Career and Technical Education programs throughout the island. These programs all offer a wide-range of hand-on experiences and applications in their different field. One common requirement for all programs for students who wish to earn a Certificate of Mastery, the highest honor of the program, is the 300 hours of work place experience. In this component, a students must complete 300 hours of unpaid work in a agency or company in their chosen field. Upon completion of the 300 hours, students are eligible for this high honor upon the completion of a few other requirements.

Challenges, areas of growth and next steps

- Though these programs and activities are available to all students, there are not enough to provide every high school student with an experience similar to these. As part of our strategic plan, the GDOE will be working to increase the opportunities available to our students.

Next Steps

- Pursuant to the strategic plan, the GDOE will be reviewing the current opportunities to maximize participation as well as increase to options available to students to include more internship programs, job experience credits, local and national career certifications.

C1.3 The facilitation of collaboration among faculty about teaching and learning with clear learning expectations.

Description of current practices and areas of strength

- Over the last eight years, the GDOE has been implementing the Professional Learning Community (PLC) and Collaborative Teams (CT) framework in all schools and the district level as our chief improvement and capacity building strategy. School administrators, teacher leaders, school instructional staff and district personnel have been trained and supported throughout these years and are implementing regularly with their colleagues at their school.
- In their PLCs, school administrators with their teachers clarify the standards and content to be taught, share effective instructional strategies, review student achievement data and lastly, determine interventions for both struggling and advanced students.
- The PLC framework was major factor that helped teachers engage at the school and district levels during COVID. Teachers across the district already had contacts and working groups to engage with that helped with the sharing and spreading of best practices as well as problem solving during such uncertain times. The relationships that were already built through PLCs and CTs helped disseminate information, provided an avenue for input and dialogue
- The PLC and CT frameworks have been instrumental in the implementation of our Standards-Based Grading or Tiered grading system that was adopted two years ago in the middle of COVID. In their school and district- level PLCs & CTs, teachers identify their Priority Standards, Skills and Topics (PSSTs), develop their Proficiency Scales which clarify the performance expectations for students, developed and align their classrooms lessons and activities and ultimately their assessments to determine student achievement of those standards, and identify needed interventions and examples of how they help struggling and advanced students.

Challenges, areas of growth and next steps

- The two-year period when students and teachers were online and the subsequent slow return to in-person instruction severely hindered PLC implementation throughout the district with many school working to regain the momentum.
- Additionally, with the arrival of Typhoon Marwar, a recent typhoon that hit the island at the end of last school year cause the delayed opening of schools and further hindered the consistent establishment and implementation of the PLC and CT frameworks for the current school year.
- Lastly, as noted in the previous mid-term visit which took place right before COVID, schools who were weaker in their implementation of the PLC framework did not have the opportunity to improve over the COVID years as their experiences would have been limited by the online environment. This leaves some school struggling now in its implementation.

Next Steps

- Reaffirm Administration and Teacher Leadership teams for all schools and the district and provide next level training for all.
- Develop training modules that include best practices, sample documents and materials, and protocols for use.

Category D: Assessment and Intervention

The schools, with the support of GDOE, have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the Guam DOE graduate

outcomes. This includes the use of professionally acceptable assessment processes to collect, disaggregate, analyze, and report student performance data to parents and other stakeholders of the school community.

GDOE supports and facilitates teacher use of a variety of appropriate assessment strategies to evaluate student learning.

GDOE and the schools use the assessment findings to guide the curricular and instructional program, make modifications and determine allocation and usage of resources.

Evaluate the following:

D1.1 The assessment processes and systems to collect, disaggregate, analyze, and report student performance levels to teachers, administrators, parents and others based on the GDOE Comprehensive Student Assessment System.

Description of current practices and areas of strength

- In 2015, the GEB adopted the GDOE Comprehensive Student Assessment System that was comprised of a set of summative and interim assessments in the areas of English Language Arts, Math, and Science. Social Studies was originally to be assessed by a locally-developed Standards-Based Assessment, but was later removed by the board to allow for a more dynamic and updated curriculum based on current affairs that was difficult to implement with a standardized test that restricted annual changes in content.
- The summative assessments were provided by the ACT Aspire, a nationally recognized test that was aligned to the Common Core and the ACT College Entrance exam. The summative tests covered English, Reading, and Math in grades 3rd to 10th. The interim assessments were provided by the AIMSweb, which included assessments in the fall, winter, and spring in grades Kinder to 8th grade for Reading and Math. The results of these assessments are reported on annually for the summative assessments and the interim assessments are reported on immediately after each session. Schools are provided with this data and school administrators and teachers review on a regular basis through their Professional Learning Communities.
- Additionally, with the adoption of the Standards-Based Grading or "Tiered Grading" system, student grades are meant to be a greater reflection of student achievement as the protocols set in place for SBA promotes the clarification of the content, the common leveling of expectations for each standard, and most importantly, the alignment of all activities, assignments, projects and tests in classroom. This information



A student participating in a class activity.

is provided to each teacher immediately and to the school and district on a quarterly basis when grades are posted by the teacher.

- Through the adoption of the updated five-year strategic plan in 2022, the GEB revised the comprehensive student assessment system by adopting the Smarter Balanced Assessment Consortium (SBAC) as the summative assessment to replace the, now out of print, ACT Aspire. The AIMSweb will continue to be the interim assessment system for Reading and Math for Kinder through 8th grade and the WorkKeys Job readiness assessment will be the final summative assessment for graduating seniors.
- All of this data is provided to the district, schools, teachers, parents, students and the community at large through our annual state of public education report (ASPER), which now, for the first time aligns directly with the five-year strategic plan and the district-level accreditation self-study.

Challenges, areas of growth and next steps

- As noted, the data is available and becoming easier to access, however, the use of the data is inconsistent school by school. Schools that focused on learning the data protocols and incorporate them regularly into their Professional Learning Communities have a more explicit connection to their teaching and learning plans. Because as a district, we recognize the importance of utilizing data to inform curriculum and instruction decisions, this is an area we intent to improve on through this strategic plan.

Next Steps

- Develop and implement steps to build the departments data literacy at all levels of the system so that personnel will be able to use them effectively.
- Establish a clear data framework for all levels to ensure a common approach to data collection and analysis with a common collection, organization, and analysis cycle.
- Support the creation and implementation of a common data system, such as the GOSDV, that will house and make available all of the relevant data administrators, teachers and program personnel need.

D1.2 The processes for the determination of growth and performance levels and expectations districtwide.

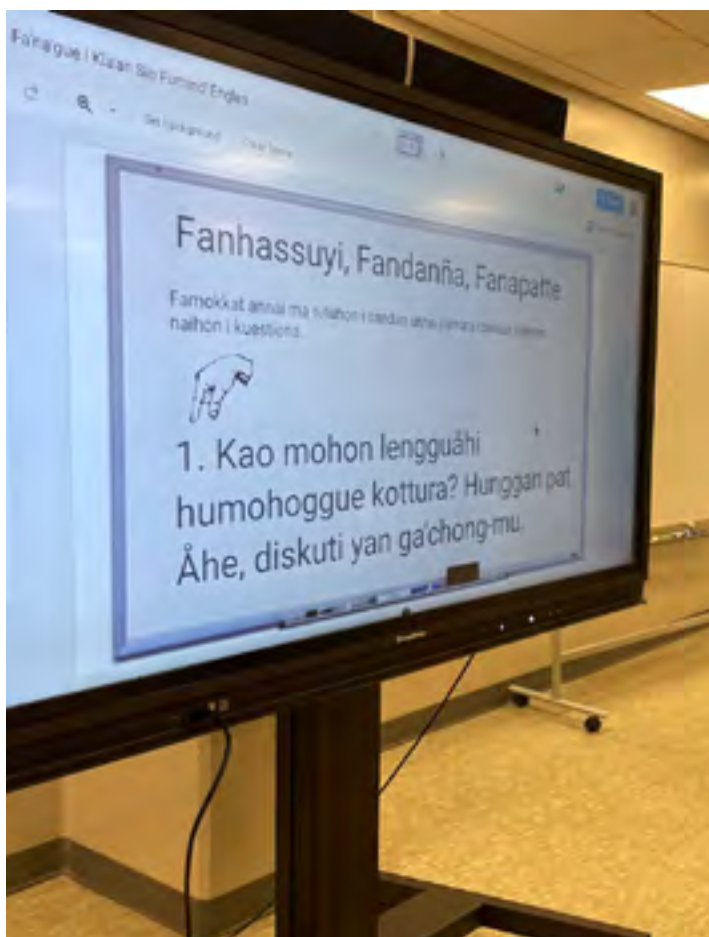
Description of current practices and areas of strength

- Annual training is provided to school administrators and teams of teachers to support school's use of student assessment data around the ACT Aspire, Standards-Based Assessments and AIMSweb. This data is used to determine department and school progress towards our SSP goals and objectives and all schools use it to establish their annual objectives in their school improvement plans. During these training sessions, school administrators and teachers were provided with a set of steps to analyze and interpret their students data in relations to national benchmarks and trends.
- With regards to performance levels, we utilize national norms for all of our standardized tests with the 30th percentile as the screening level for the benchmark cut off score.
- For the ACT Aspire and upcoming Smarter Balanced Assessment, we will be utilizing two performance levels as target: Ready and Close to Ready as the benchmark to monitor achievement. The second benchmark of "Close to Ready" was selected due to the large percentage of students who fell into the lowest category.
- Additionally, to support our district's effort to maximize the use of data to inform all of our decisions, particularly those that involve instruction, the district provides all schools with

recommendations with which they can structure their student data analysis framework. These recommendations are not be considered as a finite, comprehensive set of instructions to follow, but more a set of important items to consider that schools leaders can use when formulating their overall data analysis framework. Though provided and discussed in the context of the annual department's release of summative assessment scores, we note that they do not only apply to the ACT Aspire & Standards-Based Assessments, but can be used for all types of data and assessments, inclusive of AIMSweb, Brigance, and any other set of assessments school currently use.

- To further assist schools with the analysis of their students' data, the district has been working with school administrators on the Data-wide process which is a framework they could use to help organize their data analysis efforts. Involving eight steps, the framework includes:
 1. Organize for collaborative work,
 2. Build assessment literacy,
 3. Create data overview,
 4. Dig into student data,
 5. Examine instruction,
 6. Develop action plan,
 7. Plan to assess progress, and
 8. Act and assess.

This process is also similar to the framework used by four of our pilot elementary schools who are working with the State Systemic Improvement Plan (SSIP) project. The process they use is the Plan, Do, Study, Act or PDSA.



Challenges, areas of growth and next steps

- The biggest challenge is the large number of students who fall into the lowest category of achievement. Based on a longitudinal review of student achievement data over the course of two years, our students do progress by approximately one year at all levels. Unfortunately, with that trend, students on the lower levels will never catch up. Thus, more aggressive strategies need to be utilized to provide a greater and one year growth.

Next Steps

- Thoroughly review their student data with all schools and identify the specific strategies currently being used and explore ways to either strengthen or if necessary, change current practices and strategies.

D1.3 The professional learning to support teacher use and understanding of appropriate assessments, including common assessments, and the regular use of formative and summative data.

Description of current practices and areas of strength

- Annual training is provided to school administrators and teams of teachers to support school's use of student assessment data around the ACT Aspire, Standards-Based Assessments and AIMSweb. This data is used to determine department and school progress towards our SSP goals and objectives and all schools use it to establish their annual objectives in their school improvement plans.
- Additionally, to support our district's effort to maximize the use of data to inform all of our decisions, particularly those that involve instruction, the district provides all schools with recommendations with which they can structure their student data analysis framework. These recommendations are not be considered as a finite, comprehensive set of instructions to follow, but more a set of important items to consider that schools leaders can use when formulating their overall data analysis framework. Though provided and discussed in the context of the annual department's release of summative assessment scores, we note that they do not only apply to the ACT Aspire & Standards-Based Assessments, but can be used for all types of data and assessments, inclusive of AIMSweb, Brigance, and any other set of assessments school currently use.
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 1. Organize for collaborative work,
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This process is also similar to the framework used by four of our pilot elementary schools who are working with the State Systemic Improvement Plan (SSIP) project. The process they use is the Plan, Do, Study, Act or PDSA.

Challenges, areas of growth and next steps

- As noted, the data is available and becoming easier to access, however, the use of the data is inconsistent school by school. Schools that focused on learning the data protocols and incorporate them regularly into their
- Professional Learning Communities have a more explicit connection to their teaching and learning plans. Because as a district, we recognize the importance of utilizing data to inform curriculum and instruction decisions, this is an area we intent to improve on through this strategic plan.
- Additionally, over the years, one of the concerns that was raised was that our assessment data was all managed through different management systems. For example, the ACT Aspire was on its own system, the SBA data was on its own system, and the AIMSweb data was on its own system- and all were separate from the PowerSchool system which is the official student information system for the district. This means that teachers have to run separate reports for their students for every assessment they wish to analyze. To analyze for correlations, teachers have to download the data and manually work with excel to generate their reports for analysis. To address this, the division of curriculum and instruction is currently working with all the assessment vendors to have their respective assessment results be managed and accessed through one unified system.
- Further, lead by Dr. Zeni Natividad, the Division of Research, Planning and Evaluation (RP&E) is working in partnership with the University of Guam and the Guam Community College on the Guam One Stop Data Village (GOSDV) project, which would create the island's first longitudinal data system. For the GDOE, this system will collect and house the student data relevant to the Strategic Plan and student achievement that we would like to track over the years as our students progress from grade to grade.

Next Steps

- Establishment of a unified data system for the GDOE to compile all of the students data related to the five-year strategic plan and its objectives.

D1.4 The effective use of the assessment results to modify school programs, professional development and/or resource allocations.

Description of current practices and areas of strength

- Student assessment data are made available through the Annual State of Public Education Report (ASPER) used at a high level with district leaders and school principals to identify the overall academic needs of students which then helps select district-wide and school-level strategies to address them. Survey data, teacher, counselor and school psychologist data are used to identify students' social and emotional needs.
- Consolidated and Discretionary Grant Project Leads and Managers and Project Staff: These are the locally or federally funded supervisors and staff of supplemental projects such as Life Readiness; Curriculum Instruction, and Assessment (CIA); Classroom Instructional Supports (CIS); and School Climate, Culture and Engagement (SCCE) who rely upon the results of the district wide assessment for program reporting purposes and program design and evaluation. Every year when the Department applies to the U.S. Department of Education Consolidated Grants, these Project Managers and Directors use the data to report on progress or to apply for funding renewal. Moreover, student achievement data are used to make decisions whether to put a student or keep a student in an intervention program, in addition to classroom generated

test results through marks analysis, and other factors such as behavior, attendance, etc.

Challenges, areas of growth and next steps

- As noted, the data is available and becoming easier to access, however, the use of the data is inconsistent school by school. Schools that focused on learning the data protocols and incorporate them regularly into their Professional Learning Communities have a more explicit connection to their teaching and learning plans. Because as a district, we recognize the importance of utilizing data to inform curriculum and instruction decisions, this is an area we intent to improve on through this strategic plan.



A students painting a bus stop.

Next Steps

- Develop and implement steps to build the departments data literacy at all levels of the system so that personnel will be able to use them effectively.
- Establish a clear data framework for all levels to ensure a common approach to data collection and analysis with a common collection, organization, and analysis cycle.
- Support the creation and implementation of a common data system such as the GOSDV, that will house and make available all of the relevant data administrators, teachers and program personnel need.

Category E: Support for Student Personal and Academic Growth

GDOE supports school leadership in the employment of a wide range of strategies to encourage parental and community engagement, especially with the teaching/learning process. GDOE facilitates all students having access to a system of personal, social-emotional supports, activities, and opportunities at the school and

within the community.

Evaluate the following:

E1.1The GDOE strategies and support structures to engage parent and community stakeholders regularly in the teaching/learning process, e.g., the family and school community engagement plans.

Description of current practices and areas of strength

- School Climate, Culture and Engagement: This Consolidated Grant project provides the department with teams of social workers, aides and trainings to support families who are struggling and need to support. Supports include meetings, presentations and workshops for families of all ages, training for school staff and district personnel in cultural awareness, homelessness, poverty and other social challenges that our families may be experiencing as well as strategies that would help them engage with them. This ongoing work is a major part of the five-year strategic plan.
- SPED- GAPSD: the Special Education division, as required, maintains and supports the establishment and maintenance of a parent council named the Guam Advisory Panel for Students with Disabilities (GAPSD). This advisory panel, which includes a number of partner agencies, meets monthly to discuss matters related to special education students and provides recommendations to SPED and department personnel.
- Head Start Policy Council: similar to special education, Head Start, as required, establishes a parent council that meets on a monthly basis and provides recommendations to the division and department personnel. In contrast to SPED, this council is not just an advisory council to the department, but is also empowered with some decision making authority related to the Head Start grant.
- School Level PTCs: All schools have an active Parent Teacher Organization and engage their parents leaders regularly with school decisions and provides them with an opportunity to voice their concerns and provide recommendations. These organizations were especially important as we navigated through COVID and then later in preparations for the Public Health inspections and the opening of the school year.
- District-level Parent Teacher Organization: the Guam Education Board has a parent representative as a appointed voting member who convenes the Island-wide Parent Teacher Organization which is comprised of the officers of each of the schools' PTOs. They traditionally meet on a monthly basis to allow for board and district leadership to share information, discuss education matters and to obtain input and recommendations from the parents. Over the last three years, COVID has made it difficult for parents to meet regularly, but all PTO officers and parents are invited to participate in the community engagement sessions and meetings held at the district level.

Challenges, areas of growth and next steps

- Though the policy councils are required and supported for special education and Head Start, there is no formal framework for regular education or the department as a whole. We intent to formalize this framework utilizing some of the best practices from SPED and Head Start.



SY 23-24 Simon Sanchez High School Graduates

Next Steps

- As per our five-year strategic plan, develop and implement a parent engagement framework that ensures regular communication with parents and opportunities to provide information, discuss issues and obtain recommendations from them, their families and the community.

E1.2 The GDOE facilitation of the use of systems and internal resources for personalized support, activities along with use of external or community resources to ensure academic and personal success of all students, e.g., the Positive Behavior Interventions Support (PBIS) and other interventions for early years, middle level, and high school.

Description of current practices and areas of strength

- Over the years there has also been a concerted effort placed on providing interventions to students struggling with their academic progress. Elementary school student had the ASPIRE program that provided additional time and support. Middle School students have 4H, summer school and Professional Learning Centers, while High School has Eskuelan Puengi and JP Torres Success Academy for credit recovery.
- Beyond academic success, GDOE is committed to nurturing students as responsible citizens. The implementation of Positive Behavior Intervention Supports district-wide, along with SOP 1200-018 promotes and standardizes a school climate conducive to learning. The Student Support Services division ensures data integrity and monitors discipline, truancy, and absences. The District Student Conduct Committee (DSC2) collaborates on policies governing student conduct.
- The GDOE recognizes the importance of addressing students' social and emotional needs. SOP 1200-023 and 1200-019 provide protocols for tier 2 and 3 students facing social/emotional challenges. Collaboration with external agencies, particularly Guam Behavioral Health and Wellness, has been emphasized through programs their various programs.
- Recognizing the impact of social and emotional health on academic success, the department has expanded the School-Based Behavioral Health (SBBH) Program. Psychologists and school counselor clinicians provide services and supports through direct services to students and training counselors and other personnel to identify students in need.
- Despite progress, challenges persist, and GDOE remains committed to continuous improvement in both academic and behavioral outcomes for all students.

Challenges, areas of growth and next steps

- Due to the demand on these interventions, we believe that a stronger emphasis needs to be placed on their one strategies and efforts to provide students before they fail or are at risk of failing.
- Associated with the demands on these interventions, there are a shortage of personnel to provide the supports needed to maintain or expand these activities, such as teachers.

Next Steps

- Work closely with all schools to examine students data and current intervention programs and reevaluate current practices to determine need to expand or change current practices.

E1.3 The facilitation of transition strategies and programs for students'next educational level or post-high school options.

