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M&C Fwd: GDOE SY19-20 Annual State of Public Education Report (ASPER)

1 message

Speaker's Office <speaker@guamlegislature.org> Wed, Oct 28, 2020 at 5:23 PM
To: Clerks Office <clerks@guamlegislature.org>
Cc: Rennae Meno <rennae@guamlegislature.org>

10/28/20	5:08 PM	10/28/20	SY 2019-2020 Annual State of Public Education Report.*	Department of Education-Office of the Superintendent	35GL-20-2365

Sinseru yan Minagåhet,

Office of the Speaker • Tina Rose Muña Barnes
Committee on Public Accountability, Human Resources & the Guam Buildup

35th Guam Legislature
I Mina'trentai Singko na Liheslaturan Guåhan

Guam Congress Building | 163 Chalan Santo Papa | Hagatna, GU 96910
T: (671) 477-2520/1
speaker@guamlegislature.org

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Gumai pribilehu yan konfedensia este siha na mensåhi. Solo espesiåtmente para hågu ma entensioña pat ma aturisa para unrisibi. Sen prubidu kumu ti un ma aturisa para manribisa, na'setbe, pat mandespåtcha. Yanggen lachi rinisibu-mu nu este na mensåhi , put fabot ago' guatu gi I numa'huyong gi as speaker@guamlegislature.org yan despues destrosa todu siha I kopian mensåhi. Si Yu'os ma'åse'.

---------- Forwarded message ---------
From: **Zenaida N. Natividad** <znnatividad@gdoe.net>
Date: Wed, Oct 28, 2020 at 5:08 PM
Subject: GDOE SY19-20 Annual State of Public Education Report (ASPER)
To: Speaker's Office <speaker@guamlegislature.org>
Cc: Supt. Jon <jonfernandez@gdoe.net>, Christie Lyn San Nicolas <clsannicolas@gdoe.net>

Hafa adai Chirag/Amanda,
This is to submit to the Honorable Speaker Tina Muna Barnes the attached Guam Department of Education SY19-20 Annual State of public Education Report (ASPER).
Kindly send me back the stamped "Received" Letter of Transmittal signed by Superintendent Jon Fernandez for our official files.
Thank you.

--
Happy to help and happy to use help,
DocZeni

Zenaida Napa Natividad, Ph.D.
Administrator, Research, Planning, & Evaluation Division
Chairperson, Guam DOE Research Review Panel
State Liaison, National Forum on Education Statistics (U.S. Department of Education)
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Guam Department of Education

2 attachments

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222K

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DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT

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JON J. P. FERNANDEZ
Superintendent of Education

October 28, 2020

Honorable Senator Tina Rose Muña Barnes
Speaker of the 35th Guam Legislature
Chairperson of the Legislative Committee
on Public Accountability, Human Resources, and the Guam Buildup
I Mina'trentai Singko Na Liheslaturan Guåhan
Guam Congress Building
163 Chalan Santo Papa
Hagatna, Guam 96910

Buenas yan Saluda Madam Speaker:

This is to submit to the 35th Guam Legislature the SY2019-2020 Annual State of Public Education Report ("ASPER") as required by 17 GCA §3106 and P.L. 26-26.

The ASPER as specified by law consists of a comprehensive report on the demographic characteristics and achievement of students, a profile of the qualifications and certifications of various administrative and ancillary positions that help support school operations, and budget and expenditures and sources of revenue for the Department, both local and federal. A summary of the exemplary programs and achievements of each of the forty (40) public schools in Guam is also included in the report. For this year's report, there is no section on the results of the district-wide assessment due to the onset of the COVID19 pandemic last spring. In the place of the district wide assessment, this year's ASPER includes the various aspects of the Department's solutions to the unprecedented challenges posed by the pandemic. The District/School Re-opening Task Force (DSRTF) worked diligently to come up with the three modes of learning, the procedures for ensuring the health and safety as well as addressing the behavioral well-being of students and staff.

If you have any questions on this report, please contact me at telephone number 300-1547 or at my e-mail address at jonfernandez@gdoe.net. You may also contact Dr. Zenaida Napa Natividad, GDOE Administrator of Research, Planning and Evaluation, who chaired the production of these reports. She can be reached at 300-1244 or via e-mail at znnatividad@gdoe.net.

Si Yu'us Ma'åse for your kind support of public education!

Senseramente,

JON J.P. FERNANDEZ
Superintendent of Education

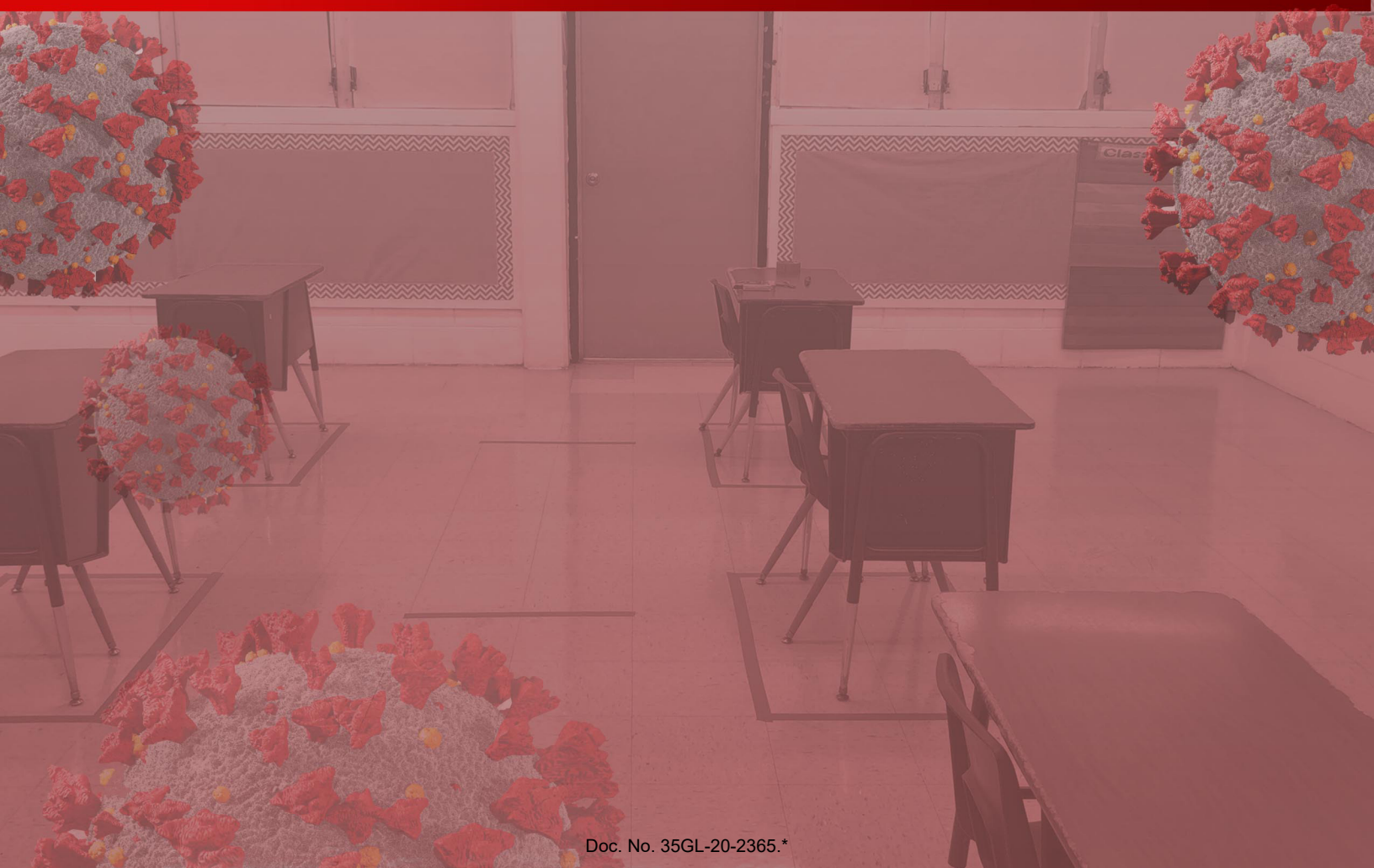
RESPECTFUL. RESPONSIBLE. READY FOR LIFE.

ASPER SY 19-20

ANNUAL STATE OF PUBLIC EDUCATION REPORT

Ripotten Såkkan i Eståo Idukasion Pupbleko

October 2020



Doc. No. 35GL-20-2365.*

RESPECTFUL. RESPONSIBLE. READY FOR LIFE.

ASPER SY 19-20

ANNUAL STATE OF PUBLIC EDUCATION REPORT

Ripotten Såkkan i Eståo Idukasion Pupbleko

October 2020



Doc. No. 35GL-20-2365.*

SY2019-2020
GUAM EDUCATION BOARD (GEB)

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Felicitas "Fely" B. Angel
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Jon J. P. Fernandez
Superintendent of Education and
Executive Secretary to the Board

Message from the Guam Education Board Chairman



Maria Gutierrez,
Guam Education Board Chairperson

This past school year has brought challenges and also a period of growth for our island and our school system. Guam faced two major public health crises (the dengue fever outbreak and COVID-19 pandemic) resulting in a disruption of traditional teaching and learning. The Guam Department of Education, with the guidance from the Guam Education Board, faced these challenges head on and developed solutions to balance safety with our mission of continuing the education of our students. The sustained leadership of Superintendent Jon Fernandez and his management team, with the diligent support from the Board, school administrators, teachers, parents and students, helped to bring a semblance of continued learning despite these formidable public health crises.

In response to the school closures due to the COVID-19 pandemic in March, parents, teachers, and support teams from across the district worked together to implement new distance learning options that prioritized the education, health and safety of students and faculty. The Board met regularly with the Superintendent and his team, as well as engaged with parents, teachers, community stakeholders, and students, to determine the best delivery mechanisms for learning while also safeguarding health and safety of students and staff.

Despite being asked to do more with less, our Guam DOE family continues to prioritize our mission of providing a top-notch quality educational experience, and our Board continues to update policies necessary to continue this mission. Although all public schools in Guam were forced shift to full distance learning instead of the initial plan to implement three modes of learning – including online, hard copy, and traditional face-to-face – the Board continues to be engaged in determining how these learning models can be improved. Implementing these new distance learning models has also been a learning experience and has helped our students and faculty to strengthen their technology and problem-solving skills.

On a positive note, the U.S. Department of Education announced this year that the Department was finally given the opportunity to transition away from third party fiduciary oversight, a condition placed on Guam's school district by the federal government for many years. For the past seven years, the Department has shown clean financial audits. This opportunity is an indicator that the U.S. Department of Education recognizes the significant progress that the GDOE has made in managing federal resources.

The Guam Education Board would like to thank parents, grandparents and extended family members who have embarked on this distance-learning journey alongside us and who are supporting our students as they continue their academic work at home. This sudden shift to distance learning also could not have been possible without the hard work and dedication of the superintendent, management team, school administrators, teachers and staff.

Finally, I would like to thank each member of the Board for their diligence in participating in meetings and providing guidance to the Department in spite of the limitations imposed by the pandemic. We will continue to rise above the waves of challenges for our students and their families!

Senseramente,

MARIA A. GUTIERREZ

Message from the Superintendent of Education



Jon J.P. Fernandez, Superintendent of Education

The beginning of the year 2020 was fraught with unprecedented challenges not only for Guam but worldwide. In January, the novel coronavirus wrought havoc in the lives and livelihood of peoples around the world resulting in a global crisis that to this date, the light at the end of the tunnel is yet to be seen. Businesses, government offices, hospitality industries, air travel, food industries, hospitals and clinics, churches, schools, and literally every facet of everyday human living went to a sudden halt and could slowly yet very tenuously resume operations only under strict conformance to regulations and directives from government and health authorities.

Guam confirmed its first case of the COVID19 pandemic on March 15, 2020, and the first COVID19-related death a week after. The Governor of Guam ordered the general lockdown of the island at the instance of the first COVID19 case and announced the implementation of a four-step "Pandemic Condition of Readiness" (PCOR) on April 30, 2020. The lockdown included closure of school face-to-face operations. March 20, 2020, the Department launched a "Grab-N-Go" school meal distribution program. The program, eventually dubbed as the "Grab and Learn", will remain in effect through the duration of school closures.

This year's Annual State of Public Education Report (ASPER) focuses on the Department's response to the pandemic in light of ensuring that teaching and learning continue amidst challenges never faced before. Key indicators, except the summative district wide assessment results, continue to be part of the ASPER. The lockdown in March 2020 barred the Department from administering the ACT Aspire and the Standards Based Assessment. In the place of the assessment results, this year's ASPER includes key documents depicting the various aspects of the Department's responses and action steps through the District/ School Readiness Task Force (DSRTF).

Key leading district statistical indicators that are important to mention are that the graduation rate continue to rise while the dropout rate continue to decrease. In SY19-20, the graduation rate was 88.8% compared to the SY18-19 graduation rate of 87.3%, an increase of 1.5%.

The dropout rate for SY19-20 was 2.5%, resulting in a decrease of 0.7% compared to the prior year's dropout rate of 3.2%. It should be noted that the figures for the graduation rate was based on a board decision to allow for students to receive their third quarter grades as their final semester grade.

On behalf of the Department Management Team, I respectfully submit this report to the people of Guam. I specially thank the Guam Education Board, the DSRTF, the school administrators, and the teachers for rising above the pandemic and diligently provided the best services possible under these difficult circumstances. Best of all, I extend gratitude to the students and their parents for continuing to participate in the learning process and for providing their feedback that we may improve the services to all students.

Senseramente,

JON J.P. FERNANDEZ

ASPER 2020 TEAM

The following GDOE personnel are members of the production team of the Annual State of Public Report for 2019-2020 organized by the Superintendent of Education



ZENAIDA NAPA NATIVIDAD, PH.D.
ASPER AND SPRC Project Lead
Administrator,
GDOE Research, Planning & Evaluation



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School Performance Report Card (SPRC)
Program Coordinator IV,
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CHamoru Studies and Special Projects Division



JOY BULATAO
ASPER and SPRC Report Audit
Auditor II
Internal Audit Office

NOT PICTURED:

EUNICE AFLAGUE
Program Coordinator III
Research Planning & Evaluation

LEANA M. WILLESS
SPRC Audit
Auditor,
Internal Audit Office

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All SY19-20 School Computer Operators
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Christie San Nicolas, Guam Education Board
Alice Bonto, FSAIS Division
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Antonette M. Santos, Personnel Services Division
Dolores Faisao, Personnel Services Division
Terese Crisostomo, Special Education Division
Dennis Bakker, Special Education Division
Enrico Pegrido, Head Start Division
John Quinata, Education Support and Learning
Sean Monforte, Food Services Division
Juliett Quinene R.N., Community Health and Nursing Services
Nadine Cepeda, Student Support Services Division
Doris Bukikosa, Educational Support and Community Learning

Doc. No. 35GL-20-2365.*

Special Acknowledgment to:

Joseph L.M. Sanchez, Deputy Superintendent, Curriculum and Instructional Improvement, Dr. Zenaida Asuncion, Deputy Superintendent of Financial and Administrative Services, Stacy Coletta, Former Deputy Superintendent of Assessment and Accountability, Dr. Kelly Sukola, Former Deputy Superintendent of Educational Support and Community Learning, Erika Cruz, Acting Deputy Superintendent of Educational Support and Community Learning, Isa Baza, Public Information Officer

File photo 2019 ASPER Team



2019 ASPER &SPRC DATA TEAM and PRODUCTION TEAM:
FRONT Left to Right: *Dennis Bakker (Special Education Division), Dr. Zenaida N. Natividad (ASPER Project Head and Administrator of GDOE Research Planning and Evaluation), Dolores Faisao (Personnel Specialist IV, Personnel Services Divsion), M. Nicole Monforte (Program Coordinator IV, Research, Planning and Evaluation)*

BACK Left to Right: *Mariam Kristina Alam (Program Coordinator III, CHamoru Studies Division), Joy Bulatao, (Auditor II, GDOE Internal Audit Office) Enrico Pegarido (Program Coordinator III Headstart Division), Carmela Vi (Auditor II, Internal Audit Office),*

Annual State of Public Education Report SY19-20

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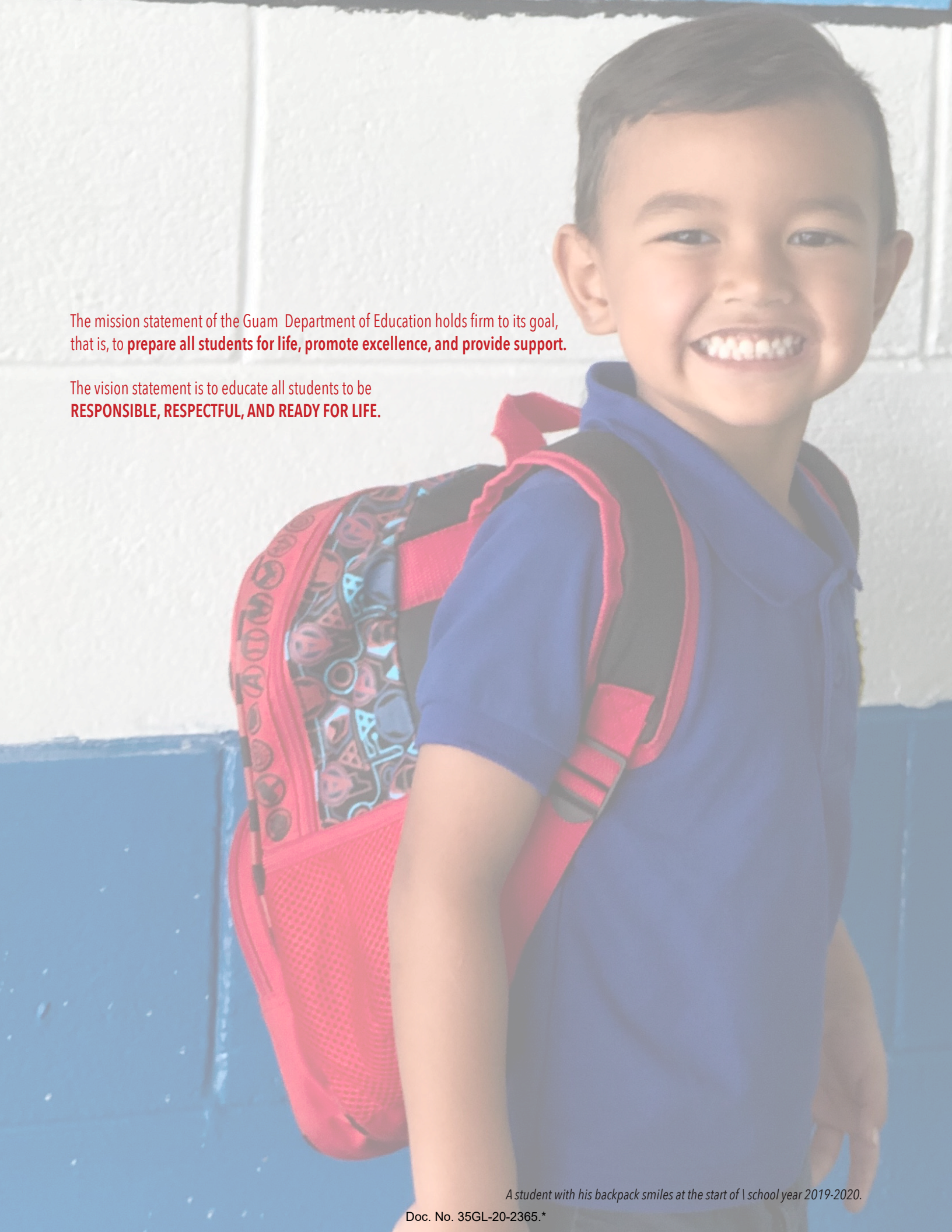
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For More Information:
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501 Mariner Avenue,
Barrigada, Guam 96913
Tel: (671) 300-1547
Email: superintendent@gdoe.net

The Superintendent of Education with student at Okkodo High School.

Doc. No. 35GL-20-2365.*



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

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

A student with his backpack smiles at the start of \ school year 2019-2020.

Doc. No. 35GL-20-2365.*

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 Board;

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 Guam Code Annotated (GCA) Section 3106 that 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!

Doc. No. 35GL-20-2365.*

DISTRICT PROFILE

ENROLLMENT

STUDENT DEMOGRAPHIC INFORMATION

During School Year (SY) 2019-2020, there were forty-one (41) public schools that provided educational services for 28,812 students. Further breakdown by levels showed twenty-six (26) elementary schools totaling 13,145 students in Grades K-5 including Head Start and Pre-K, eight (8) middle schools totaling 6,466 students in Grades 6-8, and seven (7) high schools totaling 9,201 students in Grades 9-12 inclusive of an Alternative School .

