GUAM PUBLIC SCHOOL SYSTEM

2007

Goals and Objectives

Revised DAP Appendices

Message from the Superintendent

Buenas yan Hafa Adai! The Guam Public School System remains steadfast on our mission by *"Preparing all students for life, Promoting Excellence, and Providing Support!"* To advance the public school system to a new level of excellence, it is imperative that we continue to work collaboratively in ensuring that the District Action Plan's (DAP) goals and objectives are addressed. Moreover, it is critical that the process and responsibilities of the District Action Plan be reviewed since the document was created in School Year 2000 to address the *"No Child Left Behind"* Act instituted by President Bush. Hence, it was only fitting for the school system to re-evaluate the provisions and activities described in the DAP and make necessary revisions or updates to meet the current needs of our system.

In our efforts to re-examine the current needs of the district, the Division of Curriculum & Instruction, Research, Planning & Evaluation Division, and the Federal Programs Division were tasked to facilitate, together with educational stakeholders, the revision of the District Action Plan. The review included the following:

1. Facilitating the District Action Plan strategies to meet changing needs in our school system;
2. Ensuring that the federally funded activities in the District Action Plan are consistent and in compliance with federal and local regulations and guidelines;
3. Providing information, projection, and statistical analysis to measure attainment of program goals and objectives;
4. Recommending instructional alternatives based on data; and
5. Providing recommendations that will enhance the plan's objectives.

As with any endeavor of this magnitude, the planning process was complex, but the end product can be a source of renewed enthusiasm for our school system. Given the respect that we have for the knowledge and expertise of our education community, we welcome critical discourse surrounding the proposed action plans and benchmarks.

We are confident that as the revised District Action Plan is implemented, the quality of teaching and learning will be enhanced and the standards of performance will be raised. We are committed to establishing a ―world class" educational system in spite of the operational challenges our educators and administrators face daily. This commitment is made to every child enrolled in our public school system. We ask you to partner with us as we move towards achieving our goals so that together we *"Prepare all students for Life, Promote Excellence, and Provide Support!"*

Senseramente,

LUIS S.N. REYES

Date:

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BACKGROUND

The Guam Education Policy Board initially adopted the Guam Public School System District Action Plan in May 2003. The DAP established the direction and details for improving academic performance in reading, math, and language arts by using the provisions of the No Child Left Behind Act as a framework. The adopted DAP was also used as a basis for the Title V Consolidated Grant application.

There were seven (7) major components that made up the DAP (2003):

1. Standards and Assessment – focused on what needed to be done to increase student achievement as students progressed from grade to grade and across each content area
2. Reading First Initiative – focused on supporting schools to make every child a proficient reader through scientifically based reading instruction
3. Personnel Quality and Accountability – addressed strategies for improving the quality of teachers and principals as well as accountability for job performance that is linked to professional standards and student learning outcomes
4. Home School Connection – focused on steps to increase parental involvement and strengthen the school home partnership
5. Federal, State and Local Programs – integrates existing local and federal programs under the DAP umbrella to improve coordination of resources and avoid duplication of efforts

6. System-Wide Needs and Assessment – describes needs that must be addressed and system changes that have to be introduced to facilitate academic achievement
7. School-Wide Indicator System – describes indicators that can be used to communicate educational progress to parents, students, teachers, community at large and policy makers

The District Action Plan was mandated by Public Law 26-167 Section 3127, which states in part The Guam Public School System is hereby authorized to create a District Action Plan in support of the No Child Left Behind Act of 2001. The Guam Public School System's District Action Plan shall be established by policy of the Guam Education Policy Board."

Re-evaluation of the District Action Plan (DAP)

In September 2006, the Superintendent of Education appointed the Associate Superintendent of Curriculum & Instruction, the Administrator of Research, Planning & Evaluation, and the Administrator of Federal Programs to collaboratively review and update the District Action Plan in September 2006. Specifically, the purpose of the DAP review was twofold: (1) To conduct an assessment of what has been accomplished (mid-term review) and (2) to propose revisions to meet the goals and objectives of the District Action Plan.

Ten (10) working groups were formulated to fulfill the purposes of the DAP review. The role of the working groups was to:

1. Review, update, and revise each of the DAP components

2. Identify progress made within the last three (3) years
3. Provide recommendations for new initiatives
4. Include new initiatives to include timelines
5. Present to all stakeholders
6. The working groups reviewed and made revisions in light of the following factors
7. Extent to which action steps affirmed the GPSS Vision
8. Progress towards goals and outcomes from the 2003 DAP
9. Extent to which revisions support the following mandates in conjunction with the NCLB provisions:
   o Public Law 28-45
   o Guam Education Policy Board Goals

Please refer to Appendix A & B for a detailed description of the mandates.

The subcommittees also took into consideration Public Law 28-45: "Every Child is Entitled to An Adequate Education Act" Section 10. Guam Public School System. 5 GCA §3107., which requires GPSS to increase "in the percentage of the students at Level 3, which demonstrates solid academic performance as measured by SAT 10, by at least five percent (5%) each grade level per year until the Guam Education Policy Board's adopted goal of ninety percent (90%) at Level 3 in ten (10) years is reached."

ALIGNMENT OF MANDATES

Given the need to comply with the NCLB, Public Law 28-45, Public Law 26-26, and adopted Guam Education Policy Board goals, the committee integrated the provisions and produced the following framework for the Revised DAP:

I. STANDARDS AND ASSESSMENT

GEPB Goal 2: All Guam Public School System 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.

The applicable requirements of P.L. 28-45 that will support the achievement of GEPB Goal 2 are:

- A certified teacher for every class a ratio established by relevant collective bargaining agreements
- Certified professional administrators
- Certified Guidance Counselors
- Certified School Health Counselors
- Certified Allied Health Professionals
- Adopted and required textbooks and workbooks issued to each public school student for the classes in which he or she enrolled
- Libraries, which meet the standards of the American Association of School Librarians, at each school, operated by certified Librarians

II. READING FIRST INITIATIVE

GEPB Goal 2: All Guam Public School System 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.

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The applicable requirements of P.L. 28-45 that will support the achievement of Goal 2 are:

- A certified teacher for every class a ratio established by relevant collective bargaining agreements
- Certified professional administrators
- Certified Guidance Counselors
- Certified School Health Counselors
- Certified Allied Health Professionals
- Adopted and required textbooks and workbooks issued to each public school student for the classes in which he or she enrolled
- Libraries, which meet the standards of the American Association of School Librarians, at each school, operated by certified Librarians

III. PERSONNEL QUALITY AND ACCOUNTABILITY

Goal 3: All Guam Public School System personnel will meet high standards for qualifications and on-going professional development and will be held accountable for all assigned responsibilities.

The applicable requirements of P.L. 28-45 that will support the achievement of Goal 3 are:

- A certified teacher for every class in a ratio established by relevant collective bargaining agreements
- Certified professional administrators
- Certified Guidance Counselors
- Certified School Health Counselors
- Certified Allied Health Professionals

- Libraries, which meet the standards of the American Association of School Librarians, at each school, operated by certified Librarians

IV. HOME SCHOOL CONNECTION

GEPB Goal 2: All Guam Public School System 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.

V. FEDERAL, STATE, AND LOCAL PROGRAMS

GEPB Goal 2: All Guam Public School System 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.

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VI. SYSTEM-WIDE NEEDS AND ASSESSMENT

Goal 1: All Guam Public School System 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.

The applicable requirements of P.L. 28-45 that will support the achievement of Goal 1 are:

- A certified teacher for every class in a ratio established by relevant collective bargaining agreements
- Certified professional administrators
- Certified Guidance Counselors
- Certified School Health Counselors
- Certified Allied Health Professionals
- Adopted and required textbooks and workbooks issued to each public school student for the classes in which he or she enrolled
- Libraries, which meet the standards of the American Association of School Librarians, at each school, operated by certified Librarians

VII. SCHOOLWIDE INDICATOR SYSTEM

Goal 4: All Guam Public School System's school facilities will meet high standards for health and safety and provide optimal conditions for learning objectives.

Goal 5: All Guam Public School System's operations activities will maximize the critical uses of limited resources and meet high standards of accountability. **Public Law 26-26 Section 3105. Collection of Data and Production of School Performance**

Reports by Superintendent; Criteria for Grading Schools states that:

(a) The Superintendent shall collect data and produce annual school performance reports containing information on student performance, student behavior and school characteristics.

The applicable requirements of P.L. 28-45 that will support the achievement of Goals 4 & 5 are:

- Air conditioned and properly ventilated classrooms in which the sensible air temperature is no greater than 78 degrees F.
- Potable water sufficient to provide each student a daily ration of drinking water and washing water.
- A reliable supply of electricity.
- Proper sanitation to include flushable toilets, clean restrooms, dining areas in classrooms.
- A healthful, safe, sanitary learning environment.

Public Law 28-45:

"Every Child is Entitled to An Adequate Education Act" Section 10. Guam Public School System. 5 GCA §3107. "Effectuate an increase in the percentage of the students at Level 3, which demonstrates solid academic performance as measured by SAT 10, by at least five percent (5%) each grade level per year until the Guam Education Policy Board's adopted goal of ninety percent (90%) at Level 3 in ten (10) years is reached."

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DAP MID-TERM REVIEW RESULTS

In addition to incorporating the new mandates within the DAP framework, the committee also identified the following major accomplishments since the 2003 adoption of the DAP:

Standards and Assessment

1. Direct Instruction Reading, Math and Language has been fully implemented in elementary and middle schools
2. K-8 Language Arts & Reading Curriculum alignment completed
3. K-8 Language Arts and Reading Curriculum guide completed
4. K-12 Math curriculum alignment and guide completed
5. Adoption of SAT10 norm referenced standardized test
6. Passport – to – Careers implemented at the secondary schools
7. Standards survey conducted among teachers
8. SAT9 / 10 Priority skills and item analysis reports disseminated to schools
9. Schools provided technical assistance in interpreting test scores
10. Disaggregated scores for special education, ESL, low-income, GATE and DEED were disseminated to program managers

Personnel Quality and Accountability

1. Developed the Bonuses, Rewards, & Incentive Program
2. Educator's Academy was held
3. Teacher and Administrator Standards drafted
4. Off-island recruitment plan implemented

5. Leadership Academy held annually
6. Implemented teacher mentoring program
7. Saturday Workshop series facilitated for teachers

Home School Connection

Families and Schools Together conference held annually

Federal, State, and Local Programs

1. Revised summer program guidelines and sent to schools
2. Site visits to schools regarding programs for students who are limited English proficient were completed, with reports sent to schools
3. Provided support for the Positive Behavioral Supports – Second Step Program

System-Wide Needs / Changes

1. Formulated Secondary School Reform Committee
2. Collected data and reported on ninth grade achievement, suspensions, absenteeism, drop-out and cohort graduation rates
3. Implemented 9th grade academy at all high schools

School-Wide Indicator System

1. GEPB adopted education indicators and criteria for grading school progress annually

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2. School Progress Report Cards have been published using the adopted education indicators and criteria
3. Annual State of Public Education Report has been published using the adopted education indicators and criteria for grading school progress
4. Statewide Performance Indicators (Programmatic and Financial Evaluations) of Federal funded programs were developed as a result of the Corrective Action Plan addressing the district's ―High Risk" status and Special Conditions placed by USDOE

SUMMARY OF RECOMMENDED CHANGES

The Superintendent instructed the committee through a memorandum to conduct the mid-term DAP review by:

1. Facilitating the District Action Plan strategies to meet changing needs in our school system
2. Ensuring that the federally funded activities in the District Action Plan are consistent and in compliance with federal and local regulations and guidelines (See Appendix F)
3. Providing information, projection, and statistical analysis to measure attainment of program goals and objectives
4. Recommending instructional alternatives based on data; and
5. Providing recommendations that will enhance the plan's objectives

Given a comprehensive review of action steps that have been accomplished, student achievement and other relevant data,

and new mandates, the committee recommends the following changes:

1. DAP Evaluation Plan will be added to ensure that the plan is adequately monitored
2. Safety Action Plans from Division of Maintenance & Safety will be added to address GEPB Goal #4; and
3. Finance Management Action Plan from Financial Services and Federal Programs will be added to address GEPB Goal #5
4. GEPB adopted goals, P.L. 28-45 and P.L. 26-26 will be used as the guiding goals for the revised DAP
5. The DAP is presented in two parts
a. Part 1 describes background information for each of the major components
b. Part 2 presents the action steps for meeting each goal

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STANDARDS and ASSESSMENT

**Goal 2*: All Guam Public School System 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*.

The Guam school district began its efforts to institute standards -based education in 1996 with the development of a draft of K-12 Content Standards and Performance Indicators that represented research-based practices and the collaborative efforts of many educators from the Guam Public School System. In February 1999, the K-12 Content Standards and Performance Indicators were adopted by the Board of Education for: Mathematics, Science, Social Studies, Language Arts, Visual and Performing Arts, World Languages, Health, Physical Education, Business/Marketing, and Computer Education. The Content Standards specify what students should know and the Performance Indicators identify the skills they should be able to demonstrate in relation to the Content Standards. The standards are designed to guide the development and implementation of a curriculum for each of the content areas at each of the grade levels.

Teacher Survey

Teachers were surveyed in May 2000 about the standards. The purpose of the survey was to collect information about: (1) the extent to which the adopted standards are being used, (2) staff development needs related to the standards, and (3) how the standards can be improved. Fifty-five percent (1,102) of 2,009 teachers completed the survey. Results indicated the following:

- Eighty-two (82%) percent of teachers possess a copy of the standards, while fourteen percent (14%) do not.
- At least forty-four percent (44%) of teachers have received some type of training on the adopted standards. The top three training needs indicated as being greatly needed to effectively implement the standards are: (1) connecting standards to the SAT 9 and criterion referenced tests, (2) review of successful classroom practices in which standards are being used, and (3) implementing standards in the grade or subject they teach.
- Teachers use the following sources to guide their everyday teaching: (a) grade level expectations/course outlines, (b) reference books and materials, (c) teacher's edition of textbook, (d) self-made curriculum and resources and (e) skills on report cards. The adopted standards ranked sixth in its use as a daily source of teaching.
- Seventy-five percent (75%) strongly agreed that standards should come with curriculum guides, instructional models and assessment tools; Seventy-one percent (71%) strongly agreed to aligning standards, instruction and the SAT9 test; fifty-two percent (52%) strongly agreed that standards should be developed for every grade, not just grade levels; and three percent (3%) agreed to some extent that the standards are an important factor in the conduct of their teaching.
- Forty-seven percent (47%) of teachers indicated that the adopted standards were used as a criterion in evaluating their teaching, twenty-six percent (26%) were not sure and fourteen percent (14%) were evaluated without the standards. Eighty-six percent

(86%) agreed to some extent that the standards are an important factor in the conduct of their teaching.

Alignment Planning

The results of the teachers' survey described above pointed to the need for the district to review whether the essential elements that comprise a standards-based education system are in place, of high quality, and fully aligned.

Those aspects being reviewed and aligned are:

- Standards. These must be clear, specific, challenging, and up to date. Standards developed by professional organizations such as the National Council of Teachers of Mathematics should guide the creation of high-quality standards.

- Curriculum. A curriculum that is aligned with the standards should:
  ➢ Detail the learning sequence of knowledge and skills for each grade and subject, and from grade to grade in each subject;
  ➢ List the instructional materials and other resources that teachers can use in designing their standards-based lessons;
  ➢ Offer excellent models of instructional strategies or techniques;
  ➢ Provide classroom assessment tools and rubric guides that will help teachers judge student performance against the expected standards.
  ➢ Contain examples of high quality standards-based lesson plans that depict expected student products and results;
  ➢ Provide diagnostic tools that will help teachers identify struggling students early.

- Professional Development. Teachers must be provided standards-based professional development that emphasizes mastery of content, instructional strategies, and assessment tools to measure the progress students are making toward achieving the standards. They also must be provided with adequate resources and tools to teach the standards.

- System-Wide Standards-Based Tests. This is a vital component that has not been addressed in the creation of standards-based education. Standards-based tests are specifically designed or selected to reflect the adopted standards that teachers are expected to teach via the curriculum guides. Student scores are compared to an expected level of performance as set by the district, and indicate the extent to which students are meeting defined content standards based on performance levels such as: advanced, proficient, basic, below basic, and far below basic.

Teacher Involvement at the District Level

Teachers shall have opportunities to be involved in the development and implementation of standards-based education by participating in the district LARMSS (Language Arts, Reading, Math, Social Studies and Science) cadre activities. The district LARMSS cadre is made up of teachers from the schools representing language arts, reading, and

math who have been identified by the principals to participate in projects initiated by the district that are related to standards and assessment. The number of representatives needed will depend on the nature of the district project. To encourage teacher to participate in district LARMSS cadre activities, compensation for their services will be offered as an incentive. The make-up of the district LARMSS cadre may differ from project to project, which may include:

➢ Alignment of standards, assessment, curriculum
➢ Development or revisions of curriculum guides
➢ Development of standard end-of-course assessments
➢ Creation of classroom assessments and standard quarterly assessments
➢ Training for and by district LARMSS
➢ Compiling standard lesson banks
➢ Organizing LARMSS conferences/workshops, e.g. Teacher Fairs

The LARMSS cadre, comprising teachers, will be involved in the district's alignment project. The expected products of their efforts are curriculum guides and standards toolkits that will be provided to all teachers who teach reading, math, or language arts. The cadre teachers will:

• Reviewing and updating reading, math, language arts, social science and science standards

• Ascertaining the degree of alignment among the standards, textbooks, and the SAT 10 tests

• Developing curriculum guides, sample lesson plans, and classroom assessment tools aligned to the standards

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READING FIRST (READING, LANGUAGE ARTS AND MATH REFORM)

The district reading, language arts, and math achievement levels over the past decade have raised concerns regarding the effectiveness of adopted curricular programs. For example, in SY 05-06, with the exception of students in grade 1, who achieved a percentile ranking of 43, the percentile scores in reading for grades 2 -12 ranged from a high of 39 (12th grade) to a low of 21 (3rd grade). The percentile scores for math were lower ranging from 19 to 37. Examination of the SAT10 performance levels also revealed that at least 70% of our students perform at the basic and below basic levels.

The dismal results warrant a dramatic change in the way reading, language arts, and math is taught. The goal of the Reading, Language Arts, and Math Reform program is to increase reading, language arts, and math achievement through systematic, carefully focused, and explicit reading instruction. The objective of the program is to ensure that in ten years, at least 80% of 3rd grade students will be able to read and perform math skills at their grade level or above.

In School Year 2003-2004, the district began implementing Direct Instruction, a scientifically based curriculum to address the achievement of all students. Until the district determines through reviewing student achievement data, teacher data, program implementation fidelity, whether we should continue implementing the program or implement another research based program, the Direct Instruction program will continue to be implemented. The reform program should meet statutory requirements under the No Child Left Behind Act.

Reform Program

The reform program the district chooses to implement should be aligned to the No Child Left Behind Act. A review of the program should include teaching children increasingly complex skills and strategies by breaking them down into small component skills that are taught one by one. The skill is taught so that students fully understand it. Each skill is then practiced until it is completely mastered. In this way, students learn to generalize and apply strategies that have been taught. The result for students is not only the ability to apply their information, skills, and strategies in real-life situations, but greater confidence in their own ability to learn. The program should be highly focused, and provides efficient lessons that will bring all children--even the lowest performing--to the level of mastering reading skills. The program should be able to address the needs of low performing schools.