Description of current practices and areas of strength

- In collaboration with the Guam Community College, the University of Guam and a number of universities and colleges off-island, the GDOE hosts an annual college fair meant to create greater awareness for students about college entrance requirements, financial aid, and recommendation for college success.
- During Summer, 2021, the GDOE in partnership with the Department of Youth Affairs, sponsored the Summer Youth Employment Program (SYEP). This program provided funding for students to work in various government of Guam agencies. They learned work readiness skills, customer service, as well learned about the agencies they worked at. In 2021, 600 students participated. In 2022, the number increased to 1,200. Then in this past summer, we had 1,800 students participate. They were provided with a modest stipend every two weeks for six weeks.
- The GDOE School-to-work program provides students with an opportunity to earn high school elective credits while working at a job. Prior to participating, students take a one semester course for career and job readiness and then are either helped with applying and obtaining a job, or work at a job they already have.
- As the state agency for career and technical education on Guam, the Guam Community College operates over 12 Career and Technical Education programs throughout the island. These programs all offer a wide-range of hand- on experi-

ences and applications in their different field. One common requirement for all programs for students who wish to earn a Certificate of Mastery, the highest honor of the program, is the 300 hours of work place experience. In this component, students must complete 300 hours of unpaid work in a agency or company in their chosen field. Upon completion of the 300 hours, students are eligible for this high honor upon the completion of a few other requirements.

- Over 2,600 students are enrolled in GCC's Career and Technical Education programs in the six Guam public high schools.

Challenges, areas of growth and next steps

- Though these programs and activities are available to all students, there are not enough to provide every high school student with an experience similar to these. As part of our strategic plan, the GDOE will be working to increase the opportunities available to our students.

Next Steps

- Pursuant to the strategic plan, the GDOE will be reviewing the current opportunities to maximize participation as well as increase to options available to students to include more internship programs, job experience credits, local and national career certifications.

E1.4 The effectiveness of the college and career readiness support programs and the federally funded programs.

Description of current practices and areas of strength

- In collaboration with the Guam Community College, the University of Guam and a number of universities and colleges off-island, the GDOE hosts an annual college fair meant to create greater awareness for students about college entrance requirements, financial aid, and recommendation for college success.
- The department currently provides training to teachers in pre-Advanced Placement (pre-AP) and Advanced Placement (AP) curriculum and instructional strategies. This initiative is not designed to specifically to increase the number of pre-AP or AP classes, but rather to raise teachers capacity to utilize AP strategic in the hopes of better preparing students for college level work. All middle and high school teachers are invited to participate with a special emphasis on ELA and Math.
- In 2017, the Board also passed a policy that allowed current high school students to take and transfer in college credits for high school credit and graduation.

- Under the Dual Credit Articulated Programs of Study (DCAPS), high school students can earn college credit in GCC postsecondary programs if they earn a grade of "B" or better in these CTE programs.

Challenges, areas of growth and next steps

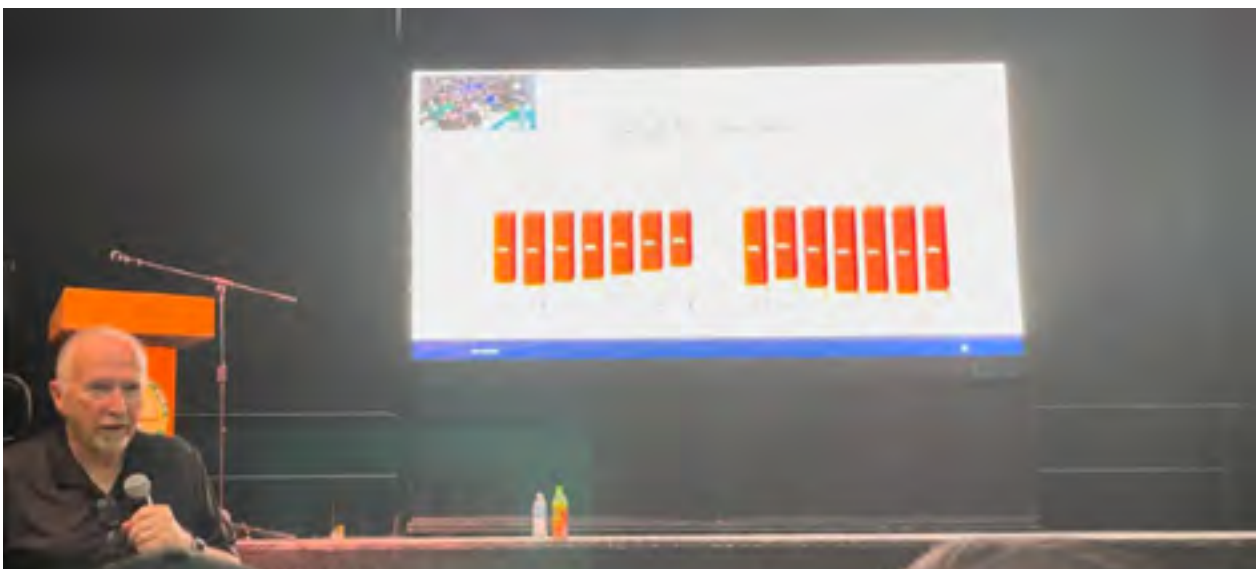
- Recognizing the success and interest in the college fairs, there is a consensus that for many students, especially those who are first generation students or those who are experiencing social challenges, information and supports need to be provided much earlier in their freshmen year along with planning and financial aid.

Next Steps

- Maintain and work towards improving college fairs and supports for all high school students.

Comprehensive Strengths

1. New superintendent, management team, and several division heads along with the other remaining and experienced senior management who are dedicated to students' success through the implementation of the five-year strategic plan and other efforts to support students and their families.
2. Clear vision, mission and new set of graduate learner outcomes articulated in the "profile of a graduate"
3. Preliminary practices and structures such as professional learning communities and collaborative teams implemented at various levels and at various times demonstrating the effectiveness of strong communication and collaboration while, at the same time, acknowledging of the need for more training and support in these areas and the willingness of personnel to improve.
4. Numerous activities and initiatives focused on the schools to support administrators, teachers and students to promote students' academic achievement and social and emotional development.
5. Numerous professional development opportunities for personnel to build their capacity at all levels covering a variety of topics related to the strategic plan.
6. Ongoing supports provided directly to schools through district-level instructional coaches who help with the implementation of school improvement plans, professional development and training, the facilitation of professional learning communities, and data collection and analysis.



7. Substantial improvements in the financial management of local and federal funds resulting in the removal of the Third Party Fiduciary Agent responsible for managing federal funds.
8. Successful adoption and ongoing implementation of the Standards-Based Grading or Tiered Grading system.
9. The planning and purchasing of substantial instructional materials in the form of textbooks, computers, manipulatives, software and online subscriptions for students utilizing federal funds.
10. Ongoing efforts to comply with the updated regulations for school sanitary permits and substantial investments in infrastructure throughout the district.

Comprehensive Challenges and Areas of Growth

1. Move forward with the activities to identify and articulate the descriptors for each of the graduate outcomes noted in the profile along with the grade level appropriate indicators for schools to use with their students.
2. Development and implement the framework necessary to assess student achievement of the graduate learner outcomes and monitor their achievement at all levels to determine progress.
3. Provide additional training and supports for all schools in the use of data to include basic data literacy, a common framework for analysis, and regular review sessions.
4. Move forward with efforts to provide a comprehensive data system for the district to monitor student achievement, behavior and attendance data and ensure that information is used systematically for the improvement of instruction and programs.
5. Provide additional supports for district personnel, school principals and leadership teams to promote greater alignment and coherence of the numerous district-wide strategies, initiatives and activities.
6. Establish in policy and/or SOP, the best practices protocols that have been utilized for professional learning communities and collaborative teams.
7. Move forward with the review and in needed, the revision of specific evaluation tools for the different categories of personnel in the district to ensure alignment with the five-year strategic plan.

8. Formalize the communication and collaborative structures at the district and school levels in the areas of both curriculum and operations.
9. Identify and formalize the communications structures with parents and community stakeholders.
10. Move forward with efforts to bring schools into compliance with new health regulations and ensure that there is a plan to systematically address the daily facilities needs of the schools.

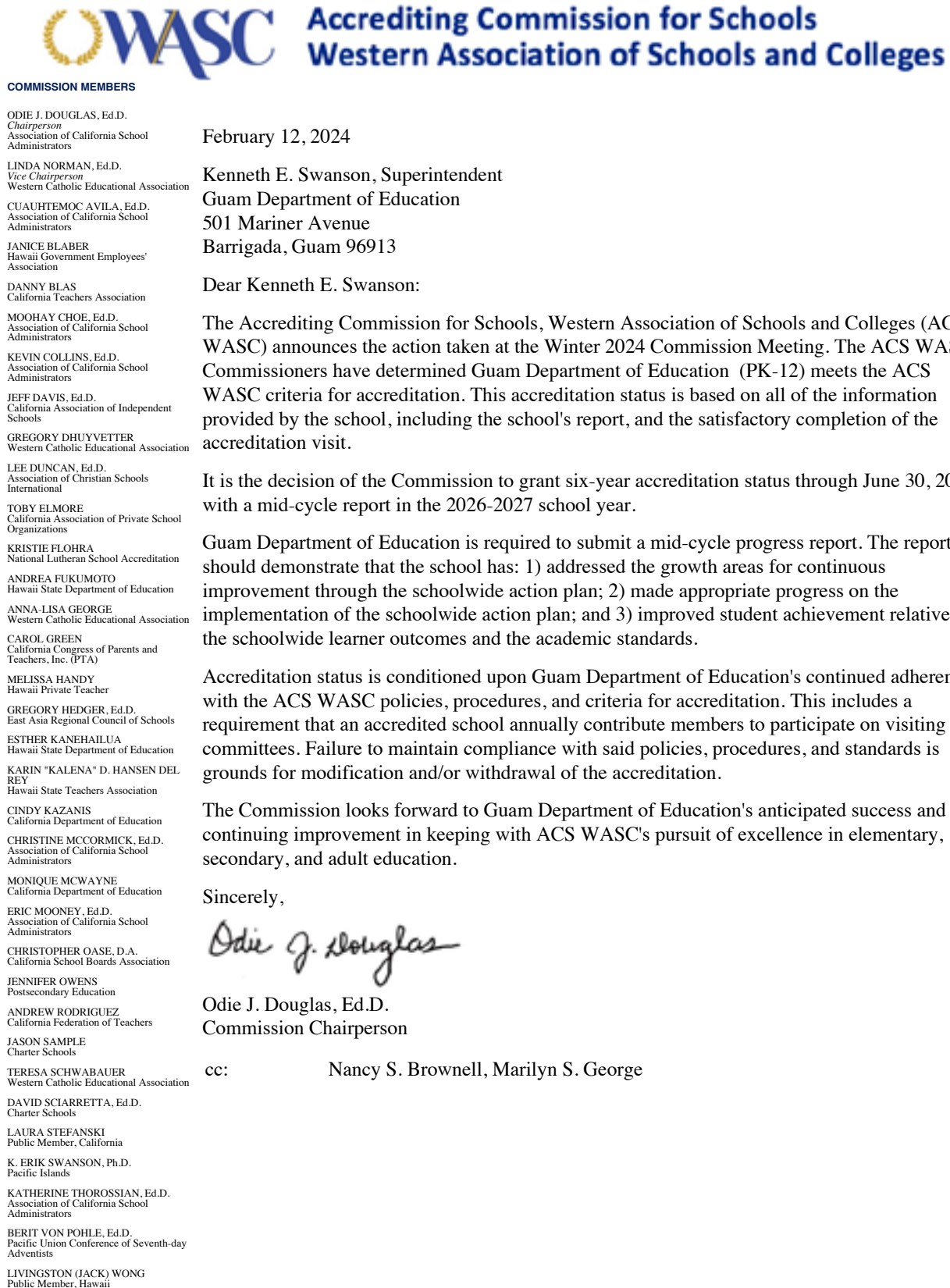
Next Steps in Strategic Plan Implementation

1. Move forward with the strategic management and implementation plans for each of the priorities under the five- year strategic plan.
2. Establish a reporting schedule for all strategic priorities.

Figure 25 on the next page shows the Accrediting Commission for Schools Western Association of Schools and Colleges (ACS WASC) letter to the Superintendent of Education granting a six year accreditation status for the Guam Department of Education (PK-12)



Figure 25 Accrediting Commission for Schools Western Association of Schools and Colleges (ACS WASC) letter to the Superintendent of Education





Agaña Heights Elementary School posts the DPHSS inspection rating in their office.

SCHOOL SAFETY INSPECTION

Public law 37-4 requires the Department of Public Health and Social Services (DPHSS) to conduct site inspections of Guam Department of Education (GDOE) schools before issuing or renewing sanitary permits to operate officially. The department has been actively working since SY23-24 to prepare all schools to be in full compliance. At the start of SY24-25, twenty four (24) schools met the requirements and opened on August 15, 2024. As of October 24, 2024, the department successfully completed initial and renewal inspections for thirty-two (32) schools.

Chief Brodie Elementary School students have been at Juan M. Guerrero Elementary School actively attending 5 days a week since August 22, 2024. Once the school passes inspection, the Superintendent of Education intends to have the community return and operate from the Tamuning campus.

Table 30 shows GDOE School Status Summary Report as of October 24, 2024.

Table 30 GDOE School Inspection Status Summary Report As of 10/24/24

Letter Grade : A = 0 - 10 (correct violations within 30 working days) | B = 11 - 20 (correct violations within 15 working days)
C = 21 - 40 (correct violations within 10 working days) | D = 41 - Greater (correct violations immediately)

PP=Pending Permit

Note: July 12, 2024 is the cut off for SY 23-24. Schools inspected after this date are captured under SY 24-25

	School Name	School Self-Insp. Date ¹	School Self-Insp. Demerits	F&M/FNS Validation Inspection Date ²	Date of DPHSS Issued Inspection Report	DPHSS Demerit Score	Scheduled Public Health Inspection Date	Sanitary Permit Issue Date/ Renewal Date	Letter Grade	Passed
1	Adacao ES	7/8/2024	24	N/A	04/24/23	22	11/12/2024	04/30/2025	C	Yes
2	Agaña Heights ES	7/9/2024	38	N/A	10/17/24	23	10/17/2024	10/27/2024	C	Yes
3	Astumbo ES	7/5/2024	31	N/A	12/18/23	38	12/23/2024	04/30/2025	C	Yes
4	B.P Carbullido ES	7/3/2024	43	N/A	08/10/23	39	11/18/2024	04/30/2025	C	Yes
5	Capt. H. B. Price ES	7/8/2024	62	36	9/19/24	31		PP	C	Yes
6	Chief Brodie ES	6/11/2024	35	N/A	10/4/24	25		PP	C	Yes
7	CL Taitano ES	7/2/2024	57	N/A	9/1/23	38	10/23/2024	10/27/2024	C	Yes
8	Daniel L Perez ES	6/28/2024	48	31	8/30/24	29		PP	C	Yes
9	Finegāyan ES	1/3/2024	56	33	8/21/24	28		PP	C	Yes
10	HS Truman ES	7/31/2024	18	N/A	07/08/24	38	Feb 2025	PP	C	Yes
11	Inalahan ES	6/18/2024	40	16	8/17/24	28		PP	C	Yes
12	J.Q. San Miguel ES	7/3/2024	24	N/A	9/16/24	28		PP	C	Yes
13	Juan M. Guerrero ES	7/3/2024	24	N/A	8/19/24	26		PP	C	Yes
14	LBJ ES	6/25/2024	25	N/A	10/9/24	25		PP	C	Yes
15	Liguan ES	7/1/2024	11	N/A	05/28/24	22 reas- sessed 9/23/24	Feb 2025	PP	C	Yes

¹ Next Inspection Due Jan 2025

² Only for opening of SY 24-25 and for those schools not inspected and those with a demerit score of 40+

	School Name	School Self-Insp. Date ³	School Self-Insp. Demerits	F&M/FNS Validation Inspection Date ⁴	Date of DPHSS Issued Inspection Report	DPHSS Demerit Score	Scheduled Public Health Inspection Date	Sanitary Permit Issue Date/ Renewal Date	Letter Grade	Passed
16	M.A. Ulloa ES	7/5/2024	35	N/A	8/6/24	27		PP	C	Yes
17	M.U. Lujan ES	7/8/2024	32	N/A	10/13/23	32	01/13/2025	04/30/2025	C	Yes
18	Machananao ES	7/5/2024	58	N/A	8/22/24	33		PP	C	Yes
19	Marcial Sablan ES	7/8/2024	48	N/A	8/9/24	33		PP	C	Yes
20	Merizo Martyrs ES	6/19/2024	21	N/A	8/14/24	20		PP	B	Yes
21	Ordot-Chalan Pago ES	7/3/2014	32	N/A	8/9/24	38		PP	C	Yes
22	P.C. Lujan ES	7/5/2024	48	N/A	8/30/24	34		PP	C	Yes
23	Talofofo ES	7/3/2024	31	N/A	8/22/24	9		PP	A	Yes
24	Tamuning ES	6/18/2024	32	N/A	9/29/23	33	10/22/2024	10/27/2024	C	Yes
25	Upi ES	7/8/2024	46	N/A	9/3/24	34		PP	C	Yes
26	Wettengel ES	7/1/2024	36	N/A	12/23/23	38	12/30/2024	04/30/2025	C	Yes
27	Agueda I. Johnston MS	5/6/2024	38	N/A	05/06/24	38	February 2025	PP	C	Yes
28	Astumbo MS	7/5/2024	31	N/A	8/14/24	14		PP	B	Yes
29	FBLG MS	Closed Double Session with Okkodo HS (Campus renovation will be completed on June 2025)					May 2025			
30	Inalahan MS	5/27/2024	44	37	10/9/24	32		PP	C	Yes
31	Jose Rios MS	6/27/2024	64	36	8/28/24	38		PP	C	Yes
32	Luis P. Untalan MS	7/15/2024	37	N/A	8/14/24	33		PP	C	Yes
33	Oceanview MS	7/1/2024	25	N/A	04/15/24	36	1/27/2024	PP	C	Yes
34	VSAB MS	6/28/2024	45	10	9/3/24	38		PP	C	Yes
35	Okkodo HS/FBLG MS ⁵	7/1/2024	42	9	8/22/24	28		PP	C	Yes
36	George Washington HS	5/27/2024	56	24	8/22/24	29		PP	C	Yes
37	John F. Kennedy HS/ SSHS ⁶	7/25/2024	31	N/A	8/12/24	31		PP	C	Yes
38	Simon Sanchez High	CLOSED / Double Session-JFKHS			02/21/23					
39	Tiyan HS / JPTSA	7/9/2024 6/28/2024	34 / 36	N/A	8/15/24	31		PP	C	Yes
40	Southern HS	6/10/2024	77	59- w/o Variance 23-w/ Variance	10/7/24	29		PP	C	Yes

³ Next Self-Inspection Due Jan 2025

⁴ Only for the opening of SY 24-25 and for those schools not inspected and those with a demerit score of 40+

⁵ CAMPUS is CLOSED / Double Session at Okkodo High School Campus

⁶ CAMPUS is CLOSED / Double Session at JFK High School Campus

Gifted and Talented Education /Visual Performing Arts (GATE/VPA) Program showcased their students artwork at the GATE program fair .

Gifted and Talented Education

SCHOOL EXEMPLARY PROGRAMS

Micronesia Mall

ANNUAL GDOE

ART

EXHIBIT

CW JFK OHS GSHS SHS TMS JP

Poster Design By Erian Affique, 10th Grade JFHS Graphic Arts

Unity

GDOE'S EMERGING ARTISTS

MICRONESIA MALL

MAY 3 – MAY 5

Opening Night May 3 5:30pm-9pm

May 4 and 5 10am-7pm

Poster of the Annual GDOE Art Exhibit.



ADACAO ELEMENTARY SCHOOL

Exemplary Programs

National Elementary Honor Society

Our National Elementary Honor Society (NEHS) chapter inducted outstanding 4th and 5th-grade students for SY2024-2025. Our NEHS student members demonstrated their leadership abilities by taking on leading roles in most of our school's ceremonies and assemblies.

Unified Courts of Guam Mock Trial

Adacao's 10th Mock Trial Team participated in the Unified Courts of Guam Mock Trial: The People vs. Superman and The People vs. Harry Potter. The mock trial excellently exposes students to a wide variety of law-related careers. Our 1st-5th grade students gained an insider's perspective on courtroom procedures and the judicial system.