Table 1 represents the student enrollment comparison between SY 2018 -2019 and SY 2019-2020. Over the last two school years, the student population decreased significantly by 1,300. Within grade levels, there were noticeable variances in enrollment, with increases in Grades 7, 8, 10 and 12; grade levels 1 thru 6, 9 and 11 showed decreases in enrollment.



Students from Chief Brodie Elementary School prior to the COVID -19 pandemic.

Table 1.
GDOE Comparative Student Enrollment Distribution by Grade for SY 18-19 & SY 19-20

GRADE LEVEL	SY 18-19	SY 19-20	COMPARATIVE DIFFERENCE
Head Start	534	526	-8
Pre-School	276	196	-80
Kindergarten	1,926	1,882	-44
Grade 1	2,143	2,054	-89
Grade 2	2,182	2,143	-39
Grade 3	2,175	2,092	-83
Grade 4	2,161	2,126	-35
Grade 5	2,328	2,126	-202
Grade 6	2,200	2,173	-27
Grade 7	2,136	2,161	25
Grade 8	2,122	2,132	10
Grade 9	2,967	2,744	-223
Grade 10	2,462	2,499	37
Grade 11	2,325	2,130	-195
Grade 12	1,644	1,671	27
Alternative	129	157	28
Total Enrollment *w/ Headstart & Pre-School*	**30,112**	**28,812**	**-1,300**

(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.)

Doc. No. 35GL-20-2365.*

District Profile

Table 2.
Student Enrollment in Special Programs

SPECIAL PROGRAMS	SY 18-19	SY 19-20	+/-
GATE	1,424	1,340	−
SPED	1,828	1,832	+
ELL	18,690	13,459	−
Head Start	534	526	−
Eskuelan Puengi	1,768	1,738	−
TOTAL	24,244	18,895	−

**Source: Special Ed Division, GATE Program; 2019-2020 ESL Program; Official SpEd Enrollment as of Oct. 1, 2019; ASPIRE Report from Project Director; Official Student Enrollment 2019-2020 ; Eskuelan Puengi Report from Project Director (Note: Numbers reflect students enrolled in more than one special program.)*

Table 2. There is a decrease on student enrollment in Special Programs. The most significant decrease (- 5,231) is the ELL program.

Figure 1- represents the student population distribution of all forty-one (41) schools by grade level. Elementary level students comprised the highest percentage 46% of all students enrolled. Middle school students represented 22% of the total student enrollment and high and alternative school students made up 32%.

Figure 1.
SY19-20 DOE Student Population by Grade Levels

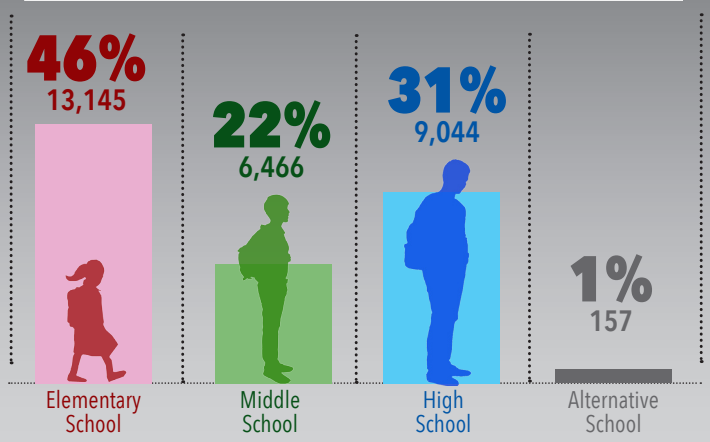


Figure 2.
SY19-20 Student Enrollment Distribution by Gender

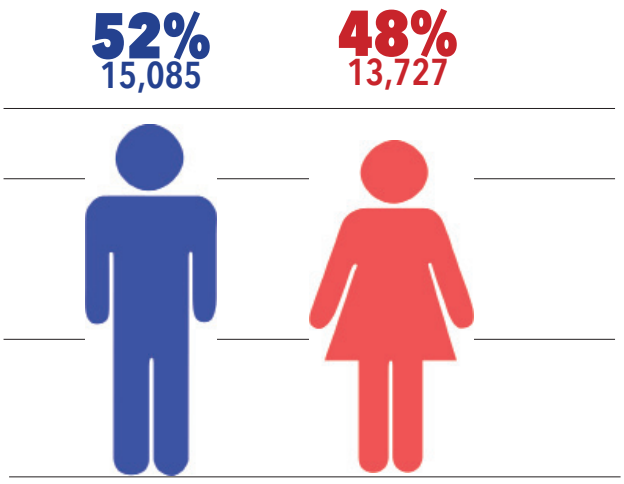


Figure 2 represents the student enrollment by gender, Pre K-12 enrollment, exclusive of the Head Start enrollment. Male students comprise 52% of the total student population with an enrollment of 15,085 while female students comprise 48% of the population with an enrollment of 13,727.

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Table 3 represents the distribution of students by ethnicity. In SY 19-20, there were 28,812 locally funded students enrolled in GDOE, representing at least 22 ethnic groups - The Native Hawaiian or Other Pacific Islander 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 3.
SY 19-20 Distribution of Students by Ethnicity (Aligned with EDFacts Categories)

Ethnicity	Total	%
NHPI- Cham Guam, Rota, Tinian, Saipan	13,244	46.0
Asian- Filipino	6,005	20.8
White Non-Hispanic	165	0.6
African/American	34	0.1
Asian- Japanese	119	0.4
Asian - Chinese	104	0.4
Asian - Korean	130	0.5
NHPI- Hawaiian	26	0.1
NHPI- Samoan	13	0.0
NHPI - Kosraean	218	0.8
NHPI- Phonpeian	947	3.3
NHPI- Chuukese	5,636	19.6
NHPI - Yapese	498	1.7
NHPI- Marshallese	95	0.3
NHPI - Palauan	545	1.9
Asian - Vietnamese	24	0.1
Hispanic/Latino	49	0.2
American Indian Alaskan Native	15	0.1
Asian -Indonesian	3	0.0
NHPI - Other Pacific Islander (Fiji, As, Etc.)	54	0.2
Other Mixed Ethnicity	885	3.1
White Non-Hispanic Russian	3	0.0
TOTAL	**28,812**	**100.0**

**Native Hawaiian/Pacific Islander (NHPI)*

Table 4 represents the attendance rate for the district, which is determined by dividing the average daily attendance by the average daily membership. Further examination shows elementary schools had the highest average daily attendance rate at 93% when compared to the middle schools at 94.6%, and high schools, at 86.3%.

Table 4. SY 19-20 Student Average Daily Membership/Attendance/Rate

Level	SY19-20 Average Daily Attendance (ADA)	SY19-20 Average Daily Membership (ADM)	SY19-20 Average Daily Rate (ADR)	SY18-19 Average Daily Rate (ADR)	Change in ADR
Elementary Schools	11,966.9	**12,597.8**	**95.0%**	94.4%	0.6%
Middle Schools	5,957.9	**6,439.6**	**92.5%**	92.1%	0.4%
High Schools	7,847.4	**9,091.4**	**86.3%**	86.5%	-0.2%
TOTAL	**25,772.2**	**28,128.8**	**91.6%**	91.3%	0.3%

Doc. No. 35GL-20-2365.*

JP Torres Success Academy

A New Exit Code in Guam for High School Students Waiting to Be "Reset"

This article was included in the following publication: National Forum on Education Statistics. (2020). Forum Guide to Exit Codes (NFES 2020-132). U.S. Department of Education. Washington, DC: National Center for Education Statistics. The book is available at: https://nces.ed.gov/pubs2020/NFES2020132.pdf. The Guide provides best practice information for tracking data about when students transferred, completed high school, dropped out, or otherwise exited an education agency. Dr. Zenaida Napa Natividad, Guam's Liaison to the Forum, contributed this article as a member of the Forum's Exit Codes Working Group.

Scenario

Prior to 2016, the J.P. Torres Success Academy in Guam was known as the J.P. Torres Alternative School. The school served as a temporary placement for secondary students who had excessive discipline records. Students with behavioral issues were transferred to the alternative school but continued to be accounted for as enrolled in their homeschools. After each student's intervention ended, the student returned to the homeschool.

Challenges

This system of referring and returning problematic students only exacerbated the issues. Students ended up being neither here nor there, losing continuity of learning and exhibiting worsening discipline problems. Students would intentionally misbehave so they would be eligible for the alternative setting that was perceived as a "vacation" from the rigors of the regular classroom. In addition, school officials would resort to referring belligerent students to the alternative school as a temporary solution, instead of providing maximal support and intervention within the homeschool.

Solutions and Benefits

In 2016, Guam reconceptualized the alternative school as a success academy and renamed it the J.P. Torres Success Academy (JPTSA). Along with the reconceptualization and name change came new policies. The revolving door practice ended. Any student who transfers to the school now remains in the school until he or she achieves success–namely, until he or she earns a high school diploma.

Students who are absent 13 days and continue to miss school without putting forth effort, as well as students who are failing their classes, meet with administration to determine the best course of action. Students who are unable or unwilling to report to school or improve their scores are assigned to be "reset"–to begin anew the following block or school year. This policy opens up slots in JPTSA for other students who might be experiencing behavioral issues in their homeschools to transfer in and thus get the support they need to graduate. An unanticipated result of this policy was an increase in interest in finishing school among "super senior" students. School staff does not remove these interested students from the roster. Instead, they assign these students a new exit code that Guam created for this purpose: "Waiting to Be Reset." Though these students do not receive education services while waiting to be reset, they do receive other services, such as parental training, help from social workers, or job search assistance. These students are counted in the school's enrollment data because the school and district provide such support services, though technically the students are not in the school setting. Due to the creation of the new "Waiting to Be Reset" exit code, Guam is now able to track students in the unique situation of receiving support services but not education services, who plan to receive education services again soon. This new exit code is just one piece of the larger solution of providing better opportunities for students who might otherwise lack the resources to achieve a high school diploma.

Lessons Learned

If school and district policies are not helping students and educators move toward education goals, it is acceptable to reconceptualize programs and entire schools and institute new policies that are more effective.

Defining new local exit codes to account for unique populations of students is sometimes necessary.

Doc. No. 35GL-20-2365.*



A picture of a graduating student from Marcial Sablan Elementary School i displayed in front of a red vehicle for the Grad-N-Go ceremony for the schools.

STUDENT GRADUATION & DROPOUT RATE

GRADUATION RATES

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

In March 2020, Guam was placed on a Islandwide Public Health Emergency lockdown due to the COVID-19 pandemic. This caused all schools to cease operations until the end of the school year. The graduate count on Table 5 was based on policy to allow students to receive their third quarter grades as their final grade. JP Torres Success Academy is reported as completion rate due to the difference in curriculum.

GRADUATE RATE HAS INCREASED TO 88.8%

compared to **87.3%** in SY18-19

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

HIGH SCHOOL	SY 11-12	SY 12-13	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19	SY 19-20
GWHS	497	482	451	377	355	323	334	324	**311**
JFKHS	372	396	481	484	365	368	387	353	**363**
OHS	269	308	300	304	346	322	351	332	**315**
SSHS	356	338	376	353	352	371	352	344	**324**
SHS	274	246	257	302	346	395	318	274	**319**
THS	n/a	n/a	n/a	144	181	220	262	244	**261**
JP TORRES	n/a	n/a	n/a	n/a	n/a	55	n/a	n/a	**90**
TOTAL	1768	1770	1873	1964	1945	2054	2004	1871	**1,893**

Table 6. DOE Comparative High School Completion Rates SY 11-12 to SY 19-20

SY 11-12	SY 12-13	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19	SY 19-20
69%	68%	73%	76%	79%	82%	84.5%	87.3%	**88.8%**

Table 5 & 6 represents the high school graduation rates from SY 11-12 to SY 19-20. The table shows an annual completion rate increase from SY 18-19 to SY 19-20 by 1.5 percentage points.

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Figure 3. SY13 to SY20 Student Graduation Rate

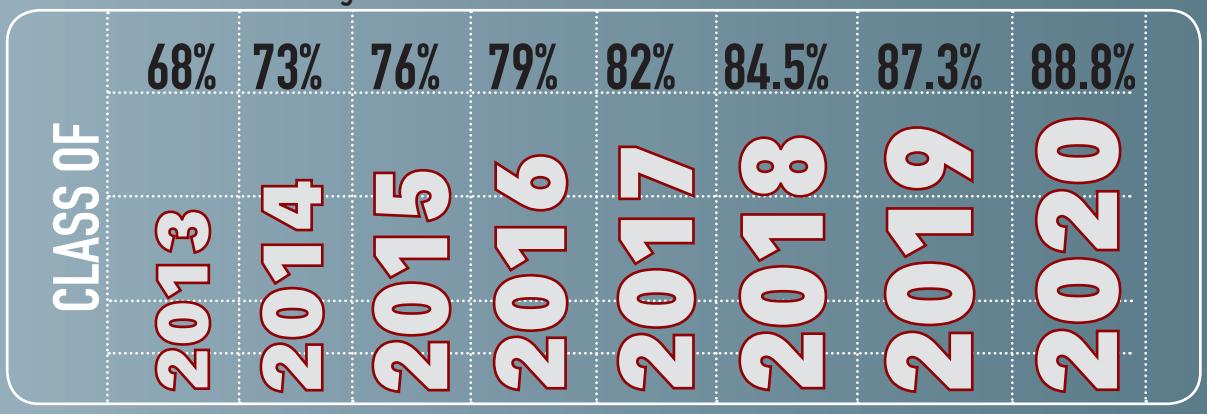


Figure 3 shows the increase in graduation rates from SY 13 to SY 20.

DROPOUT RATES

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

- transferred to another school or to a high school equivalency educational program recognized by the Department; or
- incapacitated to the extent that enrollment in school or participation in an alternative high school program was not possible; or
- graduated from high school, or completed an alternative high school program recognized by the Department, within six (6) years of the first day of enrollment in ninth grade; or
- expelled; or removed by law enforcement authorities and confined, thereby prohibiting the continuation of schooling.

DROPOUT RATE HAS DECREASED TO 2.5%

compared to **3.2%** in SY18-19

Table 7. SY 11-12 to SY 19-20 GDOE Comparative High School Dropout Numbers (DN)/Dropout Rate (DR)

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

Table 7 represents the dropout rates by school from SY 11-12 to SY 19-20. The dropout number and rate includes students grades 9 to 12. The table shows a decrease of .7% in the dropout rate from SY 18-19 to SY 19-20.

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Guam One Stop Data Village (GOSDV)

In March 2020, the Department was awarded $3.25M discretionary grant to establish the infrastructure for a State Longitudinal Data System (SLDS). Locally named the Guam One Stop Data Village, this SLDS project seeks to link GDOE's Pre-Kindergarten to 12th (P-12th) grade student information with postsecondary student data from the University of Guam (UOG) and the Guam Community College (GCC). The GOSDV will strengthen the partnership between the three public funded education institutions to provide policymakers and education professionals the long-awaited linked student across the Guam education system. The activities of this project will run over the course of forty-eight (48) months.

The GOSDV focuses on three major data uses (the three R's) of GOSDV: Research, Report, and Raising student achievement to prepare them for college and career. The "Research" use of the GOSDV addresses the Guam Education Agenda for Research (GEAR) developed in 2017 by the Guam Joint Boards of Education. The GEAR has 9 sub-sections spanning many key education issues but the GOSDV will focus on "Student Transition" from 12th grade to post-secondary. The "Report" use of the GOSDV aims to automate selected local and federal reporting requirements including the School Performance Report Card, etc. The "Raising student achievement" component of the GOSDV is about making available the quality data for state and school level research aimed at raising student achievement for successful transition from elementary to middle to high school and eventually to postsecondary education level.

The GOSDV O.N.E.S.T.O.P. Goals aim to accomplish the following:

- **O**rganize and implement the Interagency Data Governance Program (Goal 1)
- **N**eed to update the GEAR, identify data elements, and align with CEDS (Goals 2 & 3)
- **E**stablish the infrastructure and link the data systems (Goals 4 & 5)
- **S**ystematize local and federal report production (Goal 6)
- **T**argeted training for all stakeholders to foster culture of data use (Goal 7)
- **O**n-going assessment and evaluation for systematic improvement (Goal 8)
- **P**lan for sustainability through Legislative Exposure to GOSDV System or LEGS (Goal 9)

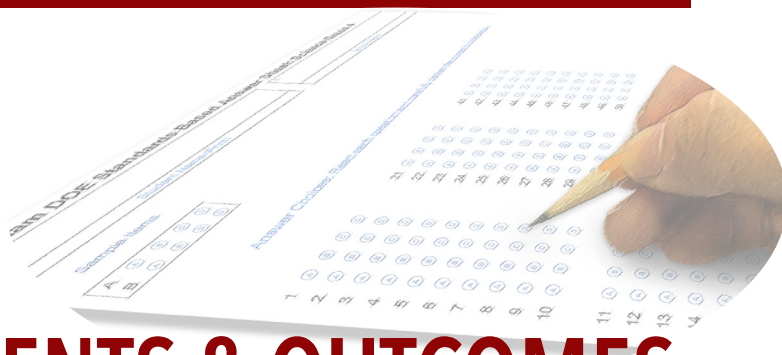
The key action steps to achieve the above goals are: establish the Interagency Data Governance Committee and formalize the GOSDV Data Governance program, update the Guam Education Agenda for Research (GEAR) and identify needed data elements, and identify needed data elements, align data elements with the Common Education Data Standards (CEDS), publish data dictionary, build the infrastructure following SLDS best practices, establish the data linkage between P-12 and postsecondary data for analytics, foster a culture of data use through targeted training, establish an evaluation system to give stakeholders the ability to provide feedback, and establish the structure for the sustainability of the GOSDV. At the end of the grant, Guam will have a linked, CEDS-aligned P20 data infrastructure system, published data dictionary, confidentiality and data security policies and protocols, data use access policy, effective data governance program, well-trained staff, culture of data use, continuing support of stakeholders, and structured sustainability. The ultimate goal of the GOSDV is to make available data to improve education outcomes by helping students raise their achievement toward smooth and successful college education.

**For more information about the Guam One Stop Data Village, please contact Dr. Zenaida Napa Natividad at znnatividad@gdoe.net*



GUAM ONE STOP DATA VILLAGE

Doc. No. 35GL-20-2365.*



ASSESSMENTS & OUTCOMES

Assessment outcomes will not be reported for the ASPER SY 19-20. The ACT Aspire and the SBA Assessment test were not administered during SY 19-20 due to the island wide school closures. On March 14, 2020, the Governor issued Executive Order 2020-03 declaring an Island wide Public Health Emergency lock down to help stop the spread of the Corona Virus 19 (COVID-19). This caused all schools to close from March until the end of the school year.

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ACT WorkKeys™

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

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

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

ACT WorkKeys™ assessment questions are based on situations in the everyday work world. That's why 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 ACT National Career Readiness Certificate (NCRC) is awarded at four levels of achievement – Bronze, Silver, Gold, and Platinum – based on performance on three of ACT's WorkKeys assessments: Applied Mathematics, Reading for Information, and Locating Information. Each level is an objective validation to employers anywhere in the U.S. that an individual has met or exceeded the necessary foundational skills for a percentage of the 16,000 occupations in the WorkKeys database.

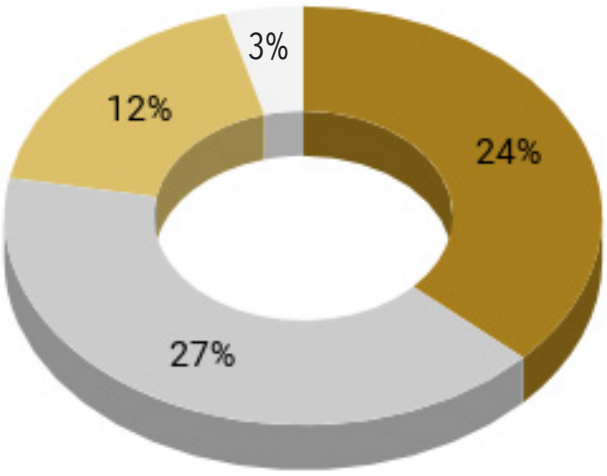
- **Bronze Level** signifies an individual has scored at least a Level 3 on each of the three assessments.
- **Silver Level** signifies an individual has scored at least a Level 4 on each of the three assessments.
- **Gold Level** signifies an individual has scored at least a Level 5 on each of the three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

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

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ACT WorkKeys™

Figure 4.
SY 19-20 ACT WorkKeys™



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

Figure 4 represents the ACT WorkKeys ™ results for SY 19-20. It indicates 27% of the student earned the silver certificate, 24% earned the bronze certificate, 12% earned the gold certificate, and 3% has earned the platinum certificate.