Following are characteristics of expected of the program are:

- Field-tested reading, language arts, and math programs
- Tightly-scripted lesson plans leave no guesswork for teachers
- Interactive lessons require frequent verbal responses from students
- Teachers monitor and correct errors immediately,
- Frequent assessment of student progress means no child fails
- Provide for maximum effectiveness and efficiency during instruction,

- Integrated skill books, textbooks, and authentic literature supporting the skills and strategies needed for students

Instructional Strategies

The reform program seeks to produce the essential learning outcomes described that have been demonstrated by research to ensure that a child becomes an efficient and effective reader. To achieve the stated outcomes, instructional strategies require that:

- Skills are taught in an explicit, systematic, and carefully sequenced manner
- Students constantly apply and practice what they learn;
- Systematic, classroom-based assessments are used to inform instruction
- Teachers provide clear modeling and guided practice to students, showing exactly what students must know
- Students are provided with materials to read that are aligned to the reading instruction

Essential Learning Outcomes

The essential learning outcomes of the reading program are:

Oral Language

Students will learn to:

- Identify the alphabet and letter sounds
- Express their experiences by using teacher directed questioning

- Develop an appreciation for stories and books
- Name objects around them
- Hear repeated readings of a story and answer questions about the stories
- Understand key language concepts, such as colors, sizes, shapes, before/after, over/under
- Discriminate between questions that start with who, what, where, and when
- Express creative ideas with prompting from the teacher

Research has shown that early reading ability is based largely on good oral language skills. Oral language gives children in the early grades the prerequisite skills necessary to understand what is spoken, written, and read in the classroom. Researchers have also noted that having such skills as expressive vocabulary, naming skills, and letter identification formed the foundation for success in reading in the later grades. Reading instruction in Pre-Kindergarten and Kindergarten must be combined with language instruction.

Phonemic Awareness

Students will learn in the early grades that:

- Spoken words consist of individual sounds or phonemes
- Words can be divided up into sounds, and that these sounds can be blended in different ways
- Phonemes can be blended to make sounds and to read words
- Segment sounds in words to spell them

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Research finds that having good phonemic awareness skills is the most successful predictor of successful reading performance. Children who do not demonstrate phonemic awareness are unable to decode words with accuracy and fluency, and therefore are likely to become poor readers. Students with reading difficulties and English language learners also benefit from phonemic awareness instruction.

Phonics and Word Study (Decoding Strategies)

Students will learn:

- Accurate and rapid identification of the letters of the alphabet
- That the sequence of sounds or phonemes in a spoken word is represented by letters in the written word
- Letter-sound correspondences, spelling patterns, syllables, and meaningful word parts
- How to apply phonics elements as they read and write

Research provides evidence that phonics instruction results in growth in both reading and spelling when combined with applying that knowledge in daily reading and writing activities. It also produces gains in reading, not only in early grades, but in the later grades and among children having difficulties learning to read.

Spelling and Writing

Students will learn how to:

- Remember and reproduce exact letter patterns such as spelling patterns, syllables and word parts

- Segment sounds in words to spell them
- Recognize reliable spelling patterns and generalizations
- Form letters rapidly and accurately
- Write for different purposes and audiences

Spelling words as they sound enhances phonemic awareness and letter knowledge and accelerates the acquisition of conventional spelling. The practice of writing with spelling instruction enhances reading and writing growth.

Accuracy and Fluency

Students will learn how to:

- Decode words in isolation and in connected text
- Recognize words correctly and quickly with little effort
- Increase speed of reading while maintaining accuracy

Accuracy is the ability to identify sounds and words correctly while reading. Fluency is the ability to read text with ease, efficiency, and expression. The importance of development and achievement of fluency has been emphasized in reading research. Accuracy and fluency are achieved through the use of daily practice in oral reading, repeated readings, and partner reading. When students are able to read automatically, more effort can be directed to reading for meaning.

Comprehension

Students will learn how to:

- Read narrative and explanatory text

- Understand and remember what they read
- Relate their knowledge or experience to what they read
- Use comprehension strategies
- Communicate the meaning of what they read to others

The ability to gain meaning from text is the ultimate goal of learning to read. As students become accurate and fluent decoders, reading comprehension, i.e., reading to learn, becomes the major focus of instruction. Students need to be able to make sense of written text, particularly in expository materials such as content area textbooks and reference books designed to convey factual information. Comprehension strategies are presented in the context of vocabulary, literal comprehension, interpretive comprehension, and reasoning. Examples of text found in academic content areas, such as science, are used for comprehension instruction.

Vocabulary

Students will learn:

- The meanings for most of the words in a text so they
- understand what they read
- How to apply a variety of strategies to learn word meanings
- How to make connections between words and concepts
- How to accurately use new words in oral and written language

Knowledge of word meaning is critical to reading comprehension. Repeated exposure to vocabulary in a variety of contexts, including other reading materials improves children's vocabulary.

Professional Development & Training

Teachers will be provided extended time for initial and follow-up training. Future coaches, mentors, and experts will be cultivated so that no teacher is left behind. Principals will be provided their own specific training regarding management issues that relate to program implementation school-wide such as increasing faculty morale and collaboration. All teachers who will be teaching reading must commit to the shared vision of having efficient and effective readers who will be reading at grade level. Student outcomes in reading performance will be the driving force for Professional development.

The environment in which professional development takes place will include:

- Involving everyone, together and separately, such as:
- Classroom teachers by grade level
- Administrators
- Special service providers
- English language specialists
- School aides and substitutes
- Parents
  - Providing sufficient time and resources for teachers to:
- learn each concept and routine
- develop expertise in each component
- develop a deeper understanding of the reading instruction program

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- Providing time for reading coordinators and coaches to mentor teachers, demonstrate lessons, learn consultation skills, and hone their expertise
- Building the capacity of the school's expertise by:
  - engaging the knowledge of peers, coaches and
  - mentors on a regular basis
  - providing a forum for sharing and mutual support
  - accessing outside expertise through courses,
  - conferences, and consultation with the goal of self-
  - sufficiency in mind

There should be training for teachers and reading coaches that will encompass:

- Techniques that stimulate the development of children's oral language through dialogue, reading aloud, asking questions that promote discussion and modeling how ideas can be expressed
- Explicit strategies in teaching all the essential components of and assessing and reporting student progress in each
- Learning and practicing the skills that they will be teaching such as pronouncing phonemes in isolation, blending them, phonics, correction, and decoding
- Managing diverse learners through grouping strategies, positive behavior management, daily routines and schedules, and the use of space to support the reading instruction

The professional development program will offer training experiences in such formats as:

- Intensive institutes during school year breaks and the summer
- Grade-level team meetings at least once a month,
- Courses for credit
- Whole day or half-day in-service to include Saturdays
- In-class coaching
- Team teaching
- Visitations to exemplary schools and classrooms

Monitoring Student Progress and Performance

A placement test should be used for initial assignment of students by performance level. The pace of instruction is set according to the performance level of each group. The program will rely heavily on grouping students by achievement levels, frequent assessment of student progress is essential. Teachers monitor student performance every five to ten days, using such methods as calculating reading rates and error ratios. These data, as well as weekly grades, are used to regroup students according to level. Schools also continue to use state and locally mandated achievement tests.

Family Involvement

Schools are required to address parent involvement in their school action plans. Elementary and secondary schools will be strongly encouraged to design specific parent activities that will facilitate the success of their children who are receiving

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Instruction as well as provide support to the parents regarding program information.

School Implementation

- Review all curriculum materials and strategies beginning in Kindergarten. Curricula and materials will be used throughout the school. Reading and language will be taught together in the first year of implementation
- Adhere to the teaching schedules regarding the recommended times for teaching reading, language and math. At a minimum, students in grades 2-5, with program placements below their chronological grade level should receive reading instruction in the morning and afternoon. Kindergarten and first grade students should always have the additional afternoon instructional block
- Follow guidelines for initial grouping and placement, and for regrouping and replacing if student performance data indicate the need
- Work with on-site reading coordinator(s) who will be responsible for providing assistance to teachers in areas such as training, service, monitoring, coaching, availability and use of materials, and student placement and scheduling
- Monitor student progress with daily and weekly written records and submit copies to the reading coordinator on a weekly basis
- Create a teacher support group in which success, problem-solving, and moral support in general are offered

- Arrange for teachers to participate in training sessions.
- Report quarterly on the progress being made by students to the district and school community; celebrate student achievement.
  - ➢ Teachers should teach the programs with fidelity
  - ➢ Make sure all reports are accurate and submitted on time
  - ➢ Monitor teacher progress and performance through observations and analysis of student/teacher data
  - ➢ Utilize program data to make critical decisions on student teaching and learning
  - ➢ Monitor principal progress and performance through analysis of student/teacher data and program fidelity requirements

Principals are expected to exhibit model leadership by understanding and carrying out their roles as lead implementers of the program, such as participating in meetings, visiting classrooms, and placing academic achievement as the number one priority.

District Implementation

At the district level, district administration will lend vigilant support that will ensure that:

- ➢ A high-level staff person at the district office is assigned as the program administrator and facilitator for the program and that a district management team monitors, analyzes data and supports the schools and teachers as the program is being implemented

- ➢ Procedures are in place to collect documentation of students' reading, language arts, and math performance
- ➢ Current performance data will serve as the baseline
- ➢ Achievement tests already in use will be continued, and an additional outside evaluation component may be added.
- ➢ Full-time on-site coordinators who will facilitate the implementation will be available in each participating school
- ➢ District reading coordinators are hired and available to all participating schools
- ➢ Adequate amounts of time are scheduled for reading, language and math instruction, and that other academic subjects are still covered
- ➢ Students are placed by skill level in groups in which they are likely to succeed and then regrouped as needed
- ➢ Training is provided to teachers, principals, assistant principals, site coordinators, peer coaches, school aides, substitutes and district coordinators and administrators
- ➢ Data analysis and progress reports are provided to teachers in a timely manner following each instructional quarter
- ➢ Obstacles to implementing the reform program at the school and district levels are immediately dealt with and resolved
- ➢ Available material and human resources are channeled to the successful implementation of the program.
- ➢ Progress is reported to the community and that student success is celebrated

It is critical that we continue to monitor and track the performance of students quarterly as they progress to the next grade level or transition into the next school level.

PERSONNEL QUALITY & ACCOUNTABILITY

Goal 3: All Guam Public School System personnel will meet high standards for qualifications and on-going professional development and will be held accountable for all assigned responsibilities.

This section of the plan discusses efforts that will be directed toward improving the quality of teachers and principals, two very important groups of educators who have significant and direct influence in empowering students to succeed at high levels. Accountability for job performance that is linked to professional standards and student learning outcomes is also presented here.

Teacher Certification Levels

Over the past ten years, averages of 300 teaching positions were vacated at the end of every school year. As of September 2002, of 2,051 teaching positions, 1,823 or nine percent (9%) are filled by fully certified, permanent teachers, while 228 or eleven percent (11%) of teaching positions are occupied by special contract, emergency certified teachers, or substitutes in the cases of the 33 vacancies that remain unfilled.

Ninety-one (91) are special contract teachers who are permitted by the local government to earn a teaching salary while drawing their retirement pensions. These retirees, or ─double dippers", must be fully certified to teach. Their employment status, however, is temporary, meaning that they will be replaced immediately when fully certified teachers are hired on a permanent basis.

At the elementary level, of 991 teaching positions, 937 or ninety-six percent (96%) are filled by fully certified and permanent teachers. At the secondary level, of 993 teaching positions, 829 or three percent (3%) are occupied by fully certified, permanent teachers. Eighty-seven (87) secondary teachers are emergency certified, while substitutes are filling in for 29 positions that remain vacant. These under prepared teachers have an impact on approximately 16,000 students in various subject areas. This situation may be a contributing factor for the poor academic performance of secondary students in the SAT 9 tests.

Proposed under funding from the Teacher Quality Enhancement grant is the Teacher Quality System. This software program will allow Personnel Services Division and Certification Office to store, manage, and track teacher data.

Teacher Supply and Demand

Based on student enrollment projections from DOE Research, Planning and Evaluation, approximately 100 new teachers will be needed by 2010. Historically, shortage areas have been in language arts, science, math, and special education. Librarians, guidance counselors, health counselors, and Chamorro teachers have also been in short supply.

The University of Guam (UOG); the only local teacher preparation institution, produces approximately 180 new teachers a year - a majority of whom are elementary teachers. The School of Education and the Antonio Yamashita Educator Corps have been successful in producing an adequate supply of elementary school teachers.
As of September 2002, ninety-six percent (96%) of elementary teaching positions were filled with fully certified permanent

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teachers. Production of teachers needs to remain steady in order to fulfill the demand in high need areas and specialties over the next several years.

At the secondary level, the supply of teachers is currently inadequate to staff middle and high schools with fully qualified teachers. Compounding the problem is the fact that in the early 1980's, the school system was reorganized from K-6, 7-9, 10-12 levels to a K-5, 6-8, and 9-12 system. The local teaching institution did not, however, establish a middle school curricular program for teacher candidates wishing to teach in the middle schools in response to the reorganization. Thus, the school district could not develop the criteria for issuing middle school certificates due to the lack of middle school specific courses at UOG. As a result elementary certified teachers who were not trained in specific content areas such as math and science were allowed to teach and continue to teach middle school students.

Efforts to increase the number of fully certified and knowledgeable middle and high school teachers is on-going.

Teacher Entry Requirements

Recruitment, induction, and retention of qualified educators should reflect local standards and certification requirements.

Recent *No Child Left Behind* (NCLB) initiatives reinforce the fact that the single most important factor influencing student achievement is highly qualified teachers in every classroom.

Teachers who are fully prepared and certified in their content area and possess education related pedagogical skills are more highly rated and successful with a wide range of students than are teachers without formal preparation.

As of August 15, 2002, the Guam school district officially adopted the Praxis I: Pre-Professional Skills Tests for reading, writing and mathematics for initial teacher certification. Praxis I is used as an entrance requirement into university teacher education programs and a testing requirement for state teacher certification in over 30 states. The test features multiple-choice questions in the selected content areas and an essay. Praxis I will take the place of the Guam Educators Test of English Proficiency (GETEP) which the Department had been administering since 1990. Teachers who have already passed the GETEP are not required to complete the Praxis I.

The Praxis I test is required for new applicants seeking teaching certification after August 15, 2002. Applicants who have not successfully passed the GETEP must pass the Praxis I. All applicants for a professional teaching certificate must meet the minimum Praxis cutoff scores established for Guam, which was validated by the Educational Testing Service in cooperation with local educators.

Effective September, 2002, initial teaching applicants must have completed the Praxis I test. The Praxis is administered on Guam and a fee is charged for the service. Test scores are sent to the GPSS Certification Office directly from the Educational Testing Service.

Teacher Recruitment

Local and Off-Island recruitment efforts to fill GPSS vacancies are on-going. Targeted for recruitment are: (1) School of Education undergraduates from UOG; (2) undergraduate or graduate students majoring in high need content areas who have not indicated an interest in teaching; and, (3) Qualified off-island teachers; and (4) mid-career changers.

Recruitment and retention strategies include incentives and bonuses or subsidizing the costs of relocation. For off-island teachers, it may be necessary to offer paid one-way air fares to come to Guam. Short term and long term recruitment initiatives are described below.

To attract the best and the brightest, bonuses will be awarded to teachers new to the profession who graduate with a grade point average of 3.5 - 4.0, upon becoming fully certified to teach in the public schools. A time period limitation that requires the applicants to have graduated within the past three years at the time of application could be imposed. Many college graduates sometimes delay seeking employment immediately after graduation due to family responsibilities, the need to take a break, or other personal reasons.

To encourage prospective teachers to major in the shortage areas declared by the district, bonuses will be awarded to teachers new to the profession who graduate with majors in the identified shortage areas and who meet full certification requirements. Bonuses for teachers who have double majors in core content areas, as in math and science for example, will also be awarded.

Short-term initiatives are:

- GPSS will develop an on-line application process for prospective teachers that are user-friendly
- Upgrade the personnel management information system to enable it to accurately report on a quarterly basis, the status of certification of all persons hired to teach so that gaps can be filled immediately and projection of shortages made in time to meet recruitment timetables

- Send recruitment teams to job fairs or, as an alternative, contract recruitment agencies off-island that specialize in teacher recruitment to assist the department in its teacher recruitment effort
- Provide incentives to attract off-island teachers to Guam such as one-way paid airfare and payment for shipment of household effects
- Allow fully certified teachers, including retired teachers, to teach on a part-time basis and compensate them based on the pay scale of teachers, instead of paying them substitute rates. Part-time teaching will appeal to mothers who want to teach part time, but who also want stay at home with their children for part of the day. High schools that offer a limited number of classes of a particular course would benefit from teachers employed through this mechanism
- Increase the number of reciprocity agreements between state licensing agencies and the Guam Public School System to make state certification transferable to Guam
- Join national and international recruiting groups and other related professional organizations
- Implement revised recruitment framework: Based on current trends in the recruitment industry, digital/electronic interface is an efficient, cost-saving approach to creating an applicant pool. Basically it involves the following:
  - Digitally record interview of applicant (off-island)
  - Allow principals to view candidates electronically and make a selection (on-island)
  - Allow for video conferencing with applicant as needed

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- A data bank of applicants will be stored electronically by content area
▪ This approach is becoming the industry standard for job search services. Our location and budget constraints make this system of hiring both desirable and feasible. This will eliminate the need to use funds to send school principals off-island just to interview potential applicants.
▪ Implement revised recruitment framework: Recruitment coordinator will take proactive steps to sustain teacher applicant pool with the following activities:
- Interact with local state approved universities to promote recruitment efforts
- Membership in School of Education Advisory Council (SOE)
- Work closely with Antonio Yamashita Corps (local teacher scholarship program)
- Be up-to-date with local certification requirements.
- Work closely with certification office to ensure credentialing of qualified teachers
- Recruitment coordinator and key personnel to visit teacher prep colleges/universities
- Recruitment coordinator and key personnel to attend recruitment conferences/training
- Join national recruiting organizations and related associations
- Develop (outsource) upgraded website to attract new applicants
- Implement document management system to track/store teacher applicant files
- Staff Recruitment Office with essential personnel/equipment to maintain operations
- Recruitment/personnel specialist

- Administrative support

To meet long-term needs, the development of future teachers must figure into the recruitment design. Programs to encourage students to seriously consider teaching as a profession can begin as early as middle school.
Early recruitment or ―grow your own‖ programs are being implemented with success in middle and high schools and have contributed to alleviating teacher shortages. The following programs are proposed to be emulated or adapted to cope with teacher supply and demand in the long-term.

• ProTeam Program. This program includes a challenging course and accompanying club designed to interest middle school students in the education profession before they become ―turned off‖ to the possibility of a career in teaching. Aimed at seventh and eighth graders in the top 40% of their class who receive recommendations from three teachers, students must exhibit the potential for successful completion of high school and college. The course has a written curriculum, program materials, and training for teachers.
• Teacher Cadet Program. This is an innovative teacher recruitment strategy designed to attract talented young people to the teaching profession through a challenging introduction to teaching offered as a high school course. Some of the participants also receive college credit. The program seeks to provide academically able high school students insight into the nature of teaching, the problems of schooling and the critical issues affecting the quality of education in America's schools. An important secondary goal is to provide these talented future community leaders with insights about teachers and schools so that they will be civic advocates of education. The course provides a

written curriculum, program materials, and training for teachers.

- Teaching Assistant Program. This program offers an expanded academic program to secondary students in a variety of subject areas, especially those that have a critical shortage of teachers. Students are introduced to the many facets of the teaching profession and are provided practical experience in instruction at the secondary level. The Teacher Cadet Program and the Teaching Assistant Program complement each other, but they are separate programs. The Teaching Assistant Program operates as an individualized course matching Teaching Assistants who excel in a particular content area with supervising teachers in the subject. The Assistant is scheduled to work with the teacher during a period in which an introductory level of the content is taught. Teaching Assistants sufficiently advanced in achievement in the subject matter may also serve with higher level classes if they have completed these levels. The Assistant helps the teacher through a variety of duties and activities; the teacher guides the student in a broader understanding of the chosen subject area and of teaching in that area. Curriculum materials and training accompany the program.

In order to provide a continuing incentive to pursue teaching after graduation, it is recommended that students who complete the precollegiate teacher education programs be given "preference points" when applying for the Yamashita Educator Corps Scholarship. (More information on these pre-collegiate teacher education programs can be found at www.scctr.org).

Teacher Retention

A National Center for Education Statistics report found that twenty percent (20%) of all new hires leave teaching within three years, and nine percent (9%) of all new teachers won't make it past the end of their first year. The top four reasons for quitting teaching are: pregnancy or child rearing; dissatisfaction with the teaching profession; the desire for a better salary or benefits; and, the desire to pursue another career. Clearly, addressing teacher supply and demand issues does not stop with efforts to attract new teachers. Retention activities are also important in keeping the recruited teachers in the system after having invested money up front. A mentoring program for new teachers is proposed. In developing its mentoring program, the district will apply standards that have been developed as a result of successful mentoring programs.