Weekly K-5th Grade Intervention for Tier 2 & 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 were based on a) 1st & 2nd quarter Reading or Math grades, b) teacher recommendation, and c) and/or Child Study Team (CST) recommendation. Upon parent notification and consent, students could be serviced in small groups and/or through one-on-one tutoring.

Accomplishments

12th Student Body Association: We conducted our Student Body Association (SBA) elections to officiate our SBA for SY2024-2025. Our intermediate students develop citizenship, leadership, and character through this student association. It provides a democratic forum for students to address school-related issues that affect their lives and leadership training for their duties and responsibilities as good citizens.

Adacao's 3rd Football Team comprises 3rd—to 5th graders who participated in soccer tournaments with other public and private school teams. The Guam Football Association (FIFA) sponsored tournaments at the Dededo Sports Complex. Our students were coached by Haani Quinata, Christine Panganiban, Charity Story, Merwin Navisaga, and Monica Garcia.

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 students 21st-century leadership and life skills 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 Pride: Hilitai Pride awards are issued monthly and are a school-wide recognition program for students who have demonstrated outstanding citizenship. Students from K-5th grade are recognized during Parent-Teacher Organization meetings.

Special Awards

GDOE 2025 Guam Teacher of the Year Semi-Finalist Mary D.J. Cruz, Kindergarten Teacher at Adacao Elementary.

GDOE 2025 Guam Teacher of the Year Semi-Finalist Charity Catunao Story, Third Grade Teacher at Adacao Elementary.

SY2023-2024 Spelling Bee champion is Luke Manglona, the 2nd place winner is Callen Reyes, and the 3rd place winner is Ezekiel Cacapit.

SY2023-2024 Mini Spelling Bee champion is Hanzo Dacanay, the 2nd place winner is Jonalyn Paragas, and our 3rd place winner is Kalea Ruiz.

WAVE Club: Adacao K-5th grade students participated in extracurricular activities that promoted tourism through a school and community-based focus. Our WAVE Club advisors, Monica Garcia, Merwin Navisaga, Abigail Javier, and Nadine Manibusan, ensured the students experienced fun-filled learning throughout the school year.

Kickball Tournament in December 2023: Adacao Hilitai Athletes participated in a kickball tournament for the 4th Annual U Choose to be Drug & Alcohol-Free Kickball Tournament sponsored by The Guam Police Department. Our students were coached by Haani Quinata, Christine Panganiban, Charity Story, Merwin Navisaga, and Monica Garcia.

Math Olympiad is a math problem-solving contest for 4th and 5th graders. Students meet to learn mathematical concepts and strategies from advisors Ceferino Duarosan and Jemimah Dacanay. In the spring, the students participate in an island-wide Math Olympiad Competition with other schools.

Block Kids Building/Lego Competition: Adacao GATE students from Mr. Duarosan's classes participated in the NAWIC Guam 2024 Block Kids Building/Lego Competition. In this Block Kids Competition, the following Adacao students garnered 3rd place for their grade level: 3rd grader Keira Peredo and 5th grader Katana Taitague.

GATE Day on April 20, 2024, at the Agaña Shopping Center. Mr. Duarosan represented the Adacao Elementary GATE Program by displaying our GATE students' work at the fair.



AGANA HEIGHTS ELEMENTARY SCHOOL

Exemplary Programs

Positive Behavior Intervention and Support (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 our monthly Bumblebee Ambassadors who uphold school-wide expectations.

Academic and Citizenship Excellence

AHES promotes academic and behavior excellence and celebrates students' accomplishments.

Academic & Citizenship: A total of 34 students were awarded the Principal's

Award for acquiring a score of 3.0-4.0 (KINDER) 3.6-4.0 (1st-5th Grade) an average grade for all subject areas and receiving a score of 4 for Excellent

Citizenship for both semesters.

Academic: A total of 49 students were awarded the Golden Un-BEE-lievable Bee Award for acquiring a score of 3.0-4.0 (KINDER) 3.6-4.0 (1st-5th Grade) an average grade for all subject areas for both semesters.

Behavior: A total of 95 students were awarded the Golden Builder Bee Award for receiving a score of 4 for Excellent Citizenship for both semesters.

Accomplishments

WASC Accreditation: Our Mid-Cycle Visit took place on April 18-19, 2024. The visiting committee (Mrs. Paulino and Dr. Hendricks) was pleased with our school and community efforts and gave positive feedback. We are reaffirmed until June 2027.

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 inducted 9 candidates on March 20, 2024, which was our 5th Annual Induction. The NEHS members had successful fundraising events (selling grams, McNight, Panda Express) to help raise funds to provide every class with our new Mission/SLO's poster. They also had a Food Drive for Alee Shelter. NEHS partnered with SBA and the Health Office (Nurse Eden) to have a successful 1st after-school carnival.

Student Body Association: The Student Body Association had a 3rd successful year that aims to maintain a centralized student government of Agaña Heights Elementary School that addresses student concerns and forms activities that promote student learner outcomes and school spirit. Some events they sponsored was our 1st after-school carnival "Inetnon Gupot CHamoru" which was a success. They also had fundraisers such as a Photo Booth, Panda Express, and McNight.

5th Grade Student Council: 2nd successful Student Council for 5th grade students. An election was held and students along with their advisors fundraised a total of \$3975.71. Funds were used for End of Year 5th grade promotion and student activities.

Special Awards

Student Cumulative Academic Award: A total of 49 students were awarded the Golden Un-BEE-lievable Bee Award for acquiring a score of 3.0-4.0 (KINDER) 3.6-4.0 (1st-5th Grade) an average grade for all subject areas for both semesters.

Student Body Association:

SY23-24 Elected Officers – President - Ana Gutierrez; Vice President - Joey Quitugua; Treasurer - Sofia Duenas; Secretary - Theiah Chaco

National Elementary Honor Society:

Outgoing 5th Grade Officers SY23-24 – President –Taylen Tapia; Vice-President – Theiah Chaco Secretary – Sofia Duenas; Treasurer – Mia Peightal; Historian – Piatra Guerrero

Incoming 4th Grade Officers SY24-25 – President/Secretary – Sierra Perez;

Vice-President/Treasurer – Sera Taitano; Historian – Jayden Cabrera

5th Grade Student Council (StuCo):

Elected Officers: President – Mia Peightal; Vice-President – Dorothy Calvo; Secretary – Veida Toves; Treasurer – Aurea Duenas; Public Information Officer – Alexia Mendiola

Homeroom Representatives: Anatalea Rivera, Thomas Calvo, Landon Medina, Cohen Mesa, Emma Gumataotao, Moxie Topasna

Poster Contest: Department of Public Health & Social Services hosted its 11th Annual Guam Food Safety Month with a poster contest. The theme was "When Baxter Attacks, the Food Guardians Fight Bac!" Our 4th Grade student, Rayuw Techur, was the 3rd Place Winner for Category III.

Basketball Team: Congratulations to our basketball team for showing awesome basketball skills and teamwork with the guidance of Coach Travis. Team: Kai Bigbee, Dorothy Calvo, Athena Campbell, Tanom-Scott Cruz, Caleb Guzman, Jordan Mendiola, Jose Mendiola, Cohen Mesa,

Alterson Osuk, Madden Taitague, and Moxie Topasna, Mia Peightal.

ASTUMBO ELEMENTARY SCHOOL



Exemplary Programs

Early Morning Tutoring and ASPIRE

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.

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' Counselor, the program has been instrumental in building our student's awareness of behavior expectations of being safe, respectful and responsible. Choose Kindness program also started for SY2023-2024.

Gifted and Talented Education (GATE) Program

The GATE Elementary program provides enrichment for identified GATE Academic students through a pull out program. Public law 13-26, passed in 1975, mandates the gifted education program for Guam students. The GATE Resource Teacher also works closely with classroom teachers to discuss the needs and progress of each student and to assure a harmonious transition for the child from the classroom to the resource room. Curriculum emphasis for the K-5 program includes activities designed to promote independent learners. In order to accomplish this, students are provided with a variety of learning skills in the areas of problem-solving inquiry techniques, creativity, higher levels of thinking, and acceleration. Also integrated throughout this program are activities in the affective domain that involve feelings, values, social responsibilities and self-esteem. In addition to the instruction provided by the GATE program teacher, students also receive instruction from district GATE program teacher – GATE Theatre.

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.

Department of Public Health School Inspection- AsTumbo Elementary School passed the health and safety inspection conducted by the Guam Department of Public Health and Social Services (DPHSS) from December 18 to 26, 2023.

Special Awards

Fifth Grade student Cayden Delos Reyes wins 3rd Place at the GATE Math Meet for SY 2023-2024.

Astumbo Elementary School was awarded a \$2,000 grant from the Choose Kindness Foundation in support of PBIS for SY 2023-2024.



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 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

Be Heartfelt Meal Program

Identified students needing extra meals are provided a "snack pack" with various food items to sustain them over the weekend. We partner with our GDOE social worker who ensures that these "snack packs" are prepared. Students go home with these meals to help limit weekend hunger.

Gifted and Talented Education (GATE) Program

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 represented the school in various competitions.

Accomplishments

School Accreditation—The school continues to be a fully accredited school awarded by the Western Association of Schools and Colleges (WASC). CLTES is committed to ensuring that we continue to be a trustworthy institution for student learning through ongoing improvement.

Special Olympics—The school continues to consistently participate in the annual Special Olympics. The school supported our special student Olympians by preparing them through practices, providing resources and time to make the event a memorable one for them and their families who attend. Students develop self-worth and confidence through participation in the Special Olympics.

Scripps Spelling Bee - The top two spellers from each 3rd-5th grade classroom were selected to participate in the in-school spelling competition. Our school site champion speller advanced to the top 4 in the Island Wide spelling bee competing against students from Guam and neighboring islands.

Dance and Art—Art exhibits and dance showcases were held. Skilled art and dance instructors came to the school to specifically teach our students about the history, styles, and mediums of dance and art. Students were able to display their work through performances and exhibits.

Farm to School—Working with Guåhan Sustainable Culture, students grew their own gardens. They participated in experiential garden-based agricultural education activities such as learning to grow their own food and how to care for a garden.

Special Awards

CHamoru Language Competition, University of Guam (Top Awards in the singing, storytelling and drawing categories)

Special Olympics Medals

Lego Competition Award

Math Olympiad participation Award

PBS Reading Student and Teacher Awards

GPD "Fade Away From Violence" Kickball Tournament Participation Award

Guam Football Association Tournament Participation Award

Intergenerational Helping Hands GHURA Award

Sinajana Mayor's Recognition Community Award

Fire Safety Training Certificate

CPR (cardiopulmonary resuscitation) Certificates



B.P. CARBULLIDO ELEMENTARY SCHOOL

Exemplary Programs

Journeys Reading Program

B.P. Carbullido Elementary School used the Journeys materials provided through the Curriculum & Instruction Division in an effort to incorporate a comprehensive literacy program across grade levels, to include the Special Education Resource Rooms and English as a Second Language sheltered classroom. The teachers participated in planning, monitoring, and evaluation sessions to ensure priority standards, skills and topics were aligned with the Journeys materials. The implementation of the program provided a challenging, rigorous curriculum for all students.

Professional Learning Communities

B.P. Elementary School teachers participated in regular scheduled professional learning communities throughout the school year. The set aside time allowed for teachers to engage in collaborative discussions focused on student learning and addressing learner needs.

After School Program for Instruction, Remediation, and Enrichment (ASPIRE)

The After School Program for Intervention, Remediation, and Enrichment (ASPIRE) effectively provided additional tutoring and intervention to students in need of additional time outside of the regular school schedule. The program focused on reinforcing skills taught during the regular day and additional tutoring, if necessary.

Accomplishments

Obtained renewal of 6 years of accreditation by the Western Association of Schools and Colleges

Passed sanitation inspection conducted by Department of Public Health and Social Services

Special Awards

Third Grade received the Bronze Award in the GDOE Music Festival



CHIEF BRODIE ELEMENTARY SCHOOL

Exemplary Programs

Early Bird Intervention Program

The Early Bird Intervention Program provided tutoring services to students in need of academic assistance for one hour before the school day.

State Systemic Intervention Program (SSIP)

Chief Brodie Memorial Elementary School (CBMES) is 1 of 4 School Systemic Improvement Program (SSIP) Target Schools in the Guam Department of Education. The school focus 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

Response to Intervention CBMES Teachers screened and analyzed Reading assessments for areas to focus on for improvement from kindergarten to fifth grade. Reading instruction is adjusted to meet the needs of individual learners and collaborated for best practices. Various student needs were supported and progress monitored continuously.

Accomplishments

WASC Accreditation: Chief Brodie Memorial Elementary School received full accreditation from the Western Association of Schools and Colleges (WASC). The school had been granted six-year accreditation status through June 30, 2030 by the commission. This prestigious accreditation is a testament to our commitment to providing high-quality education and to the hard work of our students, faculty, and staff.

The accreditation process involved a thorough evaluation of our school's programs, policies, and practices. A team of WASC evaluators conducted an in-depth review, including site visits, interviews with stakeholders, and analysis of our educational outcomes. Their findings confirmed that Chief Brodie Memorial Elementary School meets the rigorous standards set forth by WASC for effective education and institutional quality.

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 meetings. 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 the SSIP RTI framework, PDSA Model, 5 Components of Reading, etc. ...

Reading Workshop Model: A Reading Workshop Model was fully implemented across all classrooms to include support programs such as CHamoru Studies, 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.

Special Awards

PLATINUM Principal's Award (Kindergarten)

JM Patis and Yushin Guiao maintained all 4's in all subject areas each quarter, meeting the 60th percentile aimswebPlus Benchmark Reading Goal, meeting the 50th percentile aimswebPlus Benchmark Math Goal, and demonstrating exemplary character development.

PLATINUM Principal's Award (1st – 5th Grade)

Students received all 4's in all subject areas and Social Skills by 4th quarter, aimswebPlus Oral Reading Fluency Spring Benchmark score must be at the 60th percentile or higher, aimswebPlus Math Facts Fluency 1-digit (1st grade) and Math Computation Fluency (2nd thru 5th grade Spring Benchmark score must be at the 50th percentile or higher. All 4's in Citizenship for each reporting period. No incident reports or Office Discipline Referral.

1st Grade: Kane Jave De Vera, Selah Gabbie Trinidad, Jumar Allen Clores

2nd Grade: Alexander Kaizen Ponio, Junmar Calinao, Angel Love Diala, Harmony Rae Ray

3rd Grade: Yajing Wu, RJ Yaifishmai, Rylle Asentista, Althea Manlapas, Herman Tosio

4th Grade: Spencer Tellei, Noah Advincula, Aldrich Garcia, Jaydeesha Esiel, Leeann Erman, Delana Ioanis, Jian Kai Lin, James Taisacan

5th Grade: Jcee Fabella, Alexandra Viva, Jianne Untalan, Xuan Cui

Raz Plus Program Portal Top Student Award

Anessa Basino received the Raz Plus Top Student Award. She accumulated the highest number of usage minutes. Her 5th Grade Teacher was Mrs. Celeste Lizama.



D.L. PEREZ ELEMENTARY SCHOOL

Exemplary Programs

State Systemic Improvement Plan (SSIP)

Kindergarten-3rd grade implemented several Plan-Do-Study-Act (PDSA) Cycles as part of the State Systemic Improvement Plan (SSIP) throughout the school year to improve student results in the AIMSweb testing focusing on literacy. The training targets areas to focus on as a grade level looking at the data of AIMSweb.

Early Bird ASPIRE – Fanihi Intervention Time (FIT)

Students were given the opportunity to work with teachers in the morning to focus on subject areas in math and ELA. Throughout the school year, the program generated an increase of post-test scores from pre-test results.

Positive Behavioral Intervention & Support (PBIS)

PBIS promotes safety and good behavior. PBIS recognizes and rewards students who display the three school-wide behavior expectations: Be Safe, Be Respectful, Be Responsible. Students may earn Fanihi tickets that can be used to redeem prizes or be awarded a Fantastic Fanihi certificate (held monthly). Office Discipline Referral (ODR) data is reviewed monthly to evaluate the efficacy and impact of the program and ensure PBIS goals are being met.

Accomplishments

State Systemic Improvement Project: Increased Reading and Math scores for AIMSweb Plus for K-3

Low Discipline Rate: Robust PBIS Program for low Discipline Rate

Early Bird ASPIRE: Increased Scores in Reading and Math

Project FANIHI WINGSPAN: Increasing Reading Fluency from Tip To Tip

Special Awards

Bachelor's Degrees in Education from UOG: Student Teachers, Robley Ragat and Janelle Tandoc

Special Olympics Guam-Track and Field Gold Medalists: Tristan Etse (5th Grade), Vincent Flores (3rd Grade), Avian Torre (3rd Grade)

Red Ribbon Wall Decorating Contest: DLPES won 1st Place for the second year in a row "Be Kind to Your Mind...Be Drug Free!"

2024 ITSE Conference Participant: Deneesha Naputi, Kindergarten Teacher

2024 Science Communication Fellowship (SCF) by Ocean Exploration Trust working on the E/V Nautilus Finalist: Shannon Seleen, Intermediate GATE Teacher Rube Goldberg CONCH Contraption Challenge sponsored by DoD Starbase Guam Participation and Top Students: Intermediate GATE Students 4th and 5th Grade, Teacher Finalist Shannon Seleen (only GDOE School that participated)

Inacha'igen Fino' CHamoru (CHamoru Language Competition) hosted by the University of Guam College of Liberal Arts and Social Sciences CHamoru Studies Program: Korun Famagu'on / Singing: 1st Place DLPES 2nd Grade, 2nd Place DLPES 5th Grade



FINEGAYAN ELEMENTARY SCHOOL

Exemplary Programs

State Systemic Improvement Project (SSIP)

State Systemic Improvement Project (SSIP) was implemented in Finegayan Elementary School as a SSIP scale up school. University of Guam, Center for Excellence in Developmental Disabilities Education, Research & Service (CEDDERS) provided professional development, technical assistance and support in the implementation of school-level improvement of Science Basics in the areas of Reading to support core instruction, a form of Response to Intervention (RtI) and implementation of Explicit Instruction. CEDDERS provide teachers & administrators with technical assistance to include facilitation of school-level leadership/implementation meetings, reading resources, and implementation expert services.

Positive Behavioral Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. Under the PBIS framework, Finegayan Elementary school responded and supported the students' social, emotional, and behavioral needs with the data supporting the accomplishments.

Early Bird Tutoring, ASPIRE and Summer School Programs

The Finegayan Elementary School Early Bird Tutoring Program, After School Program for Intervention, Remedial, and Enrichment (ASPIRE), and "Enchanting Fairy Tales" Summer School Program were designed to close the academic gaps and help improve students' Reading, Language Arts, and Math foundational skills.

Accomplishments

Finegayan Elementary School received reaffirmation to have met the ASC WASC criteria for the 6-years accreditation through June 30, 2027 after completing the MID-Cycle visit by Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC) visiting team in Spring 2023.

Finegayan Elementary School Athletics was established to promote healthy lifestyles, team-work, and sportsmanship for students. Sports teams formed included Kickball team, Soccer Team, Volleyball Team, and Cheer Force Squad. Sports teams competed and won in the elementary level tournaments.

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. This school year, PLCs were consistent and conducted on a weekly basis.

TAE Project Teacher Mentorship Program helped strengthen the instructional practices of newly and effective certified teachers. This school year, four Finegayan Elementary School teachers completed the mentorship 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.

Special Awards

Finegayan Elementary School Counselor, Brenda Porter, was named 2024 Guam School Counselor of the Year and represented Guam at the 2024 National School Counselor of the Year Gala at Washington DC.

Finegayan Elementary School was awarded the 2023 Guam Sister-School, Sister-Village Award from the Joint Region Marianas.

Finegayan Elementary School Kickball Team under the coaching of Billy Navarette, 5th grade teacher, Elaine Madrazo, 4th grade teacher, Benjamin Gumataotao, 5th grade teacher, and Delia Jasmin, 3rd grade teacher, was name the 2023 GPD Kickball Tournament Champion and the 2024 GDOE Elementary level Kickball Champion.

Jace Cabrera, 5th grade, won 3rd place in the Math Meet island-wide competition, 3rd place in the Math Olympiad Spirit round, Target round, and 4th place in the Individual round.