Table 8 shows the number of students who earned bronze, silver, gold, and platinum certificates for the SY 13-14 through SY 19-20. The percentages are based on the total number of those who tested which comprised of students who did not earn any certificate, plus those who earned any of bronze, silver, gold or platinum levels. Notice that the number and percentages of students who earned gold and platinum levels have significantly increased through the years. In SY 19-20, ninety-five (95) students received a certificate. Public schools were closed on March 16, 2020 under Governor Lou Leon Guerrero's Executive Order 2020-04, then extended per Executive Order 2020-06 until April 13, 2020. In line with these Executive Orders, Superintendent Jon Fernandez announced the early closure of SY 2019-2020, effective April 6, 2020. Because ACT WorkKeys™ Assessments require face-to-face proctoring, students were not able to take the assessments resulting in the low number of assessments completed for SY 19-20.

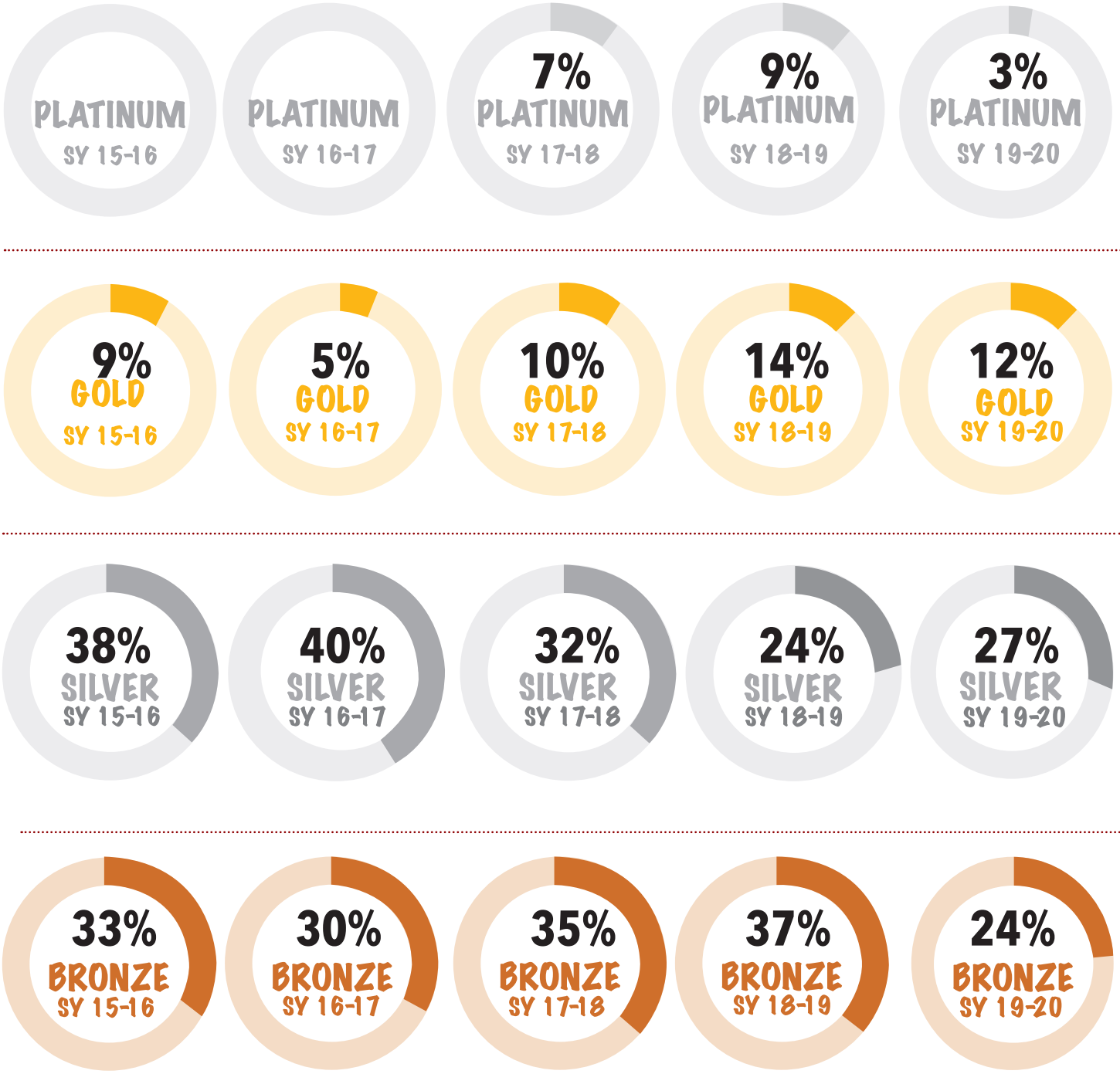
Table 8 . SY 13-14 to SY 19-20 ACT WorkKeys™

	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	1088	1088	1088	1088	1088
	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	1089	1089	1089	1089	1089
	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%**

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Figure 5 indicate the 5 year comparison of the ACT WorkKeys™ Assessment from SY 15-16 to SY 19-20 . Due to the early closure of SY 19-20, a low number of students were able to take the ACT WorkKeys™ Assessment for SY19-20.

Figure 5. ACT WorkKeys™ Assessment - 5 year comparison SY15-16 to SY 19-20



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COVID-19 PANDEMIC RESPONSE & RECOVERY

DISTANCE LEARNING PLANNING AND IMPLEMENTATION PHASES

Proposed Leadership Structure for
Education Stabilization Fund-SEA Activities

Project Manager: Joseph L.M. Sanchez, Deputy Superintendent
Curriculum and Instructional Improvement

Distance Learning, Instructional Materials and Technology
Lead: Josh Blas, Michelle Camacho, Sylvia Calvo, Eloise Sanchez and Vince Dela Cruz

Social and Emotional Wellness
Lead: Nadine Cepeda & Doris Bukikosa

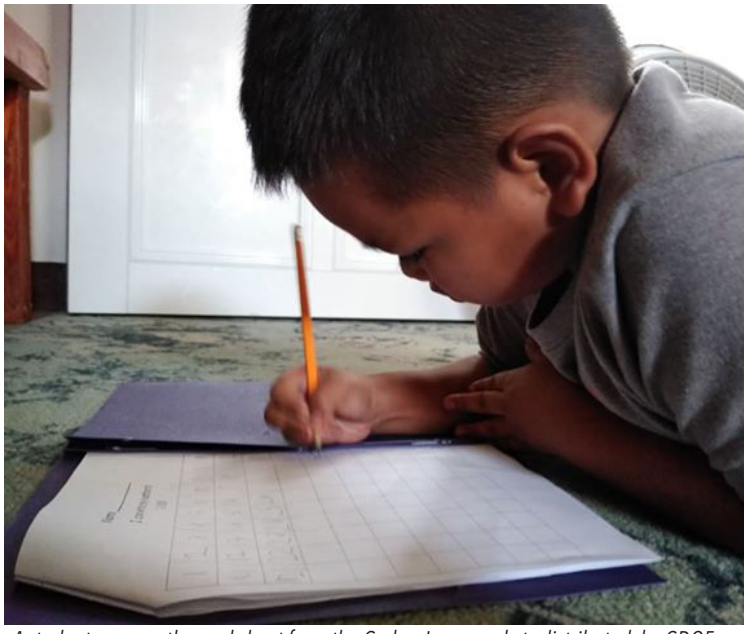
Personal Protective Equipment (PPEs), cleaning supplies, school safety and operations
Leads: Erika Cruz (Deputy Superintendent of Educational Support and Community Learning), Julietta Quinene (Nursing Administrator), Jon Quidachay (Administrator Facilities and Maintenance)

IMPLEMENTATION TIMELINE

Short-term Activities
Current & Summer, 2020

- Expansion and improvement of all current models for distance learning
  - District Home Learning Website for ES & MS.
    - » Inclusion of Science and
    - » Social Studies for Elem
    - » All 5 Core Subjects for Middle School
  - Grab-and-Learn lesson pick-up at all ES and MS.
  - PBS University
  - PDN Lesson Inserts
  - School-based websites
- Inclusion of a graded model for high schools which includes:
  - Implementation of online course/curriculum system.
  - Grab and Learn and Submit Work.
  - Course-by-conference/hybrid model.
- Expansion of Asymuao contract to include more students both full-time and part-time options.
- Purchasing of more equipment for in-school and community-based access (inclusive of laptops and large capacity mi-fi hotspots).
- Purchase of assistive-technology software to support students with special needs or who need additional interventions which may be supplemented with technology.
- Purchasing of published curriculum and instructional materials for students aligned to GDOE standards.
- Additional equipment to support distance learning strategies to include video conferencing systems, computer and standard cameras, speakers, microphones, and software to support their operations.
- Instructional and operational software and online subscriptions for students and teachers for supplemental instruction and interventions support.
- Electrical upgrades for classrooms, computer labs, libraries, and other offices including off-site facilities.
- Security upgrades to facilities that contain equipment.
- Equipment for teachers, instructional staff central office staff who support distance learning strategies.
- Additional equipment to support distance learning strategies to include video conferencing systems, computer and standard cameras, speakers, microphones, and software to support their operations.
- Instructional and operational software and online subscriptions for students and teachers for supplemental instruction and interventions support.
- Electrical upgrades for classrooms, computer labs, libraries, and other offices including off-site facilities.
- Security upgrades to facilities that contain equipment.

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A student answers the worksheet from the Grab-n-Learn packets distributed by GDOE Public Schools.

Mid-Term Activities
Fall, 2020

- Maintenance, improvement and expansion of all previous items.
- Alternative scheduling to allow for social distancing on school campuses: staggered attendance by grade levels or last name, double sessions, or regular stay-at-home options like sign-up days for assistance.
- Ongoing implementation of the three Instructional Models (Online, hard copy, and face-to-face) and formative evaluation of student outcomes to support the regular refinement of strategies related to each model.
- Large-scale (per student) purchase of hard copy student instructional materials like supplemental readers or reference books in core content areas of ELA, Math Science and Social Studies.
- Continuous training and support for teachers in the use of both digital and hard copy materials in support of distance learning.
- Continuous training and support for students and parents in the use of both digital and hard copy materials in support of home learning strategies.
- Use of village schools as Community Learning Centers in the evening for computer access.
- Assessment of community-based access points and possible expansion to more sites.
- Purchasing of more equipment for student check-out.

Long-Term Activities
Spring, 2021 and beyond

- Maintenance, improvement and expansion of all previous items.
- Partnerships with larger, targeted agencies and organizations such as GHURA for major housing areas, additional community centers, and some private companies like malls and shopping centers.
- Partnerships with telecom industry for subsidized or discounted internet access for families in need.
- Equipment check out and accountability protocols for students and families.

SUPPORTS NEEDED FROM FEDERAL FUNDING AND PROPOSED USES FOR EDUCATION STABILIZATION FUND (ESF)

- Internet access for students: school signal expansion, and community access points: we are collecting information here regarding potential community sites like mayors' offices open access to after-school computer labs, community/youth centers, housing complexes (both government and private), and other public spaces (both government and private) were students may be able to access the internet if provide with a wi-fi signal.
- Equipment for students in and out of school: Mobile carts and computer labs in all schools as well as for community-based computer labs and centers.
- Equipment for students to check-out (later effort that may require an application process)

  i. As a start, we may want to consider what some districts are doing where they do not provide a device to all of their students, but to only those who need it as determined through an application process and accountability agreement.

  ii. We also want to take a look at the type of specifications that we want in these equipment. They will need to be functional and allow students to access the internet and resources necessary for them to participate in online learning activities, but do not necessarily have to have all of the advanced features as most computers on campus.

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COVID-19 Pandemic Response & Recovery

- Assistive Technology software supports for student with special needs and those who need additional interventions.
- Equipment for teachers, instructional staff and central office personnel who support distance learning strategies and schools' response to COVID19.
- Additional equipment to support distance learning strategies to include video conferencing systems, computer and standard cameras, speakers, microphones, and software to support their operations.
- Instructional and operational software and online subscriptions for students and teachers for supplemental instruction and interventions support.
- Learning Management System: This is an important component as teachers will need assistance in the regular management of their classroom curriculum if we are to move efficiently between face-to-face instruction and online learning. An LMS will support teacher collaboration, course design and development, curriculum and resource management and most importantly, student engagement.
- Online Course/Curriculum System: By definition, this is similar to an LMS, expect that with this system, the courses are already set and teachers utilize the resources and lessons already provided for each course. The GDOE currently has a contract with a vendor to provide these services for high school with 1000 subscriptions.
- Professional Development: for teachers and staff in the areas of technology and effective online instruction or distance learning.
- Training and supports for parents and students in technology, distance learning strategies
- Supports for Social and Emotional: School psychologists, counselors and social workers will be collaborating to provide S&E supports to students in the classroom and through distance learning efforts.
- Resources for printing and hard copy lessons: schools will need resources to product hard copy packets for students who do not have consistent internet access at home.
- Purchasing of student instructional materials aligned with grade level standards and lessons: C&I is looking into supplemental instructional materials aligned to our standards for students to be able to take home and utilize during times they are away from school.

  i. Example: 180 Days Curriculum Series
     1) 180 Days of Reading:
        2000 Students per grade x $25= $50,000
     2) 180 Days of Writing:
        2000 Students per grade x $25= $50,000
     3) 180 Days of Math:
        2000 Students per grade x $25= $50,000

  a. $150k per grade level x 6 elementary grades = $900k, or

  b. $100k per grade level (2 subjects) x 6 elementary grades = $600k.

  ii. Purchase of supplemental instructional materials and reference books for core content area, inclusive of student copy and classroom set.

- Translators and translation services for student and parents, to include in person supports, video production, posters, and paper documents.
- Personal Protective Equipment (PPE) for Personnel and Students: we will need to look at allocating funds or obtaining resources to provide for masks, face shields, soap, sanitary wipes, cleaning supplies, etc.

  i. Looking at additional funding sources from both local and federal. Intent is to provide for the first 2 to 3 months of school to be ready upon opening, and then have a larger order prepared for in a bid package.

- Purchasing of cleaning supplies, equipment and contractual services for disinfecting and cleaning of surfaces and instructional materials & equipment.
- Electrical upgrades for classrooms, computer labs, libraries, and other offices including off-site facilities.
- Security upgrades to facilities that contain equipment.

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SOCIAL-EMOTIONAL LEARNING AND MENTAL HEALTH SUPPORTS

CORONAVIRUS 2019 (COVID-19) AND MENTAL HEALTH

COVID-19 is a new infectious disease that has impacted the lives of individuals, families, local communities, government agencies, and the entire world (WHO, 2020). The World Health Organization (2020) reported the COVID-19 pandemic has over eight million confirmed COVID-19 cases, and over four hundred forty thousand confirmed the death in many countries and territories. The COVID-19 pandemic may increase individuals' social-emotional trauma and the need to safeguard the health and safety of themselves and their families (The National Child, 2020). Although new virus, health experts are learning that COVID-19 may be causing distress and leading to excessive symptoms of anxiety, depression, trauma, stress, and grief. Also, stressor toward families such as financial loss, food shortage, among others.

The district developed fact sheets on five areas of concern, as aforementioned (anxiety, depression, trauma, stress, and grief). The fact sheets were distributed to students, parents, and staff. In the fact sheets, each mental health issue was defined and described, a list of signs and symptoms, a list of healthy coping skills, a list of resources provided locally and nationally, and a flow chart to access mental health services via screening at the school and conducted by a school counselor. If the screener determined a low to medium risk level, the student was provided supportive counseling for individual sessions by the school counselor. If the student rated high on the screener, the school counselor would refer the student to a school-based behavioral health clinician for further assessments and services. DOE staff was referred to the District School Psychologist for screening or referred out to Guam Behavioral and Health and Wellness Center or a private provider for further services.

Training the staff was essential to assist and service our students. A Social-Emotional Wellness Training Plan was developed to support students and school personnel at the Guam Department of Education. The District-School Psychologists and School-Based Behavioral Health Clinical Interns conducted the training. Training intended focused on the following areas:

- Understanding Mental Health during COVID-19;
- Learning and dealing with anxiety, depression, trauma, stress, and grief during COVID-19;
- Working with students and staff during COVID-19; and
- Safeguarding the health and safety of individuals and those we love;
- Dealing with uncertainty and ways to adapt to the "new normal" using the Resiliency Model developed by the Veteran Affairs – VetCenter.
- Training school counselors in several types of evidence-based universal mental health screeners as they work directly with students that may present signs of difficulty.

SUPPORT FOR SCHOOL PERSONNEL WHO ARE HAVING A DIFFICULT TIME RETURNING TO WORK

District School Psychologists and School-Based Behavioral Health Clinical Interns will work directly with school administrators to identify school personnel in need of targeted support. They will provide one-to-one support and determine additional support or services that school personnel may need to pursue during this pandemic. If we support the staff, the district would be equipped to receive the students during these challenging times. A healthy mind matters, and all students and staff need the assistance and encouragement to move forward the best way we can and be resilient.



GDOE Staff receiving PPE's to be distributed to all 41 schools.

Doc. No. 35GL-20-2365.*

COVID-19 Pandemic Response & Recovery

GDOE SCHOOL NURSES SUPPORT AND IMPACT

The Guam Department of Education (GDOE) has a group of 46 nurses, which includes 4 Licensed Practical Nurses (LPNs), 41 School Health Counselors (SHCs) which are registered nurses (RN), and 1 Community Health and Nursing Services Administrator (CHNSA).



On March 14, 2020 the Governor issued an Executive Order 2020-04 that closed all schools on Guam. On Tuesday March 17, 2020 all SHC and LPNs reported to the GDOE training room so that all our nurses could be fit tested to wear appropriately N95 masks to support our healthcare system during the declared public health emergency.

Starting Tuesday March 18, 2020 all GDOE nurses were assigned to support the hospital and/or at the Department of Public Health and Social Services (DPHSS) during the ongoing public health emergency.

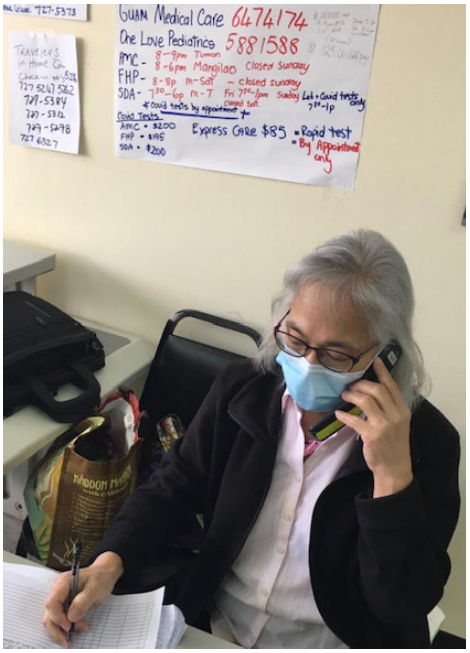
School Nurses supporting DPHSS at the Port Authority of Guam (PAG).



School Nurses supporting DPHSS at the Guam International Airport Authority (GIAA).







A school nurse supporting DPHSS at the Call Center.

School Nurses supporting DPHSS at the Quarantine Site.



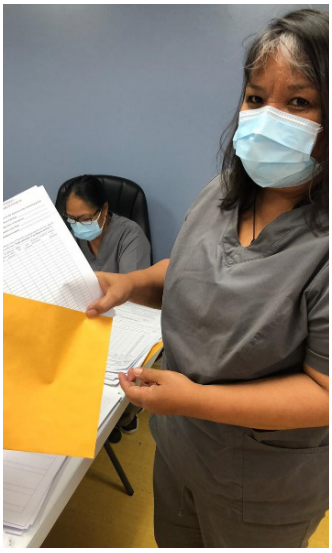
Doc. No. 35GL-20-2365.*

COVID-19 Pandemic Response & Recovery



School Nurses supporting DPHSS at the Isolation & Quarantine Unit.





School Nurses supporting the acute care setting at Guam Memorial Hospital Authority (GMHA) and Guam Regional Medical City (GRMC)

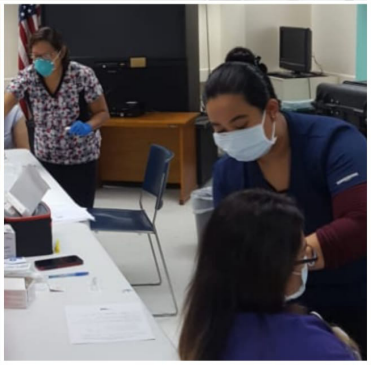












School Nurses supporting DPHSS at a COVID-19 outreach.



THANK YOU TEAM DOE NURSES!!!