At a minimum, the district will:

- Establish goals for the mentoring program that: Makes new teachers feel more comfortable in their teaching; Helps new teachers become more familiar with the culture of the school; Offers curricular support; Orients new teachers to the realities of teaching; Supports new teachers as professionals.
- Develop an application process for selecting exemplary mentor teachers;
- Delineate the responsibilities of the mentor teacher; provide mentor training;
- Compensate mentors for time spent guiding new teachers;
- Monitor and evaluate the effectiveness of the program.

For incumbent teachers, activities to enhance their satisfaction so that they will stay in the teaching profession include:

- Rewarding incumbent teachers in critical shortage areas to be paid an annual bonus as an incentive to remain in their area
- Rewarding teaching excellence by providing rewards and incentives, including financial incentives, to teachers whose students, especially low-achieving students, demonstrate improved academic achievement as assessed by external and objective tests, which may include standardized tests
- Providing mini-grants to teachers to try new methods
- Implementing teacher recognition programs
- Offering financial assistance to teachers to attain National Board of Professional Teaching Standards certification

Teacher Professional Development

Teacher satisfaction can also be enhanced through better opportunities for training and professional development. Studies have shown that the top reason teachers remain in teaching is the satisfaction they get from seeing their students learn and grow. High quality professional development programs will provide teachers with the knowledge, skills, and tools they need to become better teachers, so that they can make a positive impact on their students' academic achievement. When teachers feel that they are making an important difference in the lives of their students, they are more likely to remain in the profession. High quality professional development for teachers must have as its outcome improved achievement of all students.

The formulation of professional development programs and activities will be guided by the three standards developed by the National Staff Development Council:

- Organizes adults into learning communities whose goals are aligned with those of the school and district
- Requires skillful school and district leaders who guide continuous instructional improvement
- Requires resources to support adult learning and collaboration
- Process Standards
- Uses disaggregated student data to determine adult learning priorities, monitor progress. and help sustain continuous improvement
- Uses multiple sources of information to guide improvement and demonstrate its impact
- Prepares educators to apply research to decision making.
- Uses learning strategies appropriate to the intended goal.
- Applies knowledge about human learning and change
- Provides educators with the knowledge and skills to collaborate
- Content Standards
- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately

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- Provides educators with knowledge and skills to integrate technology into curricula, instruction, and assessment

Professional development programs will be developed and reviewed to ensure that they:

- Address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency
- Equip teachers with the tools to improve student behavior in the classroom and identify early and appropriate interventions
- Provides examples on how to involve parents in their child's education, especially parents of students who are at-risk of failure
- Teach how to use data and assessments to improve classroom practice and student learning
- Upgrade teaching skills as it relates to the standards for model teaching developed by Interstate New Teacher Assessment and Support Consortium (INTASC)
- Offer financial compensation to teachers for professional development that occurs outside of their working hours
- Support the addition of extra hours into a teacher's workday for common planning time, thus eliminating the need to sacrifice instructional time for professional development days

- Assess professional development programs to ensure they are assisting in helping students improve their learning

Pitfalls that must be avoided in designing professional development programs include:

- Hiring substitutes or placing school aides in the classroom so that teachers may be released for planning and professional growth activities. This has its own set of problems, the most glaring being the delegation of teaching to persons whose qualification to become a substitute is a high school diploma. Another concern is the preparation and follow-up by the regular classroom teacher. Good teachers will always be concerned about what's going on with their kids when they are absent. Other teachers do not like the disruption caused by having to give up their instructional time to substitutes. Granted there may be, on a case by case basis, justification for the use of substitutes. However, the district should avoid the use of substitutes to the greatest extent possible in its plan for teacher development

- Using time options such as early-release days or late starts that rob students of instructional time. These options also affect parents' practical concerns regarding their work schedules, transportation, and child care

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Teacher Evaluation and Accountability

A new and improved teacher evaluation model that reflects standards-based teaching is needed to replace the Professional Teacher Evaluation Program (PTEP) that is ten years old. The district adopted a standards-based curriculum with specific content standards and performance indicators; however, the current teacher evaluation does not require teachers to demonstrate their knowledge of the standards or their ability to effectively implement them in their classroom instruction.

Additionally, the current teacher evaluation does not address the core elements that provide evidence of overall teacher effectiveness and professionalism. The core elements that should be incorporated into a teacher evaluation system include:

- Linkage to student achievement
- Professional Development: The evaluation should record the additional courses a teacher is pursuing to enhance his/her teaching and professionalism. These courses may be for continuing education, reclassification, or recertification, but must be for the purpose of improving classroom instruction
- Common Planning Time: Common planning time within grade levels is an effective tool in standardizing classroom instruction. Although some principals encourage teachers to attend common planning sessions, there is no set vehicle to document this. Placing common planning time as part of the evaluation criteria will ensure more teacher participation

- Committee Work: Committee work is an integral part of teacher effectiveness. The evaluation should include the type of committees a teacher is actively involved in, or, it should be noted if the teacher does not participate in school or district committee work

The teacher evaluation system must recognize the varying degrees of teacher competence. It should offer:

- Intensive guidance for new teachers that promotes growth, mentoring, frequent observations, and feedback
- Ongoing support for tenured teachers that promotes professional learning experiences through self assessment, goal setting, data collection, formative evaluation, study groups, action planning, and evaluation in which teachers have an active role
- Special support for tenured teachers experiencing continuing difficulties that focuses on a plan for improvement and timelines for meeting goals

An effective teacher evaluation system must contain three essential elements:

- A coherent definition of the domain of teaching, such as preparation, instructional skills, classroom environment that constitute the ―what" of teaching. The standard for acceptable teaching performance also needs to be spelled out
- Techniques and procedures for assessing all aspects of teaching, or the "how"

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- Trained evaluators who can make consistent judgments about performance, based on evidence of the teaching

The planning process will include teachers, administrators, and other education personnel. The National Board for Professional Teaching Standards will be referred to in the development or selection of a new teacher evaluation model.

Teacher Professional Education

The education of teachers, pre-service and in-service, must be brought into closer alignment with contemporary demands and conditions in our schools, and responsive to the changing profiles of students.

This means prospective teachers must be firmly committed to the belief that all students can be successful learners and be prepared to meet the diverse needs of students in a multicultural and ever changing society. Teachers must learn to apply new technology and instructional techniques adopted by schools. Future teachers must have a solid liberal arts background and be highly knowledgeable in their content or specialty areas. At the same time, their professional education must be more clinical and less theoretical in focus. In-service education needs to be directed at educating teachers in ways that enlarge their views of themselves, their profession, the content they teach, and the pedagogy they employ. By doing this, teachers become learners, shapers of curriculum, and leaders.

Improving collaboration between the district, schools, and the UOG professional teacher preparation program is occurring through ongoing partnership meetings between the

Department and the College of Education. The District Action Plan will offer clear guidance for cooperative planning about how teacher candidates can be better prepared to meet the challenges of teaching in the ─front lines."

Principal Quality and Professional Development

High quality professional development for principals must enhance and measure their ability to meet the standards of leadership developed by the Interstate School Leaders Licensure Consortium (ISLLC).

Effective principals should be able to:

- Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community
- Nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth
- Manage the organization to promote an effective learning environment
- Promote collaboration with families and community members and mobilize community resources
- Act with integrity and fairness to influence the school's larger social and cultural context
- Ensure high quality professional development, activities will be reviewed to ensure that it
- Position teaching and learning as the central activities of the school
- Engage school leaders to plan learning around improving academic achievement
- Promote collaboration while meeting individual needs;

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- Model effective learning processes
- Incorporate accountability into practice that measures learning outcomes

Professional development programs for principals must be as good as or better than teacher development programs. To be effective, staff development for principals must be long-term, focused on student achievement, and integrated into their daily work life. Opportunities to share and solve problems with peers, form study groups to address specific instructional challenges such as reading, language arts, and math, must be available regularly. Training for principals must also include:

- Interpersonal skills
- Working with teachers to improve their instruction
- Reviewing student work
- Collecting and analyzing student performance data
- Reporting performance results on a school-wide basis
- Using technology to manage curriculum, instruction, and assessment

The above ingredients, when mixed into the professional development recipe, will greatly increase the likelihood of transforming principals into skilled educational managers and leaders whom teachers will find credible and knowledgeable.

Principal Evaluation and Accountability

Currently, the instrument used to evaluate principals is the same instrument used to evaluate all district employees. In light of the demand for skillful principal leadership, an evaluation system will be created specifically for principals that seek to measure the knowledge, dispositions, and performances as defined for by ISLLC standards. The evaluation system will incorporate a review of the progress the school has made under the principal's leadership in raising academic achievement as documented by standardized test scores, and other related student achievement data. In addition, a portfolio will be required of principals that will contain evidence of having met the standards such as: documented action that the principal has taken to improve student achievement, the types of workshops either attended or conducted by the principal, and involvement in committees that pertain to school improvement. Specific activities to improve principal quality and provide high quality professional development include:

- Establishing principals' academies to assist upcoming and incumbent principals and assistant principals in becoming highly skilled instructional leaders and educational program managers
- Organizing principals' specialized institutes that focus on specific instructional programs and practices such as teacher evaluation, block scheduling and looping
- Developing and implementing a principal's evaluation instrument reflective of the ISLLC standards
- Establishing a support network for principals that focuses on sharing problems and solutions as it relates to instructional and school improvement and that provides time and resources for visiting schools to witness leadership practices that enhance teacher collaboration and student achievement
- Providing incentives, including financial incentives, to principals who have been successful, as documented by objective data, in improving the academic achievement of students in schools where they served

as a principal for at least five years, especially in schools with high percentages of students eligible for free and reduced lunches, immigrant students, and students with disabilities

- Awarding incentives to teachers for assuming administrative responsibilities outside the regularly scheduled program of instruction, e.g., coordinating summer and after-school programs
- Offering teachers incentives to pursue a degree in school administration

FEDERAL, STATE, & LOCAL PROGRAMS

Goal 2: All Guam Public School System 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.

Several programs within the Department are in alignment with the District Action Plan. Others have been adjusted to integrate DAP activities into their current or planned activities. The purpose of bringing federal, state, and local programs under the umbrella of the District Action Plan is to avoid duplication of efforts and to better coordinate the energy and resources needed to reach a common goal. Descriptions of those programs follow.

Chamorro Studies & Special Projects

The Chamorro Studies & Special Projects Division provides Chamorro Language and Culture instruction to all students from grades K-12th. Its main mission is to ensure the provision of effective language and culture instruction that will revive, maintain, and perpetuate the language as well as to protect, promote, and to practice its usage. Chamorro Language Content Standards and Performance Indicators were developed for all grade levels which focus and identify language skills and integrated instruction aligned with that of the established English curriculum language skill through listening, speaking, reading, and writing. Grade level syllabuses along with unit lessons, activities, and assessments have been developed and aligned with the Content Standards and Performance Indicators. Student, teacher, and parental training are other activities of the program.

After School Program

Guam Public School System After School Program (ASP) is designed to provide high quality supervision after school to elementary school-age children whose parents work or are full time students, and to provide educational enrichment through activities in four categories:
- Academically related education
- Physically active activities
- Hands-on activities
- Quiet time and play activities

The teachers' salaries, supplies, materials, equipment and activities are supported by Federal funds and quarterly assessment fees (known as Program Income). Students who failed or are ―at-risk‖ of failing reading, math, and/or language arts are given priority placement in the program.

Head Start Program

The Guam Head Start Program is based on the belief that all children share certain needs and that children of income-eligible families, in particular, can benefit from a comprehensive child development program geared to meet the individual needs of each child and his/her family. The Guam Head Start Program serves preschool age children of income-eligible families and children with special needs. It is administered locally by the Guam Public School System and is funded federally by the Office of Administration for Children, Youth and Families (ACYF) of the United States Department of Health and Human Services, located in San Francisco, California. The Government of Guam also provides local funding to the program. In cooperation with local agencies and

in compliance with federal guidelines, the Head Start Program assists the Head Start child and his/her family in obtaining health, dental, nutritional, psychological, social, and educational services.

The Head Start Program strives to bring about a greater degree of social competence in children and families. Social competence, the child's everyday success in dealing with both the present environment and later responsibilities in school and in life, takes into account the relationship of cognitive and intellectual development, physical and mental health, nutritional needs, and other factors that help a child achieve success.

As required by Head Start Performance Standards, each child registered for the Head Start Program is given a developmental assessment with the use of the DIAL-3 Instrument. This instrument serves a two-fold purpose: first, it is the initial assessment of each child in the skill areas of motor, cognitive, language, self-help, social development and behavior. Secondly, it helps determine if a child needs additional evaluation from the Division of Special Education. This is the beginning process of on-going assessment in which program staff individualize lessons and write goals and objectives for each child and family. This process is related to the current Head Start curriculum and proposed adoption of the Creative Curriculum.

The Head Start Child Outcomes Framework is intended to guide Head Start programs in their ongoing assessment of the progress and accomplishments of children and in their efforts to analyze and use data on child outcomes in program self-assessment and continuous improvement. The framework is composed of eight (8) general domains, twenty-seven (27) domain elements, and ten (10) examples of more specific indicators of children's skills, abilities, knowledge, and behaviors. Child Performance Outcomes list the following domains: language development, literacy, mathematics, science, creative arts, social/emotional development, approaches to learning and physical health & development.

Although each domain has several indicators, there are thirteen required tracking indicators which must be documented and analyzed at the end of each program year. This information is used to address specific strengths and weaknesses of the program.

All Head Start teachers are certified with the minimum of an early childhood certificate. Although continuing education has been supported by Head Start for many years, in the past five years, Head Start has provided financial support to encourage staff to obtain higher degrees. At this time, fifty percent (50%) of Head Start staff have an associate degree and several are working towards a bachelor's degree in early childhood education. Program staff are provided with a minimum of 40 hours of training each year. Training focuses on individualization and curriculum, however, other topics are provided as requested by staff. When possible, Program staff are sent to off-island training in literacy to act as a trainer/mentor to their peers. In the area of literacy, the Head Start Program has been collaborating with the KGTF Ready To Learn Program and the Motheread/Fatheread Program. Head Start parents are directly involved in policy and decision making for the program, both in the classroom and island-wide. Parents meet monthly to discuss program issues and concerns, to include the budget, grant application, and program planning.

English as a Second Language (ESL) Program

The ESL program is designed to address the needs of students who enter school lacking effective communication skills in English: listening, speaking, reading, and writing. The program also gives attention to promoting the higher thinking skills and makes every effort to integrate these students into the regular classroom and curriculum after properly assessing their English language proficiency to ensure that they will succeed in and out of the classroom.

The Guam Public School System's Language Arts Standards includes standards for reading. The ESL program incorporates and implements the use of these standards to develop the students' ability to reach a level of English language proficiency. The standards are the same but the instructional strategies are modified to meet the learning needs of second language speakers. Because the focus of the ESL program is on developing communication skills, Language Arts and Reading are highly emphasized.

To help English language learners grasp the curriculum, schools may adopt sheltered content programs at the secondary level, or pullout or self-contained programs at the elementary level. These programs are structured around academic content, cultivating English fluency and mastery of core subjects using English as the medium of instruction. The emphasis is on the four communication skills of reading, writing, listening, and speaking which are also the four core standards of Language Arts.

Success For All (SFA)

The SFA program is a research based and highly structured whole school reading, writing, and language arts reform model program for students in pre-kindergarten through grade six. Agana Heights Elementary School is the pilot SFA School. The features of Success for All are:

- Daily ninety minute reading period, that regroups students by reading levels across age lines
- Certified teachers who tutor students who are struggling to keep pace with their classmates
- On-site facilitators who assist in the implementation of the SFA program
- Eight week assessments to determine whether students are making adequate progress in reading, and
- A family support team that works with parents to increase student attendance

In April 2007, the seventh year of implementation, results of a recent assessment revealed that of 440 students:

- Ten percent (10%) were reading below grade level, a decrease of forty-one percent (41%) from the initial assessment in May 2001
- Thirteen percent (13%) were reading on grade level, a decrease of three percent (3%) from the initial assessment in May 2001
- Seventy- seven percent (77%) were reading above grade level, an increase of forty-four percent (44%) from the initial assessment in May 2001.

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School-Based Summer Programs

For students who need more than the normal nine-month school year to learn and master their academic skills, the school-based summer program is an opportunity for them to attend high-quality academic programs. This program began in the summer of 1993 with only five schools and 326 students. Over the past five years, approximately 6,000 students have attended summer school each year. On average, 80 percent of the 37 public schools participate in the district-wide program each summer. The summer program has been redesigned to meet the goal and objectives of the District Action Plan. Schools must now enroll at least eighty percent (80%) of participating students based on their academic performance in reading, math, and language arts in the SAT 9 norm referenced tests, teacher-made tests, or other assessment or diagnostic instruments.

Enrollment priority is as follows:

- Students who are two or more grade levels below their grade in reading, math, or language arts
- Students who scored at levels 1 and 2 in SAT10 reading, math or language arts
- Students who scored below the 30th percentile in the SAT10 reading, math, or language arts
- Students who are averaging a D or lower in reading, math, or language arts

Thus, individual summer school programs must be designed to improve academic skills in reading, math, or language arts, and they must be highly responsive to the needs of the at-risk students who have failed in these areas.

Special Education

The Special Education division will continue providing professional development support to teachers by sponsoring the Saturday Workshop Series. Courses are offered at reduced costs to teachers, and include the subject priority areas of reading, math, and language arts, in addition to science courses. Teacher workshops focus on implementing best practices for the inclusion of students with disabilities in the general education curriculum, and practical application in a classroom setting.

Direct support to schools will continue model schools projects such as:

Reading Mastery Program

- Continued technical support to teachers at M. A. Ulloa
- Elementary and Inarajan Elementary
- Continued staff training for direct instruction techniques/strategies as requested by individual school sites
- Positive Behavioral Supports System
- On-going technical assistance and support to two schools that are implementing this program: Benavente Middle School and Untalan Middle School.

Connecting Math Concepts Program

- Review of research/program components
- Selection of model school site; initial staff training
- Inclusionary Practices Model
- On-going technical assistance and support to school

- Teachers and Staff at George Washington High School

Other school-level training and support activities for elementary and secondary schools include: Training for Consulting Resource Teachers at school sites; Staff development training as requested by school sites on such topics as: Individualized Education Plan, behavior management, autism, and the roles and responsibilities of new teachers in regards to special needs students.

For parents, training is being provided on accessing the world wide web. Also, an informational resource bank for parents on various educational issues is being maintained. School aide training is just as important as teacher training. Staff development for this important group of care-givers is ongoing. Many workshops designed for school aides have included such topics as: autism, alternative therapies, learning disabilities, behavior management, social skills training, and effective utilization of school aides.

Opportunities for educational advancement are continuously offered to school aides. Approximately forty school aides have completed developmental courses necessary for admission to the University of Guam's' Educational Assistant Program. Their fees were funded by the Special Education division. Financial support has also been provided for school aides to complete the Prugraman Gua'ot certificate program at the Guam Community College.

HOME-SCHOOL CONNECTION

Goal 2: All Guam Public School System 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.