Finegayan Elementary School Volleyball Team under the coaching of Audrey Parinas, 4th grade teacher, and Benjamin Gumataotao, 5th grade teacher, won 2nd place in the GDOE Elementary Volleyball competition.

Finegayan Elementary School Math Olympiad Team won 3rd place during the island-wide Math Olympiad Competition under the coaching of Jeffrey Malinao, GATE teacher, Benjamin Gumataotao, 5th grade teacher, and Jennifer Malinao, 5th grade teacher.

Finegayan Elementary School Leadership Team "Proficiente Manaitai! (Proficient Readers!)" grant proposal was awarded a 4-year grant to improve literacy for students in grades K-5th under the Comprehensive Literacy State Development (CLSD).

Finegayan Elementary School Pre-K teacher, Paula Villaluna, grant proposal "Future Readers and Tomorrow's Leaders" was awarded a 4-year grant to improve literacy of the Universal Pre-K students under the Comprehensive Literacy State Development (CLSD).

Paula Villaluna, Pre-K teacher; Jocelyn Green, 1st grade teacher; Aliana Rocas, 1st grade teacher, and Mel Joy Baldoz, 1st grade teacher successfully completed the TAE Project Teacher Mentorship Program under their school site mentors, Tarsila Muth, Kinder teacher, Jennifer Malinao, 5th grade teacher, and Marites Canare, 3rd grade teacher.

Nurse Sherry Dolor and Nurse Sharmaine Ceria coordinated a successful 2024 FES Parent Health Fair and 2024 FES Employee Health Fair.



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 2020-2021 and ongoing for SY 23-24. 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 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 April 15, 2024. 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 Store. Each student is provided the opportunity to trade in their coupons at the store. In the store are a variety of toys, games, school supplies and other donated items for the students to redeem their prizes. These items are donated from teachers and staff that provides the rewards

Literacy Program Project Based Family Projects

Literacy Program Project Based Family Projects implemented SY 23-24. The committee invites families to participate with their child(ren) in theme based literacy projects to be show cased and compete utilizing criteria and rubric developed. Participants are awarded 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 and the Assess, Plan, Do, Review Model.

Harry S. Truman granted 6 year accreditation status through June 30, 2030.

Instructional Walk-through were conducted
Monthly Newsletter

Special Award

No information provided.



INALÅHAN ELEMENTARY SCHOOL

Exemplary Programs

Guam Police Cadet and DARE Program

Partnership with GPD and Guam National Guard. Students were taught positive behavior and character education as well as drug awareness.

National Elementary Honor Society (NEHS)

Recognized and established NEHS

Early Bird/ASPIRE

Tutoring program aimed at helping IES students excel in academics

Accomplishments

No information provided.

Special Awards

Sodexo Chef Challenge, 1st Place, Micah Perez, Fourth Grade

National Honorable Mention in Noetic Spring Math Competition, Tayden Guerrero, Fourth Grade



JUAN M. GUERRERO ELEMENTARY SCHOOL

Exemplary Programs

"Under the Sea"

Juan M. Guerrero ES participated in the district Summer School Program for SY 23-24. We had a total enrollment of 100 students, the program design "Under The Sea", focused on Summer Learning Activities using technology to reinforce reading, math, and science. STEM (Science, Technology, Engineering, Math) lessons and activities were also incorporated into the subjects being taught. The focus provides a foundation for which students can build across other subject areas as well as prepare them for the high rigor demands for the next grade level. We utilized the AIMSweb assessment probes for pre/post tests and progress monitoring. Other programs used was the RAZ-Plus reading program that includes stories on tiered levels and monitors students with a level-up portion, which includes comprehension and fluency practice.

The Guam Department of Education District Summer School Program (Operation STEM 2024) invited a team that highlighted the importance of the STEM program. Students were invited on a fieldtrip in partnership with the Missile Defense Agency and the United States Armed Forces, where representatives showcased activities involving Straw Rockets and Water Bottle Rockets and their functions on how far the rockets can travel (with the use of pre-made launchers). Students were able to partake in all the activities presented and also witnessed the launch of a biodegradable weather balloon. The demonstrations kept

students active with their learning and at the same time is a fun way to incorporate core subjects into the lessons. There is engagement and collaboration between teachers and students. There is also a planned activity to celebrate the students who attended summer school. End of summer school awards will be given out to include: "Dynamic Dolphin and Busy Bee" which is awarded to students demonstrating their best effort in academics and behavior, shows responsibility and respect for others, a positive role model in and out of the classroom; and "Perfect Attendance Award" to students who have attended 100% of the summer school session.

GATE Program

This school year, the JMGES Gifted and Talented Educational Program (G.A.T.E.) carried out enrichment services with students from Kinder through 5th grade face-to-face and online despite the alternating schedule. The JMGES G.A.T.E. Program strives continuously enriched in divergent thinking, critical thinking, affective learning, independent learning, communication, and creative problem solving. To ensure every student can meet these skills, students participate in critical thinking puzzles, the STEAM Engineering Process, project-based learning, robotics, and technology. To help our program grow, every year recommended students are tested based on a checklist that distinguishes between a smart student and a gifted student, classroom performance, and/or test scores. This school year, the GATE program implemented a new testing matrix and a new intelligence test called NNAT3. With this, our program was able to gain 1-2 students per grade level. The JMG GATE Program also strives to continue to work with all parents by keeping an open line of communication via WhatsApp, email, or phone call.

Other than keeping the enrichment in the classroom, the G.A.T.E. program also opens up opportunities for all students, whether or not they are in the G.A.T.E. Program, to partake in and further carry out their interests through healthy competition. Some of these activities and competitions include the NAWIC Block Kids Competition, the GATE VPA Math Meet, the Island wide Math Olympiad, Math Kangaroo, Doodle for Google, and the Island wide GATE Day.

NAWIC Block Kids Competition is a Lego competition that was open to all schools, this school year, only 4 GATE students participated and our 1st grader and 4th grader placed 1st place in their grade level division. The NAWIC Block kids' competition strives to encourage young people to get into the engineering and construction field.

GATE VPA Math Meet is carried out by our GATE Math Specialist where 2 GATE students from all public schools are chosen to represent their school by answering math questions that requires critical thinking and creative problem solving.

Island wide Math Olympiad is a competition open to all students in grades 4th-5th in public and private schools. This school year, the GATE teacher coached the team that held tryouts for all 4th and 5th grade classes. The teachers had to recommend 2-3 of their highest students who are performing high in their AIMS test for math and in their math class. Out of 18 students who tried out for the team, a team of 5 was created which comprised of 4 fifth graders and 1 fourth grader. Two of our students actually placed 9th out of 21 for 3rd place.

The Guam Community College Math Program Coordinates Math Kangaroo Competition where all students from Kinder through 5th from all school can participate where they would have to use their creative problem-solving skills and critical thinking to solve word problems and math puzzles. This school year, only 4th and 5th grade GATE students participated in the competition held at Guam Community College. After the test, all students were invited to the Math carnival where more of their math skills were enriched.

Doodle for Google holds a competition every year, where students use their creativity to design a logo using the letters of GOOGLE based on a theme provided by Google. This year will mark our 3rd year participating in this competition and the GATE teacher opened up this opportunity to not only the GATE students but to all teachers and students.

Lastly, after COVID, our island wide GATE program decided to bring back the Island wide GATE Day. This event displays all the creativity and activities done by all the students from the schools who have the Pre-GATE GATE Program and K-5 GATE Program. This event is usually held at the Agaña Shopping Center. This school year, our school participated in the Trash Couture and three of our 5th grade GATE students designed an outfit for one of our 1st graders who modeled their design.

State Systemic Improvement Plan (SSIP)

As part of our efforts to increase reading achievements for students, including students with disabilities, Juan M. Guerrero along with seven (7) other schools have come together to improve the school infrastructure for enhancing reading achievement.

In order to meet the goal of SSIP, Juan M. Guerrero 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.

Accomplishments

Summer School Program SY23-24: Juan M. Guerrero ES participated in the district Summer School Program for SY 23-24. We had a total enrollment of 100 students, the program design "Under the Sea", focused on Summer Learning Activities using technology to reinforce reading, math, and science. STEM (Science, Technology, Engineering, Math) lessons and activities were also incorporated into the subjects being taught. The focus provides a foundation for which students can build across other subject areas as well as prepare them for the high rigor demands for the next grade level. We utilized the AIMS Web assessment probes for pre/post tests and progress monitoring. Other programs used was the RAZ-Plus reading program that includes stories on tiered levels and monitors students with a level-up portion, which includes comprehension and fluency practice.

Operation STEM 2024: The Guam Department of Education District Summer School Program (Operation STEM 2024) invited a team that highlighted the importance of the STEM program. Students were invited on a fieldtrip in partnership with the Missile Defense Agency and the United States Armed Forces, where representatives showcased activities involving Straw Rockets and Water Bottle Rockets and their functions on how far the rockets can travel (with the use of pre-made launchers). Students were able to partake in all the activities presented and also witnessed the launch of a biodegradable weather balloon. The demonstrations kept students active with their learning and at the same time is a fun way to incorporate core subjects into the lessons. There is engagement and collaboration between teachers and students. There is also a planned activity to celebrate the students who attended summer school. End of summer school awards will be given out to include: "Dynamic Dolphin and Busy Bee" which is awarded to students demonstrating their best effort in academics and behavior, shows responsibility and respect for others, a positive role model in and out of the classroom; and "Perfect Attendance Award" to students who have attended 100% of the summer school session.

ESL Program: Juan M. Guerrero Elementary School ESL program continues to provide support to all identified English Language Learners (ELL students). The ESL program is a federally funded program designed to teach the English language to students, who themselves or their family members have a language other than English. Lessons and activities are developed by certified ESL teachers using the Priority Standards, Skills or Topics (PSST) to ensure that students become proficient in speaking, listening, reading and writing in the English language.

It is not a remedial program. Students who are eligible for the program often speak two or more languages at home. They are able to "switch" from their native language to the English language or other languages at home. Some students have thinking, speaking, listening, reading and writing skills in their native language. JMGES ESL program helps students learn how to use the English language fluently at school.

JMGES ESL Program focuses on the development of English communication skills in an environment that treats language as whole, real, authentic, and interesting. The four domains necessary for effective communication in English (listening, speaking, reading, and writing) are addressed in this context. Attention must be given to promoting the higher order thinking skills of ELs. English and academic proficiency are developed within the atmosphere of respect for the native language and culture of the students. Every effort must be made to integrate ELs into the regular classroom as quickly and completely as possible.

JMGES ESL Program co-sponsored the Career Day at our school on February 07, 2024. Sailors from the USS Theodore Roosevelt Strike Group participated in a career day and storybook reading. The students were engaged with the sailors showcasing different career options that the military has to offer.

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Special Awards

School Library Program: The Librarian continues to provide dynamic library lessons to all students by visiting all the classes weekly through face-to-face instruction. Additionally, the Librarian shared online platforms such as Atrium, Ebsco, BrainPop, Mote, Novel effects, and You Tube. The librarian also created a Virtual Library and a Virtual Makerspace for online student and face-to-face students to encourage reading. The Librarian coordinated a Christmas hardcover book giveaway. All students were given a hardcover book, compliments of GFT and Matson.

International Literacy Association (ILA)

Meetings through Zoom, The Reading Fair focuses on the foundational skills and the love of reading. Students 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 in grade K-5th can participate in the Reading Fair. Students can access technology to create and print materials for their boards using computer applications such as Microsoft Word or PowerPoint and students can do additional research if necessary. Students need to be effective communicators in order to present their book and board to the judges for evaluating. Students can be academically successful by knowing the components of a story, reflecting on the problem and solution, and other critical thinking skills.

Counseling Program

Provided quality & equitable interventions in the academic, career, and social/emotional developments. Some of these activities included: provided bi-weekly Newsletters to all models of learning; shared all resources on presentations through Google Classroom & my Counseling website; conducted online classes on Social Emotional Learning Skills (Self Awareness, Social Awareness, Self-Management, Relationship skills & Responsible decision-making); conducted Character Education classes on topics such as Safety, Respect & Responsibility, Fairness, Kindness, Anti-bullying/Cyber-bullying, Career Interests, Drug & Alcohol Awareness and more). I also provided individual counseling for students that were referred. In additional, 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.



J.Q. SAN MIGUEL ELEMENTARY SCHOOL

Exemplary Programs

JQSMES Early Bird/ASPIRE Program

JQSMES offers students comprehensive academic and social enrichment through its ASPIRE and Early Bird Programs, designed to provide both remediation and enrichment opportunities. These initiatives focus particularly on enhancing reading skills, utilizing districtwide pre- and post-tests such as IXL and AIMSWEB to assess and support student progress and achievement.

JQSMES Student Body Association

JQSMES Student Body Association program fosters young leaders, empowering students to actively participate in school governance and community initiatives. Through this program, students develop essential leadership skills through organizing events, promoting school spirit, and advocating for their peers. It serves as a platform where students learn teamwork, responsibility, and the importance of civic engagement, shaping them into confident and responsible citizens from an early age.

JQSMES Sports Program

JQSMES Sports Program offers students (grades 3-5) the opportunity to participate in volleyball, basketball, and kickball, creating a dynamic environment where they learn crucial teamwork and sportsmanship skills. Through structured practices and friendly competitions, students not only develop their physical abilities but also cultivate a passion for sports and healthy living. This program aims to encourage academic achievement alongside athletic growth, fostering camaraderie and a sense of accomplishment among all participants.

Accomplishments

JQSMES Spelling Bee: JQSMES students competed amongst their grade level peers. The top two students represented their grade level during the in school competition.

JQSMES Science Fair: JQSMES students (K-5) were provided with a platform to showcase their scientific knowledge and skills through a school-wide competition utilizing the scientific method.

G.A.T.E. Day: The JQSMES GATE Program participated in GATE Day at the Agaña Shopping Center on April 25th. The event beautifully showcased the outstanding projects and artwork created by GATE students in both academic and visual arts fields. It provided a wonderful opportunity for the community to celebrate and appreciate the creativity of our gifted children.

G.A.T.E. MATH Meet: JQSMES participated in the annual competition for elementary G.A.T.E. students who excel in math. Students solved math problems of various difficulty levels according to their grade standards.

W.A.V.E Club Activities: The JQSMES W.A.V.E. Club, composed of 4th grader students, actively engaged in school and community initiatives focused on promoting tourism. Through these efforts, the club aimed to raise awareness and foster a deep appreciation for our local heritage, attractions, and cultural identity, while actively encouraging and supporting tourism in our community.

Special Awards

2024 Guam Scripps Regional Spelling Bee: Jayvier Benavente (5th)-Participant.

GDOE Intramural Sports: Volleyball-1st Place and Basketball-2nd Place.

GPD Fade Away Kickball Tournament: 2nd Place.

Special Olympics Guam: Elijah Santos (3rd Grade), Gold Medal (Standing Long Jump & Softball); Noah Cruz (2nd Grade), Gold Medal (Standing Long Jump & Softball); Raytin Mafnas (3rd Grade), Gold (Standing Long Jump & Softball); Derek Castro (3rd Grade), Silver (Standing Long Jump & Softball).

Employer Support of the Guard and Reserve (ESGR) Award

Read A-Thon: School Participant.

GATE MATH Meet: Eris Cruz (5th Grade), Participant and James Taga II (5th Grade), Participant.

Japan Airlines Haiku Contest Guam: Zarah Barcenilla (4th), Grand Prize; Daniel Brown (5th), Winner; Princess D. Guzman (3rd), Winner; and Sabana Valentine (1st), Winner.



LYNDON B. JOHNSON ELEMENTARY SCHOOL

Exemplary Programs

Angel of the Month (AOM)

AOM is designed to recognize student achievement and to showcase accomplishments in academics and exemplary character traits. AOM criteria is aligned with Schoolwide Learner Outcomes (SLOs). Students are recognized and awarded on a monthly basis during an AOM ceremony. Each month, there was one Angel of the Month selected from each class. This program also increased parental involvement by ensuring they support their children in working towards being the AOM and through their attendance in the ceremonies.

Science Fair

LBJES held a school-wide Science Fair competition. The fair helped students improve their scientific skills such as critical thinking, problem-solving, and experimental design. It also helped students build their confidence in their abilities to present. School-wide participants also competed in the 46th Annual Island Wide Science Fair at UOG and placed in the winning category.

When You Glow, Others Will Grow

Grade Level teams shared their best practices in mini School Professional Development (PD). Building the capacity of best practices at the school, encouraged faculty to think creatively and develop new ideas and solutions to challenges. 100% of faculty agreed that the PD sessions provided them with strategies and ways to engage in continuous improvement and 98% of faculty agreed that the ideas and skills from the PD training will help to improve student learning.

Accomplishments

Community partnerships: Community partners, as guest speakers and presenters, supported and encouraged students' interest and exploration in different career fields.

Professional Learning Community (PLC): Grade level and Support Program PLCs effectively analyzed data, identified student needs, and provided support services through Progress Monitoring, Student Interventions, Parent-Teacher Conferences, IEPs, and CSTs: PLCs addressed student learning needs based on student data.

aimswebPlus student data: The data validates student progress, it was evident that progress monitoring, interventions, and a wide variety of curriculum opportunities that the school implemented made an impact on student achievement.

When You GLOW, Others Will GROW: Grade Level teams shared their best practices in mini School Professional Development sessions.

Weekly Math Challenge: School-wide initiative exposing students to Math vocabulary terms and the process of problem-solving.

Special Awards

Island-wide Science Fair: 2nd Place Winner - Jo Smith, 1st Grade

University of Guam CHamoru Language Speaking Competition: 2nd Place Winner - Franciszka Concepcio, 1st Grade

25th Annual Isla Art a Thon Exhibition: Sichme Sichiro, Kindergarten

25th Annual Isla Art a Thon Exhibition: Bran Legendary Hernandez, 1st Grade

25th Annual Isla Art a Thon Exhibition: Corey Chargualaf, 1st Grade



LIGUAN ELEMENTARY SCHOOL

Exemplary Programs

Afterschool Program for Instructional Remediation & Enrichment-ASPIRE (CSAI)

The LES ASPIRE & Early Bird program implemented an intervention and enrichment program before and after school. The ASPIRE program went for two hours a day four times a week to increase Reading and Math skills, Research strategies, and hands-on activities. The Early Bird Program went for one hour a day four times a week to increase Math skills in kindergarten through 5th grade. Each day the programs dedicated an instructional block for Reading, and the other block for Math. 15 minutes of each block was dedicated to DEAR (Drop Everything and Read) time and Math Fact Review.

Teachers who created and designed mini-courses integrated literacy and math skills. Teams of certified teachers worked together to ensure the implementation of the ASPIRE and Early Bird goals. Teachers used GDOE standards and existing resources such as mobile carts, and library books. Teacher Assistants (TA) also provided additional support through homework assistance for 30 minutes each day. Teachers collaborated weekly to discuss activities, analyze data, and communicate regularly with parents about their child's progress and successes.

Sihek Super Reader Program

The program encourages students to read beyond the school day, to record and monitor progress using a reading log. Developed by our ESL Coordinator/ teacher, Mrs. Cecilia Champion. The objective is to promote literacy and encourage parent and student involvement with students reading frequently to their parents and their classmates. At the end of the school year, students who participate are recognized and celebrated. The school will encourage more teachers to get involved to focus on Reading and to celebrate student successes throughout the year.

Accomplishments

PBIS Gotcha Winners: Recognized during our monthly PTO Meetings and were given a certificate and incentive for following the school expectations.

GATE: GATE Math Meet for 5th grade (2/3/24)

Science Fair: Science Fair (2/29/24)

LES Athletics Club: 4th & 5th grade participated in the GPD Kickball tournament (12/2/23), Interscholastic Volleyball Tournament (3/2/24), and Football for schools Jamboree (4/27/24)

GDOE Vision & Performing Arts: Presented "LES Musical Revue" from the 4th & 5th grade students (5/10/24)

STARBASE STEM Camp for 5th grade

Special Awards

Rotary Club of Guam: Donation of backpacks and school supplies to the 2nd grade students on January 26, 2024

Special Recognition: Nancy Gagarin-Clerk II, for 26 years of service in the Department of Education on May 24, 2024.

Special Recognition: Betty Lubas-Teacher IV, for 47 years of service in the Department of Education on May 24, 2024.