Doc. No. 35GL-20-2365.*

COVID-19 Pandemic Response & Recovery

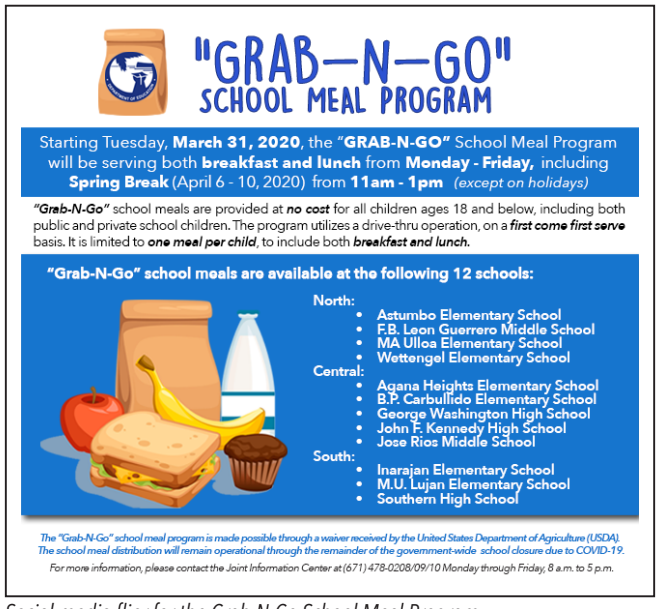
GRAB-N-GO MEALS

The "Grab-N-Go" School Meal Program were made available at no cost, for all children, including public and private school, ages 18 and below. From March 20, up to August 31, 2020, there were 2,887,000 meals distributed to the children on island. 200 GDOE employees distributed the meals supported by the Food and Nutrition Services Division, Dr. Kelly Sukola, Deputy Superintendent of Educational Support and Community Learning, school personnel.

Grab-N-Go meals were available at the following schools:

1. Agana Heights Elementary School
2. Astumbo Elementary School
3. B.P. Carbullido Elementary School
4. Inarajan Elementary School
5. MA Ulloa Elementary School
6. M.U. Lujan Elementary School
7. Wettengel Elementary School
8. F. B. Leon Guerrero Middle School
9. George Washington High School
10. John F. Kennedy High School
11. Jose L.G. Rios Middle School
12. Southern High School

The Grab-N-Go School Meal Program is made possible through a waiver received from the United States Department of Agriculture.



Social media flier for the Grab-N-Go School Meal Program .



Wettengel Elementary School Staff assisting on the last day of the Grab-N-Go School Meal Program.



Wettengel Elementary School staff handing out packaged meals during the Grab-N-Go School Meal Program.

Doc. No. 35GL-20-2365.*

PERSONNEL QUALITY & ACCOUNTABILITY

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

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

The following section reports statistics regarding employee demographic characteristics, and teacher qualifications based on certification levels and degrees completed.



GDOE personnel wearing pink in support of Breast Cancer Awareness. Photo taken on October 2019.

EMPLOYEE DEMOGRAPHICS

In SY 19-20, there were three thousand, seven hundred and seventy (3,775) full and part-time employees who provided instructional and support services.

Table 9 represents the distribution of employees by position category from the various school and central office/support division sites. Analysis of Table 30 reveals that the largest category of employees within GDOE are teachers who comprise 62.9% of the total employee population. Instructional Aides comprise the second highest population totaling 658 or 17.52%. Principals and Assistant Principals account for 2.32% of the employee population, while various support and programmatic services make up the rest of the population.

TABLE 9.
SY 19-20 Employee Distribution by Position

POSITIONS	NUMBER OF EMPLOYEES	PERCENT OF TOTAL POPULATION
Principals and Assistants	87	2.32%
Central Administrators	33	0.88%
Teachers[1]	2362	62.9%
Professional/Ancillary	267	7.11%
Health Counselors	40	1.06%
Allied Health Professional[2]	28	0.75%
Central School Support	164	4.37%
Cafeteria	43	1.15%
Custodian/Maintenance	73	1.94%
Instructional Aides[3]	658	17.52%
TOTAL DOE EMPLOYEES	3,755	100%

[1]Includes Substitute Teachers as well as Guidance Counselors and School Librarians who are categorized as Teachers.
[2]Includes LPNs
[3]Includes School Aides, Head Start Aides and other special program aides.

Doc. No. 35GL-20-2365.*

Personnel Quality & Accountability

TABLE 10. SY 19-20 GDOE Ethnic Distribution of Employees

	ETHNIC CATEGORIES	# of EES
1	M - Marshallese	1
2	C - CHamoru	2,306
3	F- Filipino	955
4	K - Korean	9
5	P -Pohnpeian	7
6	I - American Indian/Alaskan Native	6
7	D - Chinese	7
8	H - Hispanic	12
9	O - Other	55
10	V - Vietnamese	5
11	W - Caucasian	103
12	T - Chuukese	43
13	J - Japanese	21
14	G - Palauan	30
15	A - Asian/Pacific Islander (Not List)	176
16	S - Carolinian	2
17	B - African American	17
	GRAND TOTAL:	3,755

Table 10 shows that employees under the CHamoru ethnic category total 2,306 of the total employee population (N= 3,755). Filipinos ranked second highest totaling 955 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 9.
SY 19-20 DOE Gender Distribution of Employees

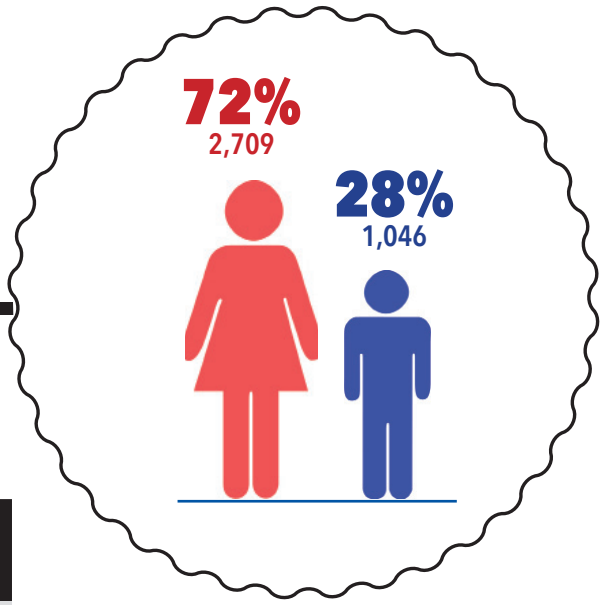


Figure 9 shows that female employees, who comprise 72% (2,709) of the total population (3,775), far outnumber the male employees at 28% (1,046).

TABLE 11. SY19-20 Employee Distribution By Age Group

AGE GROUP	NUMBER OF EMPLOYEES	SY 19-20 PERCENT OF TOTAL N = 3,755	SY 18-19 PERCENT OF TOTAL N = 4,020
18-24	202	5.38%	7.0%
25-34	880	23.44%	22.0%
35-44	874	23.28%	26.0%
45-54	1,049	27.94%	26.0%
55-64	572	15.23%	15.0%
65-70	122	3.25%	3.0%
71+	56	1.49%	1.0%
Total Employees	3,755	100%	100%

Table 11 represents the employee distribution by age group. In SY 19-20, the highest percent of the employee population (27.94%) are between the ages of 45-54 years old. Employees who are age 55 or over comprise 19.97% of the population, while 28.82% of employees are below the age of 35.

Doc. No. 35GL-20-2365.*

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 12 represents the distribution of professional school administrator certification for SY 19-20.

Examination of Table 33 indicates 100% of GDOE school administrators possessed full Professional Certification with the exception of those that were detailed.

TABLE 12. SY 19-20 Professional School Administrators Certification

TYPE OF CERTIFICATION	SY 19-20 Certification				SY 18-19
	Elementary	Secondary	Expired*	TOTAL	TOTAL
Professional I	0	0	0	**0**	0
Professional II	0	0	0	**0**	8
Professional III	0	0	0	**0**	1
Initial Administrator	0	3	0	**3**	5
Master Administrator	22	35	0	**57**	54
Professional Administrator	8	17	0	**25**	27
Teacher's detailed as Acting Assistant School Principal (No Admin. & Sup. Certification required)	1	1	0	**2**	n/a
TOTAL	**31**	**56**	**0**	**87**	**96**

**Expired, represents employees who once held valid Certificates and whose certificates expired in SY 2019-2020*

Table 13 depicts the distribution of instructional teachers by types of certification for SY 19-20.

Category of Positions not included in Table 34 are JROTC positions (total 14) who maintain certification by the Department of Defense, and Teacher's Assistants and On-Call Substitutes whose positions do not require certification (total 308) as well as a total of (145) On-Call Substitute Selective Factor Teachers (degree holder). Teachers who are categorized as Guidance Counselors or School Librarians are reported separately.

Teachers that possessed professional certification comprised about 1,773 of the total population, of which 188 held Initial Educator/ Basic Educator Certification.

TABLE 13. SY 19-20 Classroom Teacher Certification

TYPE OF CERTIFICATION	Elementary	Secondary	Divisions	Expired*	SY 19-20 TOTAL	SY 18-19 TOTAL
Basic Educator	40	22	28	0	**90**	89
Initial Educator	83	104	1	0	**188**	216
Master Educator	272	290	51	6	**619**	619
Master Equivalency	46	39	3	0	**88**	67
Reading Specialist	0	3	0	0	**3**	0
Professional I	0	0	28	0	**28**	0
Professional II	0	0	1	0	**1**	1
Professional Educator	300	357	12	5	**674**	724
Level 1A,1B, 1C, 2 & 3	0	0	0	0	**0**	0
Standard	0	2	0	0	**2**	3
Temporary**	19	61	0	0	**80**	91
TOTAL	**760**	**878**	**124**	**11**	**1,773**	1,810

***Temporary Certification indicates new class of certification as per change in policy (GEC Rule 29-73.10000.21, Adopted 02/17/09) inclusive of Emergency, Provisional, & Conditional Certification.*
****Expired represents teachers who once held valid Teacher Certification and whose certificates are expired.*

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Personnel Quality & Accountability

Table 14 represents the distribution of school health counselor certification in SY 2019-2020. A total of 43 (100%) of the School Health Counselors in GDOE held License to Practice on Guam as Registered Nurses (40), Practical Nurses (2), and Community Health and Nursing Services Administrator – GDOE Chief Nurse (1).

Table 14. SY 19-20 School Health Counselor Certification

TYPE OF CERTIFICATION	Elementary	Secondary	Division	SY 19-20 TOTAL	SY 18-19 TOTAL
Registered Nurses	26	12	2	**40**	43
Community Health & Nursing Administrator	0	0	1	**1**	n/a
Licensed Practical	1	1	0	**2**	3
TOTAL	**27**	**13**	**3**	**43**	**46**

Table 15 represents the distribution of School Librarian certification in SY 2019-2020. A total of 38 School Librarians held full Professional School Librarian certification, while 1 a Temporary Endorsement School Library Certification.

TABLE 15. SY19-20 School Librarians Certification

TYPE OF CERTIFICATION	Elementary	Secondary	SY 19-20 TOTAL	SY 18-19 TOTAL
Master Educator	9	13	**22**	17
Master Equivalency	3	1	**4**	6
Professional Educator	9	3	**12**	15
Temporary	1	0	**1**	1
TOTAL	**22**	**17**	**39**	**40**

Table 16 depicts the distribution of School Guidance Counselor certification in SY 2019-2020. A total of 79 School Guidance Counselors held full Professional Certification, while 4 (LTFT) held a Temporary School Counselor Certification.

TABLE 16. SY19-20 Guidance Counselor Certification

TYPE OF CERTIFICATION	Elementary	Secondary	SY 19-20 TOTAL	SY 18-19 TOTAL
Initial Counselor	8	9	**17**	13
Master Counselor	4	21	**25**	27
Professional Counselor	14	21	**35**	41
Master Educator	0	2	**2**	n/a
Temporary	1	3	**4**	4
TOTAL	**27**	**56**	**83**	85

Table 17 represents the distribution of school allied professional certification in SY 2019-2020. The majority of allied health professionals require professional licenses issued by the Allied Health Board.

Table 17. SY19-20 Allied Health Professionals

ALLIED HEALTH PROFESSION	TYPE OF CERTIFICATION/ LICENSURE	SY 19-20 TOTAL	SY 18-19 TOTAL
Audiologist	Allied Health License	**1**	1
Audiometrist	Allied Health License	**2**	2
Occupational Therapist II	Allied Health License	**1**	0
Sign Language Interpreter	Allied Health License	**7**	0
Psychologist	Allied Health License	**5**	4
Speech/Language Clinician	Allied Health License	**6**	8
Speech/Language Pathologist	Allied Health License	**6**	7
TOTAL		**28**	**22**

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BUDGET & EXPENDITURES

Following the enactment of the Federal Tax Cut and Jobs Act (TCJA) of 2017 (P.L. 115-97) in December 2017 , The GDOE's FY 2018 Budget was reduced to $12.3 million (M) under a Fiscal Year Realignment Plan mandated under P.L. 34-87 and adopted by the governor, The reduction was prorated between GDOE (11,627,185) and charter schools ($698,286)

Pursuant to FY 19 Budget Act or P.L. 34- 116, GDOE appropriations totaled $237,617,728, with $3,048,776 increase in appropriations for charter schools, despite an overall $2.6M decrease compared to the FY 18 adjusted appropriation levels in the table below.

The $2.6M decrease in authorized FY 19 GDOE spending included the following:

1. $2.4M less funding from offsets within and between the GF and the Territorial Educational Facilities Fund (TEFF) approproations for operations:

    a. $11,828,763 less in GF from $213,501,193 in FY 18 to $201,672,430 in FY 19. This is due to the $3M increase in charter schools (from the FY 18 adjusted $7.4 to $10.4M) and the $1M new funding for the Simon Sanchez High School (SSHS), offset by a $15.8M total decrease from the Early Childhood Education expansion ($1M), school repairs ($500 thousand (K)), and operations ($14.3M)

    b. $9,444,233 more in TEFF from $5,921,375 in FY 18 to $15,365,608 in FY 19 (including $100K for GDOE's annual investment contribution to the First-Generation Trust Initiative) and a $3,700 increase for the John F. Kennedy High School (JFKHS) lease payment from $5,128,200 to $5,131,900.

2. $202, 315 less in Special Funds for school libraries, sports facilities and the GDOE's First-Generation Trust. The decrease were from the Public Library Resource Fund (from $996,946 to $978,236), the Limited Gaming Fund (from $608,518 to $524, 913)

The $2.4M in FY 19 Special Fund appropriations were designated for interscholastic sport, health and physical education activities, school libraries, and GDOE sports facilities, Additionally, and not included in the comparative table above:

- $12.5M in additional appropriations (federal reimbursements and cash collections) related to the National School Lunch and Breakfast Programs. The reimbursements are provided by the US Department of Agriculture's USDA (USDA) Food and Nutritional Services for meals served to students and children who attended public schools
- $11.9M in payments: $11.5 in retiree healthcare benefits and $405K in payments from the University of Guam and the Guam Community College to implement the First Generation Trust Initiative.

- $1,271,119 In FY 17 GF continuing appropriations , as authorized under P.L. 34-42: II Part I:19.

In FY 19, cafeteria sales were $6,120; the estimated cash collections identified in the appropriations are much higher than realized. Cash collections were impacted by the expansion of schools enrolled in the Community Eligibility Provision (CEP) Program, which enables high-poverty districts to offer school breakfast and lunch at no cost to students. FY 19 marked the first full year wherein all 41 GDOE schools were enrolled in the CEP program.

The FY 19 Budget Act also contained spending control provision to include:

1. A hiring freeze for all agencies and branches from September 1 to December 31, 2018.
2. A freeze on salary increments, promotions, reclassifications, merit bonus, any upward pay adjustments from October 1, 2018 to Sept. 30, 2019.
3. Suspension of certified pay differential for certified public accountants, certified government financial managers, certified fraud examiners, and certified internal auditors form Oct. 1, 2018 to Sept. 30, 2019.

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Budget and Expenditures

However, on October 15, 2018, the office of the Attorney General responded to an inquiry from the Department of Administration (DOE) ad stated that the hiring freeze of P.L. 34-116, Chapter XII, Part I Section 1 violated the separation of powers doctrine. On December 13, 2018, the Attorney General responded to a inquiry from the DOA and opined that the prohibition against promoting employees within GovGuam was inorganic and unenforceable. The spending control provisions adversely impacted recruitment and retention of certified teachers and affected GDOE's ability to maximize human resources and sustain employee morale.

P.L. 34-117 appropriated an additional $1.5M in continuing appropriations for the SSHS Renovation project from FY 18 proceeds of the Guam tax Amnesty program. However, the DOA noted there is no cash available to fund the appropriations.

Excerpts from Deloitte and Touche, LLP. Guam Department of Education (A line Agency if the Government of Guam) Basic Financial Statements, Additional Information and Independent Auditors' Report Year Ended September 30, 2019 pgs 5-7.

Figure 10.
Department Comparative Appropriations and Expenditures from FY 2013 - FY 2018

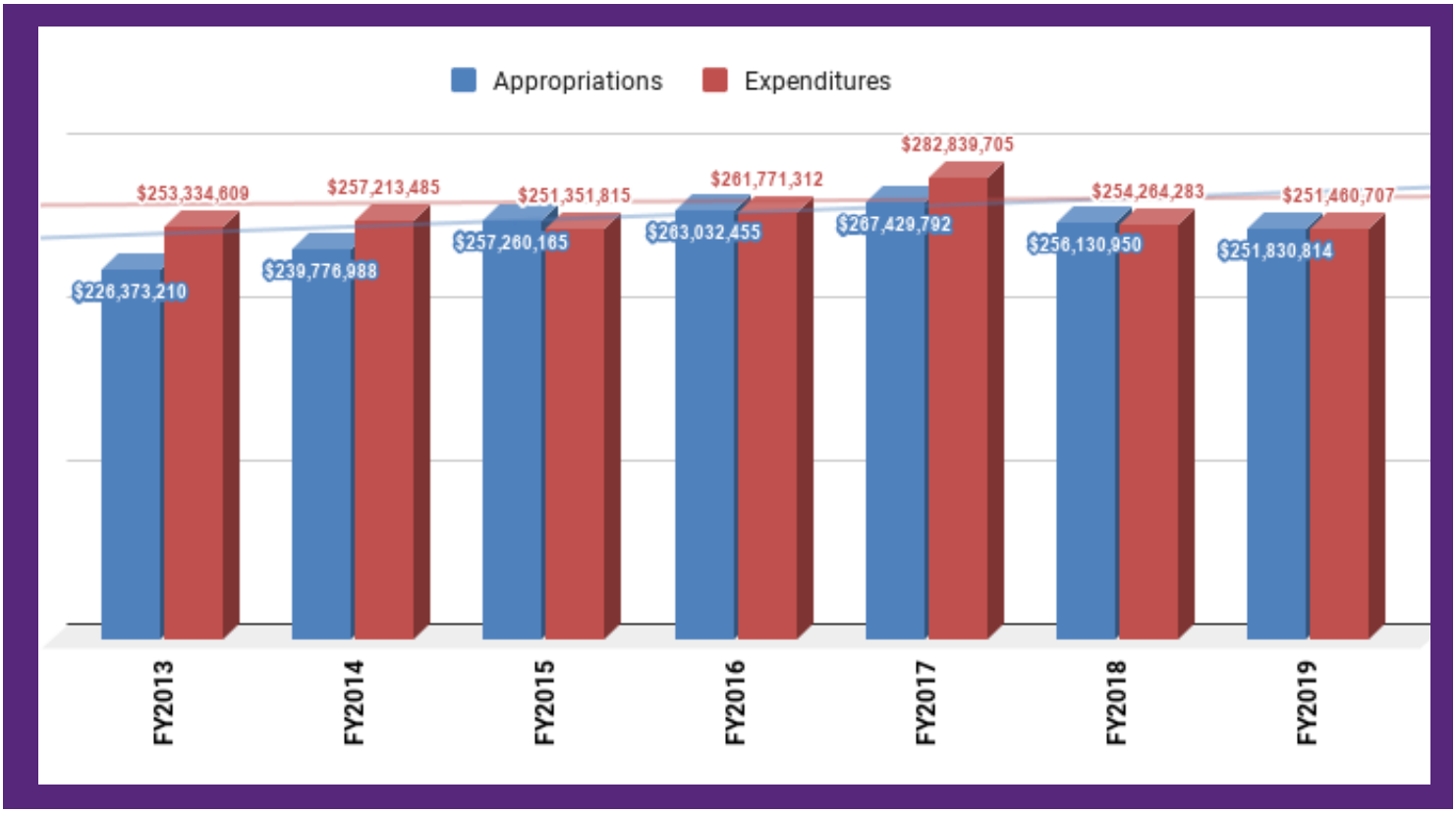


Figure 10 shows the department's comparative appropriations and expenditures from FY 2013 to FY 2019.

Appropriations and Expenditures data extracted from the Audited Financials by Deloitte and Touche.

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Table 18. Appropriations from Various Categories from FY 2013 to FY19

CATEGORIES	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Local Appropriations	$ 226,373,210	$ 239,776,988	$ 257,260,165	$ 263,032,455	$ 267,429,792	$256,130,950	**$251,830,814**
Federal Contribution *	$ 62,100,353	$ 54,629,762	$ 58,052,789	$ 56,874,788	$ 64,445,317	$ 61,452,125	**$ 61,172,998**
Contributions from component units			-	$ 450,000	-	-	**$ 800,801**
Cafeteria Sales	$ 553,763	$ 396,398	$ 231,703	$ 199,734	$ 146,591	$ 31,213	**$ 6,120**
Fees and Other Program Receipts	$ 1,380,266	$ 835,928	$ 1,040,777	$ 1,416,498	$ 530,282	$ 1,547,763	**$ 639,467**
Total Revenues	$ 290,407,592	$ 295,639,076	$ 316,585,434	$ 321,973,475	$ 332,551,982	$ 319,162,051	**$ 314,990,200**

Table 18 depicts GDOE appropriations by source category for FY 13 to FY 19. Appropriations consist of General Fund and Special Funds.