Parents play a pivotal role in the ensuring that their children succeed in school. Research studies on parent involvement conducted over the past two decades have reached the same conclusion: parent involvement increases student achievement and self-esteem. Significant findings conclude that:

- Regardless of income, ethnic/racial background, or the parents' education level, student achievement goes up when parents are involved and the more involved the parent, the higher the student achievement.
- Students whose parents are involved receive good grades, perform well on tests, have higher graduation rates and better chances of going on to college
- Parents of disadvantaged children can help their children reach high standards by becoming involved in all aspects of their education
- Improving student achievement is not dependent on income or social status, but the extent to which that student's family is able to (1) create a home environment that encourages learning; (2) communicate high, yet reasonable, expectations for their children's achievement and future careers; and (3) become involved in their children's education at school and in the community

Parents will spend more time with their children over the course of their lifetime than teachers will. They are their children's first teachers and can play a positive role in the education of their children. By working together with the schools, parents can have an even greater influence. Parents can encourage their children to do their best, help them build their confidence and self-esteem, and reinforce skills being taught in the classroom. In designing parent involvement programs, the district will be guided by national standards in the same way that it has advocated the emulation of national standards in regards to curriculum, teacher and principal quality, and professional development. The National Standards for Parent/Family Involvement Programs were developed by the National Parent Teachers Association. The six standards are:

- Communicating. Communication between home and school is regular, two-way, and meaningful
- Parenting. Parenting skills are promoted and supported
- Student Learning. Parents play an integral role in assisting student learning
- Volunteering. Parents are welcome in the school, and their support and assistance are sought
- School Decision Making and Advocacy. Parents are full partners in the decisions that affect children and families
- Collaborating with Community. Community resources are used to strengthen schools, families, and student learning

Family-School Partnership

The focus of the Home-School Connection component is on the first standard. Frequent and meaningful communication is the basis of a solid home-school partnership. Not every parent

has the time or the confidence to volunteer in the classroom, go on field trips or become members of parent organizations. A majority of parents will never actually set foot in the school building, nor will they attend workshops. Parents who have inadequate literacy skills are extremely hesitant to express their feelings to teachers and principals who are very educated, and are leery of institutions in general. Parents whose children are failing or on the verge of failing are the least likely to attend conferences or visit the school. Schools must deal with this reality by reaching out to these parents, instead of waiting for them to make initial contact. These parents are reachable via less time consuming and friendlier means of communication such as the telephone, fax, e-mails, or regular mail. What is important is consistent two-way contact, though not necessarily face to face.

The district will encourage schools to promote effective and frequent two-way communication with parents by providing the means needed to create the environment that will facilitate that interaction.

This may include:

- Installing telephone lines in areas easily accessible to teachers
- Establishing home-school communication centers equipped with a variety of communication tools--phone, fax, and computers
- Providing rewards to teachers for reaching the most number of parents
- Employing paid parent volunteers to assist in two-way communication efforts

Schools assume that once information is sent home with students, communication has taken place. To dispel that notion, schools must put in place a policy that defines two-way communication and follow it up with action steps. Effective two-way communication paves the way to meaningful parent involvement. It requires that teachers, principals, and parents share ideas, give input, and solve educational problems together. Mutual benefit is derived from such a positive relationship.

Education Is Important! Campaign

The goal of the ―Education is Important!" campaign is to provide parents or care-givers of the 32,000 students enrolled in our schools with information about how they can help their children be successful in school. An island-wide media and outreach campaign will be conducted to educate parents about the factors under their control that influence their children's chances of succeeding in school and the importance of: 1) good parenting skills, 2) reading and math to academic achievement, and 3) education in general. The assumption is that not all parents are provided with up to date research and information that will help them understand how they can help their children do well in school. Dissemination methods may include: TV and radio spots, print ads, website postings, notices posted in neighborhood stores, businesses and government offices, and mass mailings.

Comprehensive Parent/Family Involvement Program

By including home-school connection as part of its improvement efforts and focusing on two-way communication, the district has reflected its belief in the importance of parent involvement. However, a comprehensive parent involvement

program and policy remains to be fully developed. The National Standards for Parent/Family Involvement Programs standards will serve as a basis for planning high quality programs and activities. The following steps will be taken to initiate the process:

- Establish a parent involvement committee to include parent and community representatives
- Review existing parent/family involvement policies, procedures, and programs, identify successful practices
- Review planned parent involvement programs in school action plans
- Research parent involvement models and practices that have been documented as successful in improving student achievement
- Develop a comprehensive parent/family involvement plan
- Draft a parent/family involvement policy
- Assign coordination of parent/family involvement program to a district office or administrator
- Identify immediate and potential financial resources
- Facilitate training for teachers and other staff
- Monitor effectiveness of plan; adjust accordingly

Parent Family Community Outreach Program

The Parent Family Community Outreach Program exists to improve the communication between schools, parents, and community for all at risk students within the GPSS. Teams of social workers and community program aides will facilitate this process.

EDUCATION INDICATOR SYSTEM

Goal 4: All Guam Public School System's school facilities will meet high standards for health and safety and provide optimal conditions for learning objectives.

Goal 5: All Guam Public School System's operations activities will maximize the critical uses of limited resources and meet high standards of accountability.

EDUCATION INDICATORS

States, school districts, and schools are creating or exploring sets of indicators that can be useful in communicating the course of educational progress to parents, students, teachers, the public, and policy-makers. These indicators include test scores, demography, reports of absences, mobility, course taking patterns, numbers of credentialed teachers, school size, and other summaries of the day-to-day life and accomplishments of a school.

Some indicators, such as attendance and achievement test results, are expected to be directly under the control of schools or at least are intended to be outcomes for which schools are held accountable. Other indicators, such as the proportion of teachers with certification in the subjects they are teaching, are only marginally under the control of schools because they depend on larger system policies or financial considerations not controlled by the school. Still others, such as student demographics or student mobility, are clearly outside the control of schools.

The basic idea is that information is most useful when something can be done about it. Treating indicators that schools can change and ones that they can't on the same footing undermines the usefulness of the collection of indicators. To be useful, an indicator system needs to make clearer distinctions among types of indicators. A categorization of indicators into (a) ones that schools are expected to change and for which they are to be held accountable, (b) ones that are influenced only indirectly by schools, and (c) ones that are clearly outside the control of the school would enhance the usefulness of the indicator system.

School Performance Reports

Public Law 26-26 describes the steps that must be taken to produce school performance report cards that contain information on student performance, student behavior and school characteristics. The applicable sections are:

Section 3105. Collection of Data and Production of School Performance Reports by Superintendent; Criteria for Grading Schools.

Public Law 26-26 states that:

(a) The Superintendent shall collect data and produce annual school performance reports containing information on student performance, student behavior and school characteristics
(b)
(1) In consultation with representatives of parents, teachers and school administrators, the Board shall adopt, by rule, criteria for grading schools. Such criteria shall take into account both overall performance and improvement in performance. A five (5) member evaluation team shall be appointed by the Board to assess every school. The Board shall appoint one member from each of the four school board

election districts, and the fifth member shall be appointed from the Island-wide Parent Teacher Organization. The grades shall include classifications for exceptional performance, strong performance, satisfactory performance, low performance and unacceptable performance

(2) The grades received by a school shall be included in the Annual State of Public Education Report

(3) When a school is within the low performance or unacceptable performance classification in any category, the school shall file a school improvement plan with the Superintendent and with the Board

(c) The Superintendent shall notify the public and the media, and post on the Guam Public School System's website, *no later than* thirty (30) days following the end of the fiscal year. The school performance reports shall be available at schools and the Department's offices

The Superintendent shall also include notice that copies of school improvement plans can be obtained from the schools and the Department. **Section 3106. School Performance Report Card.** (a) No later than thirty (30) days following at the end of each fiscal year, the Superintendent shall issue a School Performance Report Card on the state of the public schools and progress toward achieving their goals and mission. (b) The purpose of the School Performance Report Card is to monitor trends among schools and progress toward achieving the goals stated in the mission statement.

The report on the state of the public schools shall be designed to:

(1) Allow educators and the community to determine and share successful and unsuccessful school programs;
(2) Allow educators to sustain support for reforms demonstrated to be successful;
(3) Recognize schools for their progress and achievements;
(4) Facilitate the use of educational resources and innovations in the most effective manner.

The report shall contain, but need *not* be limited to:

(1) Demographic information on public school children in the community
(2) 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
(3) Information pertaining to special program offerings
(4) Information pertaining to the characteristics of the school and school staff, including certification and assignment of teachers and the experience of the staff
(5) Budget information, including source and disposition of school operating funds and salary data
(6) 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 *and*
(7) Such other information as the Superintendent and the Board deems necessary

In the second and subsequent years that the report is issued, the report shall include a comparison between the current and previous data, and an analysis of trends in public education.

The Guam Education Policy Board initially adopted the education indicators and criteria for grading schools in October 2004. The criteria for grading was revised and adopted by the GEPB in September 2005.

Annual School Progress Report Cards and the Annual State of Public Education Report have been developed using the adopted education indicators and criteria for grading schools.

FINANCE

The Guam Public School System's Financial Statements for Fiscal Years 1998 – 2001 were unauditable. Fiscal Year 2002 – 2005 were audited with Qualified Opinions from GPSS' external auditors Deloitte & Touche. The GPSS Financial Affairs Division will complete its financial and single audits in a timely manner. The audit reports will contain a decreased number of questioned costs and no audit findings.

Reoccurring audit findings have kept the GPSS on a high-risk status. One of the findings included the Fixed Asset (FAS) System for property management that did not comply with the equipment and property management requirements.

The GPSS will have an effective Fixed Asset System that:

(a) Provides an up-to-date list of all fixed assets and their value
(b) Is updated regularly for any acquisitions and disposal and
(c) Interfaces with the general ledger modules in use

The primary goal is to have a complete and automated inventory of fixed assets.

The Financial Affairs Division will assist the Curriculum and Instruction Division in tracking lost textbooks and verifying receipts as well as building a comprehensive textbook inventory.

ADDRESSING GPSS' HIGH RISK AND SPECIAL CONDITIONS: CORRECTIVE ACTION PLAN

As a result of GPSS' ―High Risk" status and Special Conditions placed by USDOE, a Corrective Action Plan (CAP) was developed on December 2006, with full implementation on April 2007. The CAP addresses sound management and financial accountability and practices. The Federal Programs Division serves as the State Agency for all Federal funds and is responsible for ensuring statutory requirements are complied with by respective Program Managers through the CAP. As part of the CAP, Quarterly Programmatic and Financial Reports are submitted to the Federal Programs Division outlining the status of each program and activity for the specific quarter. The Federal Program Division reaffirms the reports through management evaluations consisting of:

- Quarterly Programmatic Reviews ensuring that state goals and objectives are implemented and in line with statutory requirements
- Quarterly Financial Reviews ensuring that expenditures are in line with the program's goals and objectives as well as statutory requirements
- Quarterly Documentation Reviews ensuring that procedural polices on Fixed Asset Inventory, Procurement documentations,, travel authorizations, and Time Distribution Reports are adhered to

Revised DAP Appendices

CONTINUOUS QUALITY EVALUATION OF THE DAP

Essential to the effective implementation of any plan is a system for continuous monitoring and evaluation. The Guam Public School System has historically developed district plans for improving the quality of educational services. However, the full implementation of those plans were impeded by the lack of monitoring and accountability for ensuring that the action steps are taken in a timely manner and resources are adequately provided.

The following major steps are proposed to ensure that the implementation of the DAP is supported and continuously evaluated for quality improvement:

- Chronological list of action steps will be developed for monitoring purposes
- Superintendent will hold quarterly meetings with subcommittee chairpersons to identify facilitating and/or impeding factors to implementation of action steps
- End of the Quarter reports will be submitted by each committee to ensure that corrective actions are taken in areas that are deemed in need of such action
- Major programs cited in the DAP that need a third party evaluator will be identified in advance for scheduling and financial support
- End of the Year report will be compiled and submitted to the Superintendent and Guam Education Policy Board

Revised DAP Appendices

SYSTEM-WIDE NEEDS/CHANGES

Goal 1: All Guam Public School System 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.

In this section, the Secondary School Reform, system-wide needs that must be addressed or system changes that have to be introduced in order to facilitate academics achievement in general were considered, such as reducing class sizes, creating catch-up plans for all struggling students, and extending the school day or school year. However, due to time and funding constraints, it was decided to address the most pressing concerns that have a broad impact, those being the need for reading instruction program, which is described in a separated section, and the creation of programs to prevent students from dropping out, which is the subject of this section.

Analysis of the annual dropout rate over a five-year period reveals a decrease from a high of 8.3 percent (8.3%) in SY 01-02 to a low of 6.4 percent (6.4%) in SY 05-06.

GPSS Annual Dropout Rates: SY 01-02 to SY 05-06				
SY 01-02 8.Three Percent (3%)	SY 02-03 6.5	SY 03-04 7.1%	SY 04-05 7.Nine Percent (9%)	SY 05-06 6.4%

Conversely, the cohort graduation rates increased over the same period.

GPSS Cohort Graduation Rates: SY 01-02 to SY 05-06				
SY 01-02 56.Nine Percent (9%)	SY 02-03 59.0%	SY 03-04 61.Nine Percent (9%)	SY 04-05 55.2%	SY 05-06 64.2%

While the statistics are encouraging, further investigation needs to be conducted to determine the actual dropout rate over a four-year period. Given the cohort graduation rates, up to 44.2 percent (44.2%) of the student population that started as ninth graders in GPSS either transferred to another school system or dropped out.

The following strategies are recommended to prevent students from dropping out:

- Middle school transition programs that prepare students mentally and academically for high school level work
- Developing non-traditional schedules to provide more time for learning
- Reorganizing high schools into smaller learning communities
- Creating a self-contained academy for ninth graders that is devoted to increasing their chances of graduating in four years
- Expanding the J.P.Torres Alternative School to address the needs of students who are candidates for suspension or expulsion

Transition Programs

The passage of students from the middle grades to high school is the most difficult transition point for adolescents. Their chances of failing in grade nine is three to five times higher than that of any other grade. Transition initiatives involve cooperation and understanding between middle school and high school administrators about the importance of preparing middle school students for high school level learning. It also involves increased communication between middle school and high school teachers about what middle school students need to know and be able to do in reading, math, and language arts, in preparation for challenging high school courses.

The face to face interaction between the two groups of teachers will bridge the communication gap of what students actually know and are able to do, versus what they are expected to know and do. Parents must also be educated about the level of work and demands required of their children to succeed in high school today.

To begin the development of a district-wide transition program, a secondary improvement committee has been formed to complete the following tasks:

1. Collect data and report on:

- Incoming 9th grader's scores on Corrective Reading and Corrective Math are used for placement and scheduling
- The number and percentage of students who are failing in grade nine, which courses they are failing and which level (honors, regular or basic) has the highest failure rate
- The number and percentage of incoming ninth graders who are unprepared for college-preparatory-level courses — Algebra I, honors English and Science
- Current practices or policies of middle schools that inform students and parents about the demanding high school requirements,
- How ninth grade students are assigned to higher level or lower-level academic courses
- How teachers are assigned to teach low-achieving students in the middle grades and the ninth grade
- Current programs or practices in our local schools that help students make the transition from middle to high school
- Current programs or practices in local schools that provide extra assistance low-achieving students outside the regular class schedules

2. Develop a plan, based on strategies that have been found to be outstanding and effective, such as adopting a flexible schedule, or providing time for middle and high school teachers to meet

3. Identify funding for extra time and assistance that may be needed for struggling students. For example, funding may be needed to pay teachers to provide special tutoring to low-achieving students before or after school hours. Implement the plan and ensure that high quality teachers are involved, i.e., teachers who possess excellent content knowledge, demonstrate effective teaching techniques, and who believe that all students can learn at high levels; provide professional development

Revised DAP Appendices

4.   Provide continuous oversight; meet regularly to review progress

5.   Review and evaluate the transition program based on comparison data. Make adjustments for the second year where appropriate

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This program will prevent further loss of learning for at-risk students and give them a head start throughout the school year. The district's federally funded program encourages the design of bridge programs for low-achieving students on the high school campus.

Ninth-Grade Academy

The concept of the ninth grade academy has its roots in the groundbreaking study, *Breaking Ranks*, which recommends the establishment of smaller learning communities within high schools so that students can receive a personalized and meaningful education experience. Success in adjusting to high school is critical to all students, not just at-risk students.
It is clear from test scores that ninth-graders enter high schools with academic deficits that need to be dealt with as early as possible. Otherwise, they will continue to fail and fall farther and farther behind, becoming frustrated and angry and eventually dropping out.

A ninth grade academy aims to provide an environment where freshmen can succeed academically, personally, and socially. A program that provides just such an environment is the Ninth Grade Success Academy, which is being considered for district-wide implementation.

The central features of the Success Academy are:
 School-within-a-School: A Success Academy is self-contained with its own administrative and teaching staff, its own entrance, and walls and doors that physically separate it from the rest of the school building. This structure enables adults and students to know each other well and fosters collaboration among staff.

Interdisciplinary teams: A Success Academy is organized around several interdisciplinary teams made up of at least four teachers – a Math, English, a Science, and a Social Studies teacher—who share the same group of 150-200 students. These teachers share a common planning period, which they use to address individual student problems, coordinate instruction, and plan other team activities.

Flexible block schedule with extended periods: Teachers on the same team-teach the same groups of students during the same block of time each school day. This allows students to be regrouped according to instructional needs and provides flexibility in the day for longer lessons or special activities. Extended periods of 80-90 minutes also allow for a greater variety of "student-centered" instructional approaches such as cooperative learning, projects, and simulations.

Double-dose curriculum in English and Math: An effective ninth grade curriculum must address the fact that many students enter ninth grade with very poor prior preparation in Math and English. Ninth Grade Success Academies implement the research-based Transition to Advanced Mathematics and Strategic Reading courses to supplement regular Algebra and English courses, providing students with a double dose of instruction in Math and English. Ninth grade English courses are further strengthened by the integration of

Student Team Literature and Talent Development Writing. A triple dose in literacy will be offered in a literacy lab, an elective replacement course that uses technology and small group instruction to help students who are far behind in reading.

Career and college awareness through Freshman-Seminar: A special ninth grade course, Freshman Seminar gives students the information they need to succeed in high school. Students learn the importance of credits, effective social and study skills, and keyboarding and basic computer literacy. They also develop a strong awareness of college and post-secondary options and explore the world of careers.

School, family, and community partnerships: A high school that involves family and community partners starting in students' first year sends a strong message to students that all adults believe that education is valuable. Ninth Grade Success Academies establish an Action Team for Partnerships to write a One-Year Action Plan and to implement partnership activities to ensure that families become involved in students' success in high school.

High Schools That Work

The second program attracting the district's interest is High Schools That Work (HSTW), a collection of outstanding practices that have been found to be effective in improving academic achievement and graduation rates. School districts must first ensure that conditions are in place before implementing HSTW goals and key practices. The program description, it goals, key practices, and conditions for successful implementation follow.

The Southern Regional Education Board's (SREB) High Schools That Work program is the nation's first large-scale effort to engage state, district, and school leaders and teachers in partnerships with students, parents and the community to improve the way all high school students are prepared for work and higher education. HSTW's program of study emphasizes both academic courses and modern career and technical studies to prepare students for a broad career field and higher education. Its vision requires education stakeholders (administrators, faculty and staff, parents, leaders of community/civic organizations, representatives of business/ industry, and post-secondary education) to reframe the delivery of high school instruction.

The initiative targets high school students who seldom are challenged to meet higher academic standards, but who can learn complex academic and technical concepts when provided the right environment. HSTW is guided by a framework of goals, key practices, and key conditions to improve school practices, instruction, and student achievement. It recommends actions that provide direction to schools as they work to improve academic and vocational-technical instruction at school and the work site. The HSTW initiative is a comprehensive approach to school improvement that is based on research and evidence of effectiveness.

SREB provides member states and sites with staff development, technical assistance, communications, publications and assessment services. The annual High Schools That Work Summer Staff Development Conference is a focal point for year-round professional development. High Schools That Work has grown from 28 pilot sites in 13 states to its current size of over 1,200 sites in 26 states. The states include Alabama, Arkansas, Delaware, Florida, Georgia,

Hawaii, Idaho, Indiana, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, Missouri, New Jersey, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, Tennessee, Texas, Virginia and West Virginia.