Special Recognition: Genevieve Santos- Teacher IV, for 28 years of service in the Department of Education on May 24, 2024.



MARIA A. ULLOA ELEMENTARY SCHOOL

Exemplary Programs

Positive Behavior Interventions & Supports

Teachers and staff work together to implement the framework to foster a positive and safe school environment for all. The school-wide initiative was used throughout the school year and positively influenced academic achievement and student behavior. Cool Carabao Kids are selected each month for students that uphold the schoolwide expectations.

National Elementary Honor Society (NEHS)

The MAUES National Elementary Honor Society is chartered as a national organization that recognizes students that show good leadership skills, excellent citizenship, and demonstrate academic excellence. Students assist with events throughout the year as part of their service to the school.

Girls Exploring Many Skills Club

Opportunity for girls to explore many skills and introduce them to real-world experiences academically and socially.

Accomplishments

WASC Accreditation: Full WASC Accreditation was granted for 6 years after MAUES completed its second full self-study.

Scale-up School for State Systemic Improvement Project (SSIP)

Special Awards

Special Recognition: Mrs. Beverly San Agustin, Principal, on her retirement of 46 years from the Guam Department of Education

Yiyupåktu Winners: CHamoru Slinging Competition – 1st Place

Culture Club: Elementary Dance Competition – 2nd Place

2024 National Association of Women in Construction (NAWIC) Block Kids Competition:

NOETIC Online Math Competition – 2nd Grade Winner (Grey Fejaran), 3rd Grade Winner (Gaven Naputi), 4th Grade Winner (Carter Fejaran, Raiah Dimatatac, Raiden Tiong), 5th Grade (Liam Tolentino and Mia Manglona)

Scripps School Spelling Bee: (school student representative) Raiden Tiong, 4th Grade

MAUES participated in the following school-wide and community events: Drug-Free Kickball Elementary Tournament, GFA Soccer Elementary Tournament, Green Club, Guam International Coastal Clean-up, ILA Read-A-Thon, Island-wide Math Olympiad, Jump Rope for the Heart, PBS Read-A-Thon, Student Council, Special Olympics, and Wave Club.



M.U. LUJAN ELEMENTARY SCHOOL

Exemplary Programs

SSIP and Implementation of Continuous Improvement

At the beginning of the school year teachers and students focus on creating their class mission/promise. From there, grade level, class wide and individual student goals are developed. Monitoring of progress towards these goals (Literacy and Math) are done through the use of the Continuous Improvement Framework (PDSAs) from which students are active participants in. Growth of every student is the expectation that is set and communicated to all as the rate of growth differs from student to student according to his/her unique needs. In addition, resource room teachers, are provided with additional support and training to ensure their students meet their established goals outlined in respective IEPs.

ASPIRE and Morning Tutoring

As a learning gap continues to exist, students who struggle with Literacy and Math are identified and provided with additional supports before and after school. Several teachers have committed to these activities, from which goals are also set and monitoring of student progress is done regularly. In addition, school staff provide further support by engaging students in fun activities in the morning and during lunch, focused on specific skills teachers have identified as well as implementing a variety of SPARKS activities.

Junior Police Cadet

5th grade students participated in the Junior Police Cadet program that included a 6 week curriculum focusing on education pertaining to tobacco, e-cigarettes, and vape prevention. In addition, the program covered the basic military component – Drill and Ceremony. The program overall focused on leadership, team work, critical thinking and self-responsibility. GPD and the Guam National Guard's Counter Drug Program facilitated the program with our students that culminated in the 2024 Police Week static display in which students were able to demonstrate to the community what they had learned.

Accomplishments

Literacy Grant Award: M. U. Lujan was awarded a four year grant funded under the Comprehensive Literacy State Development Program (CLSD) that supports teaching and learning in order to strengthen literacy across our school. Our Literacy Cadre developed a plan that centers on professional development for teachers, literacy activities for all students, and family and community workshops.

Extracurricular sports activities - kickball, soccer, volleyball, basketball, and baseball: Students from 2nd-5th grade participated in several sport activities this past school year. There was an increase of interested students compared to previous years. Representing our school at various events instilled a sense of pride among our students and community as students learned team work, dedication, and perseverance.

Parent and Community Engagement: With a supportive and committed PTO, our school maintains partnerships with parents and the community. Through our semester parent literacy and math workshops as well as

our technology workshop sponsored by the Rotary Club of Northern Guam, parents continue to play an active and vital role in our school, walking away with tools and resources to support their child's learning and growth at home.

Schoolwide Professional Growth: Teachers and staff continue to participate in school level PLCs and CLTs aimed at building upon their use of evidence based practices to ensure ALL students continue to learn and growth, while still responding to their unique needs.

National Elementary Honor Society Dragon Chapter: An additional 12 4th and 5th grade students were inducted into this nationally recognized and prestigious organization. The Dragon Chapter of NEHS continues its 2nd year at our school in hopes to inspire more students to set goals, aim high and work hard.

Special Awards

Student Participants - University of Guam Annual Inacha'igen Fino' CHamoru Language Competition: Terah Dela Cruz, Second Place; Khayden Refugia, Participant; and Gabriel Grossley and Elliot Bugarin, Alternate.

Student Representatives for the Scripps Island-wide Spelling Bee: Romana Tabunara, Kalena Lopez (Alternate).

Sunidon CHamoru/GDOE Music Festival: Bronze.

PBS Guam Read-a-Thon: 3rd Place.

25th Annual Isla Art-a-Thon: Student Art Work Exhibited – Paige Susuico (3rd grade), Mattingan Leon Guerrero Dunn (4th Grade), and Gabriella Leon Guerrero (4th grade).

Literacy Grant: Awarded to MU Lujan (4 year) under CLSD.

Sports Awards: GDOE Basketball Tournament – Team 1 (3rd Place), Team 2 (Participant); GPD Fade Away from Violence Tournament – Participant; GDOE Kickball Tournament – 4th Place; Guam Baseball Association – Participant; GDOE Volleyball Tournament – Team 1 (3rd Place), Team 2 (Participant); GFA Football for Schools – MU Girls 2nd place overall (Top of Group C) and MU Boys Team – Final 6 (Top of Group C).



MARCIAL SABLAN ELEMENTARY SCHOOL

Exemplary Programs

Rising Stars (Early Bird Program)

The program assists students in improving specific skills in reading and mathematics. The supplemental learning strategies are intended to increase students' proficiency in grades Kindergarten to Fifth Grade.

Family Affair and Community Events

The program provide students opportunities to explore different careers, to prepare and engage in lifelong learning, and contribute to the economy with work ready skills. The program increases students' awareness on community service, becoming self-sufficient and a productive community member.

Sports and GetFit

The program promotes a healthy and active lifestyle by guiding students in improving their skills in the various sports such as Tee Ball, Volleyball, Kickball, Basketball, and Soccer. It also promote team building and sportsmanship. It decrease behavioral problems, and building students' character, unity, and social skills for students in Pre-Kindergarten to Fifth Grade.

Accomplishments

WASC Accreditation: The school completed its Western Association of Schools and Colleges (WASC) Mid-Cycle Visit and is accredited through June 30, 2027.

Healthy Bodies and Minds: The school implemented the Healthy Bodies and Minds = STARS that Shine that promoted physical education and encouraged healthier food choices which was supported by the Payless Markets Community Foundation Mini Grant.

Special Awards

GATE Music Festival: 2nd Place in the Gifted and Talented Education (GATE) Music Festival, Tina Buendicho, GATE Teacher

Guam Vistors Bureau Ko'Ko Race: 3rd, Ezekiah Muna, 3rd Grade

2024 Math Kangaroo Math Competition State Ranking Top 10: 2nd Grade: Zoey Fernandez (5th Place), Neyo Borja (8th Place); 3rd Grade: Nilin Zamora (3rd Place), Ri'an Cruz (6th Place), Je'naizah Crespo (8th Place), and Nico Borja (9th Place); 4th Grade: Joshua Afituk (4th Place), Wryah Camoda (5th Place), Cheyanne Lobaton (7th Place), and Micaiah Santos (10th Place); and 5th Grade: Vincent Calimlim (4th Place), T Asom Atesom (5th Place), and Grayson Acfalle (8th Place).

Honor Board: Team Winner in Noetic Learning Math Contest: Neyo Borja (2nd Grade), Kaivan Susuico, Ri'an Cruz, Trevin Reyes (3rd Grade), Joshua Afituk (4th Grade), and Nathan Kaneshi (5th Grade)

Payless Markets Community Foundation Mini Grant Award: Tina Buendicho and Agat Knights of Columbus



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 teach parents to become effective family leaders equipped to support their child's academic success. With a diverse student population at MES, the FAST Workshop is designed to be culturally responsive when interacting with both students and their families. MES provided two FAST workshops (October 25, 2023 and February 28, 2024) on the following topics: Reading and Math Strategies.

National Elementary Honor Society (NEHS)

The National Elementary Honor Society (NEHS) was established in 2008 by the National Association of Secondary School Principals (NASSP) 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 completed the 12th induction in school year 2023-2024. 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 NEHS, must be highly recommended by his/her teacher, and meet school NEHS criteria. The four pillars that guide the NEHS selection process include: Scholarship, Responsibility, Service, and Leadership. Seven new members were inducted on April 5, 2024.

School Appreciation Celebrations

The school recognizes and celebrates the efforts and contributions of the administration, staff and faculty. Workplace recognition motivates, provides a sense of accomplishment and makes employees feel valued for their work and students feel proud of their school. These celebrations have lifted school morale and have encouraged employees of Machananao Elementary School to keep on performing their jobs well. This school year MES prepared special activities/events for Boss' Day, Administrative Professional Day, Counselors Appreciation Week, Staff Appreciation Week, Librarians Appreciation Week, Teachers Appreciation Week, and Nurses Appreciation Week. Presentations and banners from parents and students have been done to show the community's deep appreciation for our Machananao Elementary School employees.

Accomplishments

Fast Workshops: 50 parents attended both workshops. Workshops align with Home-School connection recommended by WASC.

Marvelous Marlin Tales (Monthly School Newsletter): Teachers provide updates on monthly standards, lessons, important information, and helpful educational websites. A monthly calendar of events is also included in the newsletter.

School Improvement Plan: (Activities Updated and Completed) – Informs the school community of progress towards goals and prepares for Mid-Cycle Progress Report and WASC Visit.

Vertical Professional Learning Community: Assists students as they move from one grade level to the next. Teachers discuss reading skills, standards, and strategies.

Virtual Mid-Cycle Accreditation Visit: Stakeholders completed the Virtual Mid-Cycle Progress Report and participated in the Zoom Virtual Mid-Cycle Visit on April 10, 2024.

Special Awards

Isla Art-A-Thon Contest Winners: Jerome Sumilong -1st Place Elementary, Faith Schacher and Brooklyn Salas – Special Recognition

Block Kids Competition: Emily Flores 3rd Place in 3rd Grade Division

ESA@50 Poster Art Contest: Ryien Galiendes and Aiden Paul Dizon

National Elementary Honor Society New Members: Rhemi Dimataac, Marlon Lumanlan, Nadalynn Galvez, Zander Nucum, Isaiah Aldana, Tyler Tammuw, Austin Torres, Alexander Sampang, Aiden Dizon, Vincent Rhys Bukikosa, Izaiah Deleon Guerrero

School-Wide Spelling Bee Champion: Yzabella Paguio

MES Science Fair: Primary Winners: 1st Place: Aqua Iijima 2nd Place: Aria Shacher, 3rd Place: Kendra Catacutan;

Intermediate Winners: 1st Place: Alyzah Hernandez, 2nd Place: Chandria

Coquia, 3rd Place: Deinell Serrano and Skylene Padama

Math Olympiad: Target Round Winners 3rd Place out of 13 schools: Vincent Rhys Bukikosa (Team Captain), Austin Torres (Co-Captain), Maya Regis and Yzabella Paguio; Target Round Individual Scores Rank 3 of 52 students: Vincent Rhys Bukikosa and Austin Torres; Overall Top Ten Winners: Austin Torres – 7th Place, Vincent Rhys Bukikosa – 8th Place, Maya Regis – 10th Place



MERIZO MARTYRS MEMORIAL ELEMENTARY SCHOOL

Exemplary Programs

State Systemic Improvement Plan - CEDDARS (SSIP)

The MMMS community is committed to the School Action Plan under the Consolidated Grant program to improve student achievement in Reading. MMMS has an ongoing partnership with the University of Guam CEDDARS to implement the State Systemic Improvement Plan to improve students' reading proficiency by the time they reach 3rd grade. This program is supported to provide technical assistance and training for Kindergarten to third grade and Special Education teachers in evidence-based practices for reading and a continuous improvement process that focuses on the Science of Reading approach. Through this partnership, the school has been able to leverage resources to develop teacher capacity. This is done through a targeted focus on core reading instruction for all students. The coherent improvement strategies used to achieve the SSIP goal include evidence-based practices, coaching, professional learning, family engagement, and the continuous improvement process.

Early Dolphin (Tutoring)

The Early Dolphin (Tutoring) program provides tutoring services for students who are identified as being at-risk in English and Language Arts (ELA) on their interim assessments throughout the school year and by teacher recommendation. The program is designed to serve students before the start of the school day in tiered small groups which focuses on individualized skill sets for academic progress. Teachers collaborate, discuss, and develop individualized learning plans and differentiated instruction to meet the specific needs of personalized learning. Data has shown that students who have actively participated in the program and with their parents support have strengthened their grade level skills and have boosted academic confidence in their regular classroom setting.

Tuninos Thursday Fun Fit Zumba

The Tuninos Thursday (Fun Fit Zumba Classes) is a weekly program spearheaded by the school health counselor and community volunteers designed to foster physical health and overall well-being among students, faculty, and staff. A coordinated set of health-related activities that include routine tests and physical checks take place throughout the school year with weekly thirty-minute Zumba sessions that incorporate cardiovascular exercise to address students' Body Mass Index (BMI) which data is collected annually. Other Tuninos Thursday activities include Red Ribbon Week and Drug and Alcohol Prevention Awareness, and other physical activity programs to promote healthy living.

Accomplishments

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 to learning by upkeeping the campus facilities and grounds with daily cleaning routines and monthly school beautification projects. All stakeholders partake in maintaining the area of use, grade levels adopting an area around the school, promoting the reduce-reuse-recycle concepts, and ensuring that the campus is clean, orderly, and well-maintained at all times. This initiative promotes the concept of CARE... Clean-up After yourself, Reduce-reuse-recycle, and Everyone helps by ensuring that each stakeholder takes ownership of maintaining and upholding a clean and safe campus.

Dynamic Dolphins Recognition: Dynamic Dolphin recognition ceremonies are held monthly to recognize and celebrate students who follow all schoolwide expectations, model proficiency of the school's learning outcomes, and/or demonstrate improvement in academics, behavior, and social-emotional growth. Teachers nominate one (1) student from their class each month and are recognized during an assembly in front of the school community. Parents, grandparents, and family members are invited with an invitation and are highly encouraged to attend.

Student Council: The MMMS 5th Grade Student Council is a student organization that serves as an outlet for students to develop leadership skills through empowerment. The purpose of the Student Council is based on the following five major principles: develop leadership skills among students; develop qualities of being a responsible member of a community (citizenship); encourage, promote, and celebrate academic goal setting and tracking, as well as academic achievement and accountability; promote a conducive academic and social school environment; build student morale; and instill school pride. The Student Council annual election allows the student body to participate in the democratic process and provides an opportunity for students to select their leaders who will be their voice for school activities and initiatives throughout the school year.

Department of Defense Computers for Learning Program: As part of the Defense Logistics Agency Disposition Services Computers for Learning Program (CFL), MMMS applied and was awarded 31 SMART Board in April of 2023 to increase technology use in the classroom in support of the School Learner Outcomes and the GDOE State Strategic Plan. SMART Boards were installed in every classroom over the summer of 2023 by school partners (Malesso Mayors Office Staff, the Coast Guard of Guam Partners in Education, and Military Affairs Office volunteers). Teachers and students used the SMART Boards this school year in every class to improve students' technology skills in engagement, collaboration, and teamwork using technology. It also increased teachers' and students' motivation, participation, and exposure to digital literacy in a fun and engaging learning environment.

Special Awards

WASC Accreditation: WASC 2024 Mid-Cycle Review

2024 Doodle for Google: Island-wide Overall Winner -Isaiah San Nicolas, 3rd Grade

GPD Say No to Drugs Kickball Tournament: 3rd to 5th grade participants
Footballs for Schools Robbie Webber Youth Jamboree: 3rd to 5th grade participants

GATE-VPA Dance: Visual Performing Arts, and Art
GATE-Math Olympiad: 4th and 5th grade participants

iRecycle Guam: Recycle Club

Special Olympics

Red Ribbon

PBIS and Guam IRA Read-a-Thons

Merizo Public Library Partnership



ORDOT-CHALAN PAGO ELEMENTARY SCHOOL

Exemplary Programs

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.”

GATE VPA (Music & Theatre)

The VPA Program falls under the federal program called Life Readiness, whose aim is for students to leave school with the grit and perseverance to tackle and achieve their goals by demonstrating personal actualization skills of self-awareness, self-management, social-awareness, responsible decision making, and relationship skills.

The music program was geared towards first grade students. Lessons focused on posture, performance behavior, marching, as well as developing melody, proper use of the diaphragm, vocal techniques, and learning how to read music. Students performed during the school Christmas Program and at the Micronesian Mall.

The theater program was geared towards fifth grade students. Lessons focused on how to express emotions and how to perform short skits. Students created skits about the Tao'tao'mona and performed it during our Mes CHamoru Program.

Junior Police Cadet Program

The Guam Police Department's Auxiliary Services Divisions community outreach, Junior Police Cadet Program, goal is to empower young minds to become better decision makers and responsible students. This youth empowerment program is centered around prevention through education curriculum. It is a six (6) week curriculum that focuses on education pertaining to E-Cigarettes and Vape prevention. The curriculum also includes the basic military component, the Drill and Ceremony. The Drill and Ceremony is critical as the DNC teaches each cadet, teamwork, critical thinking, self-responsibility and leadership. This portion of the curriculum will be facilitated by team members from the Guam National Guard's Counter Drug Program.

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 7:30-8:00am 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.

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.

Choose Kindness: The Choose Kindness Foundation Program supports the development of a culture of caring and kindness through grants to PBIS schools. They support systematic instruction and recognition of kind behaviors in all areas of the school community. OCPES was

awarded \$2,000 in grant money on October 31, 2023. To meet the requirements of the grant program, OCPES added kindness skills to the existing PBIS matrix, implemented lessons on the four kindness skills, and held schoolwide kindness events such as World Kindness Day, a canned food drive, and Staff Appreciation Day. The grant money was used to acknowledge and reward students for their positive behaviors and kindness by purchasing items for our PBIS student store.

Career Day: OCPES's annual career day encourages students to develop awareness and to consider many future career paths available to them. Participation from over 25 companies/GovGuam agencies with more than 70 volunteers shared their career knowledge with our students and informed them about different career opportunities.

WASC Accreditation Visit: In order to complete the accreditation application for renewal, the Western Association of Schools and Colleges (WASC) committee visited OCPES on March 11-14, 2024. The entire OCPES community and all stakeholders worked collaboratively to prepare for the visit. The WASC team visited classrooms, met and interviewed faculty, staff, students, and parents to understand the school's purpose, its programs, and operations based upon the ACS WASC criteria and detailed information included in the school's Self-Study Report.

Special Awards

2023-2024 PBIS Kindness Competitive Grant: OCPES was awarded \$2,000 on October 31, 2023 by the Choose Kindness Foundation. OCPES integrated the required core components of kindness which included: incorporating the four kindness skills into the school's PBIS matrix, developing and implementing classroom and schoolwide lessons and activities to teach kindness, and creating a system for schoolwide rewards and recognition.

2024 Guam Regional Scripps Spelling Bee: The competition inspires the exploration of words, illuminates pathways to lifelong curiosity, celebrates academic achievement and enriches communities. Catleya Hill (3rd) represented OCPES.

Math Olympiad: The Math Olympiad is a math problem solving contest for teams of four students in 4th and 5th grade. Teams compete in three categories; Sprint Round, Target Round, and the Team Round. This year's competition was held on March 15, 2024. OCPES's team consisted of four 5th graders: Frita Hasugulipi, Neriah Taitano, Tobias Tenorio, and Luke Vilante.