PER PUPIL COST

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

Table 19. Comparative Expenditures and Per Pupil Cost from SY 17-18 to SY 19-20

SCHOOL YEAR	SY 17-18	SY 18-19	SY 19-20
TOTAL LOCAL EXPENDITURE	$ 282,839,705	$ 254,264,283	**$ 251,460,707**
LESS NON-OPERATING EXPENDITURE	$ 69,780,414	$ 38,775,119	**$ 39,573,803**
LOCAL OPERATING EXPENDITURE	$ 213,059,291	$ 215,489,164	**$ 210,468,400**
OFFICIAL ENROLMENT	30,112	29,719	**28,812**
PER PUPIL OPERATING COST	$ 7,076	$ 7,251	**$ 7,305**

Table 19 represents per pupil cost based on audited expenditures of local funds. Per pupil cost is calculated by dividing the total amount of expenditures for the fiscal year by the official student enrollment. The figures above do not include costs for transportation provided by Department of Public Works.

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Budget and Expenditures

Figure 11.
Combined Statements of Revenue, Expenditures by Account and Changes in Fund Balances[1]

1 Deloitte and Touche, LLP. *Guam Department of Education (A line Agency if the Government of Guam) Basic Financial Statements, Additional Information and Independent Auditors' Report Year Ended September 30, 2019* , p.70

GUAM DEPARTMENT OF EDUCATION

Combined Statements of Revenues, Expenditures by Account and Changes in Fund Balances (Deficit)
Governmental Funds
Year Ended September 30, 2019

	2019			2018		
	General	Federal Grants Assistance	Total	General	Federal Grants Assistance	Total
Revenues:						
Local appropriations	$ 245,229,414	$ 6,601,400	$ 251,830,814	$ 248,469,400	$ 7,661,550	$ 256,130,950
Federal grants and contributions	1,290,615	60,422,383	61,712,998	1,755,297	59,696,828	61,452,125
Contributions from component units	800,801	-	800,801	-	-	-
Cafeteria sales	6,120	-	6,120	31,213	-	31,213
Fees and other program receipts	429,769	209,698	639,467	1,369,625	178,138	1,547,763
Total revenues	247,756,719	67,233,481	314,990,200	251,625,535	67,536,516	319,162,051
Expenditures:						
Salaries and wages	131,769,829	21,052,731	152,822,560	132,943,174	22,642,589	155,585,763
Benefits	44,634,925	7,234,943	51,869,868	46,829,102	8,079,465	54,908,567
Capital lease payments	20,412,975	6,601,400	27,014,375	19,615,485	7,625,900	27,241,385
Food management contract	6,315,371	12,466,501	18,781,872	6,428,150	11,687,902	18,116,052
Contractual	9,620,288	7,570,585	17,190,873	11,649,351	8,831,348	20,480,699
Power	11,166,118	2,302,657	13,468,775	12,472,661	-	12,472,661
Retiree healthcare benefits	11,539,386	-	11,539,386	11,732,727	-	11,732,727
Supplies	794,817	6,265,463	7,060,280	801,945	3,734,451	4,536,396
Guahan Academy Charter School	3,846,882	-	3,846,882	4,458,474	-	4,458,474
iLearn Academy Charter School	3,774,560	-	3,774,560	2,968,433	-	2,968,433
Water	2,847,950	-	2,847,950	2,538,289	-	2,538,289
Equipment	1,017,458	1,183,763	2,201,221	571,129	3,076,517	3,647,646
Travel	587,307	1,368,101	1,955,408	513,817	825,809	1,339,626
Science is Fun and Awesome Academy Charter School	1,418,504	-	1,418,504	-	-	-
Indirect costs	-	896,505	896,505	-	975,210	975,210
Textbooks	696,462	-	696,462	192,353	-	192,353
Capital outlay	281,630	290,782	572,412	21,491	57,290	78,781
Phone	361,612	-	361,612	221,664	-	221,664
Library books and equipment	202,321	-	202,321	81,224	-	81,224
Fuel	171,041	-	171,041	169,602	-	169,602
Miscellaneous	1,271	50	1,321	55,212	35	55,247
Total expenditures	251,460,707	67,233,481	318,694,188	254,264,283	67,536,516	321,800,799
Net change in fund balances (deficit)	(3,703,988)	-	(3,703,988)	(2,638,748)	-	(2,638,748)
Fund balances at beginning of year	2,232,052	-	2,232,052	4,870,800	-	4,870,800
Fund (deficit) balances at end of year	$ (1,471,936)	$ -	$ (1,471,936)	$ 2,232,052	$ -	$ 2,232,052

See Accompanying Independent Auditors' Report.

Figure 11 depicts comparative expenditures by budget categories for FY 18 and FY 19 from GDOE's audited Financial.

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SCHOOL EXEMPLARY PROGRAMS

ELEMENTARY

ADACAO ELEMENTARY SCHOOL

8th National Elementary Honor Society
Our National Elementary Honor Society (NEHS) chapter inducted outstanding 4th and 5th grade students. Our NEHS student members demonstrated their leadership abilities by taking on leading roles in a majority of our school's ceremonies and assemblies.

Mock Trial Team
Adacao's 6th Mock Trial Team participated in the Unified Courts of Guam Mock Trial: People vs. Harry Potter. The mock trial excellently exposes students to a wide variety of law-related careers. Our students gained an insider's perspective on courtroom procedures and the judicial system.

Full Option Science System Program
5th grade students utilized the Full Option Science System Program The Full Option Science System (FOSS) bridges research and practice by providing tools and strategies to engage our students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds. The design includes these pedagogies: active investigation, including outdoor experiences, recording in science notebooks to answer focus questions, and assessment to monitor progress and motivate student reflection on learning. Our students learned important scientific and engineering concepts, and develop the ability to think as well as to actively participate in scientific practices through their own investigations and analyses. The FOSS Program provided our students and teachers with meaningful experiences through engaging with this active participation in scientific practices.

AGANA HEIGHTS ELEMENTARY SCHOOL

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 deal with conflict. Students have a chance to redeem weekly prizes at the Bee Hive through their Honey Tickets which is rewarded on meeting the three behavior expectations of being safe, respectful, and responsible. Students are also recognized as the Student of the Month for their display of the three Behavior Expectations in the classroom with their fellow Bumblebees. Additionally, students who receive no referrals during the month, have the opportunity to win additional prizes through the Bee Worthy Raffles. The Buzz Club was also formed to help students deal with issues in and outside of school.

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School Exemplary Programs

5-2-1-Almost None Health and Fitness Initiative

AHES partnered with the University of Guam and SNAP-Ed to introduce the 5-2-1-Almost None Health and Fitness Initiative in order to promote a healthy lifestyle in and out of school. Students and employees are encouraged to eat 5 servings of fruits and vegetables daily, limit screen time to 2 hours per day, 1 hour of physical activity daily, and drink almost no sugary drinks. A ribbon cutting ceremony was held to celebrate our new activity sidewalk and a Spirit Week with daily fitness themes was conducted. Every month, Schoolwide Zumba is conducted at the Student of the Month Ceremony. Students participated in another week of physical challenges and races against classes within the grade levels.

Mimasaka University Cultural and Learning Exchange

This marked the 10th year of our partnership with Mimasaka University in Japan. University students studying to be elementary teachers observe classrooms and interact with our students while cultivating an exchange of culture, friendship, and learning. Yearly, two students and one teacher is invited to Japan to experience a home stay program with families affiliated with Mimaska University. Our students study about Japan's culture as well as perform and showcase our CHamoru Culture and Heritage while visiting Japan.

ASTUMBO ELEMENTARY SCHOOL

Early Bird Intervention Program

The Early Bird Intervention Program (EBIP) was conceptualized to provide intervention to Tier 2 and 3 students in Reading and Math. It is open to Kinder - 5th grade students who are recommended by their teachers. Students report to their EBIP teachers for an hour in the morning from 7:15 - 8:15 to work on Mobymax, a Standards-Based adaptive self-paced online program designed to close learning gaps by targeting critical skills. This year, more than 150 students participated in the program. Teachers have reported a vast improvement in Reading ability and overall academic achievement.

Gifted and Talented Education (GATE)

The GATE Elementary program provides enrichment for identified GATE Academic students through a pull out program. Small groups (not more than 12 students) of gifted students meet 180 minutes per week in the GATE Resource Room. 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 teachers including the GATE math teacher, GATE art teacher, and the GATE choir teacher.

Robotics

Robotics is an after-school club for 3rd, 4th and 5th grade students in preparation for the Texas Computer Education Association (TCEA) Arena Contest, an annual regional robotics competition for students from 4th grade to high school. Students volunteer to participate in the after school program and prepare for the contest using the Lego EV3 robotics kits and materials provided by the GDOE College Pathway Program. Participation in the club provides opportunities for students to learn and apply computer, math, and coding skills using the Lego Mindstorms EV3 Program platform as well practice teamwork, problem solving and troubleshooting in real time. Students are placed in teams and compete with students from other schools island-wide.

B.P. CARBULLIDO ELEMENTARY SCHOOL

Homework Planners (Home School Connection)

All classes implemented the Homework Leader Program. Students were expected to complete three criteria daily. The three criteria were 1. To complete all homework, 2. To have their student planner read and signed by parent/guardian, 3. To complete their home reading program. Teachers checked these criteria daily and submitted the class data weekly. A reward was provided to classes who had 80% or more of their students complete the criteria. The goals of the program were to promote responsibility of students and parent involvement.

Positive Behavior Intervention Support (PBIS)

The Positive Behavior Intervention Support is a school-wide evidence based, systematic, proactive approach to student discipline. The program teaches expected student behaviors in the school environment, acknowledging and rewarding positive behavior, and correcting inappropriate student behavior. Student discipline data is monitored regularly. This program ensures school safety and encourages a positive school environment for students.

CHIEF BRODIE MEMORIAL ELEMENTARY SCHOOL

State Systemic Improvement Plan (SSIP)

Chief Brodie Memorial Elementary School is 1 of 4 School Systemic Improvement Plan (SSIP) schools. Our focus is to improve best teaching practices to increase the levels of proficiency in reading using the Continuous Cycle of Improvement, PDSA (Plan Do Study Act), the 5 Components of Reading and other appropriate interventions.

Responding to Interventions

Teachers were able to screen and analyze areas of improvement from Kindergarten through grade 5 and act intentionally with adjusting reading instruction to suit the needs of individual learners. Teachers collaborated and shared best practices with supporting various student needs and continued monitoring for progress.

After School Program for Instructional Remediation & Enrichment (ASPIRE)

The After School Program for Instructional Remediation & Enrichment (ASPIRE) was held to provide additional instruction for students during after school hours. Specific skills aligned with Common Core State Standards were identified according to the needs of enrolled students. Teachers used these standards and skills as a starting point for lesson planning and teaching.

CAPTAIN H.B. PRICE ELEMENTARY

Farm to School

Farm to school empowered students and their families to make informed decisions on food choices while strengthening the local economy and contributing to vibrant communities. The program activities enhanced classroom education through hands-on learning opportunities related to food, health, agriculture and nutrition. Students took on responsibility roles in the upkeep of the school garden, in which students harvested and tasted the fruits of their labor.

Positive Behavior Interventions and Supports (PBIS)

The PBIS model is a team-based systematic approach to teaching behavioral expectations throughout the school. The team consists of the school's PBIS coach, selected teachers from every grade level, administrators, the counselor, and some staff members. The team oversees the teaching and

implementation of the schoolwide expected behaviors and the development of a reward system as well as other interventions that work to promote a positive learning environment interventions that work to promote a positive learning environment.

STEM Professional Development
Teachers received professional development in the areas of Science, Technology, Engineering, and Math (STEM) and this year one teacher per grade attended Robotics training. These teachers shared knowledge gained through their participation and each team will continue to plan and provide opportunities for students to develop STEM skills through hands-on and collaborative projects integrating robotics design, inventions, and assembly.

C.L.TAITANO ELEMENTARY SCHOOL

Junior Police Cadet
5th grade students received instruction on leadership, community service, and decision making from volunteers from the Guam Police Department. An exhibition marching team was also formed to demonstrate listening skills, self-discipline, and school pride. Students had to meet certain criteria to qualify for the exhibition team which includes displaying good behavior and doing well academically.

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

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

DANIEL L. PEREZ ELEMENTARY

Positive Behavior Interventions and Supports (PBIS)
PBIS is a program that we continue to implement and maintain at Daniel L. Perez Elementary School to assist with the students' behaviors. The interventions help foster positive behaviors and creates uniformity at a school wide level. DLPES expectations are: 1) to be safe; 2) to be respectful; and 3) to be responsible. Those expected behaviors are posted throughout the campus: classrooms, hallways, restrooms, office, library, and cafeteria. When students are seen following the expected positive behaviors, they are recognized with the "Fanihi Tickets." These tickets can be redeemed for prizes that are determined by the teachers representing all the grade levels and students are recognized as Fantastic Fanihis during their grade-level ceremonies. The PBIS cadre sets goals throughout the school year and aim to keep discipline rates below the rates from the previous school year.

Gifted and Talented Education (GATE)
The Gifted and Talented Education (GATE) program allows students who are performing above the norm for their age with enrichment activities that promote the growth of their academic and social abilities. They are given opportunities to participate in various community programs such as ISLA Art, Island-wide Science Fair, and Math Olympiad. Participation in these events have afforded them a broader exposure

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to the community and permitted them to win prizes and get recognition for their contributions and outstanding work. This year was our turn to learn some dances from Mr. Medina and the GATE students were able to perform for our school.

ClassDojo and Other Electronic Media for Parental Communication
ClassDojo is a classroom communication computer app that teachers and parents use as a tool to share information and communicate with each other. This is used school-wide and teachers are able to track student behavior and share photos or videos that enable parents to also check their child's progress. Communication with parents and guardians is important to DLPES and conversations via ClassDojo messaging is crucial in maintaining and strengthening the home-school connection. Parents appreciate the usage of the app and expressed their desire to continue using ClassDojo.

DLPES utilizes three other social media sites to promote communication with the parents and guardians of our students. On Facebook, our site is Daniel Perez Elementary School and to date there are 454 followers. On Instagram and Twitter, our accounts are both @mr fanihi. School photos of school activities are posted on Instagram and tweets about school happenings are done on Twitter.

FINEGAYAN ELEMENTARY SCHOOL

Kinder Learn And Ixl Program
Finegayan Elementary School was awarded the Kinder Learn grant that provided all kindergarten students with laptops for classroom use. The Home of the Guihans was the first pilot school to receive a mobile cart for every kindergarten classroom in School Year 2017-2018. This school year, students in 1st grade and 2nd grade also received mobile cart equipment. Under the IXL online program, students have used these laptops to learn and work on key skills in reading, language arts, and math. The program also tracks students' progress and is accessible at home for both students and parents. This program exemplifies technology at its finest, with students learning and having fun along the way.

Pre-Kindergarten Program
Pre-K program is a voluntary high quality program for 4 years old to prepare students to be kindergarten ready by nurturing social-emotional, cognitive and physical development. It is to enhance our Pre-K students' self-confidence and to foster a lifelong desire to learn.

E-Books Program
Finegayan Elementary School first introduced the Ebooks program to 4th and 5th grade students and the program is now available to all students. Ebooks has taken learning to new heights as it promotes the importance of literacy and the love of reading. Through Ebooks, Finegayan Elementary School is working on building a collection of electronic books that are available for students to read online, whether they are in school or at home. The school currently has 131 ebooks that students can access for free through the school's Online Public Access Catalog, or OPAC. Whether through Ebooks or traditional books, resources are now easily accessible for all students as we continue to foster the love for READING!

HARRY S. TRUMAN ELEMENTARY SCHOOL

Pen Pals Program
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 2019-2020. 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

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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 October 7, 2019. Writing templates were made for the primary and intermediate grades. The data was shared with all classes and parents during the Parent Teacher Organization meeting.

EAGLES OF THE MONTH – Positive Behavior Intervention Support PBIS
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 students 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.

Super Reader Learning Literacy
Students are expected to read certain amount of books within a given month. This will motivate them to enhance their reading skills in literacy. The goal is learning to read and the best way to motivate is to provide them the ability to go during recess and lunch recess to the Library as well as take home more than 1 book a day. On the following month during our Flag ceremony of the first Friday of each month, a student is recognize and called out in front of the whole school to be awarded a Super Hero cape of a favorite Disney character and a stuffed toy. Along with this award and recognition is a photo frame of the student, librarian and admin.

INARAJAN ELEMENTARY SCHOOL

1. WASC mid cycle review with commendations
2. CHamoru Month Art Competition first place for 1st grade and 3rd grade
3. GATE ART displayed at GDOE central office
4. Competed in island wide Spelling Bee
5. 1st Place winners (1st Grade) CHamoru Month Oratorical Contest

JUAN M. GUERRERO ELEMENTARY SCHOOL

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 three (3) 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 AIMS web 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.

Family and Community Engagement Committee
The Family and Community Engagement Committee was created in order to build and enhance relationships with students' families. Juan M. Guerrero Elementary's vision was to collaborate with families while fostering positive relationships. In addition to assisting families with information to support their children's learning and development, the committee also encompasses the shared partnership and

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responsibility between home and school. Establishing this partnership with our students' families is essential for school improvement. The activities hosted by the committee are as follows: Back to School Bash and Open House, Parent Teacher Conference Fair, Thanksgiving Luncheon, McTeacher's Free Raffle Night.

Positive Behavior Interventions & Supports (PBIS)
PBIS framework is utilized to promote positive, social, emotional and academic-well-being, the framework, encourages schools to set behavior expectations in order to teach, reinforce, and promote positive behavior. The PBIS framework encourages schools to set behavior expectations in order to teach, reinforce, and promote positive behavior. Discipline data is provided to students, faculty and staff, and other stakeholders on a monthly basis.

Student Support and Celebrations (SSCC)
Student Support and Celebrations Committee (SSCC) focuses to improve school morale and to recognize and celebrate student accomplishments. SSCC honors a student each month during the Dynamic Dolphin assembly, who demonstrates exemplary behavior.

JUAN Q. SAN MIGUEL ELEMENTARY SCHOOL

Unified Classroom Management Plan
The unified classroom management plan continues to be implemented using positive rewards and negative consequences. The purpose of a classroom management plan is to hold students accountable for their behavior on the school campus (instructional and non-instructional). Students who are on task and following the school rules will be awarded with positive rewards. Some examples of positive rewards are: verbal praise, stickers, pencils, free time, etc. Students who are off task and not following the school rules will receive negative consequences. Some examples of negative consequences are: time out, phone call to parents, lunch detention or suspension.

Eagles Soaring Together
The goal of the Parent Involvement Cadre is to bridge the gap between our parents and the school focusing on our multilingual families, school and community. The intent is to improve the relationship between home and school that empower families to become proactive in their children's education on a continuous basis. The program provides two parental workshops a year. Workshops included mini lessons on homework, reading and math strategies to be used at home, explanation in truancy, discipline policies, uniform policies and information concerning health needs and requirements by the school nurse. Interpreters were also provided by our social workers.

Parent Initiate Incentive
One of the recommendations on the accreditation is to increase parent involvement. The parent initiative incentive allows parents to win prizes on a quarterly basis. Parents will receive a raffle ticket for 1) attending school functions (parent teacher conference, PTO meeting, fundraiser, workshop, etc.), 2) volunteer at the school (clean up, donation, special events, etc.), 3) signing student planner daily, and 4) signing important documents.

LYNDON B. JOHNSON (LBJ) ELEMENTARY SCHOOL

Positive Behavior Intervention & Support
LBJ & Tamuning Elementary School implements PBIS to improve student discipline. A School Climate Cadre, which consisted of grade level teachers, a counselor, and an administrator, was the school's lead in

refining the school's behavior expectations. The district provided training and support to our team. Lessons plans were created to teach students about expectations in all settings and a schedule was created to outline which lessons were taught each week. The school held monthly assemblies to recognize students from each homeroom class who displayed proper behavior, responsibility, demonstration of effort, and maintenance of good grades.

Project Based Learning (PBL)
Grade levels engaged in Project Based Learning for SY 2019-2020, which encourages and promotes student led instruction in all classrooms. PBL is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge that include:

- Key knowledge, Understanding and Success skills
- Challenging Problem or Question
- Sustained Inquiry
- Authenticity
- Student voice and choice
- Reflection
- Critique & Revision and
- Public Product

Pilot Prekindergarten Program
The major goal of the district Pre-Kindergarten Program is to provide a high-quality early learning experience for young children, which will prepare them to enter kindergarten ready to learn and lay the foundation and/or school readiness indicators.