The goals of High Schools That Work are:

1. To increase the mathematics, science, communication, problem solving and technical achievement and the application of learning for career-bound students to the national average of all students

2. To blend the essential content of traditional college-preparatory studies - mathematics, science and language arts - with quality vocational and technical studies, by creating conditions that support school leaders and teachers in carrying out the key practices

3. To advance state and local policies and leadership initiatives necessary to sustain a continuous school-improvement effort

The key practices of HSTW are:

1. Higher Expectations. Setting higher standards; getting more students to meet them

2. Career/Technical Studies. Increasing access to intellectually challenging technical studies, with a major emphasis on using high level math, science, language arts and problem solving skills in the modern workplace and in preparation for continued learning

3. Academic Studies. Increasing access to academic studies that teach the essential concepts from the college preparatory curriculum by encouraging students to use academic content and skills to address real-world projects and problems

4. Program of Study. Having students complete a challenging program of study with an upgraded academic core and a major

5. Work-Based Learning. Giving students and their parents the choice of a system that integrates school-based and work-based learning. The system should span high school and post-secondary studies and should be planned by educators, employers and employees

6. Teachers Working Together. Having an organization, structure and schedule giving academic and technical teachers the time to plan and deliver integrated instruction aimed at teaching high-level academic and technical content

7. Students Actively Engaged. Having every student involved in rigorous and challenging learning

8. Guidance. Involving each student and his or her parents in a guidance and advising system that ensures the completion of an accelerated program of study with an in-depth academic or vocational-technical major

9. Extra Help. Providing a structured system of extra help and extra time to enable students who may lack adequate preparation to complete an accelerated program of study that includes high-level academic and technical content

10. Keeping Score. Using student assessment and program evaluation data to improve continuously the school climate,

organization, management, curricula and instruction to advance student learning and to recognize students who meet both curriculum and performance goals

Five key conditions must be in place before a district can successfully implement HSTW. Those are:

1. An organizational structure and process ensuring continuous involvement of faculty and school administrators in planning strategies to achieve the key practices

2. Strong and effective principals who support, encourage, and actively participate with the faculty in implementing the key practices

3. A system superintendent and school board members who support the school administrators and teachers in carrying out the key practices. This commitment includes financial support for instructional materials, time for teachers to meet and plan together, and six to eight days per year of staff development on using the key practices to improve student learning

4. Leadership from the superintendent and school board to involve employers and post-secondary institutions in the design and implementation of a school-based and work-based program to prepare students for employment and post-secondary education

5. A commitment from the school board to replace the general track with a more demanding academic core and either an academic or vocational-technical major. (More information about HSTW may be obtained at www.sreb.org)

Alternative School

The Guam Public School System began an Alternative School program in September 2002. Formerly known as the Planned Alternative Center for Education (PACE) program, the Alternative School is comprised of middle and high school students from 6th through 12th grades who have been identified and placed through referrals from the home school Discipline Advisory Council (DAC) for expulsion or multiple suspensions. There must be documented evidence from the home school that all school-based intervention measures have been pursued for each student referred. Improving students' outlook on life, academics and relationships are the primary goals of this program. Depending on the circumstances of placement, students enrolled in the Alternative School are expected to participate and complete a three-week or up to one quarter (45 days) ―Re-direction Placement" when the student reached the BLMP Level 2 of the Program and a yearlong or up to 180 days ―Long Term Placement" when the student reached the BLMP Level 4. All eligible students will receive instruction in five core academic subjects: Math, Language Arts, Science and Social Studies, and an elective (Health for middle school students and Career Education for high school students, or Reading and CBE). All middle and high school students also receive Character education to help with building their outlook on life, relationships and making good choices. High school students will receive one credit each semester for all core subjects completed and/or a work-study community based program.

The ―Long Term Placement" transition process commences approximately two weeks before each student's completion date. A Home School Transition Phase is developed and reviewed by counselors, social workers and discipline

administrators from the Alternative School and Home School. The Re-Direction Placement transition process begins one week before each student's completion date. Similar to the Long-Term transition, appropriate documents and professional staff from both the Home School and Alternative School will develop and apply the Home School Transition Phase. The Transition Phase of the Re-Direction and the Long Term Placements are an integral part of each student success in their Home School.   Therefore, it is important that the Alternative Transition Phase and the Home School Transition Phase be given great attention as the student returns back to their Home School.

When students are released back to their Home School, the Alternative School social workers will evaluate students' progress at their respective home school six (6) weeks upon release date and every quarter thereafter until the end of the school year. The Home School is responsible for monitoring student's progress and regression throughout the remainder of the school year and report back to J.P. Torres Alternative School. Upon the return to the Home School, the social workers, guidance counselors and discipline administrator from both schools will document student performance with student discipline reports, report cards and teacher progress reports. Input will be provided by all subject area teachers documenting data concerning teacher and student interactions and parent support activities.

I. STANDARDS & ASSESSMENT

Goal 2: All students in GPSS will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.

Objective 2.1: Beginning school year 2007/2008, GPSS will increase the percentage of students performing at Level 3 (Proficient) by at least 5% each grade level as measured by SAT10

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
2.1.1 Conduct *another* standards survey of teachers *in SY 2007-2008*	Lead: Associate Superintendent of C & I Support: Associate Superintendents of Elementary and Secondary Schools	Supplies and Materials Technical assistance from RP&E and C&I staff	Complete survey by October 2007	Survey results disseminated to principals to use for staff development needs
2.1.2 Identify SAT10 priority skills by district and by school	Lead: Administrator, R P& E Support: Associate Superintendents of Elementary and Secondary Schools	SAT10 scores	August 2007 – March 2008	Distribution list of Priority skills and item analysis reports.
2.1.3 Distribute SAT10 priority skills and item analysis reports to schools and provide technical assistance in interpretation and alignment	Lead: Administrator, R P& E Support: Associate Superintendents of Elementary and Secondary Schools	SAT10 scores	August 2007 – March 2008	List of training sessions and participants

I. STANDARDS & ASSESSMENT

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Objective 2.1: Beginning school year 2007/2008, GPSS will increase the percentage of students performing at Level 3 (Proficient) by at least 5% each grade level as measured by SAT10.

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
2.1.4 Provide Annual Administrators & Teachers Training on use of lesson planning guide for SAT10, interpreting and disaggregating SAT10 test scores	Lead: Administrator, R P& E Support: Associate Superintendents of Elementary and Secondary Schools School Principals	SAT10 scores	April/May beginning SY 2007 and every year thereafter until 2013	List of schools that were provided technical assistance
2.1.5 Annual Parent Training for elementary, middle and high schools	Lead: Administrator, R P& E Support: Associate Superintendents of Elementary and Secondary Schools School Principals	SAT10 scores	April/May (after the teachers and administrators training) beginning SY 2007 and every year thereafter until 2013	List of schools that were provided parent training
2.1.6 Facilitate the development of standards-based classroom tests for all grades in reading, math, language arts (first priority) and other core subject areas. Include English Language proficiency tests and course specific tests (e.g., Algebra)	Lead: Associate Superintendent of C & I Support: Administrator, RP&E	Funds to contract services	September 2007 – February 2008	Copies of Standards-based tests developed in reading, math, language arts, other core subjects and English Language proficiency tests

I. STANDARDS & ASSESSMENT

Goal 2: All students in GPSS will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.

Objective 2.1: Beginning school year 2007/2008, GPSS will increase the percentage of students performing at Level 3 (Proficient) by at least 5% each grade level as measured by SAT10.

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
2.1.7 Review adopted curriculum for pre- and post- tests	Lead: Associate Superintendent, Curriculum & Instruction; Administrator, RP&E	Copies of pre- and post-tests from all adopted texts	September 2007 – November 2007	Pre- and post- tests per adopted curriculum is compiled
2.1.8 Generate data by adopted curriculum alignment/tests mastery of learning standards	Lead: Associate Superintendent, Curriculum & Instruction; Administrator, RP&E; School principals	Technical assistance from RP&E to generate data	November 2007– March 2008	Alignment and test mastery of learning standards data is compiled and disseminated to all schools
2.1.9 Formulate list of approved/required tests by grade level/course	Lead: Associate Superintendent, Curriculum & Instruction; Administrator, RP&E; School principals	Data generated from mastery of learning standards	January – March 2008	Resource binder of pre- and post-tests and other related standards based tests for all content areas developed for school use
2.1.10 Conduct survey on the extent of alignment among standards, curriculum, instruction, materials, and testing	Lead: Associate Superintendent, Curriculum & Instruction	Funds to contract services	Math, Language Arts and Reading Alignment and Curriculum Guides completed in SY 2004-2005	Survey results posted on GPSS website
2.1.11 Conduct orientations for teachers/administrators on the LARM Curriculum Alignments for Language Arts/Reading and Math	Lead: Associate Superintendent, Curriculum & Instruction	Technical assistance from C&I staff; LARM Cadres	Beginning SY 2007-2008 and continuing every year thereafter	Evaluation survey of the usefulness of the document to be conducted in the Spring of SY 2007-2008 and every spring thereafter

I. STANDARDS & ASSESSMENT

Goal 2: All students in GPSS will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.				
Objective 2.1: Beginning school year 2007/2008, GPSS will increase the percentage of students performing at Level 3 (Proficient) by at least 5% each grade level as measured by SAT10.				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
2.1.12 Update the Middle School and High School Math Curriculum Alignments to SAT-10 and the adopted Math textbooks	Lead: Associate Superintendent, Curriculum & Instruction	Technical assistance from C&I staff; LARM Cadres	October 2007 – December 2007	Middle and High School Math Curriculum Alignment document
2.1.13 Update the LARM K-8 Language Arts/Reading Curriculum Alignments to SAT-10 and the newly adopted texts	Lead: Associate Superintendent, Curriculum & Instruction	Technical assistance from C&I staff; LARM Cadres	October 2007 – December 2007	Language Arts/Reading Curriculum Alignment document
2.1.14 Pilot newly revised Curriculum Alignments in Spring Semester, SY 2007-2008	Lead: Associate Superintendent, Curriculum & Instruction; School principals	Technical assistance from C&I staff; LARM Cadres; school teams	Spring Semester, SY 2007-2008	Evaluation survey conducted in June 2008 will determine the usefulness of this document
2.1.15 Follow up and follow through on adoption of the LARM Curriculum Guides by the Curriculum and Textbook Committee	Lead: Associate Superintendent, Curriculum & Instruction	Technical assistance from C&I staff; LARM Cadres	August 2007 – May 2008	The final, approved LARM Curriculum Guides are posted on the GPSS website and hard copies are disseminated to all schools
2.1.16 Review and update reading, math and language arts, *science and social studies* standards	Lead: Associate Superintendent, Curriculum & Instruction	Funds to contract services	September 2007 – May 2008	Adopted revised K-12 Content Standards and Performance Indicators

District Action Plan
June 2007

I. STANDARDS & ASSESSMENT

Goal 2: All students in GPSS will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.

Objective 2.1: Beginning school year 2007/2008, GPSS will increase the percentage of students performing at Level 3 (Proficient) by at least 5% each grade level as measured by SAT10.

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
2.1.17 Develop curriculum guides, instructional models and assessment tools and provide to teachers	Lead: Associate Superintendent, Curriculum & Instruction	Funds to contract services; Technical assistance from C&I staff; LARMSS Cadres	Begin in November 2007 (or when new standards are adopted by Education Policy Board) and complete by March 2008	- District priority need and quarterly skills identified - Standards-based units developed - Curriculum guides developed - Drafts sent to schools for review - Curriculum guides finalized - Curriculum guides printed and disseminated to teachers
2.1.18 Develop Curriculum Guide Rating Sheets	Lead: Associate Superintendent, Curriculum & Instruction	Funds to contract services; Technical assistance from C&I staff; LARMSS Cadres	April 2008 – June 2008	Rating sheet developed and survey results to determine usefulness of Curriculum Guide is compiled and reported to Superintendent
2.1.19 Develop and implement uniform school-wide, then district-wide assessments aligned to the standards and SAT10 for every grade	Lead: Administrator, RP&E; Support: Associate Superintendent of Curriculum & Instruction; Associate Superintendents of Elementary and Secondary Schools; school principals; school teams	Funds to contract services	Begin SY 2007-2008 with school-wide uniform assessment tools and continue every year there after	- Collection of various assessment tools - Criteria developed - Uniformed assessment tools created - Pilot completed and evaluation reports after two years of implementation is submitted to Textbook Curriculum Committee - Toolkit of assessments completed and disseminated

I. STANDARDS & ASSESSMENT

Goal 2: All students in GPSS will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.

Objective 2.1: Beginning school year 2007/2008, GPSS will annually increase the percentage of students performing at Level 3 (Proficient) by at least 5% each grade level as measured by SAT10.

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
2.1.20 Train school personnel in developing and evaluating these assessment tools, including how to read the SAT10 item analysis	Lead: Associate Superintendent of Curriculum and Instruction	Technical assistance from RP&E and C&I staff	Begin Jan 2007 training and into summer months	Alignment of standards and SAT 10 priority skills listing Uniformed Assessment tools created
2.1.21 Purchase ̶Benchmark Tracker" software or a similar web-based software and include intense training on the use of the software	Lead: Administrator, RP&E	Funds to purchase software with training	Begin as soon as software is purchased and training is made available	The number of uniformed assessment tools created, and the number of teachers using them in the classroom for their assessment of student learning is compiled
2.1.22 Develop and implement plans to increase student achievement through the use of technology	Lead: Associate Superintendent of Curriculum and Instruction Support: Data Processing Manager, FSAIS	Funds to execute plans to increase student achievement through technology	August 2007 – August 2008	Technology professional development is conducted Technology is utilized to enhance education in the classroom

District Action Plan
June 2007

I. STANDARDS & ASSESSMENT

Goal 2: All students in GPSS will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.				
Objective 2.1: Beginning school year 2007/2008, GPSS will annually increase the percentage of students performing at Level 3 (Proficient) by at least 5% each grade level as measured by SAT10.				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
2.1.23 Provide schools with reliable copier machines and a computer in each of the classes to support the software used to create uniformed assessment tools	Lead: Associate Superintendent of Curriculum and Instruction	Funds to purchase machines and additional paper, supplies and materials	Include in all schools' budget for 2008-2009 for additional copier machine and computers	Computers in each classroom and a copier machine dedicated to scanning student test sheets
2.1.24 Mandate all schools to create their uniformed assessments and evaluations of these tools	Lead: Associate Superintendent of Curriculum & Instruction Support: Associate Superintendents of Elementary and Secondary Schools	Funds to contract technical support	Begin school year 2007-2008 to mandate all schools to have uniformed assessments within each content area	Quarterly Summary reports of skills assessment
2.1.25 Provide instructional resources to students in reading, math, language arts, *science and social studies*	Lead: Associate Superintendent of Curriculum & Instruction Support: Associate Superintendents of Elementary and Secondary Schools	Funds to purchase needed resources	August 2008 – July 2009	List of instructional resources

District Action Plan
June 2007

I. STANDARDS & ASSESSMENT

Goal 2: All students in GPSS will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.

Objective 2.1: Beginning school year 2007/2008, GPSS will increase the percentage of students performing at Level 3 (Proficient) by at least 5% each grade level as measured by SAT10.

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
2.1.26 Facilitate the creation of standards-based tests (criterion referenced test – CRT) reflective of the district standards, i.e., adopted curriculum, and the national skills	Lead: Associate Superintendent of Curriculum & Instruction Support: Associate Superintendents of Elementary and Secondary Schools	Funds to contract services, including the production of newly created CRT	August 2008- July 2009	Standards-based test developed and implemented in SY 2009 - 2010
2.1.27 Develop annual testing plan	Lead: Associate Superintendent of Curriculum & Instruction; Associate Superintendents of Elementary and Secondary Schools	Technical support from RP&E and C&I staff	June 2009	Annual testing plan completed
2.1.28 Conduct pilot test	Lead: Associate Superintendent of Curriculum & Instruction; Associate Superintendents of Elementary and Secondary Schools	Technical support from RP&E and C&I staff; pilot schools	August 2009 – December 2009	Pilot test conducted; results reported, adjustments made
2.1.29 Conduct Textbook Alignment analysis	Lead: Associate Superintendent of Curriculum & Instruction	Technical support from RP&E and C&I staff; pilot schools	January 2010 – March 2010	Results of analysis is disseminated to schools, training on interpreting analysis is completed Survey on the usefulness of analysis is completed
2.1.30 Conduct a criterion-referenced test Summative Evaluation	Lead: Administrator, RP&E; Associate Superintendent of Curriculum & Instruction	Funds to contract services	June 2010	Results of Evaluation is submitted to Superintendent for disposition.

II. READING, LANGUAGE ARTS, AND MATH REFORM

Goal 2: All students in GPSS will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.				
Objective 2.1: Beginning school year 2007/2008, GPSS will increase the percentage of students performing at Level 3 (Proficient) by at least 5% each grade level as measured by SAT10.				
READING, LANGUAGE ARTS, AND MATH REFORM				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
2.1.31 Develop implementation timeline for Reading, Language Arts, and Math initiative for SY 2008-2010	Lead: Reading, Language Arts, & Math Reform Committee, Associate Superintendent of Elementary	Existing and Local and Federal Funds/External Evaluation Review/ Program Data	June to August 2007	2 year Timeline Matrix
2.1.32 Continue the Implementation of Reading, Language Arts, and Math Programs in the Elementary Schools	Lead: Principals Support: Reading, Language Arts, & Math Reform Committee, Associate Superintendent of Elementary	Local and Federal Funding	SY 2007-2008 to SY 2009- 2010	School site class schedules; Site Review Summary; review summary; Quarterly Reports;
2.1.33 Oversee the implementation of Reading, Language Arts, and Math initiative in all elementary schools. a) Provide technical assistance to schools; b) Identify additional training need; c) Collect data, report progress	Lead: Principals Reading, Language Arts, & Math Reform Committee, Associate Superintendent of Elementary	Local and Federal funding	Aug 2007- June 2010	Quarterly Reports

II. READING, LANGUAGE ARTS, AND MATH REFORM

Goal 2: All students in GPSS will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.	
Objective 2.1: Beginning school year 2007/2008, GPSS will increase the percentage of students performing at Level 3 (Proficient) by at least 5% each grade level as measured by SAT10.	

READING, LANGUAGE ARTS, AND MATH REFORM

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
2.1.34 Conduct training for appropriate program personnel	Lead: Reading, Language Arts, & Math Reform Committee Support: Principals/Program coordinators	Existing Local and Federal Funding/Off-island trainers/local cadre/Implementation Managers	June 2007 to June 2010	Training Schedule/attendance sheets
2.1.35 Implement Program Accountability Structure	Lead: Principals Support: Reading, Language Arts, & Math Reform Committee Associate Superintendent of Elementary	Existing Local and Federal Funding/Monitoring Forms, Data Reporting Template	Every Dec. March; June and Sept 2008 to 2013	School Site Reports; District Quarterly Report; Weekly Status Report
2.1.36 Procure curricular materials	Lead: Reading, Language Arts, & Math Reform Coordinator Support: : Principals Site Coordinator Procurement	Student Placement for each program/ Requisitions Forms	Every March 2008 to 2013	Purchase Orders for Textbooks and materials Material Receiving Report
2.1.37 Hire full-time school site instructional coordinators and district instructional coordinators	Lead: Principals	Vacancies/Applications	As Needed	Staffing Pattern/Personnel Action
2.1.38 Conduct a comprehensive review/study of the program implementation in the elementary schools	Lead: Administrator, RP & E Support: Associate Supt. Elem.	Program Data	Spring -2008	Comprehensive review report (report to include recommendations for improvement)

II. READING, LANGUAGE ARTS, AND MATH REFORM

Goal 2: All students in GPSS will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.				
Objective 2.1: Beginning school year 2007/2008, GPSS will increase the percentage of students performing at Level 3 (Proficient) by at least 5% each grade level as measured by SAT10.				
READING, LANGUAGE ARTS, AND MATH REFORM				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
2.1.39 Identification of students who have not reached reading, language arts, and math grade level at the end of 5th grade or for new student entering middle school and identify placement in reading, language arts, and math programs for Middle School	Lead: Elementary Principals Support: Elementary, Middle School Principals Reading Coordinators	Existing Local and Federal Funding/End of the year program validation test in Reading, Language Arts, and Math.	May 2007 and May 2008 for exiting 5th grade.	Listing by school of students who did not reach grade level proficiency and validity test results
2.1.40 Provide Fifth Grade Database of student program placement to middle schools	Lead: Elementary School Principals Support: Site coordinators	Existing Local and Federal Funding/5th grade database	June 2007 and June 2008	Receipt of database by the middle school
2.1.41 Develop implementation timeline for Reading, Language Arts, and Math Reform Program	Lead: Reading, Language Arts, & Math Reform Committee Support: Middle School Principals	External Evaluation Review/ Program Data	June to August 2007	Timeline matrix

II. READING, LANGUAGE ARTS, AND MATH REFORM

Goal 2: All students in GPSS will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.

Objective 2.1: Beginning school year 2007/2008, GPSS will increase the percentage of students performing at Level 3 (Proficient) by at least 5% each grade level as measured by SAT10.