Special Olympics: The Special Olympics creates an environment by which athletes are nurtured through sports and life skills that will empower them with confidence and build their self-esteem to be independent and productive citizens of our island community. OCPES won five gold medals, five silver medals, and three bronze medals

46th Guam Annual Island Wide Science Fair: The competition's purpose is to stimulate an interest in science in our youth and in the Guam community in order to encourage students to pursue science-based careers. The three students who represented OCPES were Hannah Meeks (3rd), Slade Penaflor (5th), and Amelie Tenorio (5th).

Block Kids Building Competition: Developed by the National Association of Women in Construction (NAWIC) Education Foundation (NEF). The competition's goal was to spark elementary students' interest in the construction industry. Five students from grades 1-5 represented OCPES, Jacob Taitano (1st), Camden Jay Santos (5th), Isaiah Crisostomo (5th), Russel Aguero (5th), and Tobias Tenorio (5th).



P.C. LUJAN ELEMENTARY SCHOOL

Exemplary Programs

Early Bird/ASPIRE Tutoring

PCLES tutoring programs focuses on individual academic support students need. Morning and after school tutoring allowed students the opportunity to engage in extended learning opportunities. The use of data, varied teaching strategies and the use of technology are used to help support student learners. These tutorial programs aim to boost student confidence and self-esteem allowing them to develop and increase their love for learning.

Young Author's Project

Satellites joined forces with Guam Community College in spearheading "The Young Author's Project. Student engaged in writing lessons and activities which allowed them to create their own book to showcase at two separate venues. This project strengthened their writing skills, challenged their critical thinking skills, enhanced their creativity, further developed their communication skills and fostered self-independence. Students showcased their books at two separate venues; GCC and Agaña Shopping Center.

Accomplishments

WASC Accreditation: PCLES is committed to the cycle of continuous improvement that focuses on the needs of all students. Monitoring student progress, implementing effective strategies, providing a safe environment and holding teachers to high standards. PCLES is scheduled for a mid-cycle visit in 2025.

Student of the Month: Students are recognized when they demonstrate excellence in modeling the school's School Wide Learner Outcomes (SLOs), School Wide Rules and earns a 3 or 4 in Citizenship and Life Skills. PCLES aims to provide a safe learning environment for all students.

End of the Year Awards (Soaring, Stellar & Rising Satellite): Recognizing student's academic achievement provides students with the motivation, self-esteem and sense of acknowledgement for their hard work. Priority Skills, Standards & Topics (PSSTs), Instruction and Assessment help guide our teachers in providing our Satellites with the best possible educational opportunities.

Community Connections: PCLES continues to collaboratively connect with various government, private, military and nonprofit organizations in supporting the school's annual events to include; the Satellites Back to School Assembly, Career Day, Field Day and Cultural Day to name a few. Partners include; GPD, GFD, PBS Guam, GSC and Andersen Airforce Personnel. These connections are a valuable source for providing a well-rounded educational experience for our Satellites.

Professional Development/PLCs/CLTs: PCLES principal, faculty and staff continue to engage in professional development opportunities to ensure we are current with best practices in education. Professional Learning Communities and Collaborative Learning Teams are committed in enhancing their teaching skills, creating and building supportive communities to help their students which will lead to positive student outcomes.

Special Awards

Silver Metal: Sunidon Music Festival Competition (Fourth Grade Students)

Mes CHamoru Bailan Taotao Tãno Competition (Faneyåkan Sinipok): 1st Place

UOG CHamoru Language Competition Storytelling (Faneyåkan Sinipok): 2nd Place

Showcase: Participation in GATE Math Meet, Science Fair, Math Kangaroo & GATE Showcase.

Football for Schools: Participation in Football for Schools sponsored by GPD.

Special Olympics: Participation in Special Olympics.



CAPTAIN H.B. PRICE ELEMENTARY SCHOOL

Exemplary Programs

Farm to School

The students maintained the school garden cultivating, watering, and harvesting, crops, including cherries, red lady papaya trees, a pickle tree, banana trees, and a sweet sop. Students learned composting soil treatment and the benefits of pollinators and agro forestry concepts. Students toured the farm where they learned parts of the plant, plant identification, and composting methods. An ornamental garden was planted and maintained for school beautification.

State Systemic Improvement Project (SSIP)

Price Elementary is one of eight elementary schools implementing the SSIP to improve 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. Implementation of the project has shown significant improvement in student assessment data.

Positive Behavioral Intervention and Support (PBIS)

Captain H. B. Price Elementary utilizes the PBIS framework to promote positive behavior and reduce problem behavior. The key components are behavior expectations for all students; teaching and reinforcing the expected behaviors through explicit instruction and positive reinforcement strategies; recognizing students and staff/faculty for exemplifying PBIS in daily actions, data collection to analyze data to identify patterns and areas that may need support; tiered supports or different levels of support based on the needs of individual students; and monitoring the effectiveness of interventions and making adjustments to improve outcomes.

Accomplishments

AimswebPlus: Students across all grade levels showed significant growth from the Fall to Spring benchmark assessments. Kindergarten through fifth grade Reading showed a 20-percentage point increase of students reading at grade level benchmarks. Math scores showed a 26-percentage point increase of student at the Math benchmark.

PDSA: Plan-Study-Do-Act cycle is a framework used for continuous improvement. It is a systematic approach to making improvements while emphasizing data-driven decision-making. Through the PDSA cycle, we have realized growth in reading and math achievement. The students

monitored their progress in reading fluency and math computation. They were able to see their personal growth and accomplishments in reading and math.

STARBASE: 5th grade students participated in a week-long Department of Defense educational program. It offers hands-on STEM education opportunities to students. The program aims to inspire students to pursue careers in STEM fields.

Career Fair: All students participated in the Career Fair. As part of our career counseling program, various government agencies and private business came out to speak to our students about their careers. The participants spoke about their jobs, shared their experiences and had some interactive activities related to their professions. This fair was organized to introduce students to various careers and inspire them for the future.

Sports: Our students participated in GDOE Interscholastic Sports competitions such as soccer, kickball, basketball, volleyball, and Special Olympics. These sports programs are designed to provide students with the opportunity to participate in team sports, develop physical fitness, and learn important values like teamwork and sportsmanship. The goal is to introduce students to sports, help them develop skills, and foster a love for physical activity.

Special Awards

G.A.T.E Math Meet, individual category, 1st place winner Ayva Wilson, grade 5

Math Kangaroo USA 2024 State (Guam), 1st place, Aurora Lizama, grade 1

Math Kangaroo USA 2024 State (Guam), 1st place, Evan Dimatatac, grade 2, Math Kangaroo USA 2024 State (Guam), 1st place, Autumn Guile, grade 3, Math Kangaroo USA 2024 State (Guam), 1st place, Snoqualmie Aguon, grade 4



TALO'FO'FO' ELEMENTARY SCHOOL

Exemplary Programs

GATE Visual Arts and Performing Arts

K-5 students received instruction from GATE Visual Arts teacher while intermediate students had the opportunity to participate in more challenging after school learning programs. Their artwork was featured at a Guam Premium Outlet's Art Show. Additionally, 4th and 5th graders participated in the GATE VPA Dance program and performed numerous places.

GPD's Junior Police Cadet and DARE Program

Incorporating PBIS principles, the Junior Police Cadet Program aims to develop leadership skills to become resilient against peer pressure to create a safe, responsible and respectful school community. Similarly, GPD launched an updated version of their DARE Program, engaging 5th grade students.

i*Recycle

Teaching our students to Reduce, Reuse, and Recycle, this program challenges students, teachers and parents to recycle their aluminum cans. Striving for zero waste, our i*recycle bins have generated hundreds of dollars for our school.

Accomplishments

TALES Student of the Month: Using both academic and behavioral data, our school counselor networks with teachers to implement this valuable program. Teachers use this monthly assembly to recognize student

achievement. Parents/Guardians and family members have continued to show support through their monthly presence.

ASPIRE/Early Bird: Using data to identify student needs, this after school program has been successful in closing the learning gaps. Early Bird Tutoring was another school-wide intervention that was made available to students.

5-2-1 Almost None: Partnering with the University of Guam's Community Nutrition Education Program, our students have learned the value of a balanced diet. Specifically, our goal is to eat 5 fruits and vegetables each day; limit ourselves to 2 hours of screen time; and enjoy 1 hour of physical activity each day. Students use the 5-2-1 Game Board daily and enjoy the physical activity it brings.

Special Awards

Champions - GFA sponsored Football For Schools Jamboree tournament. Southern Junior Farmers of the Year – Nominated and selected by the Department of Agriculture.

Silver medalists – GDOE's Music Festival.

Cassidy's Insurance Calendar Artwork Project: 12 students were presented with savings bonds from Cassidy's Insurance for participating in the Calendar artwork project honoring moms.



TAMUNING ELEMENTARY SCHOOL

Exemplary Programs

National Elementary Honor Society (NEHS)

The National Elementary Honor Society (NEHS) was established in 2008 by the National Association of Secondary School Principals (NAESP) 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.

Tamuning Elementary school implemented its first chapter of NEHS in SY2023-2024. In order for a 4th or 5th grade student to become a member of this prestigious organization, the student was 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. 20 students were inducted to NEHS at Tamuning Elementary's 1st Annual NEHS Induction Ceremony on May 2, 2024.

Science Fair

TamES held a school-wide Science Fair competition. The fair helped students improve their scientific skills, such as critical thinking, problem-solving, and experimental design. It also helped students build their confidence in their abilities to present. School-wide participants also competed in the 46th Annual Island Wide Science Fair at UOG and placed in the winning categories.

Student Council

Student Council gave students the opportunity to develop leadership by organizing and carrying out school activities and service projects. Members were elected by the student body. The council had absolute

influence by working in partnership with the school community. Student Council provided opportunities for students to engage in a structured partnership with administration, teachers, and their peers. The activities improved academic standards and reduced inappropriate behaviors in our school. It also created a sense of ownership and pride among the student population.

Accomplishments

1st Annual National Elementary Honor Society (NEHS): Tamuning Elementary school implemented its first chapter of NEHS.

Community partnerships: Community partners as guest speakers and presenters, supported and encouraged students' interest and exploration in different career fields.

Professional Learning Community (PLC): Grade level and Support Program PLCs effectively analyzed data, identified student needs, and provided support services through Progress Monitoring, Student Interventions, Parent-Teacher Conferences, IEPs, and CSTs. PLCs addressed student learning needs based on student data.

aimswebPlus student data: The data validates student progress; it was evident that progress monitoring, interventions, and a wide variety of curriculum opportunities that the school implemented made an impact on student achievement.

When You GLOW, Others Will GROW: Grade Level teams shared their best practices in mini-School Professional Development Sessions.

Special Awards

Island-wide Science Fair 1st Place Winner: Hannah Matsumoto, 4th Grade.

Island-wide Science Fair 2nd Place Winner: Francis Luya, 4th Grade.

Island-wide Science Fair 2nd Place Winner: Bjorn Strortro, 3rd Grade.

Island-wide Science Fair 2nd Place Winner: Taven Castro, 2nd Grade.

Island-wide Science Fair 3rd Place Winner: Hajung Lee, 2nd Grade.

Triple J: Football For Schools 3rd Place Winner: TamES Boys Team.

University of Guam CHamoru Language Speaking Competition: 2nd Place Winner- Hawon Lee, 5th Grade.

25th Annual Isla Art a Thon Exhibition: Chelsey Aguon, 4th Grade, Raven Horne, 4th Grade, Ray Posada, 4th Grade.

GATE Math Meet 4th Place Winner: Hawon Lee, 5th Grade.

Guam Teacher of The Year (GTOY) Finalist: Mrs. Sharon May Cabrera, 5th Grade Teacher.



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.

DOD Starbase Program

At DoD STARBASE students participate in challenging “hands-on, minds-on” activities in Science, Technology, Engineering, and Math

(STEM). They interact with military personnel to explore careers and observe STEM applications in the “real world.” DoD STARBASE’s primary focus is the program for fifth graders. The goal is to motivate them to explore STEM opportunities as they continue their education. The academies serve students that are historically underrepresented in STEM. Students who live in inner cities or rural locations, those who are socio-economically disadvantaged, low in academic performance, or have a disability are in the target group. The program encourages students

to set goals and achieve them.

Accomplishments

Early Bird Tutoring

SCRIPPS National Spelling Bee

FIFA Soccer Team for boys and girls, Island Wide Competition

Special Awards

Red Ribbon Drug-Free Gate contest: 3rd place island-wide

Japan Airlines Foundation Haiku Contest: KiShawn Palsis, Leihua Carrick, Gavin Rico Cadiz

Special Olympics

UOG Charter Day, Kompetasion Sinangan (Oratorical): 2nd place, Chad

Atalig

GDOE CHamoru Month, Kompetasion Yininga’ (Poster drawing): 3rd place, Angelhen Pascual

Guam DOE Teacher of the Year: Finalist, James Lester Santiago



WETTENGEL ELEMENTARY SCHOOL

Exemplary Programs

WES 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 2023-2024, Mindful Mondays, Choose Tuesdays, Wellness Wednesdays and Thankful Thursdays were provided to K-5 students and WES Community. Each session was facilitated by the School Counselor virtually. Teachers logged on to the Google meet link. 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

ACS WASC Mid-Year Accreditation Awarded

WES faculty and staff validated their commitment towards ongoing school improvement and fostering a culture of collaboration that

promoted student success upon receiving accreditation status from the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC). WES highlighted their strengths in its programs and dedication of the school community towards ensuring all students learn the necessary skills to move to the next level of learning.

Student of the Month

The School Climate Cadre made up of teachers, admin, counselor and staff helped to organize and plan the Student of the Month Assemblies.

Stakeholders (students, parents, teachers, staff) participated in the monthly SOM 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.

(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 provided students an opportunity to build on the foundational skills being taught in the regular school day. During the After-School Program, Teacher Assistants assisted with small group instruction and tutoring.

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 was to provide small group instruction to meet students' literacy development.

Special Awards

Literacy Grant: WES was awarded a literacy grant, Supportive Reading in ELA (SURE) Collaborative Reading in ELA (CORE), under the Comprehensive Literacy State Development (CLSD) Program. The school was given \$32,407.20 to purchase needed items to improve student literacy and promote effective teaching approaches.

4th Annual Kickball Tournament: WES participated in the 4th Annual Kickball Tournament, "Fade Away Violence – Choose to be Drug and Alcohol Free". Two teams made up of boys and girls from 4th and 5th grade tried out for the school teams and competed with public and private schools.

American Heart Challenge: Tyler Onedera was the top student who raised \$150 for the American Heart Challenge. He was recognized at a school assembly and awarded a certificate with prizes from the American Heart Association.

Sunidon CHamoru GDOE Music Festival: WES 4th grade choir competed in the "Sunidon CHamoru/GDOE Music Festival" and was awarded the Silver Award. Music Specialist, David Flores led the students throughout their weekly practice at WES.



AGUEDA JOHNSTON MIDDLE SCHOOL

Exemplary Programs

GDOE School-Based Mentor and Mentees Program

GDOE School-Based Mentor and Mentees Program under the CIQS Project – The Teacher Mentor Project helps beginning teachers successfully enter the profession of teaching. This project activity matches first through third year teachers (Mentee) with experienced teachers (School-Based Mentors) who guide their induction and support their professional development. At AIJMS, the identified School-Based mentors are Dr. Benjamin Santiago and Gloria Obias.

Counseling Program

For SY23-24, the AIJMS 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 developments and or faculty meetings. Furthermore, the AIJMS School Counselors conducted weekly classroom lessons to address teenage matters such as social and emotional learning, character education, drug awareness, etc.

Fine Arts Program

The Fine Arts Programs, consisting of Arts, Cultural Arts Dance(Kulu Natibu), and Music/Choir were revived during SY22-23, after the COVID19 pandemic became endemic. Having the ability to meet with students face-to-face provided opportunities for the Fine Arts to flourish once again. During SY23-24, the Fine Arts Programs took on numerous events, at the school and community level, thus helping to refine students' artistic abilities. Furthermore, the talented teachers challenged

Accomplishments

AIJMS National Junior Honor Society: Inducted new members to organization.

AIJMS Mock Trial: The AIJMS Mock Trial, under the director and guidance of Dr. Benjamin Santiago, has been the only middle school participating in the yearly Law Month events with the Judiciary Court of Guam, for the past 13 years.

Student Body Association (SBA): The AIJMS Student Body Association, after 3 years effect of the COVID19 pandemic, was finally re-established, under the advisory and guidance of Mrs. Micah Mariano. Throughout the school year, the SBA officers and senators planned and executed student friendly activities to help boost student morale.

Volare Honor Choir: The AIJMS honor choir, under the director and guidance of Mr. Rhonine Javinal, achieved several accomplishments for SY23-24. The Volare Honor Choir and Kulu Natibu held their Christmas concert together in December. They competed in the Tumon Bay Music Festival and the GDOE Music Festival and placed 1st place overall for both festival.

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 disciplines.

Special Awards

WASC Accreditation: AIJMS successfully completed its midcycle visit in April 26, 2023. On August 03, 2023, Agueda received its official letter of reaffirmation of its accreditation status through June 30, 2026.

AIJMS Journalism Mock Trial: Agueda, for 16 years, has been the only GDOE middle school who has partaken in the Superior Court of Guam Mock Trials. Agueda has been highly recognized during Law Month for these 16 years.

Volare Honor Choir: 1st place overall winner in the GDOE Music Festival and Tumon Bay Music Festival.

Sports Awards: Throughout the school year, our Agueda athletes received several sports recognitions.



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 lead by grade level team teachers and students are held to address the main discipline concern for the month.

Literacy Cadre

AMS reformed its Literacy Cadre as a means to carry out the District and School's vision to support for the incorporation of literacy strategies in all content areas. Representatives discussed the use of thinking maps throughout the school, our WOW factor via "Word of the Week," and our WOW Literacy Essay Contest. Teachers incorporated the strategies and WOW in their content lesson plans and during Team Time discussions.

Accomplishments

Provide Meals to Feed 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.

AMS Shoes and Sports Uniform Drive: AMS Shoes and Sports Uniform 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.

Special Awards

GBHWC/Rotaract Club of the Marianas: Partnership for success Grant funding prevention program: Leadership & Resiliency Program (LRP) / Rotaract Youth Leadership Conference.



F.B. LEON GUERRERO MIDDLE SCHOOL

Exemplary Programs

Accreditation Self-Study Process

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) is the external organization that validates a school's entire academic program by creating a continuous improvement cycle using a peer-review approach and engaging community stakeholders in the process. Principal Melissa Mafnas states it best, "Achieving accreditation from the ACS WASC is a proof to the hard work and collective effort of everyone involved – from the dedicated teachers to the engaged students, supportive parents, and diligent staff. It's a shared victory that not only celebrates the present achievements but also sets a solid foundation for future growth and success. We look forward to leveraging this recognition to further enhance our educational programs and initiatives. Accreditation is more than a mere credential; it's a promise of the school's ongoing pursuit of excellence and a brighter future for its students."

Science Expo

FBLG's Science Expo showcased the inquisitive and analytical mindset of our students as they tested their hypotheses and presented their findings to their peers, teachers, and community guests. S.T.E.M. organizations such as NOAA Fisheries Pacific Island Fisheries Science Center, 4-H Youth Development Program, Guam Society of Professional Engineers, Tano, Tasi, yan Todu, National Weather Service, Farm to Table, Guam I Recycle, and the Coral Initiative Group were some of the community partners present during the event.

FBLG's National Junior Honor Society

FBLG's National Junior Honor Society (NJHS) exemplifies the tenacity of our students in elevating their commitment to the values of scholarship, service, leadership, character, and citizenship. Throughout the year, our students developed the knowledge and skills to become well-rounded student leaders in their school, community, and beyond by engaging in various projects and community events.

Accomplishments

WASC Accreditation: Received ACS WASC 6 year Accreditation Status.

FBLGMS Refurbishment Project: Ground Breaking.

Teacher of the Year: Charina Valencia recognized as Semi Finalist for Teacher of the Year.

2024 Innovative Teaching Strategies Conference: Teachers Charina Anne B. Valencia and Dianna C. Payumo were selected to attend the 2024 Innovative Teaching Strategies Conference (FY23 Title V, Part B, Consolidated Grant; Project 2: Curriculum-Instruction-Assessment CIA).