LIGUAN ELEMENTARY SCHOOL

Improving Student Learning & Achievement (ISLA) AYUDANTE Summer School Program
Our Improving Student & Achievement (ISLA) AYUDANTE Summer Program focused on reading, math, and writing interventions. The STEAM (Science, Technology, Engineering Arts, and Math) curriculum was utilized to supplement the summer school program for Distance Learning. Together with differentiated instruction and activities, our ISLA Summer School Program met the individual needs and learning styles of the students and simultaneously meet the goals of the Common Core State Standards (CCSS). The lessons and activities were planned for the students for enrichment and practice.

After School Program for Instructional Remediation and Enrichment (ASPIRE) & Early Bird Program
The ASPIRE and Early Bird Program of Liguan Elementary School were designed to improve students' ELA and Math skills. Students underwent high quality instruction focusing on the skills needed to address the rigor of the Common Core State Standards (CCSS). In addition, teachers created lessons focused on differentiated, hands-on, multi-sensory activities adjusted to meet the individual needs and learning styles of the students, as well as promote physical fitness and healthy lifestyle. The program has two components: Remediation (tutorial) and Enrichment. Constant and efficient communication with regular school day teachers and program teachers are a must. Teacher Assistants (TA) tutor ASPIRE & Early Bird students daily along with assisting teachers.

Super Sihek Reader Program
Liguan Elementary School's Super Sihek Reader Program encourages students to read beyond the school day, to record and to monitor progress through the use of a reading log. Developed by our ESL Coordinator, Mrs. Cecilia Champion, the objective of the Super Sihek Reader program is to promote literacy and encourages parent student involvement beyond the school doors with students reading

frequently to their parents/guardians. By having the students read beyond the school day it enhances their reading skills. At the end of the school year, students who participated are recognized and rewarded with certificates and prizes for their accomplishments.

MARCIAL A. SABLAN ELEMENTARY SCHOOL

GET Fit Program

Stars "GET FIT" Workout Program began in October 2015 and continued through SY2019-2020 for the purpose of educating and promoting a healthier lifestyle for our students by having them participate in a variety of exercises such as running/walking, aerobic exercises, dancing, circuit training (which most SPARK lessons are integrated), jump rope, etc. To improve the quality of our students participation in the exercise, the GET FIT team worked with the University of Guam SNAP-Ed Program promoting the 5-2-1-AN initiative. The GET FIT Motto: Healthy Bodies and Minds equals STARS that Shine!

Positive Behavioral Interventions and Supports (PBIS)

This is a school wide effort to teach students behavior expectations in school to decrease discipline referrals. Students practice and implement these expectations through various strategies and are rewarded through our Caught Being a Super Star incentive program. Students with behavior challenges have developed a Behavior Intervention Plan. The school improved the use of the TIPS as another element to improve data analysis of discipline in the school.

STAR of the Month

The Star of the Month is a special day each month of the school year in which one student is recognized from each classroom for their positive behavior in following our school expectations and having good attendance for the month while keeping up with their academics.

MARIA A. ULLOA ELEMENTARY SCHOOL

Student Support And Interventions

MAUES offers Rainbows for All Children Guam for intermediate students. Counselors work with the students who are challenged with emotional or traumatic issues.

- Monthly "Cool Carabao" Luncheon with the Principal. Two students for each grade level who have demonstrate positive traits of following the PBIS behaviors.
- Junior Police Cadet Program was implemented for all Fifth Grade Students. The program integrated topics of health and safety, character education, and PBIS rules with P.E, Health, Social Studies and Language Arts.
- Library Services: The Librarian has a Young Librarian and Coding Club. There are always monthly themes to promote and engage reading activities for students such Reading Buddies and Guest Community leaders reading to students. Promotion of Reading and computer technological. Activities are always ongoing to engage all students.

Instructional Programs

- **GATE Program:** The Gifted and Talented Education (GATE) program is administered through the Division of Special Education.. MAUES is also one of two DOE elementary schools to pilot the Lego robotics program, which supports Science, Technology, Engineering, and Mathematics (STEM) concepts and teaches basic computer programming and engineering.
- **ASPIRE Program:** The After School Program for Instructional Remediation and Enrichment (ASPIRE) offers an extension the school day wherein teachers, TAs, and other support staff can provide remedial instruction or enrichment opportunities. Emphasis is placed on the CCSS, STEM, and on helping students to master foundational skills.

- **Grab-N-Go and Grab-N-Learn Programs** which provided breakfast and lunch for families. Distance learning and lesson activities were provided for students challenged without access to computers and internet.

Extra-Curricular Programs
MAUES promotes students to be actively engaged in extracurricular activities to promote character education, service, and leadership.

MACHANANAO ELEMENTARY SCHOOL

Early Bird Program
MES Early Bird is an Intervention Program that targets students in need of Tier 2/Tier 3 support in reading fluency and comprehension. Teachers provided classroom instruction daily from 7:15am to 8:15am for students who were recommended by their regular classroom teacher and at-risk students who scored in Tier 3 in AIMSweb Oral Reading Fluency during benchmark 3 of the previous school year. Teachers created lessons and activities based on students' needs, which also met the level of rigor that promoted and enhanced student learning. The program has shown to be an effective and successful intervention program that helped increased student achievement as students were making progress in their regular classroom.

National Elementary Honor Society
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 has been established since school year 2011-2012 and due to its continued success at our school, for SY2019-2020 was the 9th induction for MES. In order for a 4th or 5th grade student to become a member of this prestigious organization, the student is expected to demonstrate all four pillars as required by the National NEHS, and must be highly recommended by his/her teacher. The four pillars that guide the NEHS selection process include: Scholarship, Responsibility, Service, and Leadership. 11 students were inducted to NEHS, to include current members, the school has a total of 27 NEHS members.

Positive Behavior Intervention And Supports (PBIS)
Implementation of PBIS assisted the school in emphasizing the use of data for informing decisions about the selection, implementation and progress monitoring of evident-based behavioral practices and organizing resources and systems to improve durable implementation and fidelity. The School Climate Cadre (SCC) provides a safe environment for all students by analyzing the school's PBIS data and finding solutions to any discipline incidences using the Team Initiated Problem Solving framework. The data is analyzed to determine when (specific times) incidences occur, which students (grade-levels) are involved, where (classroom, cafeteria, playground, etc.) the incidences occur. SCC develops a plan to address the behavioral issues and prevent them from reoccurring. There were only a total of 9 Office Discipline Referrals.

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MERIZO MARTYRS' MEMORIAL SCHOOL

Fun Fit Dolphins (Zumba Classes)

Fun Fit Dolphins is a program spearheaded by the school health counselor designed to foster physical health and overall well-being among our students. A coordinated set of health-related activities that include routine tests and physical checks take place throughout the school year. Fun Fit Fridays, which consist of weekly forty-five minute Zumba sessions for faculty, staff, and students, incorporate cardiovascular exercise and also address the BMI data. Other Fun Fit Dolphin activities include Red Ribbon Week Drug, Alcohol Prevention Awareness, and the American Heart Association's Hoops for Heart event. The school health counselor also conducts "hands-only" CPR training annually to the fifth grade students, however, due to COVID-19 School Shut down, this activity was not completed this school year.

School Beautification (Dolphins CARE…)

As part of being a self-cleaning school, MMMS implemented a School Beautification initiative where the entire school community adopts an area around the school to maintain and beautify the campus at least once a month. This initiative promotes the concept of Clean-up After yourself, Reduce-reuse-recycle, and Everyone helps (Dolphins CARE) in ensuring that each stakeholder takes ownership of beautifying and maintain a clean and safe learning environment.

Student Council (STUCO)

The MMMS Student Council is a student organization which serves as an outlet for students to develop leadership skills through empowerment. The purpose of Student Council is based on the following five major principles: develop leadership skills among students (leadership); develop qualities of responsible members of a community (citizenship); encourage, promote, and celebrate academic goal setting/tracking as well as academic achievement academic accountability and achievement); promote a conducive academic and social school environment (school environment); build student moral and instill school pride (school pride). The Student Council election also allows the student body to participate in the democratic process.

M. U. LUJAN ELEMENTARY SCHOOL

State Systemic Improvement Project

In our effort to increase reading achievement of our students, especially those with disabilities, we've embraced a collaborative approach in teaching and learning. Through the support from GDOE and technical assistance from Guam CEDDERS, we've built the foundation on how improvement science can be implemented with fidelity. Professional development and mini-workshops throughout the school year focused on 1) sustaining the Continuous Improvement Process framework and Plan-Do-Study-Act (PDSA) cycle, 2) increasing the knowledge and skills in collecting and analyzing universal screening and progress monitoring data for reading, 3) implementing evidence-based practices to include explicit instruction, and 3) engaging our stakeholders in literacy strategies.

Håfa Adai Pledge Program

As a school we continue to perpetuate our CHamoru culture by modeling and sharing our values. This year we renewed our commitment to the Håfa Adai Pledge and celebrate this commitment through various activities that include: greeting all stakeholders and visitors with a "Håfa Adai," wearing island wear every Friday, playing CHamoru music in the office, designating a bulletin board that would include a word or phrase of the week, and including in our monthly newsletter the theme or skills being covered in CHamoru class.

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School Exemplary Programs

Positive Student Support System
Our school wide positive student support system comprised of Attendance, Behavior, Intervention, Family, and Stakeholder committees, continue to recognize and reward outstanding behaviors and practices, and address issues or concerns affecting student achievement. Activities and events sponsored by the different committees include monthly attendance recognition, attendance raffle, weekly assemblies focused on school expectations and behavior outcomes, Dragon Store, family movie nights, literacy family workshops, Thanksgiving family dinner, Healthy Hearts & Mind Fair, Book Club, etc.

ORDOT CHALAN PAGO ELEMENTARY SCHOOL

Standards Based Grading
Ordot-Chalan Pago Elementary School (OCPES) is actively preparing for full implementation of Standards Based Grading (SBG) during School Year (SY) 2020-2021. Standards Based Grading is a system in which teachers create proficiency scales to determine a student's performance for each priority skill and students are able to actively assess their own progress with each standard using the 4 point system. This system also utilizes monitoring sheets called student trackers. Teachers are able to provide students and families with more detailed feedback during individual student-teacher conferences after every learning cycle. During SY 2019-2020, OCPES implemented SBG for mathematics. The Home of the Ants look forward to full implementation of SBG in the upcoming school year.

Student Led Conferences
Along with Standards Based Grading, OCPES held its first student-led conference during the first quarter of this school year. Student-led conferences are parent-teacher conferences where the student is not only present, but is also in charge of explaining his or her progress to those present, reflecting on his or her accomplishments, and setting short and long-term learning goals. During the first student-led conference, most of the students were excited to show and explain to their parents what they learned during the first quarter. Parents were impressed that their children were able to articulate their understanding of the standards as well as lead the parent-teacher conference.

5-2-1-Almost None
In an effort to promote a healthy lifestyle, OCPES in collaboration with The Supple- mental Nutrition Assistance Program (SNAP-Ed) is in the fourth year of implementation of the 5-2-1- Almost None program. The program promotes a healthy lifestyle by educating students on making healthy choices. Some of the healthy choices promoted through the project include eating five servings of fruits and vegetables per day, having only two hours or less of screen time per day, one hour of physical activity per day and almost no sugary beverages per day.

In conjunction with the 5-2-1 Almost None efforts, OCPES also hosts a Fit Thursday every third Thursday of the month. During this time, a special guest leads students in a 30 minute physical fitness activity. Thursdays are also designated as "Rethink Your Drink" days in which students are highly encouraged to drink water or milk. OCPES is grateful for the partnership with the Department of Public Health and Social Services, SNAP-Ed and the University of Guam Extension & Outreach, which assists OCPES in its efforts to encourage students to live a healthy lifestyle by providing educational materials, a school resource toolkit, a physical activity game board, and presentations to students, parents, faculty and staff. The students and staff at OCPES are committed to continuing to promote a healthy lifestyle in collaboration with the 5-2-1- Almost None program.

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PEDRO C. LUJAN ELEMENTARY

CHamoru Immersion (Faneyakan Sinipok)

At the start of SY2019-2020, the first Chamoru Immersion Kindergarten Class was made available to 14 selected students and one Chamoru Teacher, Siñora Bertilia Yamasta. The CHamoru Immersion Program's mission is to:

- Provide a teaching and learning environment that is consistently guided by the Chamoru core values of inagofli'e', inafa'maolek, respetu, minamåhlao, dinanña', minatatnga, and chenchule' and is rooted in CHamoru realities
- Cultivate fluent Chamoru speakers who are grounded in Chamoru worldviews
- Ensure academic and linguistic excellence so that students are well-prepared to contribute to society
- Educate students to become environmental stewards to take care of Guåhan for their generations and for the future.

Response To Intervention (Rti)

Pedro C. Lujan Elementary implemented a Response to Intervention (RTI) framework during SY2019-2020. RTI is a research based approach that has proven to be successful with addressing the weak academic skills of struggling students. AIMSWeb Plus assessments were used to provide Reading and Math baseline data to identify students in need of academic support and guide teachers. Teacher-developed common assessments were used to progress monitor student achievement. Data meetings were held by grade level teachers to collaboratively review data and make curricular decisions. For interventions, teachers and teacher assistants used IXL to develop math skills and All Students Can Shine and Reading Mastery to improve oral reading fluency.

Conscious Discipline

The school is in the initial stage of implementing Conscious Discipline, a framework based on research that includes educating students, teachers and staff on bullying prevention and promoting a positive school climate for students to learn. School counselor, David Pexa provided presentations to teachers, staff and students on topics: Social Emotional Learning, Bullying, Self-Regulation and Coping Skills. A School Climate Cadre (SCC) which consists of counselor, teachers, staff, and administrator is in place to address student discipline issues and school safety. Teachers develop and use lesson plans to teach students the expectations in all settings (classroom, cafeteria, restroom, etc.) The school continues to maintain less than 2 % rate of student office discipline referrals.

TALOFOFO ELEMENTARY

5-2-1-Almost None

This year TALES has teamed up with the University of Guam on the 521 Almost None (521AN) project. The 521AN project teaches students to make healthful choices in what they eat and what they do. The 5 stands for eating five servings of fruits or vegetables each day. The 2 represents the maximum number of hours a child should spend in front of a screen (TV, computer, smart phone). The 1 describes the number of hours students should be actively engaged in physical activity – at least one hour daily. The A-N represents the amount of sugary drinks that should be consumed – almost none.

Tigerbotics

Students learn best by active involvement in projects, and TALES offers students opportunities to explore their world through a variety of hands-on learning activities. Students in second through fifth grades

are learning to build and program LEGO robots. In addition, a Tigerbotics club has been developed to participate in the island-wide robotics competition.

Standards Based Curriculum
Empowering students to succeed means challenging them with a rigorous curriculum. To accomplish that, TALES implements the adopted Common Core State Standards for English, language arts, and math. The school has also begun implementation of standards-based grading, where student progress is measured by their understanding and ability to meet identified priority standards and skills. This year, teachers, students, and parents are learning about standards-based grading, with full implementation anticipated during the 2020-2021 school year.

TAMUNING ELEMENTARY SCHOOL

Positive Behavior Intervention & Support
LBJ & Tamuning Elementary School implements PBIS to improve student discipline. A School Climate Cadre, which consisted of grade level teachers, a counselor, and an administrator, was the school's lead in refining the school's behavior expectations. The district provided training and support to our team. Lessons plans were created to teach students about expectations in all settings and a schedule was created to outline which lessons were taught each week. The school held monthly assemblies to recognize students from each homeroom class who displayed proper behavior, responsibility, demonstration of effort, and maintenance of good grades.

Project Based Learning (PBL)
Grade levels engaged in Project Based Learning for SY 2019-2020, which encourages and promotes student led instruction in all classrooms. PBL is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge that include:

- Key knowledge, Understanding and Success skills
- Challenging Problem or Question
- Sustained Inquiry
- Authenticity
- Student voice and choice
- Reflection
- Critique & Revision and
- Public Product

Pilot Prekindergarten Program
The major goal of the district Pre-Kindergarten Program is to provide a high-quality early learning experience for young children, which will prepare them to enter kindergarten ready to learn and lay the foundation and/or school readiness indicators.

UPI ELEMENTARY SCHOOL

Fitness Fridays
UES held monthly Fitness Fridays, thirty-minute sessions in the cafeteria where faculty, staff, and students engaged in physical activities such as choreographed dances, instructed exercises and organized obstacle courses. With the leadership of Mr. Billy Navarrete, UES strives to put a fun twist on ways to stay active and promote a healthy lifestyle.

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Dance Club
UES formed a Dance Club, with the leadership of Ms. Ferdene Dela Cruz and Ms. Camille Manzano. Through this program, students were given the opportunity to further their performance outlets, educational opportunities and social events inside and outside the school setting.

Kickball Team
UES formed a Kickball Team with the leadership of Mr. Ronald Doculan, Mr. Lester Santiago and Mr. Joel Flores to serve as a means for students to learn the importance of sportsmanship and teamwork with a positive competitive spirit. They participated in the 2nd Annual Fade Away from Violence Kickball Tournament hosted by the Guam Police Department.

WETTENGEL ELEMENTARY SCHOOL

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. Thirty students were selected and inducted into NEHS.

Rainbows for All Children Guam
The program provided needed services for students who deal with emotional issues related to death, divorce, deployment, or incarceration through a referral and follow-up process and serves as liaison between the school and community agencies so that they may collaborate in efforts to help students. School counselor, teachers and agencies assisted students with coping skills through meetings, activities, or monitoring services.

Peer Mediation Program
Students learn conflict resolution, which helped WES provide a safer and healthy learning environment for everyone. An average of 30 student participants were part of the Peer Mediation Program to help students resolve conflicts and manage their behaviors. Students enjoyed attending weekly meetings with guidance from Mrs. Calata, School Counselor. Students learned activities and strategies to help their

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peers promote a safe and healthy environment for all.

MIDDLE SCHOOL

AGUEDA I. JOHNSTON MIDDLE SCHOOL

Team Pirate Time (TPT):

Character Education and Middle School Exploratory Program

Team Pirate Time (TPT) is a framework to provide the middle school concept of character education and middle school exploratory programs that support the development of student's academic and social skills to meet the district goals and objectives. AIJMS TPT nurtures the growth and readiness of a middle school student to empower their ambition to become a productive and contributing member of their community. TPT also provides a safe and conducive environment by having students take responsibility of their own actions that defines their future.

Sustained Silent Reading (SSR)

As part of the Reading Department's initiative, AIJMS students allot themselves 20 minutes of their non-instructional time during TPT to participate in self-enrichment and pleasure reading of the individual interest to promote the love and joy of reading through expanding their knowledge.
Guest presenters and community support also help in facilitating the goals of TPT. Exposure and opportunities to various occupations and professions are also provided.

Multicultural Activities

Parent-Youth-Community Symposium bridges the connection between various cultures in refining the richness and diversity of our student population.
Sharing of role modeling from various cultural and ethnic backgrounds throughout the year are celebrated and recognized.

Clubs and Organizations

- SBA, NJHS, PLCC, Close-Up, Athletic Club, Kulu, and Book Club foster camaraderie, team building, and interpersonal growth to support the Clubs and Organizational goals and activities to promote school and community involvement in practicing good citizenship through the spirit of volunteerism and understanding of civic duties.
- **Interscholastic/Intermural Sports:** The program builds sportsmanship, team building and physical fitness. This is complemented with a built in incentive for students to maintain a "C" average and no discipline referrals with good citizenship.
- **Athletic Club:** Approximately 130 students successfully completed and were recognized for their participation in various sporting events.

ASTUMBO MIDDLE SCHOOL

Robotics

Robotics club is comprised of students willing to learn and become involved in building, breaking, rebuilding, programming and problem-solving. Through hard work, our students were able to secure championships in two of the island's robotics competition and received the opportunity to compete nationwide. Both competitions provided rich opportunities for our students to develop their talents. The experiences catapulted our students to a new level of learning and engagement.

Positive Behavior Intervention and Supports (PBIS)

PBIS is a systems support program that builds the capacity to address multi-tiered (Tier I, II, and III)

students that focuses on the social, emotional, behavioral, and academic aspects of each student's middle school development. The PBIS program improves upon the outcomes for all students, to include those with special needs or disabilities, as well as those who are from underrepresented groups. Discipline data is shared amongst all faculty and staff on a monthly basis to discuss ways to reduce the discipline rate at the school. Teams are showcased during the PBIS monthly assembly and student incentives are then given out to those whose names were called for, "caught doing well".

Character Education Program
The Team Time Character Education Program uses the Positive Action curriculum and teacher-made lessons to support the academic, social, and emotional development of all AMS students. Team Time, which is also known as Home base, is a scheduled class time at the end of every other day in which teachers advise and guide students to become responsible, respectful, and contributing citizens of the community, both in and out of school.