READING, LANGUAGE ARTS, AND MATH REFORM				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
2.1.42 Oversee the implementation of Reading, Language Arts, & Math Reform in all middle schools a) Provide technical assistance to schools; b) Identify additional training needed; c) Collect data, report progress	Lead: Principals Reading, Language Arts, & Math Reform Committee, Associate Superintendent of Secondary	Existing Local and Federal Funding Site Reform Coordinator District Coordinator Implementation Managers	Aug 2007-June 2010	School site class schedules; Site Review Summary; Quarterly Reports
2.1.43 Implement Remedial Reading, Language Arts, and Math programs in the Middle Schools	Lead: Principals Support: Associate Superintendent of Secondary	Existing Local and Federal Funding	SY 2007- SY 2010	School site class schedules; Site Review Summary; Quarterly Reports
2.1.44 Conduct training for reading coordinators, principals, teachers, school aides and substitutes	Lead: Reading First Center Support: Site Reading coordinators; District Reading Coordinators	Off-island trainers/local cadre/Implementation Managers	June/Sept. 2007 and June/Sept 2010	Training Schedule; Attendance sheets
2.1.45 Implement Program Accountability Structure	Lead: Principals, Reading First Center, Associate Superintendent of Secondary	Existing Local and Federal Funding/Monitoring Forms/Data Reporting Template	Every Dec., March, June and Sept 2008-2010	School Site Reports; District Reports

II. READING, LANGUAGE ARTS, AND MATH REFORM

Goal 2: All students in GPSS will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.				
Objective 2.1: Beginning school year 2007/2008, GPSS will increase the percentage of students performing at Level 3 (Proficient) by at least 5% each grade level as measured by SAT10.				
READING, LANGUAGE ARTS, AND MATH REFORM				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
2.1.46 Procure Reading, Language Arts, and Math curricular materials	Lead: Principals Support: Reading, Language Arts, & Math Reform Coordinator, Procurement	Student Placement for each program/ Requisitions Forms	March 2007 - March 2010	Purchase Orders for textbooks and materials. Material Receiving Report
2.1.47 Hire full-time school site Reading, Language Arts, and Math Reform coordinators.	Lead: Reading, Language Arts, & Math Reform Coordinator Support: Principal/ Personnel Division	Vacancies/Applications	As Needed	Personnel Actions
2.1.48 External Evaluation of the Reading, Language Arts, & Math Program Implementation	Lead: Superintendent of Education, Federal Programs	Program Data	Spring 2008	Recommendations for middle school implementation of the Reading, Language Arts, and Math Programs

III. PERSONNEL QUALITY & ACCOUNTABILITY

Goal 3: All Guam Public School System Personnel will meet high standards for qualifications and on-going professional development and will be held accountable for all assigned responsibilities				
Objective 3.1 At the beginning of SY 07-08 GPSS will increase the percentage of fully certified personnel by at least 5% each year				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
3.1.1 Update recruitment and retention program for certified personnel	Lead: Personnel Administrator

Support: OIR Coordinator, Certification Officer; School Administrators | Consolidated Grants and/or related programs; local funding | March 2007 - September 2007 | Recruitment and retention plan; project application approval; line item budget approval; fast track certification programs |
| 3.1.2 Implement comprehensive mentoring program | Lead: Personnel Administrator, District Mentor Coordinator

Support: Assoc Supt's, TQEG | Local and federal funding. Mentoring guidelines and methods | August 2006 - On-going | Adoption of certification policy by GEPB that requires mentoring for beginning teachers; mentoring program action plan |
| 3.1.3. Identify/hire Certification Specialist to assist Certification Officer to evaluate teacher prep programs | Lead: Personnel Administrator,

Support: Certification Officer | Federal Funding | July 2007 - August 2008 | Position created, Personnel Action and Notice of Assignment or Personnel transfer |
| 3.1.4. Revise/update/develop school administrator standards, evaluation instrument | Lead: Certification Advisory Council, TQEG

Support: Associate Superintendents; Principals | Local and/or federal funding. | October 2005 - September 2007 | Updated position description and standards; adoption by GEPB; administrators evaluation instrument |
| 3.1.5. Revise/update/develop school administrator certification/re-certification requirements | Lead: Certification Advisory Council, TQEG

Support: Certification Office, Associate Supt's, Principals | Local, federal funding and Certification Office | October 2005 - September 2007 | Revised Administrator certification/re-certification requirements; adoption by GEPB |

III. PERSONNEL QUALITY & ACCOUNTABILITY

Goal 3: All Guam Public School System Personnel will meet high standards for qualifications and on-going professional development and will be held accountable for all assigned responsibilities				
Objective 3.2: At the beginning of SY 07-08 GPSS will maintain the number of personnel participating in "high quality" professional development at no less than 95% each year.				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
3.2.1. Create District Professional Development Council	Lead: Associate Supt's. Support: Personnel Administrator, School Administrators, Teachers; Federal Programs	Federal funding; Personnel and Federal Programs staff.	June 2007 - August 2007	Appointment letter of PDC; list of names
3.2.2. Centralize all staff and professional development efforts under Personnel Division	Lead: PD Council Support: Personnel Administrator, School Administrators, Teachers; Federal Programs	Personnel Budget; legal counsel; Personnel and Federal Programs staff	October 2007 - September 2008	Approval of Reorganization Plan by GEPB and legislature; line item budget approval; notice of assignments
3.2.3. Identify/hire training and development staff	Lead: Personnel Administrator Support: Assoc Supt's	Federal Funding	October 2007 - January 2008	Personnel Action, Notice of Assignment, Personnel transfers
3.2.4. Develop GPSS policy and plan for the Professional Development of certified personnel based on NSDC standards	Lead: PD Council Support: Personnel Administrator, Associate Supt's, School Administrators, Teachers	Local & Federal funding; Personnel and Federal Programs staff School-level staff	October 2007 - September 2008	Adoption of policy by GEPB; professional development plan; needs assessment survey results; training schedules

III. PERSONNEL QUALITY & ACCOUNTABILITY

Goal 3: All Guam Public School System Personnel will meet high standards for qualifications and on-going professional development and will be held accountable for all assigned responsibilities

Objective 3.2: At the beginning of SY 07-08 GPSS will maintain the number of personnel participating in "high quality" professional development at no less than 95% each year.

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
3.2.5. Identify and hire a classification and pay specialist	Lead: Personnel Administrator, Support: Certification Officer	Federal Funding	October 2007 - January 2008	Personnel Action and Notice of Assignment
3.2.6. Update all GPSS job standards and qualifications	Lead: Classification/Pay Specialist Support: Personnel Administrator, School Administrators, Certification Officer	Personnel staff	January 2008	Approved standards by GEPB and/or Department of Administration
3.2.7. Implement staff development program for non-teaching positions	Lead: Personnel Administrator Support: School Administrators	Personnel staff; DOA Training Branch; Training program guidelines; Local funding	August 2007	Needs assessment survey results; training schedule

III. PERSONNEL QUALITY & ACCOUNTABILITY

Goal 3: All Guam Public School System Personnel will meet high standards for qualifications and on-going professional development and will be held accountable for all assigned responsibilities

Objective 3.3 At the beginning of SY 08-09 GPSS will maintain the number of certified teachers by content area at no less than 95% each year.

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
3.3.1. Implement newly adopted teacher standards	Lead: Associate Supts, Support: School Administrators, Teachers	Local & Federal funding; C&I staff, school-level staff	March 2007	CTEP – Classroom Teacher Evaluation Program
3.3.2. Revise/update teacher evaluation instrument	Lead: Joint Board Union PTEP Committee Support: School Administrators, Teachers	Local & Federal funding, staff	July 2006 - September 2007	CTEP
3.3.3. Develop standards-based" certification and re-certification requirements	Lead: Certification Advisory Council, TQEG Support: Certification Officer, Personnel Services Administrator	Local & Federal funding, staff	October 2005 - September 2007	Revised Teacher Certification/Re-certification policy; GEPB adoption
3.3.4. Collaborate with Institution of Higher Education (IHE) on the development of Alternative Route (AR) to certification	Lead: Certification Advisory Council, TQEG Support: YEC Director, Certification Officer, Personnel Services Administrator	TQEG, UOG/SOE, YEC Director, Certification Officer, Personnel Services Administrator	February 2006 - September 2007	Alternative Route certification requirements, GEPB adoption
3.2.5. Identify/hire a Teacher Quality System Coordinator	Lead: Personnel Administrator Support: Certification Officer	Federal Funding	June 2007 - August 2007	Personnel Action and Notice of Assignment

3.3.6. Develop standard operating procedures for automated teacher placement and assignment	Lead: FSAIS, Personnel Services Administrator Support: Certification Officer, Associate Supt's, Principals	Teacher Quality System Committee	January 2008 - July 2008	SOP; adoption by GEPB; teacher placement reports

IV. FEDERAL, STATE & LOCAL PROGRAMS

Goal 2: All students in GPSS will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.
Objective 2.3: Beginning School Year 2007-2008, GPSS will ensure the implementation or continuation of educational programs consistent with federal, state, and local mandates. (Local, State and Federal Mandates)

Chamorro Studies

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
2.3.1 Develop and implement Chamorro language pre-tests and post-tests for all grade levels based on GPSS Content Standards and Performance Indicators	Lead: Administrator, CSSP Support: School Program Consultants, graphic artist, program teachers	Existing local resources	August to June 2007 through 2010	Chamorro language pre-tests and post-tests
2.3.2 Develop and implement 2nd grade Chamorro language resource materials	Lead: Administrator, CSSP Support: School Program Consultants, graphic artist, program teachers	Existing local resources	August to June 2007 through 2010	List of 2nd grade Chamorro language resource materials
2.3.3 Develop and implement Chamorro language secondary resource materials	Lead: Administrator, CSSP Support: School Program Consultants, graphic artist, program teachers	Existing local resources	August to June 2007 through 2010	List of Chamorro language secondary resource materials
2.3.4 Implement Chamorro language ancient counting system in written form	Lead: Administrator, CSSP Support: School Program Consultants, graphic artist, program teachers	Existing local resources	August to June 2007 through 2010	Resource materials of the Chamorro language ancient counting system

IV. FEDERAL, STATE & LOCAL PROGRAMS

Goal 2: All students in GPSS will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.

Objective 2.3: Beginning School Year 2007-2008, GPSS will ensure the implementation or continuation of educational programs consistent with federal, state, and local mandates.   (Local, State and Federal Mandates)

Chamorro Studies				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
2.3.5 Develop and implement Chamorro language resource materials relevant to science	Lead: Administrator, CSSP Support: School Program Consultants, graphic artist, program teachers	Existing local resources	August to June 2007 through 2010	List of Chamorro resource materials related to science
2.3.6 Develop and implement Chamorro language supplementary instructional materials for program teachers (posters, audio tapes, CD ROMs)	Lead: Administrator, CSSP Support: School Program Consultants, graphic artist, program teachers	Existing local resources	August to June 2007 through 2010	List of Chamorro language supplementary instructional materials
2.3.7 Provide professional development opportunities for the district administrator, faculty and support staff in order to meet the program goals and objectives of Chamorro language promotion and perpetuation.	Lead: Administrator, CSSP Support: School Program Consultants, graphic artist, program teachers	Existing federal and local resources	August to June 2007 through 2010	List of completed professional development courses
2.3.8 Obtain additional staff to sustain program goals and objectives	Lead: Administrator, CSSP Support/Administrator, Personnel	Existing federal and local resources	August to June 2007 through 2010	List of completed employees hired

IV. FEDERAL, STATE & LOCAL PROGRAMS

Goal 2: All students in GPSS will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.				
Objective 2.3: Beginning School Year 2007-2008, GPSS will ensure the implementation or continuation of educational programs consistent with federal, state, and local mandates. (Local, State and Federal Mandates)				
After School Program (ASP)				
2.3.9 Continue the After School Program (ASP) for students who are at-risk of failing, or are failing reading, Language arts or mathematics	Lead: School Principals Support: Program Coordinators, teachers and school support personnel	Local and federal resources	August to June 2007 through 2010	List of After School Program personnel Total enrollment per school
2.3.10 Decrease the number of ASP students at risk of failing to compare reading, and/or language arts math performance with non-ASP student scores	Lead: School Principals Support: Program Coordinators, teachers and school support personnel	Local and federal resources	August to June 2007 through 2010	Assessment tools (SAT10, WRAT, teacher recommendations, etc.)
2.3.11 Conduct school site visits to assist schools in effective program implementation activities	Lead: School Principals Support: Program Coordinators, teachers and school support personnel	Federal Programs Division staff	August to June 2007 through 2010	Site visit Summary Report

IV. FEDERAL, STATE & LOCAL PROGRAMS

Goal 2: All students in GPSS will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.

Objective 2.3: Beginning School Year 2007-2008, GPSS will ensure the implementation or continuation of educational programs consistent with federal, state, and local mandates. (Local, State and Federal Mandates)

Head Start Program				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
2.3.12 Conduct children's initial development assessment within 45 days of enrollment	Lead: Administrator Support: Program teachers, School Program Consultant (Health and Disabilities Services Manager), teacher assistant, Licensed Practical Nurse	Program personnel, Dept. of Public Health & Social Services, Pediatric Evaluation Diagnostic Services, school health counselors	45 calendar days from School Year 2007 through 2010 enrollment	Screening results/scores; monitoring notes, referrals to other resources, if indicated; reports from Region IX
2.3.13 Conduct children's follow-up health, mental health, and nutritional assessments within 90 days of enrollment	Lead: Program Director Support: Medical and dental community, School Program Consultant (Health and Disabilities Services Manager), program staff	DPHSS, medical & dental community	November to January 2007 through 2010	Progress report by program, center and individual child
2.3.14 Maintain an Individualized Education Program (IEP) for Head Start students	Lead: Program Director Support: SPC/Health and Disabilities Services Manager), program teachers and teaching assistants	GPSS Division of Special Education	August to June 2007 through 2010	Program Information reports Self assessment reports
2.3.15 Use the Head Start National Reporting System (NRS) for all children entering Kindergarten the following school year	Lead: Program Director Support: Program teachers and teaching assistants	National Office of Head Start	October to May, 2007 through 2010	Completed NRS documents (immunization records, questionnaires, physical examinations)

IV. FEDERAL, STATE & LOCAL PROGRAMS

Goal 2: All students in GPSS will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.				
Objective 2.3: Beginning School Year 2007-2008, GPSS will ensure the implementation or continuation of educational programs consistent with federal, state, and local mandates. (Local, State and Federal Mandates)				
Head Start Program				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
2.3.16 Coordinate and facilitate program personnel professional development	Lead: Program Director Support: Program directors and managers, School Program Consultant (Health and Disabilities Services Manager), Social Services Supervisor, mentor teacher, program staff	Community partners	August to June 2007 through 2010	Schedule of professional development Attendance sign-ins
2.3.17 Maintain the Mentor Teacher Program at centers to monitor children's progress and ensure compliance with performance standards	Lead: Program Director Support: Program directors and mentor teachers	National Office of Head Start, Region IX, Community partners,	August to June 2007 through 2010	List of Mentor Teachers Student progress data
2.3.18 Head Start Social Services Personnel will maintain a Family Partner- ship Agreement	Lead: Program Director Support: Social Services Supervisor (Family, Community Partnership Manager), program staff	Parents and Head Start program personnel	August to June 2007 through 2010	Signed Family Partnership Agreements Parent attendance and volunteer logs

IV. FEDERAL, STATE & LOCAL PROGRAMS

Goal 2: All students in GPSS will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.				
Objective 2.3: Beginning School Year 2007-2008, GPSS will ensure the implementation or continuation of educational programs consistent with federal, state, and local mandates. (Local, State and Federal Mandates)				
English As A Second Language (ESL) Program				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
2.3.19 Develop language acquisition standards and curriculum	Lead: Program Manager Support: School Program Consultant and ESL (English as a Second Language) Coordinators and teachers	Existing local or federal resources	August to June 2007 through 2010	Lesson Plans Summary of Language Assessment Scale (LAS) scores for both oral, and reading and writing from all schools
2.3.20 Develop lesson plans to help program students advance to the proficiency level in the LAS Oral or the LAS Reading and Writing	Lead: Program Manager Support: School Program Consultant and ESL (English as a Second Language) Coordinators and teachers	Existing local or federal resources	August to June 2007 through 2010	Lesson Plans Summary of Language Assessment Scale (LAS) scores for both oral, and reading and writing from all schools
2.3.21 Develop and implement corrective action plan to ensure compliance with B.P. 312	Lead: Program Manager Support: School Program Consultant and ESL (English as a Second Language) Coordinators and teachers	Existing local or federal resources	August to June 2007 through 2010	Lesson Plans Summary of Language Assessment Scale (LAS) scores for both oral, and reading and writing from all schools

2.3.22 Adopt monitoring program	Lead: Program Manager Support: School Program Consultant and ESL (English as a Second Language) Coordinators and teachers	Existing local or federal resources	August to June 2007 through 2010	Lesson Plans Summary of Language Assessment Scale (LAS) scores for both oral, and reading and writing from all schools

IV. FEDERAL, STATE & LOCAL PROGRAMS

Goal 2: All students in GPSS will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.
Objective 2.3: Beginning School Year 2007-2008, GPSS will ensure the implementation or continuation of educational programs consistent with federal, state, and local mandates. (Local, State and Federal Mandates)

English As A Second Language (ESL) Program				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
2.3.23 Plan and implement professional development for ESL personnel	Lead: Program Manager Support: School Program Consultant and ESL (English as a Second Language) teachers	Existing local or federal resources	August to June 2007 through 2010	Schedule of professional development courses Teacher registration forms Course evaluation forms
2.3.24 Plan and schedule Office of Civil Rights (OCR) equity presentations for schools	Lead: Program Manager Support: School Program Consultant; teachers from schools being provided services	Existing local or federal resources	August to June 2007 through 2010	Training schedule and attendance data Equity presentations Evaluation forms
2.3.25 Collaborate with Northwest Regional Education Laboratories (NWREL) about ESL training	Lead: Program Manager Support: School Program Consultant; school program personnel	Existing local or federal resources	August to June 2007 through 2010	Schedule of ESL training Agenda and attendance data Course evaluation forms
2.3.26 Collect and review ESL end of year school Summary Reports	Lead: Program Manager Support: School Program Consultant; school program personnel	Existing local or federal resources	August to June 2007 through 2010	Compilation of all summary reports

IV. FEDERAL, STATE & LOCAL PROGRAMS

Goal 2: All students in GPSS will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.				
Objective 2.3: Beginning School Year 2007-2008, GPSS will ensure the implementation or continuation of educational programs consistent with federal, state, and local mandates. (Local, State and Federal Mandates)				
English As A Second Language (ESL) Program				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
2.3.27 Review and implement national recommendations to ensure program compliance	Lead: Program Manager Support: School Program Consultant school program personnel	Existing local or federal resources	August to June 2007 through 2010	Summary of periodic and annual monitoring
2.3.28 Conduct school site visits to assist schools in effective ESL Program implementation activities	Lead: Program Manager Support: School Program Consultant; Federal Programs Division staff	Existing local or federal resources	August to June 2007 through 2010	Site visit Summary Report for all schools
Success for All (SFA)				
2.3.29 Administer SFA pre/post tests to determine reading levels for all students	Lead: School Principal Support: SFA Program Coordinator and classroom teachers	Federal funding of pre/post test materials	August to June 2007 through 2010	Pre-test results Post-test results
2.3.30 Conduct daily 90-minute reading period	Lead: School Principal Support: SFA Program Coordinator and classroom teachers	Federal funding of instructional materials	August to June 2007 through 2010	School schedules
2.3.31 Provide Staff Development training by national SFA trainers	Lead: School Principal Support: SFA Program Coordinator	Existing local resources and federal funding of national SFA trainers	August to June 2007 through 2010	Professional development training schedule and attendance data

IV. FEDERAL, STATE & LOCAL PROGRAMS

Goal 2: All students in GPSS will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.				
Objective 2.3: Beginning School Year 2007-2008, GPSS will ensure the implementation or continuation of educational programs consistent with federal, state, and local mandates. (Local, State and Federal Mandates)				
Success for All (SFA)				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
2.3.32 Conduct periodic assessments, report progress quarterly and at school year end	Lead: School Principal Support: SFA Program Coordinator and classroom teachers	Existing local resources	August to June 2007 through 2010	Summary of periodic assessments, quarter reports and annual reports
2.3.33 Conduct site visits to assist school in effective SFA Program implementation activities	Lead: Administrator, Federal Programs Division Support: Program Coordinator monitor	Existing federal resources	August to June 2007 through 2010	Site Visit Summary Report
School Based Summer Programs				
2.3.34 Update and implement revised summer program guidelines to align the program with the goals and objectives of both local and federal mandates	Lead: Associate Superintendents, Elementary and Secondary, Administrator, Federal Programs Support: School Principals, Summer School Coordinators and other school personnel	Technical Assistance by Federal Programs Division staff	January to April 2007 through 2010 June to August 2007 through 2010	Updated aligned Summer Program guidelines

2.3.35 Update Data Collection and Evaluation Report formats to align with revised summer program guidelines	Lead: Associate Superintendents, Elementary and Secondary, Administrator, Federal Programs Support: School Principals, Summer School Coordinators and other school personnel	Technical Assistance by Federal Programs Division staff	Spring Semester 2007 through 2010	Revised Data Collection and Evaluation Reports sent to schools

IV. FEDERAL, STATE & LOCAL PROGRAMS

Goal 2: All students in GPSS will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.	