Special Awards

2025 Teacher of the Year Program: Ms. Charina Anne B. Valencia (8th Grade Teacher) was recognized as a semi-finalist in the 2025 Teacher of the Year Program.

2024 Innovative Teaching Strategies Conference: Teachers Charina Anne B. Valencia and Dianna C. Payumo were selected to attend the 2024 Innovative Teaching Strategies Conference (FY23 Title V, Part B, Consolidated Grant; Project 2: Curriculum-Instruction-Assessment CIA).

Interscholastic Sports Association (ISA) Sports Awards for SY23-24: Girls Cross Country (3rd Place), Boys Cross Country (2nd Place), Girls Rugby (2nd Place), Boys Basketball (2nd Place), Girls Track and Field (1st Place),

Boys Track and Field (1st Place), and Boys Soccer (2nd Place)
Guam Army National Guard: Red Ribbon Week Drawing Contest/
Middle School Category Winners – 1st Place, Alexa Hoya (8th Grade)
and 2nd Place, Sedonna Regehr (6th Grade).

NPAA Fisheries: ESA@50 Ocean Art Contest for Guam, Grades 6-8:
Marko Tangloa (7th Grade) – 1st Place Winner

PBS Read-a-thon: Grand Prize Winner for raising the most funds
islandwide: Xian Carino (7th Grade)

Autism Community Together (ACT) First Annual Poetry Slam, Middle
School Division: Pauleen Quitlong (7th Grade), 1st Place.

8B Christmas Tree of Hope Project: Teacher Tara Lubrani, Kadia Griffin &
friends, and the USS Frank Cable Chiefs Mess and Opaque.



INALÁHAN MIDDLE SCHOOL

Exemplary Programs

Annual Focus on the Future College, Career, & Health Fair
IMS hosted the Annual Focus on the Future College, Career, & Health
Fair collaborating with over 40 community participants to include
agencies from both the private and public sectors a two day event in
February.

Peer Mediation Training

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 two day training in March.

Special Olympics

IMS participated in the Special Olympics 2024 Track and Field in March.
We had several student participate each winning more than one gold
and silver medals. Besides our athletes, we had our students, faculty,
staff, and parents attended the community event to support and cheer
our athletes.

Accomplishments

IMS Implement IXL: IXL is personalized learning with a comprehensive
K-12 curriculum with an immersive learning experience that meets
the criteria for Tier 1 evidence-based interventions set by the U.S.
Department of Education's Every Student Succeeds Act (ESSA).

Custom Uniform Shirt: IMS will be launching a custom uniform shirt with
our school approved uniform vendor Moda Gino's for the upcoming
school year 2024-2025. The custom shirt was voted by all stakeholders.

8th Graders Off-island Trip: IMS planned an off-island trip for 8th graders
at the end of the school year. 18 students along with their teachers
fundraised to experience the culture of Japan. They visited several
sights – Mount Fuji, Nikko Toshogu Shrine, Osaka Castle, teamLab
Botanical Garden, and Kobe Harbour Front to name a few.

UOG 4H Program Partnership: 1) Home Economics – Developing Culinary
Skills and Knowledge, Instilling a Love for Cooking and Food Sciences,

Fostering Creativity and Critical Thinking, Integrating 4-H Values and
Principles, and Building Cultural Awareness and Appreciation 2) IMS
4H Club - in which youth participants engage in learning experiences
related to STEM, citizenship, and health as well as a broad range of
other subjects of interest, including, but not limited to, the following.
They integrated robotics into the lessons that are aimed at learning the
4H Model.

Special Awards

Sling Throwing Competition (Inacha'ikak Yiyupåktu): 1st Place, in
recognition of Dimas Cruz (8th), Taylor Naputi (6th), Kawika Naputi
(8th), Marley Santiago (8th) and Kekoa-Dre Naputi (7th). Sponsored by
GDOE's Kumitehan Mes CHamoru 2024 under coach/CHamoru teacher
Amy Alforque Chargualaf.

Girl's Basketball League: 1st Place in ISA Middle School Girls' Rugby
under coaches Mark Dydasco and Cristopher Quichocho.

Autism Community Together Poetry Slam: Camarin Postronzny, 7th
grade, performed her poem about the John Hancock Tower in Michigan
Avenue during the first annual Autism Community Together Poetry Slam
held at the Micronesia Mall April 7th. She also displayed her fondness
for towers at her booth, which was adorned with Lego tower sets she
build and figurines.

Special Olympic Athletes: Joseph Blas (8th) - Gold, Taylor Naputi (6th) -
Gold and Silver, Rico San Nicolas (6th) - Silver, and Rylee Simtara – Gold
coaches – Arvin Aguon, Sasha Rae Taimanglo, and Dylan Millon.

Girl's Volleyball League: 3rd Place in ISA Middle School Boys' Volleyball
coaches Dylan Millon, Brian Quintanilla, and Ray Caseres.

Boy's Volleyball League: 3rd Place in ISA Middle School Boys' Volleyball
coaches - Dylan Millon, Brian Quintanilla, and Ray Caseres.

Boy's Rugby: 3rd Place in ISA Middle School Boys' Rugby coaches -
Julianna Rivera and Adam Rivera.

GATE VPA Visual and Performing Arts in Dance Enrichment Program:
GDOE Allied Dance Force Island-wide Dance Competition and
Showcase Small Group Hip Hop Middle School – Eddie Perez (8th),
Chelsey Babauta (8th), Rong Dong (6th), Ariana Baza (6th) and Kayjahlyn
Manansala (6th) dance instructor and choreographer/advisor – Atisa
Junio, Nathaniel Macaraeg, and Geraldine Pablo.



JOSE RIOS MIDDLE SCHOOL

Exemplary Programs

JRMS Robotics and Science Expo

JRMS Robotics & Science Expo offered students an opportunity for
hands on learning, problem solving and provides a platform for aspiring
minds to delve into Science, Technology, Engineering and Mathematics.
Students in the Robotics Program were able to design and build their
robots honing in on critical thinking skills, teamwork and creativity.
This year, JRMS was able to open up three sections of Robotics classes
for our students after the Beginning Robotics was approved as a new
course by the GEB. Students in our Science Program also held their
annual Science Expo, a dynamic event that showcased the incredible
potential of our future scientists. This annual event served as a platform
for students to display innovative projects, experiments and research.
Throughout the Expo the students had the opportunity to share their
hands-on learning, research and interactive engagement with judges
from various community organizations. Additionally our students
participated in the GDOE Robotics Competition and placed 3rd.

C.A.R.E.S

Jose Rios Middle School will held its First Annual Community, Awareness & Resources for Educational Success (C.A.R.E.S.) on Saturday, February 24, 2024 from 9:00 am to 12:00 pm at the Tamuning Community Center. The goal of this event is to help connect our families with important resources in our community and that will help in the success of their children and provide valuable resources for them as well. We believe that collaboration with community organizations is crucial to supporting the growth and development of our students. The event has been organized by our student support personnel with our event lead, Mrs. AnnMarie Toves(ESL Coordinator). Several community partners participated to include Department of Labor, Guam Girls Scouts, DYA, Guam Cancer Care, Judiciary of Guam Probation Office, Manelu, American Job Center, Guam Regional Medical City, Guam Community College and Guam Department of Education (Special Education, Early Intervention, Instructional Coaches, Parent Outreach and JRMS Technology Cadre).

School Connection through PASTA

JRMS strives to bring families and schools together. This year, JRMS content teachers sponsored the monthly PASTA meeting. This allowed the students and teachers to share what they are learning in the classroom in our monthly meeting. Each month JRMS teachers in each content area worked on a theme and activities that focused on their content and had their students involved to help connect our school and home. These events involved the community along with other stakeholders. Each content area had a unique way to bring families and schools together each month through our PASTA events. Additionally, parents and students were able to avail of our free thrift store that provided various items from clothing, housewares and food.

Accomplishments

Community Awareness & Resources for Educational Success (JRMS C.A.R.E.S): To help connect our families with important resources in our community that will help in the success of their children and provide them with resources, JRMS reached out to various community partners to support our families. Community resources supported health and wellness, education, social emotional needs and information on services to support our families. This partnership and event helps bring our families together with the support of our community.

PASTA: Our school understands the importance of home and school connection. Our JRMS Parent Administrators Student Teacher Association has been revamped with content teachers hosting the events with their students. Family and school engagement has increased and our PASTA has been very active in supporting our school.

Just Raise My Scores: Reading and Math Intervention: Through our JRMS Time our students and teachers spend additional time on math and reading. This is a school wide goal in hopes to increase literacy across the curriculum, a love for reading and math, and improve our math scores.

Special Awards

Island Wide Science Fair: Elizabeth Tydingco placed 1st in the Ecology and Earth Category for Middle School

GDOE Music Festival: JRMS Guma Kitt students won Gold in the Sunidon CHamoru.

Yiyupakto (Sling) Competition for SY 2023-2024: JRMS Sling Team placed 2nd and 3rd place.

GDOE Robotics Competition: JRMS Robotics Team Voyage placed 3rd in the GDOE Robotics Competition held on May 18, 2024.



L.P. 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 Team. Pre AP courses are designed to prepare middle school students for high school Advance Program courses. LPUMS completed its eighth year of implementation of the Pre-AP Program.

Robotics Program

The Robotics Program is a middle school elective course 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 problems, such as disaster operations, underwater research, and space explorations. This is a 3 year program consisting of beginner's level for 6th graders, inter-mediate for 7th graders, and advanced for 8th graders. The program completed its 14th year of implementation.

Accomplishments

WASC Accreditation: School received validation of Accreditation from the Western Association of Schools & Colleges ASC Mid-Cycle visit in Spring 2024. The reaffirmation of Luis P. Untalan Middle School's accreditation by the WASC ASC until June 30, 2027, is a testament to the school's commitment to maintaining high standards in education. This achievement reflects the hard work and dedication of the faculty, staff, and students in providing quality education and continuously improving the school's programs and services. The successful mid-cycle visit is a significant milestone, and it ensures that the school remains a trusted institution for fostering academic excellence and personal growth among its students. Maintaining accreditation status is a significant achievement for any educational institution. It reflects a commitment to upholding high standards of quality and continuous improvement.

AIMSweb Data Reflects Tier 1 Students' Improvement: Based on the comparison of the pre/post AIMSweb data, students showed an increase in Math for: 6th grade students at Tier 1 from 21% to 36%; 7th grade students at Tier 1 from 20% to 38%; 8th grade students at Tier 1 from 26% to 37. Students showed an increase in Reading for: 6th grade students at Tier 1 from 57% to 62%; 7th grade students at Tier 1 from 60% to 63%; 8th grade students at Tier 1 from 64% to 76%.

Vertical Alignment 4th Year Collaboration: First GDOE Middle School to undergo Vertical Alignment with the elementary feeder schools (PCLES, BPCES, Adacao ES, CBES, JMGES, and LES) for earmarking the 4th year of collaboration. The purpose is to align the curriculum, effective teaching strategies, and network to further prepare our students for middle school. This phase involved both level teachers to conducted peer observations and discussions of effective math strategies.

Learning through Projects: Annual school competitions to showcase students' learning through projects. The school's Social Studies Team annually held Wax Museum for students to apply their knowledge by enacting and/or presenting historical events of Guam and American History of any findings or conclusions through research.

Pass DPHSS School Inspection: First secondary school to pass the Department of Public Health & Social Services Inspection on July 24, 2024 based on public law requiring schools to pass by June 2024.

Special Awards

The Comprehensive Literacy State Development (CLSD) Program Grant Awardee: One of our 8th-grade Reading teachers, Mrs. Madrid Borja, has spearheaded the development of the WeRead. Literacy Program aimed at increasing academic achievement in literacy. This substantial grant, exceeding \$100,000, will be allocated towards essential resources, comprehensive training, enticing incentives, and engaging activities for all our students. This achievement is a testament to our collective commitment to fostering a Reading Culture at Luis P. Untalan Middle School.

The Kindness Grant Awardee: Hannah Guevara, School Climate Cadre (SCC) Coordinator alongside with the SCC Committee applied for an off-island Kindness Grant and received \$2,000 to promote positive student behaviors.

Guam Teacher of the Year (GTOY) Finalists: LPUMS Teachers, Madrid Borja and Marie Juvy Carino were nominated and selected as GTOY finalists.

Academic Challenge Bowl (ACB) 2024 Champions: LPUMS ACB Team won the championship against both private, public, and charter schools. LPUMS ACB Team claimed the middle school title and earned a spot in the national competition in Chicago.

Robotics Middle School Champions for SY23-24

Interscholastic Sports Girls Middle School Volleyball Champions for SY23-24

Interscholastic Sports Boys Middle School Basketball Champions for SY23-24

National History Day (NHD) Competition: LPUMS dominates the NHD competition. Of the eight categories Untalan students competed in, they won first place in seven with an impressive 20 out of 21 students placing overall. This year, Untalan will be proudly sending four students to represent Guam at the national competition at the University of Maryland and Washington D.C. in June. Documentary Category: 1st Place Group, Naveah Ericsson; 1st Place Individual, Chloe Verbo; 2nd Place Group, Jo'naye Cruz; 2nd Place Group, Jameisha Ceria; 1st Place Documentary, Julia Dukes. Website Category: 1st Place Individual, Gleyln Alim; 2nd Place Individual, Johan Nebres; 2nd Place Group, Dianalyn Awa; 1st Place Group, Rayden Flores; 1st Place Group, Khira Griffin; 2nd Place Group, Marian Guinto. National History Day Exhibit Category: 3rd Place Group, Ryan Kong; 3rd Place Group, Reine Sangcap; 1st Place Group, Isaura Aguon; 1st Place Group, Sarah Serisola; 3rd Place Individual, Brandi Ignacio; 1st Place Individual Performance, Tanay Kothari Sean Escano; 1st Place Paper, Kaleb Togawa; 3rd Place Paper, Ashley Biggs. **Special Award for Federal & Local Government Relations Paper, Zaiden Paulino.

Science Fair Island-wide Competition: Ecology Category 2nd place, Jonathan Flis; 3rd place Zoe Cacapit. Human/Medical Category 2nd place, Inatan Leon Guerrero. Chemistry Category 2nd Place, Aubreale Charfauros. Energy/Interventions 2nd Place, Gleyln Alim.

Tumon Bay Festival Competition: LPUMS Concert Band won the Silver Award against all secondary schools both private and public.



OCEANVIEW MIDDLE SCHOOL

Exemplary Programs

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.

OMS Career Fair

The OMS Career Fair Expo brings speakers in from different fields of work for students to learn and gain information from such as: skills needed for the job / education needed and steps to take to obtain that education; estimated salary information; working conditions (ex. indoor, outdoor, heavy lifting, etc.); work schedule and benefits of working in that particular job / career. Visual aids, activities, or real-world demonstrations are provided for the students to participate in to enhance the presentation. A "Passport to Careers" booklet was provided for students to track the different guest speakers they visited. Suggested questions were provided for the students to ask the presenters as they visited.

Squire to Knight

The Squire to Knight Program was created to welcome and prepare our new faculty for their assigned roles and to equip the new employees with the necessary information, resources, and motivation to ensure their smooth and effective integration into OMS. Teachers received training on classroom management, lesson planning, SIF, PTEP, instructional & assessment strategies, SPED & ESL, OTRF & Truancy, PowerTeacher Pro, etc.

Accomplishments

51st Guam Regional Scripps Spellign Bee Island Wide Competition: 6th grader, Riley Claros won the School Wide Spelling Bee Competition and represented OMS in the Island Wide Competition. He made it to the second round for the Island wide Competition.

Guam Middle and High School Oratorical Contest: 7th grader, Sage Arriola won the School Wide Oratorical Competition and represented OMS in the Guam Middle and High School Oratorical Competition. He was assigned to shadow GPD Chief of Police Stephen Ignacio.

Hosted 1st Annual OMS Got Talent Show and 1st Annual OMS Art Show: Students of all grade levels took part individually or as a group to showcase their talents to their peers, teachers, staff, and parents.

9th Annual Guam Allied Dance Force Islandwide GDOE Dance Competition and Showcase in middle and high school divisions: On May 12, 2024, OMS Dance Team participated in the GDOE Dance Competition and Showcase for middle and high school students, competing in hip hop, jazz. And open dance categories under the small, large, and production divisions.

Hagat Mango Festival Art Competition: A community event where three OMS students placed for the Middle School Category. 7th grader, Aesiah Malaga placed 1st, 7th grader, Joliana Arceo placed 2nd, and 6th grader, Cai Nauta placed 3rd. Our students were recognized and received awards on May 26, 2024.

Special Awards

ISA Boys Middle School Soccer: 1st Place.

ISA Girls Middle School Soccer: 1st Place.

ISA Boys Middle School Rugby: 1st Place.

1st All Island Long Jump: 8th grader, Cheylie-Jo Gumabon.

All Island Discus: 2nd Place, 6th grader, Hanika Lokeijak.

Ilutch Basketball Tournament: 8th grade team Celia Cruz, Zoey Luzanta, Riley Mondia, Caily Santos, and Ysa Aguon.

OMS Administration: Team recipients of the DoD Employer Support of the Guard and Reserve (ESGR) Patriot Award.

2024 American Library Association Conference and Pre Conference: Lovely Sejalbo, 7th grade, ELA teacher received a grant under the CGA Per Diem Travel Request to attend a teacher program off island in the 2024 American Library Association Conference and Pre Conference.

Guam Allied Dance Force: Solo Dance Competition, 7th grader, Isabella Quinata, 2nd Place. First year participation placing for Small Group Hip Hop and Large Group Open Exhibition.

Hagat Mango Festival Art Contest: 7th grader, Aesiah Malaga placed 1st, 7th grader, Joliana Arceo placed 2nd, and 6th grader, Cai Nauta placed 3rd.



VICENTE S.A. BENAVENTE MIDDLE SCHOOL

Exemplary Programs

School Climate Cadre

The School Climate Cadre's (SCC) purpose is to promote positive behaviors by implementing the PBIS framework. SCC initiatives are data-driven and adapted based on the needs of our school community. The BAE (Behaving Appropriately Everyday) initiative allowed for the immediate acknowledgment of students exhibiting positive behaviors while in school.

ESL Parent Workshops

The ESL team held two ESL parent orientations to connect with parents and families. Families had the opportunity to learn about school and classroom rules and expectations, the importance of attendance, helping their children at home with school work, and ways to seek help and assistance at the school site. The ESL team aimed to improve and open school and academic conversations between the school and home.

Roadrunner Learning Leap

As part of our continuous efforts to address learning loss, our Roadrunner Learning Leap initiative was implemented this school year. The goal of this initiative is to increase fluency in the subjects of reading and math through peer tutoring. Student tutors received training with GDOE instructional coaches and then were paired with students during lunch and intervention periods. Students would participate in a five five-minute reading or math activity and progress documented for each student.

Accomplishments

Professional Development: Supporting faculty and staff with training and professional development to address students' needs, such as instructional strategies/best practices, literacy and numeracy in the content areas, social-emotional support/services, and other support, as needed.

PBIS Program: Improvements to our PBIS program include the BAE (Behaving Appropriately Everyday) initiative.

Roadrunner Action Plan: Focus on our school goals as described in our Roadrunner Action Plan (RAP), and having all school stakeholders (teachers, staff, parents, and students) provide input.

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

Roadrunner Learning Leap: The implementation of the Roadrunner Learning Leap as a support for students to strengthen literacy and numeracy skills.

Special Awards

Boy's Volleyball Team: 1st Place in ISA Middle School Boy's Volleyball Season.

Girl's Volleyball Team: 2nd Place in ISA Middle School Girl's Volleyball Season.

Boy's Soccer Team: 3rd Place in ISA Middle School Boy's Soccer.

Red Ribbon Week "Be Kind to Your Mind. Live Drug-Free" : Javier Sahagon (6th Grade), 3rd Place.

25th Annual Isla Art-a-thon Exhibition: Lola Mendiola (7th Grade), 2nd Place and Paula Madlangbayan, (7th Grade), Honorable Mention.

VSABMS Spelling Bee: Issiak Mangabat (8th Grade), 1st Place.

VSABMS Robotics (Robowarriors 1): Robotics Competition, 2nd and 4th Place.