FRANCISCO BAZA LEON GUERRERO MIDDLE SCHOOL (F.B.L.G)

4-H Club
Mr. Lali Thundiyil (7th grade Science Teacher) continues to be instrumental in the promotion of agriculture and environmental consciousness for F.B. Leon Guerrero Middle School Students. They build and maintain a community garden at the school with the help of University of Guam 4-H Program students. In addition to this program, his students continue to lead in recycling projects, maintain the school grounds, plant several trees and develop a composting station.

School-Based Mentorship Program
The School Support System (SSS) was established for 1st-3rd year teachers to create a school-site mentorship program which allows for 2nd and 3rd year teachers to share their experiences with beginning teachers. Teachers work with each other with the guidance of an RTI Instructor and discuss academic, behavioral, and personal challenges faced by beginning teachers.

Interscholastics
The F.B Leon Guerrero Middle School's Interscholastic Program offers opportunities for our students to participate in sports designed programs. These sports range from basketball, baseball, soccer, volleyball and track and field. Students are able to build sportsmanship and physical health.

INARAJAN MIDDLE SCHOOL

Focus on the Future Fair
A College and Career Fair is held annually to expose students to different college and career opportunities available to them. This is held collaboratively with the annual Health Fair in support of the American Heart Association's mission to bring awareness about heart health to students and families. The event culminates with a Hoops for Heart basketball tournament.

GATE Robotics Program
Program cultivates higher order thinking skills and application of academic learning experiences with life skills centered on science, technology, engineering and math. This program began in SY 2017 to present and is separate from the STEM Robotics Club.

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School Exemplary Programs

Kasamatsu Junior High School Sister School Agreement

On Friday, December 11, 2015, a "Sister School Partnership Signing Ceremony" was held at Inarajan Middle School. The exchange with IMS formed a sister school partnership. The exchange started in 1993, with 13 students from Kasamatsu Junior High School in Japan visiting a total of 372 students from Inarajan. Since then, 109 IMS students have visited Kasamatsu-cho four separate times. Based on this history of exchange, the sister school partnership was signed. Each year, approximately 15 students from Kasamatsu visit IMS. This school year, students from IMS had planned to reciprocate the visit by traveling to Kasamatsu in February, but due to the COVID19 Pandemic, those plans were suspended.

JOSE L.G. RIOS MIDDLE SCHOOL

Permaculture, Aquaponics & Learning Garden

JRMS has had an established partnership with the UOG 4-H Youth Development Program. This school year the learning garden and aquaponics has transformed with the pilot Permaculture program. The program allowed students to apply the design principles of Permaculture. They were able to develop skills to find viable alternatives to replace destructive local practices. Additionally students learn the tools to develop more sustainable environmentally sound income generating activities. The learning garden was started with the funding from a NASBE grant with the support of the JRMS Science club and UOG 4-H Club. The building of the learning garden engaged all skills in STEM learning. The Learning program supports curricular programs in three specific areas in all three grade level. These programs include Earth Box- 6th grade, Hydroponics- 7th grade, and Aquaponics- 8th grade. The goal is to teach students sustainability, as well as to take on responsibility and participation in the community care and effort for the garden's maintenance. The Pilot Permaculture is awaiting review for adoption from the GEB. It has been approved by the Joint Textbook Committee.

Remote Student Exchange Program

A remote exchange program was established in August 2019. Students from Fukuoka Prefecture, japan participated in a project to help learn about tourism and ocean plastic pollution. The first engagement required a remote exchange using Docomo NTT 5g network. Students participated in a conference through the 5G network. Students shared the different pollution items they have in Japan and Guam and each group developed a project to learn more about the types of pollution they faced in their country and what they are doing to try and fix it. This gave the students the opportunity to also work with the Olympic and Paralympic program in Fukuoka and Guam and meet the Prime Minister along with the Cabinet Secretariat of the Olympic and Paralympic Games. Students prepared lesson exchanges and programs developed. JRMS students worked on recycling plastics and donated various bins for their efforts. Students from Fukuoka visited JRMS in January 2020 as part of the continued exchange program and the school did a cultural exchange and a beach clean-up. They were able to work with Peggey Denney and learn about items that can be recycled. Additionally, this continued cultural exchange is planned to include a teacher exchange program and student family exchange with Fukuoka Mr. Kyle Quinata, 8th Grade Science teacher was selected to attend the Pacific Island Countries Summit, but due to the COVID-19 Pandemic and postponement of the Summer Olympics, the cultural summit was cancelled.

Just Raise My Scores (JRMS) Program RTI

JRMS Time is a 40 minute period designated for Reading and Math RTI, a second dose of the two subjects for ALL students. The Reading and Math coordinators collaborate with their departments to plan lessons, offer teacher training/support, and review and share data on student progress. Math teachers work together to provide lesson plans for all teams. For the past few years, about 80% of JRMS students have been scoring below the Ready performance level for the ACT Aspire Math and Reading subtests. From SY 2015-2016 to SY 2017-2018, RTI was only offered to Tier 3 students. In SY 2018-2019, JRMS started providing RTI to ALL students to work on Math every Monday/Tuesday and Reading every Wednesday/Thursday. Reading and Math teachers focus on content to the Tier 3 students on their team.

The expansion also includes the Word of the Week program and Books on Wheels to expand reading opportunities for students and exposure to various types of literature.

LUIS P. UNTALAN MIDDLE SCHOOL

Science, Technology, Engineering, & Mathematics (Stem) & Advanced Robotics 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. Our Robotics class provides an in depth hands on learning experience for our students as well. The school holds a Science fair and STEM Expo for students to showcase their knowledge and application in the real world.

Pre Advanced Placement Courses

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.

Advanced Band Program

This yearlong course offers students the opportunity to perform repertoire on an instrument in an ensemble setting. Students will learn how to tune their respective instruments as well as how to maintain intonation within the ensemble. Proper posture, embouchure, breathing, and tonguing techniques will be emphasized along with proper performance and audience etiquette through experience on both sides of the stage. Students will read and respond to written music notation, specifically by identifying notes by their pitch names and rhythmic values and by producing the proper fingering and tone for each instrument. Performance opportunities are varied, and include on-campus and off-campus venues.

OCEANVIEW MIDDLE SCHOOL

Knights 180 & Alternative Education Program for expelled students

Knights 180 is designed to minimize inappropriate behaviors of students in tier 2 and tier 3 using alternate opportunities that enhance learning to redirect their behavior toward positive interactions through the restorative process and activities.

The Alternative Education Program is a collaboration between OMS and the Agat Mayor's Office. The program provided a safe and positive setting conducive to learning for the most at-risk students in need of behavioral intervention and supports.

Performing Arts Program

The Cultural Dance and Choir programs have cultivated appreciation of the performing arts among the school community in December and January. The Nina'en Acho' Latte Cultural Dance Group and the OMS Choir performed for the Skilled Nursing Unit patients during the Christmas holiday. They also shared their singing and dancing skills with the island tourists when they performed at the Pacific Islands Club.

Pre-AP

School Exemplary Programs

AP courses academically advanced classes designed to challenge motivated students to understand rigorous content. Students enrolled are expected to recognize the value of a college education.

VICENTE S.A. BENAVENTE MIDDLE SCHOOL

Positive Behavior Intervention and Supports (PBIS)

Expectations for positive behaviors at different parts of the campus are taught explicitly at the beginning of the school year and reinforced throughout the year. Rewards and consequences are delivered for appropriate behaviors. In collaboration with our school Parent-Teacher Organization (PTO), our school has been able to incentivize the program. Schoolwide discipline data is routinely analyzed by the School Climate Cadre (SCC), and action plans are developed to address issues that arise. Character education is also integrated into the curriculum and revisited during the Home-base/Advisor-Advisee Program. Monthly Student Assemblies are held for each grade level to recognize students who follow the appropriate behaviors of : Being Respectful, Being Safe, and Being Responsible.

Robotics

Under the guidance of Mr. Francisco Lazaga, Robotics was pioneered at the middle school level in SY2014-2015 in the efforts to enhance our school's STEM program. The program is open for all students as an elective class and as a student organization. Since its establishment, our Robotics teams have been strong contenders and received island-wide recognitions in various competitions: First Lego League (FLL) Pacific Championships, MATE ROV Underwater Robotics, and Texas Computer Education Association (TCEA). In SY2019-2020, VSABMS ranked 1st in the TCEA Competition in the Intermediate category with Team GRMC and 1st in FLL Pacific Championship with Team Cyberlife. Our Robotics alumni continue to make their mark in their high schools in island-wide, national, and international competitions.

Advanced Math

Established in SY2018-2019, Advanced Math classes allow our students, who are performing in the Level 4 proficiency based on placements exams, the opportunity to challenge themselves with more rigorous curricula. The number of Advanced Math courses doubled in SY2019-2020, with two classes per grade-level team. Students who demonstrate continuous mastery of skills are able to progress to these Level 4 classes.

AMERICORPS TUTORING

VSABMS partnered with Americorps this school year as an added academic intervention during XL periods. The program provides consistent support to at-risk students through one-on-one tutoring. In SY2019-2020, 24 students received the services. Over 50% of these students were able to progress in at least 1-2 subject areas from first to third quarters, particularly in Math, Reading, and Language Arts.

XL Period: Character Ed/Academic Intervention

The 70-minute XL Period allots time for academic interventions, character building, and personalization in order to create a safe and supportive learning environment for all students. The XL Period was designed to enhance academic and social behavioral outcomes through the analyses of data (CFA results and SWIS discipline data) for informing decisions about selection, implementation, and progress monitoring of evidence-based school practices. The WASC Visiting Committee from SY2018-2019 commended the

program as one of our school's strengths in providing our students the opportunity to examine their own growth and attainment.

HIGH SCHOOL

GEORGE WASHINGTON HIGH SCHOOL

Freshman Academy and Johns Hopkins Talent Development Program

GWHS continues to implement the Freshman Academy, which has fully implemented the Johns Hopkins Talent Development Program (JHTD). The JHTD program assists in the acclamation 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.

GW-GCC Cross Enrolled

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.

Junior Reserve Officer Training Corps

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, "to motivate young people to be better citizens." We prepare high-school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus that promotes graduation from high school, it provides instruction and rewarding opportunities that benefit the student, community, and nation.

JOHN F. KENNEDY HIGH SCHOOL

Robotics and Pre-Engineering (STEM) Program

Our Team Hafa Hive took the top spot nationally two years in a row in the Real World Design Challenge, an annual engineering competition sponsored by Embry Riddle Aeronautical University. The team also won 3rd place internationally. The annual challenge allows students to take on contemporary real world problems akin to fourth year university engineering projects. While the team had originally prepared to leave off island to participate in this year's competition, the COVID-19 pandemic resulted in an unexpected shift, with the team having to prepare for the competition virtually. The international competition included teams from throughout the United States, China, the Philippines, and India, among others. This year's team members included: Angelina Tambora, Lisa Manarin, Eja Solivar-Saulog, Andre Pancho, Kaifeng Chen, Jia Chen, Jerico Losing, and teacher/coach Colette Beausoliel.

Air Force Junior Reserves Officer Training Corps (AFJROTC)

Our Air Force Junior Reserve Officers Training Corps (AFJROTC) program, Unit GU-051, received the Distinguished Unit Award for the 7th year in a row. Unit GU-051 was selected as one of 387 units to receive this recognition indicating performance well above and beyond normal expectations, and that they have distinguished themselves through outstanding service to their school and community while

meeting the Air Force JROTC citizen development mission for America. Kudos to our instructors SMSgt Victor Rosario and MSgt Joe Mafnas.

OKKODO HIGH SCHOOL

Name of Exemplary Program: School-Wide Intervention System (SIS)

Okkodo High School offers a School-Wide Intervention System (SIS) that provides the structure needed to assist struggling students. English/Language Arts and Mathematics are the foci of SIS. Teachers recommend students for tutoring. Students know that if their progress report or quarter grade falls below the identified benchmark (65%), they are mandated to attend tutoring. Tutoring time is embedded into the school day, once a week. When the student is able to meet the benchmark, he or she will no longer need tutoring and is instead placed in a co-curricular activity. Co-Curricular activities (CCA) are intended to help students develop a sense of belonging with their peers, build pride in their work, and boost school spirit. Participation in CCA supports the academic achievement and personal growth of students. Another purpose of CCA is to extend the learning taking place in the classroom and provide opportunities for students to meet the school-wide learning outcomes.

Personal Finance Management

This financial literacy initiative is the Financial Literacy Certification program under WISE, a Nationally recognized nonprofit organization with ground breaking innovation in financial education for high school students. The goal of the program is simple–to help high school students graduate as financially capable young adults. Participating high schools teach a course or unit on personal finance and then administer our national, standardized Financial Literacy Certification Test.

Intramural Lunch Program

The Quarterly Fitness Test recognizes top performing students in all upperclassmen and freshmen classes. This is a credit recovery program designed to introduce students to the realm of Physical Education and Recreation. It offers a curriculum in officiating, planning, supervising, scheduling of various teams sports, and maintenance of facilities.

SIMON A SANCHEZ HIGH SCHOOL

SSHS JROTC Program

Our JROTC program has been integral to the success of Simon Sanchez. They provide students with an opportunity to learn discipline, conduct, and service. They teach students to excel in a large organization and how to organize drill teams and competitions as well as multi-school events. This year one of our JROTC graduates received the UOG ROTC scholarship.

Guam Community College (GCC) Programs

Our school offers numerous GCC programs that teach students job ready skills and offers internships at industry jobs around the island. Students in these programs are able to earn Certificates of Master in the field of their choice. This school year, 42 students received Certificate of Mastery recognition. During graduation. Three of our graduates received Certified Hospitality and Tourism Management Professional as part of the Lodging and Management Program.

Fine Arts Program

Our Fine Arts program consists of our Band, Choir, and Art classes. The Fine Arts teachers collaborate twice

a year to showcase student talents. Our band and honor choir compete yearly and normally do well. Dr. Canos has students that win local and Congressional Art contests.

SOUTHERN HIGH SCHOOL

Freshmen Academy

For the first block, students entering the 9th grade are enrolled in classes that use the Talent Development Secondary framework. Most students are enrolled in Freshman Seminar, Strategic Reading, and Transition to Advanced Math (TAM). These classes are standards-based college preparatory curriculum for students as well as the extra help needed to close the achievement gap for struggling students. Students who test out of the TAM classes take either Algebra 1 or Geometry for the first block.

CLTs (Collaborative Learning Teams)

On-going, job-embedded professional learning was provided for all teachers on a weekly basis that followed a year-long professional learning plan aligned to the professional learning standards. Topics included: Establish Classroom: Differentiated Instruction Universal Design for Instruction, Proficiency Scales, Common Formative Assessments, Unit Plans; Integrated Curriculum, High yield instructional strategies, Seven step curriculum review process, Tiered Instruction/Interventions, At-Risk Factors of Struggling Learners, Inclusion Process, Virtual Teaching, Benchmark Review/SMART Goal Update, Professional Renewal process, School Year Reflection. Teachers collaborated with their colleagues, did action research on the topics they learned, and were able to communicate with each other on the data and results.

Southern High School Inetnon Gef Pa'go

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

TIYAN HIGH SCHOOL

Career Academies

Through numerous collaborative discussions among teachers and staff, Tiyan High School (THS) has implemented the College and Career Academies during school year 2015-2016. It is through this concept that THS will support DOE's Goal #1 where "students will graduate from high school prepared to pursue post-secondary education on or off island or to assume gainful employment within the public or private sector" as well as Goal #2 where "students will successfully progress from grade to grade and from one level of schooling to another in order to maximize the opportunities to successfully graduate from high school." Since its inception, there have been a few iterations of the THS College and Career Academies. Upon consulting with Jay Steele, President for the National Career Academy Coalition, THS has since reviewed and collaborated with the THS Leadership Team to develop a wall to wall career academy at THS. The Career Academies and pathways at THS are: Leadership (Art and JROTC pathways), Health and Wellness (Human Services and Fitness pathways), and Business and Tourism (Accounting, Lodging Management Program, Marketing, Visual Communication, and Telecommunication pathways). Students during their freshman year will attend sessions held by the THS College and Career Counseling Office to learn more about the Career Academy options as well as attend a fair where Career Academy representatives will share what their academy is about. At the end of their ninth grade year, students select an academy of their interest and progress until graduation. The goal is to have students consider early in their high school years a field of career interest and network with community partners, gain soft

skills and background knowledge to successfully pursue college or the workforce.

Project Based Learning

To support the Career Academies and include rigor and content relevance, THS has adopted the Project Based Learning framework. This framework allows for teachers to collaborate with each other as a team with their students and work on interdisciplinary lessons to solve real world problems. According to pblworks.org, "Project Based Learning (PBL) prepares students for academic, personal, and career success, and readies young people to rise to the challenges of their lives and the world they will inherit." Project Based Learning is centered on eight essential design elements which are: Key Knowledge, Understanding, and Success Skills; Challenging Problem or Question; Sustained Inquiry; Authenticity; Student Voice and Choice; Reflection; Critique and Revision; and Public Product. At the end of the school year, Career Academy Teams present their Project Based Learning activities and outcomes to school administration.

Responsibility Centered Discipline

At THS, we stand on the foundation of building relationships and FAMILY values. Our approach to disciplinary behavior has changed from the traditional violation/consequence approach to Responsibility Centered Discipline (RCD). With RCD, students are held accountable for their behavior and must demonstrate understanding of "why they did it" with a process we call "Sagan Hinasso". Sagan Hinasso is a place of reflection, where the student answers a series of guided questions that helps the student find "their WHY" they made an infraction. RCD also allows the student to come up with a solution, should a similar situation happen again. In addition, to support the home and school connection, Saturday sessions called, "Saina Inagofli'e'" or an elder's support and care for one another are held with the student, parent, counselor and administrator. These sessions include communication and problem solving strategies to help family members understand one another in order to provide support, as needed.

Our Administration, Faculty, and Staff are taught the RCD framework called "Give 'em Five". With this framework, the administration, faculty, and staff are taught how to approach and talk to all students. Give 'em Five comprises of five tenets, which are Support, Expectation, Breakdown, Benefit and Closure. At THS, students in need of Give 'em Five are approached and provided support, school Expectations that are common to all are re-emphasized, informed of where any breakdown of the expectation was not met, identification of the benefits of why they should follow all expectations, and have closure to ensure positive understanding with the student so the relationship moves forward. This approach has helped decrease the number of disciplinary infractions at THS for SY19-20 and has helped in building positive relationships among the students, faculty, staff and administration.

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APPENDICES

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District/School Readiness Task Force (DSRTF)

District/School Readiness Plan for SY2020-21

Submitted for GEB Approval: June 30, 2020

Introduction

The following document summarizes the plans and recommendations prepared by the District/School Readiness Task Force in preparation for the opening and operation of schools for SY2020-21. The action items in this plan were identified, discussed, debated, and developed during numerous meetings, discussions, work sessions and surveys with a wide range of stakeholders that began in March during the second week of the shutdown and continued throughout the months that followed.

Stakeholders included school administrators and teacher leaders from all schools, central office instructional support divisions and staff, student leaders and representatives through the Island-wide Board of Governing Students (IBOGS), parent representatives through the Island-wide PTO, the Guam Federation of Teachers, the Mayors Council of Guam, and the curriculum committee of the Guam Education Board.

Overall Task Force Next Steps

1) **Continuation and completion of current/existing items from phase II of the GDOE Readiness plan**. These include the school operations handbook, personnel policies, and distance learning plans, as well we other items related to school openings.

2) **Review of current policies** that were either waived or have particular implications related to the action items in these plans.

3) **Implementation Support for Admin and division heads**: (training, debriefing, collaboration, problem solving, and communication). Taking our plans in all areas and working towards implementation at the district, school, and classroom levels.

4) Parents, students and community **presentations and outreach**.

Task Force recommendations for GEB priority review and consideration

1) **Review of safety protocols** including sanitation, personal protective equipment (PPEs), social distancing requirements, and procedures for staff/student infections.

2) **Student learning models, alternating schedule for Traditional** (face-to-face) model inclusive of the **Student Interventions/Parent support days**.

3) **Consideration and waiver of affected policies** for attendance, curriculum, grading, textbooks adoption and uniforms. **Awareness of laws** that will require further discussion to assess and determine implications: compulsory education, 900 hours of instruction, Service Learning, Testing.

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4) **Personnel policies related to employees accommodations and alternative assignments** related to covid19 matters.