Objective 2.3: Beginning School Year 2007-2008, GPSS will ensure the implementation or continuation of educational programs consistent with federal, state, and local mandates.   (Local, State and Federal Mandates)

School Based Summer Programs

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
2.3.36 Collect data and prepare end-of-year report on reading and math achievement levels	Lead: Associate Superintendents, Elementary and Secondary Support: School Principals, Summer School Coordinators and other school personnel	Technical Assistance by Federal Programs Division staff	August to November 2007 through 2010	Compilation of student data from Data Collection and Evaluation Reports
2.3.37 Conduct site visits to assist schools in effective Summer Program implementation activities	Lead: Federal Programs Division Administrator Support: Program Coordinator monitors	Federal Programs Division staff	July to August 2007 through 2010	Site Visit Summary Reports
Special Education (SPED)				
2.3.38 Implement State Performance Plan.	Lead: Associate Superintendent, SPED Support: SPP Manager, School Administrators; School IEP teams; Program Specialists, IEP Coordinators	Existing local or federal resources	August - June 2007 through 2010	Quarterly Report

2.3.39 Coordinate and facilitate professional development for all SPED personnel.	Lead: Associate Superintendent, SPED Support: Coordinator, Professional Development CRT/Technical Assistants; Program Coordinators, Related Services	Existing local or federal resources	August - June 2007 through 2010	Professional Development Training schedule and attendance data

IV. FEDERAL, STATE & LOCAL PROGRAMS

Goal 2: All students in GPSS will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.

Objective 2.3: Beginning School Year 2007-2008, GPSS will ensure the implementation or continuation of educational programs consistent with federal, state, and local mandates. (Local, State and Federal Mandates)

Special Education (SPED)

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
2.3.40 Coordinate and provide specialized training for parents of students receiving special education services	Lead: Associate Superintendent, SPED Support: Coordinator, Parent Services; Program Coordinators, Related Services	Existing local or federal resources	August - June 2007 through 2010	Parent Training Schedule and attendance data

Gifted and Talented Education (GATE)

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
2.3.41 Implement Title V-A GATE Project Plan to include: Testing Services; Pre-School program; Elementary Academic Program; Middle School Math Program; Special Event: Academic Challenge Bowl; National Forensic League; Math Counts Math Olympiad; Elementary Visual Arts Elementary Performing Arts; Secondary Performing Arts	Lead: GATE Project Director Support: All GATE Visual & Performing Arts Teachers, GATE Academic Teachers, Coaches, Judges, & Staff	Existing local or federal resources	August - June 2007 through 2010	Quarterly Progress Reports Pre-School Assessment prior to entering Kindergarten Student Progress Reports Schedule of special events and attendance data Visual and Performing Arts Events, student participation and attendance data
2.3.42 Coordinate and facilitate professional development for all GATE personnel	Lead: GATE Project Director Support: All GATE Teachers & Staff	Existing local or federal resources	August - June 2007 through 2010	Professional Development Training schedule and attendance data

IV. FEDERAL, STATE & LOCAL PROGRAMS

Goal 2: All students in GPSS will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.				
Objective 2.3: Beginning School Year 2007-2008, GPSS will ensure the implementation or continuation of educational programs consistent with federal, state, and local mandates. (Local, State and Federal Mandates)				
Gifted and Talented Education (GATE)				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
2.3.43 Continue advanced level math program for gifted and high level students at Agueda Johnston Middle School; expand into all other middle schools	Lead: GATE Project Director, Support: GATE Math Teacher, Agueda Johnston & Middle School Principals	Existing local	August - June 2007 through 2010	Quarterly Progress Reports
2.3.44 Implement GATE Technology Plan	Lead: : GATE Project Director, Support: GATE Technology Teacher, all other GATE Teachers & Staff	Existing local or federal resources	August - June 2007 through 2010	Quarterly Progress Report
2.3.45 Coordinate and provide specialized training for parents of students receiving services	Lead: GATE Project Director, Support: GATE Teachers & Staff	Existing local or federal resources	August - June 2007 through 2010	Parent Training schedule and attendance data

V. HOME-SCHOOL CONNECTION

Goal 2: All students in GPSS will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.				
Objective 2.2: Using School Year 2006/2007 baseline data, each school will increase parent involvement every year by at least 2%.				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
2.2.1. Develop media and outreach campaign for all language groups	Lead: GPSS Public Information Officer Support: Associate Superintendents of Elementary and Secondary Schools RPE administrator	Federal or local funding to purchase video camera, digital camera, multimedia projector, projector screen, language interpreters, supplies, materials, computer equipment, media expenses, printing cost	August 2007 – August 2008	Media messages produced and broadcasted Campaign print materials created and disseminated
2.2.2 Create GPSS Quarterly Family Partnership Newsletter	Lead: GPSS Public Information Officer Support: Associate Superintendents of Elementary and Secondary Schools RPE administrator	Federal or local funding to purchase supplies, materials, computer equipment, media expenses, printing cost	August 2007 – August 2008	Copies of GPSS Quarterly Family Partnership Newsletters
2.2. 3. Develop and implement a GPSS Family Partnership Website	Lead: GPSS Public Information Officer Support: Associate Superintendents of Elementary and Secondary Schools RPE administrator	Federal or local funding to purchase supplies, materials, computer equipment, media expenses, printing cost	August 2007 – August 2008	GPSS Website Link to Family Partnership

District Action Plan
June 2007

V. HOME-SCHOOL CONNECTION

Goal 2: All students in GPSS will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.				
Objective 2.2: Using School Year 2006/2007 baseline data, each school will increase parent involvement every year by at least 2%.				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
2.2.4. Establish a home school two way communication system by installing telephone lines in areas easily accessible to teachers.	Lead: FSAIS Support: Associate Superintendents of Elementary and Secondary Schools, RPE administrator	Federal or local funding to purchase ERATE telephone lines, equipment	August 2007 – August 2008	School based telephone logs Number of telephone lines and instruments
2.2.5 Develop a School Partnership Program	Lead: School Principal Support: Parent Teacher Organization, School Stakeholders	Federal or local funding to purchase volunteer rewards	August 2007 – August 2008	School Partnership Plan for each school Guidelines and procedures
2.2.6. Collaborate/ network with community resources to strengthen schools, families and student learning	Lead: School Principal Support: Support Division Heads Parent Teacher Organization	Federal or local funding supplies and materials	August 2007 – August 2008	Directory of Community Resources Documents showing outreach to community resources
2.2.7. Develop a secured parent website to provide parental access via secured Internet connection	Lead: Data Processing Manager, FSAIS Support: C&I Associate Superintendent	Federal or local funding to purchase and implement complete system (hardware & software) with training support; Internet connectivity & website presence	Begins as soon as system is purchased and training is made available	Secured system available to parents via internet access
2.2.8. Implement a Parent-Family Community Outreach Program	Lead: Administrator, Student Support Services Division Support: School Principal	Federal or local funding	August 2007 – August 2008	Established Community Outreach Teams

VI. EDUCATION INDICATOR SYSTEM- HEALTH & SAFETY

GEPB Goal 4: All Guam Public School System's school facilities will meet high standards for health and safety and provide optimal conditions for learning objectives.

Objective 4.1: Beginning SY 06-07 GPSS all schools will meet 100% health and safety standards.

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
4.1.1 Assess all: school facilities, Emergency Response Procedures, GFD and DPHSS inspection findings, workmen's comp accidents	Lead: Safety Administrator, Office of the Superintendent	DPHSS inspection reports, GFD inspection reports, Personnel Division, 2003 Army Corp Of Engineers Report, FEMA Recovery Report	November 2006 – May 2007	Quarterly report, School Hazards Report, Workmens Comp Analysis Report
4.1.2 Standardize all; safety training, documentation, emergency response procedures, Asbestos Management Plan, HAZMAT Program, Mold Remediation Plan, SRO Program, workmen's comp accident analysis report and incident/inspection reporting	Lead: Safety Administrator, Office of the Superintendent	USDOE Standards OSHA/GOSHA Standards NFPA Standards DHS/GHS/Civil Defense "Safe Schools Program" Arizona State Emergency Response Plan, USEPA/GEPA, National SRO Association FEMA ICS online courses	December 2006 – May 2007	Quarterly Report, SOP on Emergency Response, SOP on Hazard Assessment, SOP on HAZMAT Program SOP on Mold Remediation SOP on Asbestos Mgt Plan SOP on First Aid/CPR/AED Training SOP on SRO Program
4.1.3 Implement all SOPs, provide training and support	Lead: Safety Administrator, Office of the Superintendent	Safety Inspector III Homeland Security/Office of Civil Defense —"Safe schools Program", FEMA ICS Training, DPHSS First Aid/CPR/AED Training, GFD, GPD, Safe School Grants	March 2007 - June 2007	Quarterly Report, Training Logs, Monitoring Reports

VI. EDUCATION INDICATOR SYSTEM-HEALTH & SAFETY

GEPB Goal 4: All Guam Public School System's school facilities will meet high standards for health and safety and provide optimal conditions for learning objectives.

Objective 4.1: Beginning SY 06-07 GPSS all schools will meet 100% health and safety standards.

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
4.1.4 Develop and periodically update a School Facilities Report highlighting efforts to maintain health and safety standards at all school facilities.	Lead: Associate Superintendent of Secondary Education.

Support: Facilities and Maintenance Division | References: Every Child is Entitled to an Adequate Public Education Act

Resources: Facilities and Maintenance staff and technical assistance | Start: April 2007
 On-going | Weekly report to the Superintendent

Matrix updated weekly |
| 4.1.5 Establish a School Facilities Advisory Council to develop strategic short- and long-term plans for upgrading existing school facilities. | Lead: Manager, Facilities and Maintenance

Support: Chief Planner and Assistant for Operations | Resources: Guam Chamber of Commerce

Guam Contractors Assoc. | Start: May 2001 Initial planning meeting

June 2001 Formalization of council

On-going | Periodic reporting up to point of council establishment

Committee meeting minutes to serve as record |
| 4.1.6 Develop and implement effective procedures for identifying and responding to facilities concerns in all schools. | Lead: Manager, Facilities and Maintenance

Support: Chief Planner and Assistant for Operations | References: Facilities and Maintenance Strategic Plan and Preventive Maintenance Plan

Resources: Facilities and Maintenance staff and technical assistance | March 2005 – Strategic Plan approved | Submittal of periodic reporting. Progress indicators, etc. |

VI. EDUCATION INDICATOR SYSTEM-FINANCIAL MANAGEMENT

GEPB Goal 5: All Guam Public School System's operations activities will maximize the critical uses of limited resources and meet high standards of accountability.

Objective 5.1: Beginning SY 07-08 GPSS will continue its efforts in meeting established operating procedures and the requirements of the financial management improvement plan.

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
5.1.1 Local and Federal Financial and Audit Reporting	Lead: Chief Financial Officer Support: Federal Programs Administrator, Comptroller, Auditor In Charge, Financial Affairs Division	Local and federal funding. Local statute, Guam Education Policy Board policies and federal guidelines	Start: March 2007 End: September 2008	Compliance with all local and federal reporting requirements Compliance with all local and federal audit requirements
5.1.2 Fixed Asset Accountability	Lead: Chief Financial Officer Support: All Division Heads and School Administrators, Inventory Management Officer	Local and federal funding. Local statute, Guam Education Policy Board policies and federal guidelines	Start: March 2007 End: September 2008	Completion of fixed asset inventories Performance of quarterly reviews and audit of fixed asset listings
5.1.3 Textbook Accountability	Lead: Chief Financial Officer Support: Associate Superintendent for Curriculum & Instruction, Associate Superintendent for Secondary and Elementary Education, and School Administrators	Local and federal funding. Local statute, Guam Education Policy Board policies and federal guidelines	Start: March 2007 End: September 2008	Review ,revision and implementation of textbook policies in accordance with GEPB policy Completion of textbook inventories in accordance with GEPB policy
5.1.4 Develop secured Enterprise-wide systems to increase accountability, transparency, and efficiency within the district	Data Processing Manager, FSAIS; Support: CFO, Financial Affairs Division	Funds to purchase and implement complete system (hardware and software) with training and support	Begins as soon as system is purchased and training is made available	Secured system is district-wide

VI. EDUCATION INDICATOR SYSTEM-DAP ACCOUNTABILITY PLAN

GEPB Goal 5: All Guam Public School System's operations activities will maximize the critical uses of limited resources and meet high standards of accountability.				
Objective 5.2: Beginning SY 06-07 the implementation of GPSS DAP will be monitored on a quarterly basis.				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
5.2.1 Develop a chronological list of action steps based on timeline specified in DAP	Lead: Administrator, RPE Support: Associate Supt. Elem. Associate Supt Second. Associate Superintendent, C & I Chief Planner	Approved DAP	Within 2 weeks of GEPB adoption of Revised DAP	Chronological list of action steps with timelines and lead responsible persons
5.2.2 Develop a quarterly progress report form.	Lead: Administrator, RPE Support: Associate Supt. Elem. Associate Supt Second. Associate Superintendent, C & I Chief Planner	Paper Computer	April 13-20, 2007	Approved quarterly progress report form
5.2.3 Conduct quarterly meetings with persons responsible for action steps	Lead: Administrator, RPE Support: Associate Supt. Elem. Associate Supt Second. Associate Superintendent, C & I Chief Planner	Meeting venue	End of each quarter	Meeting minutes Summary List of accomplishments and changes

VI. EDUCATION INDICATOR SYSTEM-DAP ACCOUNTABILITY PLAN

GEPB Goal 5: All Guam Public School System's operations activities will maximize the critical uses of limited resources and meet high standards of accountability.

Objective 5.2: Beginning SY 06-07 the implementation of GPSS DAP will be monitored on a quarterly basis.

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
5.2.4 Submit summary of quarterly progress report to Superintendent and GEPB	Lead: Associate Superintendents Elementary & Secondary Support: Division Heads Principals	Paper Computer	Within first week of next quarter	Summary Report
5.2.5 Compile and submit End of School Year DAP Progress Report	Lead: Associate Superintendents Elementary & Secondary Support: Division Heads & Principals	Paper Computer	June 10 – June 20 of School Year	Final End of SY DAP Progress Report
5.2.6 Conduct annual meeting with DAP committees to review DAP, list accomplishments and revise plan as deemed necessary	Lead: Chief Planner Support: Committee Chairs	Meeting venue	September of School Year	Meeting minutes List of committee chairs and members
5.2.7 Identify action steps that require external program evaluation	Lead: Chief Planner Support: DAP Committee Chairs	Funding Sources	Within 1 month after GEPB approval	Approved list of projects for external program evaluation
5.2.8 Develop RFP for external program evaluation	Lead: Administrator, Supply Management Support: Committee Chairs	Funding source for evaluation projects	Within 2 months after GEPB approval	Advertised RFPs
5.2.9 Federal Funded Programs & Activities: Programmatic & Financial Management Evaluations to be conducted for compliance and effective implementation.	Lead: Federal Programs Administrator Support: Internal-Auditors	Statutory Requirements, Project Applications, ME Monitor/Assessment Forms	Quarterly Evaluations	Quarterly Reports

VI. EDUCATOR INDICATOR SYSTEM

GEPB Goal 5: All Guam Public School System's operations activities will maximize the critical uses of limited resources and meet high standards of accountability.

Objective 5.3: GPSS will produce an annual School Performance Report Card that reflects the progress of schools and district educational goals

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
5.3.1 Formulate committee that will review the education indicator system	Lead: Superintendent of Education Support: Administrator, RPE, Division Heads	Paper Computer	April 2008	Appointment letters to committee members
5.3.2 Conduct review of literature related to models of state indicators and accountability system	Lead: Administrator, RPE Support: Education Indicator Committee	Paper Computer	May – June 2008	Summary of review of literature Sample models for consideration by committee
5.3.3 Present indicator system recommended changes to GEPB	Lead: Superintendent Support: Education Indicator Committee	Multi media projector Paper	July 2008	Draft Indicator System recommended changes
5.3.4 GEPB adopts revised education indicators system	Lead: GEPB Support: Superintendent Education Indicators Committee	In-kind Human Resource	August 2008	Minutes indicating adoption

VI. EDUCATION INDICATOR SYSTEM

GEPB Goal 5: All Guam Public School System's operations activities will maximize the critical uses of limited resources and meet high standards of accountability.				
Objective 5.3: GPSS will produce an annual School Performance Report Card that reflects the progress of schools and district educational goals.				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
5.3.5 Update School Performance Report Cards based on adopted education indicators	Lead: Administrator, RPE Support: Principals	Funding for printing of performance report cards	August – October 30 of School Year	Published Annual School Report Card
5.3.6 Implement a student management system for monitoring, student assessments, school-based operations, reporting, and data driven decision-making	Lead: Data Processing Manager, FSAIS; Administrator, RP&E	Funds to purchase and implement complete system (hardware and software) with training and support	Begins as soon as system is purchased and training is made available	Secured system is available district-wide Student Data is secured and collected district-wide
5.3.7 Develop a longitudinal system / data warehouse / datamart for historical data Develop and purchase a Data warehouse that contains historical information to enable data analysis on historical data to help GPSS create informed decisions	Lead: Data Processing Manager, FSAIS; Support: Administrator, RP&E Associate Superintendent of Curriculum and Instruction	Funds to purchase and implement complete system (hardware and software) with training and support	Begins as soon as system is purchased and training is made available	Secured system is available district-wide. Historical data is available for analysis and informed decision-making

VII. SYSTEM-WIDE NEEDS/CHANGES

Goal 1: All Guam Public School System 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.

Objective 1.1: Beginning SY 06-07 GPSS will reduce the proportion of students who dropout by at least 1 percentage point annually.

TRANSITION PROGRAM

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
1.1.1 Provide the "Train the trainer" training offered by NASSP in Breaking Ranks in the Middle (BRIM) or other research based models on secondary school reforms	Lead: Associate Superintendent of Secondary Support: Federal Programs	-Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform; Funding Training	April and July 2007	BRIM trainer certificate
1.1.2 Train all middle school faculty and staff members BRIM strategies or other research based models on secondary school reforms	Lead: School principals Support: Associate Superintendent of Secondary	Funding		Sign in sheet Certificate of Participation
1.1.3 Develop a comprehensive Advisory Program for students to establish goals and identify their strengths and issues they need to work on. Includes developing long-range goals of college or vocational choices	Lead: Administrators Support: Counselors, Student Support, Teachers	Funding Model programs	Start: August 2006 End: June 2008	Research based comprehensive advisory programs within GPSS as part of the curriculum design within high schools

VII. SYSTEM-WIDE NEEDS/CHANGES

Goal 1: All Guam Public School System 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

Objective 1.1: Beginning SY 06-07 GPSS will reduce the proportion of students who dropout by at least 1 percentage point annually.