GDOE Music Festival 2023: VSABMS Choir, Silver Award.

Silibrasion Mes CHamoru 2024: Bailan Taotao Tãno', 1st Place.



GEORGE WASHINGTON HIGH SCHOOL

Exemplary Programs

Freshman Academy Guided by JHTD Framework

GWHS continues to implement the Freshman Academy, which has fully implemented the Johns 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 Enrollment Program

The GDOE/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.

JROTC Program

The George Washington 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 highschool, it provides instruction and rewarding opportunities that benefit the student, community, and nation.

Accomplishments

WASC Accreditation: Completion of WASC Self-Study Visit, April 2024. Granted 6 year accreditation until 2030.

ACT WorkKeys: Increased WorkKeys achievement placements.

Special Awards

Boys Basketball ISA Champions with Coach Desmond Mandell: The first for GW since 2012.

Boys Volleyball ISA Champions with Coach Mike Dausen: The first for GW since 2009.

Girls Track and Field ISA Champions with Coach Desmond Mandell: Post-Graduation, GW's leading female runner, Aleah Castro went on to compete and represent Guam in the Micro Games, where she continued to break records.

Power 98's Lip Dub Contest: 1st Place, Senior Class.

Micronesian Conservation Coalition Youth Tide Changer Award: Caden Poblete (Grade 12), awarded to student who contributes to 'changing the tides' in support for our oceans through his various activities as President of Marine Mania.

Annual Autism Slam Poetry Contest: Reynold Borja (Grade 10), 1st Place and Janessa Alerre (grade 10), 3rd Place

All Island Wrestling: Gold - Rayn Rios (Grade 10) and Jayden Sablan (Grade 12); Silver- Richard, Ragadio (Grade 10) and Rylee Salas (Grade 10).

ESA@50 Ocean Art Contest: Amelia Macias (Grade 11), 1st Place in age bracket for Guam



JOHN F. KENNEDY HIGH SCHOOL

Exemplary Programs

Ocean Guardian School Program

JFKHS has awarded, for the third year in a row, the Ocean Guardian School grant of \$4,000 for its Marine Debris project! Ms. Carolyn and her students are commended for their commitment to this project funded by the National Oceanic and Atmospheric Administration's (NOAA) Ocean Guardian School Program. Ms. Haruo's students promoted and practiced the 6Rs (Refuse, Rethink, Reduce, Reuse, Rot, and Recycle) in an effort to prevent potential marine debris. The groups activities this school year included: clean-up and waste audits on Marine Corps Drive along the JFKHS campus; sand sifting projects at the Ritidian Wildlife Refuge on five separate occasions; clean-up and waste audit in the parks surrounding the TaTuHa Mayor's Office; and a sand sifting project at the Ritidian turtle nesting area and shark nursery.

STEM Professional Development – DNA Learning Center Advanced DNA Sequencing and Biodiversity coordinated by JFK's Science Department led by Ms. Colette Beausoliel

This training held on the JFK campus took place on March 4-5. Trainers represented the Cold Spring Harbor Laboratory DNA Learning Center, which is the world's first science center devoted entirely to public genetics education. The training, in collaboration with NIH's Short-Term Research Experience Program to Unlock Potential (STEP-UP), exposed high school science teachers and their students to free and low-cost resources for advanced, hands-on genetics and biotechnology education using Nanopore sequencing. Ms. Beausoliel, the 2024 Guam Teacher of the Year, was commended for her diligence in providing our teachers and students with top-notch STEM training.

Air Force Junior Reserves Officer Training Corps

Cadets and instructors of the AFJROTC unit are exemplary in their activities that range from participation in on and off-island drill competitions and marksmanship competitions. Islander pride further extends into the numerous community service hours on our campus in various villages throughout the school year. Cadets have also been successful in earning scholarships and also entering military service. This year, under the leadership of Lt.Col. Williams, the AFJROTC Senior Cadet Staff Leadership & Management Honor course was piloted for our 4th year students.

Accomplishments

JFKHS Boys Tennis Team: Interscholastic Sports Association (ISA) Champions

JFKHS Girls and Boys Cross Country Teams: Interscholastic Sports Association (ISA) Champions

JFKHS Girls and Boys Soccer Teams: Interscholastic Sports Association (ISA) Champions

JFKHS Graduation: 359 JFKHS graduates on May 28, 2024

ACT National: 299 graduates from the Class of 2024 received the ACT National Career Readiness Certificate (NCRC) with the breakdown as follows: 44 Platinum, 56 Gold, 88 Silver, and 111 Bronze.

Special Awards

2024 Teacher of the Year: Awarded to JFKHS Teacher, Colette Beausoleil, who was invited to the White House along with other 2024 Teachers of the Year from each state.

Air Force JROTC: Cadets placed in 8 categories at the Rocky Mountain Drill Competition held in Denver, Colorado in April.

Air Force JROTC: Catherine Farrer was awarded the AFJROTC's J-100 Character-in-Leadership Scholarship. She is the 4th cadet from JFKHS' AFJROTC program to receive the J100 scholarship since the program's inception in 2021. Catherine is one of the 100 cadets selected from 114 individual AFJROTC units representing 31 states/territories, and 6 countries. This program provides 100 cadets full-ride scholarships that includes the following benefits: 4 years, 100% paid tuition at the cadet's university of choice that has an AFROTC program; a \$10,000 per-year allowance for university-owned/on-campus housing; and an annual book stipend as well as a monthly cadet stipend.

Air Force JROTC: Instructors and Islander cadets of John F. Kennedy High School (JFKHS) earned the prestigious Distinguished Unit Award with Merit and the Outstanding Organization Award for the academic year 2023-2024 by the Department of the Air Force Air University.

JFKHS Cultural Dance Group: Placed 1st place in the High School Division of the Bailan Taotao Tãno' CHamoru dance competition. Advisors were Señora Rodriguez and former teacher BJ Terlaje.

JFK National Honor Society: Jenna Sharma, recipient of NFK NHS scholarship. She is commended and applauded for being the Class of 2024 valedictorian.

Guam Telephone Authority: Andrew Kang, 11th grader, was one of the overall winners for the Guam Telephone Authority (GTS) 2023-2024 Youth Leader program. Andrew is recognized as a student who excels in academics and makes positive contributions to his community.

National STEM: Andrew Kang was selected as one of the 2024 National STEM Champions. The competition, presented by EXPLR / National STEM Challenge, called for students to design a project that promotes environmental stewardship and responsible use of natural resources.

National Merit Scholarship Program: Astin J. Mun advanced to Finalist standing in the 2024 National Merit Scholarship Program by demonstrating through distinguished performance high potential for future academic accomplishment. He is the only Guam public school student to advance. Astin is among the pool of 1.3 million juniors who entered the 2024 National Merit Scholarship Program by taking the 2022 Preliminary SAT/ National Merit Scholarship Qualifying Test as an initial screen of program entrants. Among the 16,000 semi finalists selected in September 2023, 15,000 students advanced to the finalist level of the competition. These high school seniors, who demonstrate exceptional academic talent, can advance in the competition for approximately 7,140 National Merit Scholarships valued at nearly \$28 million.

Comprehensive Literacy Plan Grant: JFKHS was awarded a Comprehensive Literacy Plan grant totaling over \$100,000 over a period of four years to implement a literacy plan to significantly increase the number of students scoring proficient or advanced on state summative ELA assessments. Teachers Christina Mallari and James Fee co-wrote the grant with the input of all faculty members.



OKKODO HIGH SCHOOL

Exemplary Programs

Schoolwide Intervention System

OHS has a Schoolwide Intervention System (SIS) in place. This program offers all students a systematic way to participate in academic intervention and to engage in social-emotional learning. SIS has helped students to increase academic achievement, reduce problem behaviors, and create a positive school culture and climate.

Ongoing School Improvement

School improvement efforts were organized by administrators, accreditation coordinators, and focus group leaders. Under their leadership, the work of the entire school community resulted in a full six-year term of accreditation by the Western Association of Schools and Colleges.

Schoolwide Learner Outcomes Awards Program

This program recognizes students who demonstrate mastery of the school's SLOs during the school year and culminates in an award ceremony at the end of each semester. The awards ceremony was conducted during a PTSA meeting for first semester recipients. For second semester, the awards ceremony was held during a school assembly.

Accomplishments

Comprehensive Literacy State Development Program: OHS has been awarded a grant from the Comprehensive Literacy State Development program. This grant provides OHS with approximately \$35,000 a year over a four-year period. The funds will be used to enhance the teaching and learning of literacy skills.

WASC Accreditation: WASC accreditation was achieved. The Western Association of Schools and Colleges visited the OHS campus in April of 2024. The visiting team concluded that OHS is a school that offers high quality education in a positive and supportive learning environment.

Okkodo High School's Bulldog Day: The community was invited to Okkodo High School's Bulldog Day on the school's campus. This was an opportunity to showcase student accomplishments. The school's curriculum, clubs, and organizations were highlighted. The community had the occasion to witness some of the great learning opportunities that the school provides for students.

Okkodo High School's MCJROTC Program: Okkodo High School's MCJROTC program ranked first in the annual Toys for Tots campaign. Their efforts demonstrated MCJROTC's core values of leadership, responsibility, and compassion.

OHS Sports Teams: OHS sports teams accomplished several top placements. The boys tennis team came in 1st place for the season. The wrestling team came in 1st in the heavyweight boys category. In paddling, girls varsity, boys varsity and mix varsity teams each placed 1st in the 1,000 meter sprint.

Special Awards

2024 Congressional Art Competition: Hannah Abellara (11th grade), 1st place. Invitation to Washington D.C. for Congressional Art Ceremony and her artwork was on display at the US capitol.

NROTC Scholarship recipient: Andrei Antonio (12th grade), full-ride scholarship, \$180,000.

US Naval Academy Prep School and US Air Force Prep School: Donita Manacmul (12th grade), Scholarships, \$450,000.

Olivet University Scholarship: Isabelle Cruz (12th grade), Scholarship, \$180,000 and Rhaiza Lyn Tagle (12th grade), Scholarship, \$180,000.

Apprenticeship Program AmeriCorp: Olivet University, Makaella Garcia (12th grade), Scholarship, \$180,000.

University of Guam's Math Day Quiz: Donn Gegato and Myka Imbat, Top 5 placement, 11th grade and 10th grade.



SIMON SANCHEZ HIGH SCHOOL

Exemplary Programs

Yuletide in Yigo

"Yuletide in Yigo" was a schoolwide service activity that was created out of a need for the SSHS community to remain visible and active within the village of Yigo after we were moved to the JFKHS campus in Tamuning. Over the span of 3 months, students, teachers, and administrators worked together to plan and collect a toy for every student who attended DL Perez Elementary School, Upi Elementary School, and Machananao Elementary School. Each toy was individually wrapped and delivered to the schools by SSHS representatives and a volunteer Santa Claus, as well as with the support of the Guam Fire Department. The clubs and classes that were the most active in this endeavor were recognized within the school with incentives.

SSHS Sharkbait

SSHS "Sharkbait" is the school's video journalism class that was borne out of a necessity to ensure that students and the school community were informed of the happenings at SSHS after the COVID19 pandemic. In its second year of implementation under the guidance of seasoned teacher Mrs. Acie Jo Cruz, Sharkbait has become an increasingly nuanced and artistic school news and student lifestyle production. The class utilizes the audio visual equipment obtained by a grant secured by the GATE VPA program as well as a host of free and paid AV programs that students use for their personal social media productions. Sharkbait programs may be viewed on YouTube on their channel, SSHS Sharkbait.

SSHS Ocean Guardians Program

SSHS Ocean Guardians students work in conjunction with NOAA to promote the importance of ocean preservation and stewardship. SSHS is one of only two schools that work with NOAA to take an active role in safeguarding the island's oceans through cleanups, awareness campaigns, and the creation of activities that promote the 17 United Nations Sustainable Development goals. The activities and achievements of the SSHS OG program is documented on their website <https://guamoceanguardians.weebly.com>. The SSHS Ocean Guardians program is spearheaded by Mrs. Melanie Blas, Mrs. Julieta Anitok, and Mr. Vernon Kamiaz.

Accomplishments

ASC-WASC Accreditation: After a 1-day midterm visit in March 2024, SSHS's full accreditation was confirmed until 2027.

SSHS Piloted Courses: As a result of the efforts of SSHS teachers Marianne Movida and Dr. Ronald Canos, the classes Geometry Honors and Art 4 were adopted and added into the GDOE curriculum.

Sharks Day at the Mall: Showcase of school curriculum, student activities, and community partnerships held at the Micronesia Mall.

"Rebuild SSHS" Movement: Since the Yigo campus was rendered unusable as the result of the damages by Typhoon Mawar, it has become imperative for the island leadership to move forward quickly on the rebuilding of the SSHS campus. The school's "Rebuild SSHS" Movement includes peaceful demonstrations at community events (i.e. legislative presentations), town hall meetings, and persistent visibility in the community through social and traditional media.

Culminating Activities: To encourage school pride and camaraderie Gupot CHamoru (hosted and executed by SSHS student group Inetnon Halu'u) and SSHS Field Day (hosted and executed by the SSHS Athletics Department, AJROTC Shark Battalion, and SSHS Administration).

Special Awards

2025 Teacher of the Year: Yoo Kyung "Yooky" Shin, SSHS choir teacher

Guam History Day Islandwide Competition: Alyssa Pangelinan (10th grade),

1st place Website Category; Aleia Alcantara (10th grade), 1st place Exhibit Category; and Julian de Leon (10th grade), 3rd place Exhibit Category.

Tumon Bay Music Festival: La Voce Honor Choir under the instruction of Mrs. Y. Shin, 1st Place (Gold).

American Musical and Dramatic Academy Music Theater Scholarship: Cassandra Pulongbarit (11th grade), \$40,000 Music Theater Recognition Scholarship



SOUTHERN HIGH SCHOOL

Exemplary Programs

SHS Graduation Plan

Students entering the 9th grade and those new to Southern High School meet with their assigned counselors to establish their graduation plan. The graduation plan, outlines classes needed to complete graduation requirements and exploratory courses for students who want to attend college, join the workforce, or both after high school. Students who want to pursue college after high school are placed in college path and those looking to join the work force are set up for our career track. If students are looking for dual paths, an alternative plan is created for them. Students meet with their counselors as needed or once a semester to track their progress. As part of their plan, all students complete choices 360 and WorkKeys to further prepare them for life after graduation.

SHS JROTC

Southern High School's JROTC is an exploratory program for students who are interested in studying military science at the University of Guam or enlisting as a service member. Their program has earned several awards and recognition for their exceptional leadership and drill team. This school year, The U.S. Army Command recognized SHS Knight Battalion with a "Honor Unit with Distinction" award. The prestigious titles reflects high standards and achievements of the Knight's Battalion in leadership,

academics, and service. The JROTC program continues to expand by incorporating the use of drones and working collaboratively with our science department. As part of their graduation set, JROTC students will now take principles of technology to explore and understand the uses of technology in different career fields. Instructors and members of SHS' JROTC team have been invited to leadership trainings and drill competitions in Hawai'i, California, and Colorado.

SHS School Wide Support Program

All Southern High Schools are part of our school wide support program. Students who are excelling in their academics meet with their counselors to plan their track program. Students are placed in honors, AP courses, and other courses related to their area of interest after high school. Students who are excelling are also provided opportunities and courses to assist with post-secondary goals such as applying for colleges and scholarships, joining the military, or entering a trade. Students who are interested in trades are placed in GCC programs or the trades academy. Students in the GCC Programs are afforded the opportunity to earn a certificate of completion or a certificate of mastery. Students who are in need of interventions in math are part of a "pull-out" tutoring program that allows student opportunities to catch up with their peers. Students entering the 9th grade are enrolled in classes that use the Talent Development Secondary framework, which supports student achievement. Freshmen are enrolled in college and career preparatory courses to assist students in closing the achievement gap. All Freshmen are placed in teams with supports that will the students identify their college or career path and personal graduation plan. SAM and BOOST are Southern High School's newest programs. SAM is our school mentorship program that identifies students who are close to failing. School mentors such as teachers or counselors meet with students to identify at risk factors of failure and create an intervention plan. Students in SAM meet with their mentor on a weekly basis to track their progress. BOOST is an online credit recovery program for students to use outside of traditional credit recovery courses such as Eskuelan Puengi and Summer School. Students in BOOST are afforded the opportunity to earn one credit per semester.

Accomplishments

Implementation of BOOST and SAM

Establishing a partnership with Okayama City and Okayama Commer High School

Expansion of school wide tutoring program

Surge of Southern High School Students earning Silver, Gold, and Platinum ACT WorkKeys NCRC certificates

Special Awards

Honor Unit with Distinction: High standards and achievements in leadership, academics, and service, SHS JROTC Knight Battalion.

Special Recognition: From Okayama, Japan Mayor Masao Omori for hosting Okayama High School students during their student exchange visit to Guam, Sarah San Nicolas 12th grade.

ISA Girl's Soccer Team: 2nd Place.

Island Wide Congressional Art Competition: 3rd Place, Luna Thomas, 9th grade.

PBS Lip Dub: 1st Place, Class of 2024.

GDOE's Bailan Taotao Tāno' Kinahulo Tuninos: 2nd Place.

Color Guard Performance in Hawai'i SHS Knight Battalion: 1st Place.

All Island Poetry Slam: 1st Place, Madison Lujan, 11th grade.

SHS Mock Trial Team: Outstanding attorneys and witnesses.

Basketball Tournament in the Philippines: 3rd Place, SHS Boys Basketball Team.



TIYAN HIGH SCHOOL

Exemplary Programs

Three Model Career Academy NCAC Recognitions

Tiyan High School's Career Academies (Business, Arts & Information Technology (BAIT); Health & Human Services (HHS), and Transportation, Logistics & Construction (TLC)) offer specialized programs designed to provide students with hands-on experience and training in various fields. These academies focus on preparing students for both higher education and immediate entry into the workforce. Each academy offers a unique curriculum that integrates core academic subjects with career-specific courses and real-world applications. Students have the opportunity to participate in internships, industry partnerships, and project-based learning to gain practical skills. The Career Academies at Tiyan High School aim to equip students with the knowledge and experience needed to succeed in their chosen career paths. In May 2024, the BAIT, HHS, and TLC academies received Model Career Academy recognitions by the National Career Academy Coalition and are the first to be recognized in the Pacific region.

AF JROTC GU-20171 Outstanding Organization Award AY23-24

The AFJROTC Outstanding Organization Award recognizes exceptional units that have demonstrated exemplary performance and dedication to the program's mission. It honors cadet units that excel in areas such as leadership, teamwork, community service, and academic achievement. Recipients of this award have shown a strong commitment to fostering citizenship, personal responsibility, and leadership skills among their cadets. The award signifies a unit's outstanding efforts in organizing and participating in various activities, including community outreach and service projects. This prestigious recognition reflects the unit's dedication to maintaining high standards and positively impacting their school and community.

Accomplishments

WASC Accreditation: Western Association of Schools and Colleges Accreditation through 2030.

Business, Arts & Information Technology Model Career Academy NCAC: Recognitions through 2028.

Health & Human Services Model Career Academy NCAC: Recognitions through 2028.

Transportation, Logistics & Construction Model Career Academy NCAC Recognitions: Recognitions through 2028.

Tiyan High School Close-Up Program: 1st Place.

Special Awards

2024 Guam History Day WWII Turning Point in Guam's History: Manenggon March, Gwen Nava and Harriet Gorre, 12th graders, Special Award.

Quest Bridge Scholar: Stanford University, Lysez Santos, 12th grade, full-ride scholarship.

Swarthmore College Scholarship: Isaiah Moreno, 12th grade.

2024 AF/SF JROTC Outstanding Instructor Award: Colonel Frank Flores, AFJROTC instructor, national recognition.

A Window Unobserved Stories from Guahan Teachers: Andrealline Mayoyo-Buan, ELA teacher, author recognition.

3rd Annual Poetry Out Loud: 1st Place, Nikolette Salas, 11th grade, \$500 given to her graduating class, participation in national competition. Annual GDOE Art Exhibit-Best in Show: Alana Eclavea, 12th grade, exhibit award.

Counselors That change Lives Recognition by CTCL Organization: Charlette Santos-Santiago, school guidance counselor, national recognition.