District/School Readiness Task Force Sub-committee highlights

District/School Operations, Safety and Social (Physical) Distancing **Sub-Committee Chairs:** Erika Cruz & Christopher Anderson	❖ In response to the COVID19 pandemic, the DSRTF recommends that all district offices and schools adopt and enforce the guidance provided by the Centers for Disease Control (CDC) with regards to Social (physical) Distancing, Hygiene Strategies and Personal Protective Equipment. They include: o All students, department personnel and visitors will strive, to the greatest extent possible, to maintain **a physical distance of six-feet** from one another within all department facilities (indoor and outdoor), at department events and while on duty or representing the department. o All students, department personnel and visitors must wear a face mask, cloth covering, or face shield within all department facilities (indoor and outdoor), at department events and while on duty or representing the department. Face masks, cloth coverings or face shields may be removed during specific times for safety or health related purposes to include, but not necessarily limited to: ▪ While playing or exerting physical energy during sports, physical education, or some other physical activity, ▪ While at his/her personal work station or work space for an extended period of time, ▪ While physically distant from others in an outdoor setting, ▪ While participating in a facilitated or directed activity which allows for the removal of the mask or face covering such as regular classroom "masks breaks" or other activity facilitated or directed by school personnel, ▪ While presenting to a class, during a workshop or meeting, ▪ Or whenever experiencing difficulty breathing, feeling lightheaded, or dizzy. ❖ **Additional COVID19 guidance for GDOE personnel** is provided in the accompanying COVID19 Response Handbook for Employees. The committee

asks that the Superintendent be given the authority to revise and update certain sections as needed in response to the continuously evolving circumstances related to this pandemic. This handbook contain, among other things:

- Guidance on cleaning & disinfecting protocols and personal hygiene: high traffic areas at least twice daily, classroom desks & chairs wiped down at the end of every class and at the end of the day, frequent washing of hands or use of hand-sanitizer.

- Guidance on Social (physical) distancing, limiting of event sizes, foot traffic, and room capacities.

- Guidance on infection protocols: what happens when an employee or a student is found to be infected inclusive of isolation protocols and contact tracing.

❖ District offices and schools have their individual draft safety plans aligned with department safety guidance and district/school readiness checklist. These plans will be submitted to their respective deputy superintendent.

❖ All GDOE employees are required to complete a formal training on COVID19.

❖ Meals discussion: It was clarified by the Child Nutrition Program (CNP) that the regulations do not require the department to provide meals for students who do not attend school on a particular day. However, it is allowable if we choose to do so. The Food and Nutrition division is currently discussing with the DSRTF operations sub-committee to determine if this is feasible operationally.

❖ Discussions with DPW Bus operations are ongoing and updated information will be provide to schools. This is dealing with, in particular, the possible grouping of students from different attendance areas to accommodate for bussing challenges.

❖ It is recommended that **this school team be comprised of, at a minimum**: school administrators, counselors or counselor rep, ESL coordinator or ESL teacher, CRT or SPED teacher, librarian, department chairs or grade level reps, computer operator, and other staff representatives. Additionally, schools may want to consider including student leaders, parents and possibly other community members and stakeholders in their work.

❖ To support the implementation of this comprehensive plan, **the DSRTF requests to suspend following Board Policies** that will adversely affect the implementation of the action items identified. The suspension of these policies

	will provide the Superintendent the needed flexibility to address the issues as a district as this is a fluid situation filled with uncertainty. ○ **BP346 - Instructional Time**: Currently the instructional time in the elementary requires specified minutes for each subject area. With the limited time expected this school year, we will not be able to meet the required times. ○ **BP381- Service Learning**: Due to the pandemic restrictions and limited opportunities for students to meet service-learning requirements, a waiver is necessary to ensure students are not penalized if they don't perform the number of hours required for graduation. (Effects PL30-53) ○ **BP401- Uniform Policy**: To reduce financial burden to families, we are requesting that this policy be waived. ○ **BP411- Attendance**: The 1/3 student capacity each school day prohibits students from meeting this requirement of attending and therefore will need to be waived. ○ **BP602- Textbook Adoption Policy**: The current policy requires that a new textbook be adopted for each of the subject areas every seven years upon beginning with the year the textbooks were purchased. The current adopted textbook in English Language Arts took several years to provide a student set of kinder through 3rd grade. This passed the seven year mark. Now with the funding that we have, we would like to purchase student sets for 4th & 5th graders and all secondary school students. We would like to have this need waived to allow use to automatically order the updated version of our existing adopted text as well as to expedite the selection of supplemental materials to support distance learning. End…
Curriculum and Distance Learning **Sub-Committee Chairs:** Joe Sanchez & Eloise Sanchez	❖ **Three Models of Learning:** Our current proposal for SY20-21includes **three types of student attendance/learning options which we are calling Models of Learning**. ○ **Home Learning: Online Instruction** **Students who are able and would like to do 100% online distance/home learning**. This would be a home learning model where students would not attended classes physically, but do so online. ○ **Home Learning: Hard Copy Curriculum** **Students who would like to do 100% distance/home learning, but do not have the equipment to support 100% online work**. This would be a home learning model supported by a paper-based or hardcopy based curriculum.

- **Traditional (Face-to-Face)**

  Students who will be participating in a Traditional of face-to-face (FTF) model. This model will be have students attending classes physically on campus during alternating days. At this time, to support and implement social distancing, the student body participating in this model will be broken up into three attendance groups: A-B-C. The nature of these groupings allow the school district the flexibility of adjusting the number of student groups without affecting student schedules or teacher assignments.

Home Learning: Online Instruction	**Home Learning:** Hard Copy Curriculum	**Traditional In-school:** Face-to-Face
Students who are able (have needed equipment and internet access) and would like to do 100% online distance/home learning. This would be a home learning model where students would not attended classes physically, but do so online.	**Students who would like to do 100% distance/home learning, but do not have the equipment to support online work.** This would be a home learning model supported by a paper-based or hardcopy based curriculum.	**Students who will be participating in a blended model of face-to-face (FtF) and distance (home) learning.** This model will be have students attending classes physically on campus during alternating days from Monday – Thursday with a Friday Student Intervention & Parent Support Day: A-B-C days.

- **Student Intervention and Parent Support Days on Fridays**

  This plan proposes to utilize **Fridays as a Student Intervention and Parent Support day.** These will be full work days for teachers where they will be able to work either directly or remotely with selected groups of students who need targeted interventions, respond to student or parent questions regarding the material being worked on throughout the week, reach out to students who may be falling behind and are in need of special assistance, or provide additional time to any of their students who fall under any of the three models.

- **Alignment of Priority Standards, Skills and Topics across all three Models of Learning**

  Through our Professional Learning Communities (PLC) framework teachers from each grade level and content area will be brought together to review our Priority Standards, Skills and Topics for each course taught in the GDOE and work together to further prioritize content and ensure aligning of content among the different models of learning. This collaborative process will also include the development and refinement of our proficiency scales which clarify the

interpretation and levels of expectations for each of the Priority Standards, Skills and Standards.

- Support for **English Learners** and **Students with Special Needs**
  - **The C&I team and district ESL coordinator are preparing a set of supplemental resources** to further support **English Learners** next school year which include both hard-copy materials as well as online supports. **The hard copy resources will be sent home with students** who are participating in either the Home Learning: Hard Copy model or the Traditional (face-to-face) model. English Learners participating in the Home Learning: Online Instruction Model, **will be provided access to supplemental online resources and interventions** in reading and math.

  - The **Special Education Division is providing a separate plan** to support Students with Special Needs which will include guidance from the USEd Office of Special Education and steps for schools to take to ensure that students' needs a being addressed during the implementation of the regular education models.

- **Community Learning Centers and Community WiFi Hot Spots**

  Many of Guam DOE students do not have consistent access to equipment to utilize for distance learning or access to the internet. To address this, the GDOE plans to open between 15 to 20 schools throughout the island to allow for students to utilize the equipment which include computers, printers and scanners as well as to access the WiFi signal utilizing either their own or the school's devices. Additionally, we will be moving forward with our plans to establish **Community WiFi Hotspots** at the mayors' offices by providing computers and wifi access for students.
  - **NOTE:** Though students may not live near the school they attend, many do live near a public school in their village. Thus, we believe that a substantial number of students can be reached and provided this access through the schools within their community.

- **Professional Development for faculty and staff**

  Any model or framework we use to organize our distance learning strategies will have to include a systematic professional development and training plan. This will be done through a combination of internal staff trainers as well as external vendors and can be offer through face-to-face or technology-based formats (webinars, videos, etc.). When planning and conducting training, social distancing requirements and restrictions on large gatherings will be followed.
  - **The Professional Learning Communities framework** and its support of teacher collaboration will play an important role in supporting the

	professional development of teachers as well as in the design, implementation, maintenance and refinement of the curriculum, instruction and resources for these different learning models and the courses within each one. ❖ **Initial training and ongoing support for parents and students in the implementation and maximizing of all three models for student learning** Initial training will be provided to parents and students followed by ongoing support to help them with their participation and engagement with their chosen model. These trainings will include a general understanding of the model's framework, basic components, requirements and procedures as well as a set of best practices and strategies to utilize on a regular basis throughout the semester. End…
District/School Personnel Management **Sub-Committee Chairs:** Toni Muna-Santos & Margaret Cruz	❖ The Personnel Management sub-committee headed by the Administrator of Personnel, Mrs. Toni Muna-Santos and our Equal Employment Opportunity Office, Ms. Margaret Cruz, met with senior management and legal counsel and determined that the department will not be putting out a general survey for employee accommodations. Instead, **we will follow the existing procedures outlined in the current Personnel Rules and Regulations that govern employee requests for accommodations**. o To assist and support department supervisors in addressing employee requests for accommodations related to COVID19**, specific guidance on risks and accommodations** related to COVID19 will be provided along with **Standard Operating Procedures approved by the superintendent**. o Additionally, **a Teleworking** (which can be considered an accommodation) **SOP** was drafted by the sub-committee and submitted to management for review and approval by the superintendent. ❖ **Family Medical Leave Act (FMLA):** A proposed committee structure for the review and recommendation for approval of FMLA leave requests was submitted to management and legal counsel for their review and disposition. ❖ Training will be provided to all GDOE supervisors and personnel related to COVID19 personnel guidance, employee rights, and teleworking SOP. End…
Social and Emotional Wellness	❖ Committee meets regularly and is preparing a framework for professional development and support for staff and students.

Sub-Committee Chairs: Nadine Cepeda & Doris Bukikosa	❖ Sub-committee identified major action items to address for COVID19 Readiness: o Research, compilation and dissemination of information and best practices to support personnel and students' mental health. o Establish, plan, coordinate, and conduct training to build personnel capacity in supporting students' mental health. o Provide or obtain social and emotional supports for students and personnel. o Approach Mental health supports using the same model as PBIS with the tiers: 1=80%, 2= 15%, 3=5%. ▪ **Tier 1** efforts are meant to establish a baseline of supports for the entire school, both student and personnel population, inclusive of broad training of staff; promotion of a positive and supportive school environment; and embedded classroom lessons on COVID19, overall mental health and wellness, and coping skills for students and their families. ▪ **Tier 2** efforts are meant to provide supports for students and personnel beyond what is provided school or district-wide. This may include small group discussions or counseling sessions, specific accommodations, specific coping strategies advised by supervisors, counselors or school/district personnel, or other supports to address student or employee needs. ▪ **Tier 3** efforts may include the need to obtain the support of other agencies or external entities to address student or personnel needs that exceed GDOE capacity. This may also include individual support and ongoing follow-up with professional service providers. ❖ The sub-committee will be working with schools to train and support a team of school-based personnel who will then lead the school in the planning implementation of Tier 1 and 2 strategies inclusive of initial and ongoing training and support of students and personnel. The sub-committee will continue to work with these school-based teams throughout the school year to support implementation at the school level. o A number of fact-sheets about COVID19 and mental and emotional health have been developed and will be provided to schools over the

	summer in conjunction with the training that will be provided to the school-based teams. ❖ Additionally, the sub-committee will continue to work with division heads to address the social and emotional needs of central office personnel. End…
Communications and Public Relations **Sub-Committee Chairs:** Isa Baza & Rebecca Duenas	❖ **Regular press releases** keep the community informed regarding GDOE activities and School Readiness Task Force efforts. The PIO works with GDOE management and divisions to respond to media inquiries. Weekly radio, television and newspaper interviews keep media informed on Task Force efforts. This practice will continue throughout the summer and SY2020-21. ❖ The new **GDOE website** launched on June 15th includes updated Task Force and school readiness information for SY2020-21. ❖ **Divisions provide regular updates** regarding any changes to regular operations and district updates are sent to all employees every Friday. Internal memos from the superintendent formalize key information, such as safety protocols for schools and central office, and are sent out to all employees through the superintendent's office. ❖ **Key Task Force meetings and regular/special GEB meetings and work sessions** are streamed live on Facebook to provide transparency on the School Readiness Task Force/GEB discussions and deliberations. ❖ **Informational videos regarding COVID19 and school operations** are planned by the sub-committee with the intent of being widely distributed to students and their families. These videos will also be translated into the five main languages of our students and families of CHamoru, Tagalog, Chuukese, Pohnpeian, and Palauan. ❖ **Additional informational materials** are being developed to support student/parent/community outreach, particularly for those families who do not have consistent internet access or television. Resources needed will include the assistance of media outlets, mayors, government agencies, private businesses, and other community organizations. ❖ Additionally, the committee continues to **collaborate with the Joint Information Center and other government agencies** regarding publishing COVID-19/GDOE related information.

	End…
Finance **Sub-Committee Chairs:** Ike Santos & Dr. Zeny Asuncion	❖ GDOE **received our Grant Award Notification (GAN) from USEd** regarding our ESF application. The FPD & C&I Offices are now finalizing the budgets based on the department's priorities of: 1) Curriculum and Distance Learning, 2) Social and Emotional Wellness, and 3) Student/Personnel Safety, Personal Protective Equipment & Cleaning Supplies. ❖ C&I project leads have submitted our proposed budgets and descriptions to federal programs for their review. ❖ Superintendent, deputy superintendents, federal programs office, and procurement are working with the Third Party Fiduciary Agent (TPFA) to **establish the accounts for the ESF.** Upon the establishment of the accounts, the procurement of the items and services identified in the ESF can begin. End…

End…

Distance Learning Planning and Implementation Phases

Submitted June 30, 2020

Proposed Leadership Structure for Education Stabilization Fund-SEA Activities

Project Manager: Joe Sanchez, Deputy Superintendent- Curriculum and Instructional Improvement		
Distance Learning, Instructional Materials and Technology	**Social and Emotional Wellness**	**Personal Protective Equipment (PPEs), cleaning supplies, school safety and operations**
Lead: Josh Blas, Michelle Camacho, Sylvia Calvo, Eloise Sanchez and Vince Dela Cruz	**Lead:** Nadine Cepeda & Doris Bukikosa	**Leads:** Erika Cruz, Julietta Quinene (Nursing Administrator), Jon Quidachay (Administrator Facilities and Maintenance).

Implementation Timeline

Short-term activities Current & Summer, 2020	**Mid-term activities** Fall, 2020	**Long-term activities** Spring, 2021 and beyond
➢ **Expansion and improvement of all current models** for distance learning o District Home Learning Website for ES & MS. ▪ Inclusion of Science and Social Studies for Elem ▪ All 5 Core Subjects for Middle School o Grab-and-Learn lesson pick-up at all ES and MS. o PBS University o PDN Lesson Inserts	➢ **Maintenance, improvement and expansion of all previous items**. ➢ **Alternative scheduling to allow for social distancing on school campuses**: staggered attendance by grade levels or last name, double sessions, or regular stay-at-home options like sign-up days for assistance. ➢ **Ongoing implementation of the three Instructional Models (Online, hard**	➢ **Maintenance, improvement and expansion of all previous items.** ➢ **Partnerships** with larger, targeted agencies and organizations such as GHURA for major housing areas, additional community centers, and some private companies like malls and shopping centers.

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○ School-based websites ➢ Inclusion of a **graded model for high schools** which includes: ○ Implementation of online course/curriculum system. ○ Grab and Learn and Submit Work… ○ Course-by-conference/hybrid model. ➢ **Expansion of Asymuao** contract to include more students both full-time and part-time options. ➢ **Purchasing of more equipment for in-school and community-based access** (inclusive of laptops and large capacity mi-fi hotspots). ➢ **Purchase of assistive-technology software** to support students with special needs or who need additional interventions which may be supplemented with technology. ➢ **Purchasing of published curriculum and instructional materials** for students aligned to GDOE standards. ➢ **Equipment for teachers, instructional staff central office staff** who support distance learning strategies.	**copy, and face-to-face)** and formative evaluation of student outcomes to support the regular refinement of strategies related to each model. ➢ **Large-scale (per student) purchase of hard copy student instructional materials like supplemental readers or reference books** in core content areas of ELA, Math Science and Social Studies. ➢ **Continuous training and support for teachers** in the use of both digital and hard copy materials in support of distance learning. ➢ **Continuous training and support for students and parents** in the use of both digital and hard copy materials in support of home learning strategies. ➢ **Use of village schools as Community Learning Centers** in the evening for computer access. ➢ Assessment of community-based access points and possible **expansion to more sites.** ➢ **Purchasing of more equipment for student check-out.**	➢ **Partnerships with telecom industry** for subsidized or discounted internet access for families in need. ➢ **Equipment check out and accountability protocols for students and families.** End…

➢ **Additional equipment to support distance learning strategies** to include video conferencing systems, computer and standard cameras, speakers, microphones, and software to support their operations. ➢ **Instructional and operational software and online subscriptions for students and teachers** for supplemental instruction and interventions support. ➢ **Electrical upgrades** for classrooms, computer labs, libraries, and other offices including off-site facilities. ➢ **Security upgrades** to facilities that contain equipment.	End…	

II. Supports needed from federal funding and proposed uses for Education Stabilization Fund (ESF)

- **Internet access for students: school signal expansion, and community access points**: we are collecting information here regarding potential community sites like mayors' offices **open access to after-school computer labs**, community/youth centers, housing complexes (both government and private), and other public spaces (both government and private) were students may be able to access the internet if provide with a wi-fi signal.

- **Equipment for** students in and out of school: Mobile carts and computer labs in all schools as well as for community-based computer labs and centers.

- **Equipment for students to check-out** (later effort that may require an application process)

i. As a start, we may want to consider what some districts are doing where they do not provide a device to all of their students, but to only those who need it as determined through an application process and accountability agreement.

ii. We also want to take a look at the type of specifications that we want in these equipment. They will need to be functional and allow students to access the internet and resources necessary for them to participate in online learning activities, but do not necessarily have to have all of the advanced features as most computers on campus.

- **Assistive Technology** software supports for student with special needs and those who need additional interventions.

- **Equipment for teachers, instructional staff and central office personnel** who support distance learning strategies and schools' response to COVID19.

- **Additional equipment to support distance learning strategies** to include video conferencing systems, computer and standard cameras, speakers, microphones, and software to support their operations.

- **Instructional and operational software and online subscriptions for students and teachers** for supplemental instruction and interventions support.

- **Learning Management System**: This is an important component as teachers will need assistance in the regular management of their classroom curriculum if we are to move efficiently between face-to-face instruction and online learning. An LMS will support teacher collaboration, course design and development, curriculum and resource management and most importantly, student engagement.

- **Online Course/Curriculum System**: By definition, this is similar to an LMS, expect that with this system, the courses are already set and teachers utilize the resources and lessons already provided for each course. The GDOE currently has a contract with a vendor to provide these services for high school with 1000 subscriptions.

- **Professional Development:** for teachers and staff in the areas of technology and effective online instruction or distance learning.

- **Training and supports for parents and students** in technology, distance learning strategies

- **Supports for Social and Emotional:** School psychologists, counselors and social workers will be collaborating to provide S&E supports to students in the classroom and through distance learning efforts.

- **Resources for printing and hard copy lessons:** schools will need resources to product hard copy packets for students who do not have consistent internet access at home.

- **Purchasing of student instructional materials** aligned with grade level standards and lessons: C&I is looking into supplemental instructional materials aligned to our standards for students to be able to take home and utilize during times they are away from school.
    i. Example: 180 Days Curriculum Series
        1. 180 Days of Reading: 2000 Students per grade x $25= $50,000
        2. 180 Days of Writing: 2000 Students per grade x $25= $50,000
        3. 180 Days of Math: 2000 Students per grade x $25= $50,000
            a. $150k per grade level x 6 elementary grades = $900k, or
            b. $100k per grade level (2 subjects) x 6 elementary grades = $600k.
    ii. Purchase of supplemental instructional materials and reference books for core content area, inclusive of student copy and classroom set.

- **Translators and translation services for student and parents**, to include in person supports, video production, posters, and paper documents.

- **Personal Protective Equipment (PPE) for Personnel and Students:** we will need to look at allocating funds or obtaining resources to provide for masks, face shields, soap, sanitary wipes, cleaning supplies, etc.
    i. Looking at additional funding sources from both local and federal. Intent is to provide for the first 2 to 3 months of school to be ready upon opening, and then have a larger order prepared for in a bid package.

- **Purchasing of cleaning supplies, equipment and contractual services** for disinfecting and cleaning of surfaces and instructional materials & equipment.

- **Electrical upgrades** for classrooms, computer labs, libraries, and other offices including off-site facilities.

- **Security upgrades** to facilities that contain equipment.

End…