TRANSITION PROGRAM

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
1.1.4 Teachers will design high quality work and teach in ways that engage students.	Lead: Associate Supt., Curriculum & Instruction Support: School administration	Funding for teacher stipends School personnel Funding for staff development	SY 07-08	Classroom observations of student engagement, time on task, and task persistence. Review student work for evidence of critical thinking and problem solving skills. Provide evidence of increased student engagement (observation); a decrease in disciplinary issues ; increased teacher satisfaction (climate survey)
1.1.5 Teachers will integrate assessment into instruction so that assessment is accomplished using a variety of methods.	Lead: Associate Supt., Curriculum & Instruction Support: school administration; school curriculum committee	Funding for teacher stipends, and staff development	SY 07-08	Conduct survey of teaching strategies and assessment used. Provide evidence of lesson plans using backward planning. Frequency, topics and number of participates in staff development.
1.1.6 Teams of teachers will provide the leadership essential to the success of reform and will collaborate with others in the educational community to redefine the role of the teacher and identify sources of support for that redefined role.	Lead: Teachers Support: Administrators	Team building staff development and documentation.	SY 07-08	Document examples (anecdotal or observation) from each teacher of increased student engagement or performance resulting from specific instructional or assessment techniques learned through collaboration. Meeting minutes or log book of team meetings and discussions that reflect student data review and needs assessment.

VII. SYSTEM-WIDE NEEDS/CHANGES

Goal 1: All Guam Public School System 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

Objective 1.1: Beginning SY 06-07 GPSS will reduce the proportion of students who dropout by at least 1 percentage point annually.

TRANSITION PROGRAM

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
1.1.7 Use interdisciplinary teaming. Create team based integrated units.	Lead: Teachers, Support: C&I, school administration.	Staff development on developing integrated units.	SY 07-08	Examine team configuration to ensure that all teachers and students are placed on interdisciplinary teams. Participation in staff development of integrated units.
1.1.8 Each school will regard itself as a community in which members of the staff collaborate to develop and implement the school's learning goals.	Lead: School Administration Support: Teachers	Staff development.	SY 07-08	Audit lesson plans and materials to evaluate links between ongoing assessment and instruction and to ascertain the extent to which differentiated strategies are used to address students' needs and strengths. Team meeting minutes and notes.
1.1.9 Establish an advisory program for every student.	Lead: Administration Support: Teachers	Accurate list of students	SY 07-08	List of all students with advisors.
1.1.10 Promote service programs and student activities as integral to an education, providing opportunities for all students that support and extend academic learning.	Lead: School administration, Support: PTO, Teachers, counselors, school climate committee.	Funding for off site venues for meeting.	SY 07-08	Use results of climate survey to ascertain the degree of a sense of well-being among the students.

VII. SYSTEM-WIDE NEEDS/CHANGES

Goal 1: All Guam Public School System 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	

Objective 1.1: Beginning SY 06-07 GPSS will reduce the proportion of students who dropout by at least 1 percentage point annually.

TRANSITION PROGRAM

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
1.1.11 Recognizing that schooling is a continuum, educators must understand what is required of students at every stage and ensure a smooth transition academically and socially for each student from grade to grade and level to level.	Lead: Associate Supt., Curriculum & Instruction Support: Elementary, Middle, and High school principals (feeder schools)	Funding for staff development.	SY 07-08	Provide evidence of systematic planning and communication between and among all school units at both the program and individual student levels – for example, orientation program agendas; memos; minutes of curriculum, instruction, and administrative articulations meetings; and transition plans.
1.1.12 Create a structured program that allows each student to address issues of self-awareness interpersonal skills, decision making abilities, and personal safety skills (i.e. character development)	Lead: Associate Supt., Curriculum & Instruction Support: counselors, Student Support.	Character based education standards	SY 07-08	Sample lessons
1.1.13 Require each student in conjunction with his/her advisor and family to prepare a personal plan for progress	Lead: School administration, Support: PFC, teachers, counselors	Funding for off-site venue, mileage for home visits and stipends for teachers	SY 07-08	Number of students with PPP.

VII. SYSTEM-WIDE NEEDS/CHANGES

Goal 1: All Guam Public School System 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				
Objective 1.1: Beginning SY 06-07 GPSS will reduce the proportion of students who dropout by at least 1 percentage point annually.				
TRANSITION PROGRAM				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
1.1.14 Establish uniform protocols for all high schools receiving middle school students. Conduct orientation of high school expectations, credit system, courses offered, athletic programs, student leadership opportunities, NC policy and truancy petitions.	Lead: MS and HS administrators, Support: teachers, and counselors		SY 07-08	Transition form that address all the HS requirements, sign in sheets, pre and post tests.
1.1.15 Create survey for all 8th grade students regarding academic and social progress/development, including perceptions of high school. Information needed is to establish baseline data to drive transitional programs in order to make a deliberate and intentional move towards providing knowledge, skills, and dispositions for success in HS.	Lead: MS and HS administrators, Support: teachers, and counselors		SY 07-08	Surveys will be issued in the Spring and Fall of each school year. Results of Spring survey will determine extent of accomplishment of items addressed in the survey.

VII. SYSTEM-WIDE NEEDS/CHANGES

Goal 1: All Guam Public School System 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

Objective 1.1: Beginning SY 06-07 GPSS will reduce the proportion of students who dropout by at least 1 percentage point annually.

TRANSITION PROGRAM

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
1.1.16 HS principals introduce him/herself to the parents via letters sent home, presentations, attendance at MS functions/activities	Lead: Principal Support: FSAIS	Accurate demographics of students.	SY 07-08	Documentation of principal meetings
1.1.17 Student orientation to the HS such as a field trip or big brother big sister relationship, attendance at HS summer schools	Lead: Principals Support: Teachers	Funding for busses, materials for name tags, SBA	SY 07-08	Documentation of student orientation
1.1.18 Implement strategies from Breaking Ranks II and Breaking Ranks in the Middle Schools or other research based models on secondary school reforms	Lead: Administrators Support: C & I.	Funding for Breaking Ranks II and Breaking Ranks Workbooks for all Middle and High School Principals.	Before School Year 2007-2008.	List of training sessions for Breaking Ranks List of participants in Breaking Ranks training List of proposed courses for implementing BR series

VII. SYSTEM-WIDE NEEDS/CHANGES

Goal 1: All Guam Public School System 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.

Objective 1.2: Beginning School Year 2006/2007, GPSS will increase the cohort graduation rate by at least 2% point annually

ALTERNATIVE PROGRAMS

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
1.2.1 Continue implementing Eskuelan Puengi in all high schools	Lead: School Principals Support: Federal Programs and Program Coordinators	Funding, Administrators, Coordinators, Counselors, Teachers and Support Staff	2nd Semester of each school year	Annual end of program report
1.2.2 Continue with the Alternative School Program and make necessary changes when deem appropriate	Lead: School Principal Support: Federal Program, Program Coordinator, Teachers, Social Workers, Counselors, and School Staff	Federal and Local Funding	August 2007- June 2008	Annual Budget Application and Quarterly Reports, and Report Cards

VII. SYSTEM-WIDE NEEDS/CHANGES

Goal 1: All Guam Public School System 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.

Objective 1.2: Beginning School Year 2006/2007, GPSS will increase the cohort graduation rate by at least 2% point annually.

HIGH SCHOOLS THAT WORK

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
1.2.3 Make available after school tutoring programs to enable the students who lack the adequate preparation for completion of rigorous and relevant curricula	Lead: School Principals Support: Curriculum and Instruction, Federal Programs, Student Support, Content Area Department Chairs	Funding, Faculty	Development of program by June 2007 for implementation in SY07-08	Tutoring programs implemented and an increase in student achievement as measured by the objective
1.2.4 Reduce a large school into smaller units under the direction of teaching teams; by create multiple pathways to rigor and relevance based upon a student's personal interest, learning style, aptitude, and needs. (e.g. small learning communities)	Lead: School Administration, Department Chairs Support: Faculty and the school community	Survey of student's needs and the assessment of the skills that are important in today's workforce and advancement in higher education; funding; training; facilities	Development of program by June December 2007 for implantation in SY 2008-2009	Students achieve academically with an improvement in the overall attitude of the school

VII. SYSTEM-WIDE NEEDS/CHANGES

Goal 1: All Guam Public School System 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.				
Objective 1.2: Beginning School Year 2006/2007, GPSS will increase the cohort graduation rate by at least 2% point annually.				
HIGH SCHOOLS THAT WORK				
1.2.5: Create a framework to organize curriculum that drives instruction towards both rigor and relevance and leads to a continuum of instruction between grades and curriculum. This should include the integration of challenging academic and vocational curricula	Lead: Curriculum assistant principal in conjunction with the Department Chairs Support: Administration team and Leadership Team, Faculty and staff	The creation of the framework and training on how to use the framework.	Development of framework and training on framework by July 2007 for implementation in SY2007-2008	The framework is in place and in use. The improvement of students' scores in standardized testing and in classroom assessment
1.2.6 Develop a Memorandum of Understanding with outside agencies that provide support for student achievement	Lead: Student Support Support: Central Office and School Administrators	Human Resources	August 2007	Copy of all Memorandum of Understanding with other agencies

VII. SYSTEM-WIDE NEEDS/CHANGES

Goal 1: All Guam Public School System 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.				
Objective 1.2: Beginning School Year 2006/2007, GPSS will increase the cohort graduation rate by at least 2% point annually.				
NINTH GRADE ACADEMY				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	Timeline	Indicators of Completion
1.2.7 Establish 9th grade academies that are a school-within-a-school in all public high school	Lead: Principal Support: NGA Committee Department Chairperson	Funding, Adequate School Staff	August 2007-July 2008	Creation of 9th grade academies for school year 07-08
1.2.8 Provide Professional Development in the areas of Smaller Learning Communities and Team Building	Lead: Principal Support: UOG/GCC Continuing Education Office	Funding, Qualified trainer, Training plan/schedule	June 2007-June 2008	Teachers, Professional Development portfolios, Training Plan evaluation
1.2.9 Loop teachers with students so that a group of teachers and students are teamed together for more than one year. (e.g. groups of teachers will remain with the same students for 9th and 10th grade)	Lead: School Administration in conjunction with the Department Chairs Support: Faculty and the school community	Training	Development of matrix by end of SY2006-2007 for implementation in SY2007-2008	Master schedule Teaching Assignments
1.2.10 Implement a comprehensive advisory program that ensures that each student has frequent and meaningful opportunities to plan and access his or her academic and social progress with a faculty member (Personal Adult Advocate Program)	Lead: Principal Support: PAA Committee: Assistant Principal, Counselors, Student Support, Teachers.	Funding Model programs Training Plan	June 2007-June 2008	Program Action Plan; Schools' program models.

VII. SYSTEM-WIDE NEEDS/CHANGES

Goal 1: All Guam Public School System 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.

Objective 1.2: Beginning School Year 2006/2007, GPSS will increase the cohort graduation rate by at least 2% point annually

NINTH GRADE ACADEMY

1.2.11 Establish Vocational/College Academies in all high schools	Lead: Administrators Support: GCC/UOG, Business Partners	Funding Curriculum Development	Start: August 2007 End: June 2008	MOU developed by GCC, UOG, and GPSS to establish those academies and align them with district content standards
1.2.12 Focus Staff Development on 9th Grade Academy Concept and other academy concepts so that all staff and teachers are cognizant of what is expected to ensure success	Lead: Administrators Support: C&I, RP&E, DC's, Teachers, Counselors	Funding Programs Ideas Staff Development Day	Start: April 2007 End: June 2007	Staff Development Day designated to complete this
1.2.13 Develop a comprehensive District-Wide Mentoring Program for new high school teachers and teachers who are from off-island	Lead: C&I, Associate Superintendents, Certification Office Support: School Administrators	Funding, Human Resources Logistics	Start: August 2007 End: June 2008	Program Committee Developed Mentoring Guidelines

Appendices

Appendix A: GPSS Vision, Goals & Objectives
Appendix B: Public Law 28.45
Appendix C: Guam Education Policy Board Members
Appendix D: District Action Plan Leadership Committee
Appendix E: Acronyms
Appendix F: Existing Federal Programs

Appendix A: GPSS Vision, GEPB Goals & Objectives

Revised DAP Appendices

GPSS Vision
Our Educational Community, Prepares all Students for Life, Promotes Excellence and Provides Support

Guam Education Policy Board Goals & Objectives:

1: All Guam Public School System 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.

>   Objective 1.1: Beginning SY 2006-2007, GPSS will reduce the proportion of students who dropout by at least 1 percentage point annually.

>   Objective 1.2: Beginning SY 2006-2007, GPSS will increase the cohort graduation rate by at least 2 percentage point annually.

2: All students in Guam Public School System will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.

>   Objective 2.1: Beginning SY 2007-2008, GPSS will increase the percentage of students performing at Level 3 (Proficient) by at least 5% each grade level as measured by SAT10.

>   Objective 2.2: Using SY2006-2007 baseline data, each school will increase parent involvement by at least 2%.

>   Objective 2.3: Beginning SY2007-2008, GPSS will ensure the implementation or continuation of educational programs consistent with federal, state, and local mandates.

3: All Guam Public School System's personnel will meet high standards for qualifications and ongoing professional development and will be held accountable for all assigned responsibilities.

Objective 3.1: At the beginning of SY2007-2008, GPSS will increase the percentage of fully certified personnel by at least 5% each year.

Objective 3.2: At the beginning of SY2007-2008, GPSS will maintain the number of personnel participating in —high quality" professional development at no less than 95% each year.

Objective 3.3: At the beginning of SY2008-2009, GPSS will maintain the number of certified teachers by content area at no less than 95% each year.

4: All Guam Public School System's school facilities will meet high standards for health and safety and provide optimal conditions for learning objectives.

Objective 4.1: Beginning SY 2006-2007, all schools in GPSS will meet 100% health and safety standards.

5: All Guam Public School's operations activities will maximize the critical uses of limited resources and meet high standards of accountability.

Objective 5.1: Beginning SY 2007-2008, GPSS will continue its effort in meeting established operating procedures and the requirements of the Financial Management Improvement Plan (FMIP).

Objective 5.2:   Beginning SY 2006-2007, the implementation of DAP will be monitored on a quarterly basis.

Objective 5.3: GPSS will produce an annual School Performance Report Card that reflects the progress of schools and district educational goals.

Appendix B: Public Law 28.45

"Every Child Entitled to an Adequate Education Act"

No.	Mandate
1	Certified teacher for every class in a ratio established by relevant collective bargaining agreements.
2	Certified professional administrators.
3	Certified guidance counselors.
4	Certified school health counselors.
5	Certified allied health professionals.
6	Air-Conditioned or properly ventilated classrooms in which the sensible air temperature is no greater than 78 degrees Fahrenheit.
7	Potable water sufficient to provide each student a daily ration of drinking and washing water.
8	Reliable supply of electricity.
9	Proper sanitation to include flushable toilets, clean restrooms, ding areas and classrooms.
10	Adopted and required textbooks and workbooks issued to each public school student for the classes in which he or she is enrolled.
11	Libraries, which meet the standards of the American Association of School Librarians, at each school, operated by certified librarians.
12	Healthful, safe, sanitary learning environment
13	At least 180 instructional days each school year with school years ending no later than 30 days, following the end of the calendared school year.
14	Regular, timely school bus transportation to and from the school for his attendance with policies adopted by the Education Policy Board.

Appendix C: Guam Education Policy Board Members

Guam Education Policy Board Elected Members

Peter Alecxis D. Ada, Chairman
Joe S. San Agustin, Vice-Chairman

Haya District
Anita Manibusan
Rosie R. Tainatongo

Kattan District
Peter Alecxis D. Ada
Rossana D. San Miguel

Lagu District
Evangeline M. Cepeda
Maria A. Gutierrez
Joe S. San Agustin

Luchan District
Melinda D. Castro
Jose Q. Cruz, Ed.D.

Ex-Officio Members

Student Representative
Jesse J. Quenga

Parent Representative
Jerome C. Tomagan

Business Sector Representative
Ryan Torres
Lorraine Okada

GFT Representative
Neeti Prakash

Executive Secretary
Luis S.N. Reyes,
Superintendent of Education

Appendix D: District Action Plan Leadership Committee

District Action Plan Leadership Committee Members Appointed by the Superintendent of Education

Chairpersons:
Eloise R. Sanchez, Associate Superintendent Curriculum & Instruction
Dr. Nerissa Shafer Bretania, Administrator, Research, Planning & Evaluation
Ignacio C. Santos, Administrator, Federal Programs

Subcommittee Chairs & Members:

NO	Chairperson	Committee	Committee Members
1	Chair: Sylvia Calvo Co-Chair: Esther Keone	Standards & Assessment	1. Marcia Martir 2. Esther Keone 3. Sophie Duenas 4. Christopher Anderson 5. Janice Chargualaf
2	Chair: Ramon Lizama Co-Chair: Annie Cruz	Personnel, Quality and Accountability	1. John Anderson 2. Annie Cruz 3. Nieves Flores 4. Lelani Taitague 5. Venisa Luzanta 6. Joseph Sanchez 7. Eileen Quintanilla 8. Judy Quenga Roberto
3	Chair: Ignacio Santos Co-Chair: Joe Montague	Federal, State and Local Programs	1. Katrina Celes Pieper 2. Robert Martinez 3. Ronald Laguana 4. Faye Kaible 5. Menang Diaz 6. Cathy Schroeder

NO	Chairperson	Committee	Committee members
5	Chair: Evangeline Iglesias Co-Chair: Derrick Santos	Home School Connection	1. Lou San Nicolas 2. Gene Dydasco 3. Derrick Santos 4. Genevieve Santos 5. Rebecca Perez 6. Thelma Maquera 7. Goring Duenas 8. Ron Flores (Yigo Mayor's Office) 9. George Salas (Parent)
6	Chair: Dr. Nerissa Bretania Shafer Co-Chair: Menang Diaz	Education Indicator System/DAP Review Committee	1. Kenneth Chargualaf 2. Menang Diaz 3. Nancy Leon Guerrero 4. Evangeline Iglesias 5. Ronald Laguana 6. Dawn Reyes 7. Christine Andres
7	Chair: Kenneth Chargualaf Co-Chair James Petitte	System-wide Needs/Changes (Drop-out Prevention)	1. Lou San Nicolas 2. Dr. Nerissa Bretania-Shafer 3. Ed Dunn 4. Begona Flores 5. Ulric Mark 6. Erika Cruz 7. Corina Paulino 8. Lynda Avilla

NO	Chairperson	Committee	Committee members
8	Chair: Rose Rios Co-Chair: Bernie Tenorio	Reading/Math Reform	1. Evangeline Iglesias 2. Rosalin Meeks 3. Bernie Tenorio 4. Arlene Unpingco 5. Erika Cruz 6. Ken Denusta 7. Michelle Dela Cruz 8. Patricia Kier
9	Chair: Bruce Williams Co-Chair: William Castro	Health and Safety Plan	1. Ken Calvo 2. Dan Camacho
10	Chair: Frances Danieli Co-Chair: Felix Calvo	Financial Management Plan	1. Dan Camacho 2. Ray Miranda 3. Ike Santos 4. Vince Dela Cruz

APPENDIX E: ACRONYMS

Glossary of Acronyms

1	BRIP	Bonus, Incentives and Rewards Plan		29	SPP	State Performance Plan
2	C&I	Curriculum & Instruction Division		30	SY	School Year
3	CRT	Consulting Resource Teacher		31	UOG	University of Guam,
4	CSSP	Chamorro Studies & Special Projects		32	WRAT	Wechlers Reading Achievement Test
5	DEED	Department of Education Extended Day				
6	DI	Direct Instruction				
7	DOA	Department of Administration				
8	ESL	English as a Second Language				
9	GCC	Guam Community College				
10	GEPB	Guam Education Policy Board				
11	GPSS	Guam Public School System				
12	IEP	Individualized Education Program				
13	LARM	Language Arts, Reading & Mathematics				
14	LAS	Language Assessment Scale				
15	MOU	Memorandum of Understanding				
16	NRS	National Reporting System				
17	NSDC	National Staff Development Council				
18	NWREL	Northwest Regional Education Laboratories				
19	OCR	Office of Civil Rights				
20	PDAC	Principal's Data Analysis Conference				
21	PTEP	Professional Teacher Evaluation Program				
22	RC	Reading Coordinators				
23	RP&E	Research, Planning & Evaluation Division				
24	SAT	Standard Achievement Test				
25	SFA	Success for All				
26	SOP	Standard Operating Procedures				
27	SPC	School Program Consultant				
28	SPED	Special Education Division				