

**SELF-STUDY VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
GUAM STATE DEPARTMENT OF EDUCATION**

**BENAVENTE MIDDLE SCHOOL**

**288 West Santa Monica Avenue  
Dededo, Guam 96929**

**March 10, 2019 through March 13, 2019**

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## Chapter I: Student/Community Profile

### General Description

Vicente S. A. Benavente Middle School is located in the northern section of the island of Guam in its largest and most populous village, Dededo. The population of Dededo (44,943) consists mainly of 42.6% Filipinos, 27.4% native Chamorros, and 12.8% other Pacific Islanders. The average household income for a family of 4 in Dededo is \$55,526 and per capita income is \$13,550. 25% of the population is below poverty level. In contrast, the average household income in all of Guam is \$60,671 and per capita is \$30,500. 22.9% of the island's population live below poverty level.

Student enrollment at Benavente Middle has steadily declined in the last six years from 1283 to 1108. This could be due to the opening of two charter schools in the district. Yet, BMS remains the largest public middle school on Guam. It serves students from five elementary schools: Astumbo, Wettengel, Juan M. Guerrero, Maria A. Ulloa, and Finegayan. The three largest ethnic groups on campus are Filipino (35%); Freely Associated States (33%) including students from Kosrae, Pohnpei, Chuuk, Yap, the Marshall Islands, and Palau; and native Chamorro students (29%) who are from Guam, Rota, Saipan, and Tinian. Since SY 16-17, the FAS population has grown to be a larger percentage than that of the Chamorro. Together, Filipino, FAS, and Chamorro students make up 97% of the school population.

At BMS, attendance is tracked by Powerschool. Over the last six years, average daily rates have ranged from a high of 99% in SY 13-14 to a low of 90.3% in SY 14-15. In SY 17-18, the average daily rate was 96.24%.

Since SY 15-16, BMS has participated in the Community Eligibility Program (CEP) which provides all meals at no cost to all students. Currently, more students (713) eat lunch than breakfast (338.33).

As of February 2018, 87 students (about 7% of all students) are receiving Special Education (SPED) services. 69% of these are in regular classes between 40 and 79% of the day and 31% are in regular classes at least 80% of the day.

In SY 16-17, 32% of BMS students were in the ESL Program. During SY 17-18, 56 more students increased the participation in this program to 36%. Most of these students receive instruction in regular classrooms with modifications, rather than in sheltered instruction settings. To meet the needs of this growing population, BMS has adopted SIOP (Sheltered Instruction Observation Protocol) strategies and offered trainings in Classroom Instruction That Works with English Language Learners and Kagan Structures.

The Guam DOE evaluates each school's Annual Yearly Progress (AYP) based on criteria that includes a discipline goal of 15% or less. This discipline rate is calculated by dividing the total number of suspensions by the total population. BMS has reached this goal each year since 2013.

### Student Achievement

GDOE also requires all students to take district-wide standardized assessments as a measure of academic achievement of the Common Core Standards (CCSS). Since 2014, the ACT/Aspire has measured Reading, Language Arts, and Math achievement. The SBA measures Social Studies and Science. The State Strategic Plan goal is that "by year 2020, at least 80% of high-school students will

be proficient in English, Language Arts, and Math.” Benavente Middle has set as its goal: “85% of our students will perform at Level 3.0 or higher in common assessments that are aligned to grade-level standards.”

#### **Percentage of Students Scoring Ready or Exceeding in English**

	<b>SY 14-15</b>	<b>SY 15-16</b>	<b>SY 16-17</b>	<b>SY 17-18</b>
<b>6th Grade</b>	52%	49%	55%	49%
<b>7th Grade</b>	63%	60%	56%	51%
<b>8th Grade</b>	62%	66%	63%	61%

The skills that are measured by this test are: Production of Writing, Knowledge of Language, and Conventions of English. Results are provided for each of these areas along with descriptors.

#### **Percentage of Students Scoring Ready or Exceeding in Reading**

	<b>SY 14-15</b>	<b>SY 15-16</b>	<b>SY 16-17</b>	<b>SY 17-18</b>
<b>6th Grade</b>	13%	13%	15%	9%
<b>7th Grade</b>	20%	21%	21%	19%
<b>8th Grade</b>	30%	31%	29%	24%

This test includes Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Student results are provided for each of these skills. All students at BMS take a reading class. The reading teachers take primary responsibility for student achievement of these reading standards.

#### **Percentage of Students Scoring Ready or Exceeding in Math**

	<b>SY 14-15</b>	<b>SY 15-16</b>	<b>SY 16-17</b>	<b>SY 17-18</b>
<b>6th Grade</b>	16%	16%	12%	11%
<b>7th Grade</b>	7%	6%	7%	5%
<b>8th Grade</b>	4%	3%	5%	6%

The ACT/Aspire comes also with results for that indicate proficiency in particular skills: The Number System, Expression and Equations, Ratios and Proportional Relationship, Geometry, Statistics and Probability, Foundation, Integrating Essential Skills, Justification and Explanation, and Modeling.

These ACT/Aspire results indicate the following:

- Scores for English/Language Arts and Reading increase from Grade 6 to Grade 8. Possible factors include alignment of curriculum maps with CCSS, better teacher understanding of ACT/Aspire indicators, and the use of common formative and summative assessments.
- Math scores drop from 6th grade to 8th grade. Possible factors include high turnover rate of teachers and lack of alignment of instruction with test requirements.
- How might looking at the percentage of students in the other two lower categories help teachers adjust CIA?
- What standards are being taught and tested in SPED and ESL classes? (These make up significant proportion of population.)

#### **Percentage of Students Scoring Proficient/Advanced in Social Studies**

	<b>SY 14-15</b>	<b>SY 15-16</b>	<b>SY 16-17</b>	<b>SY 17-18</b>
<b>6th Grade</b>	15%	3%	5%	2%
<b>7th Grade</b>	53%	63%	52%	40%
<b>8th Grade</b>	18%	4%	4%	4%

#### **Percentage of Students Scoring Proficient/Advanced in Science**

	<b>SY 14-15</b>	<b>SY 15-16</b>	<b>SY 16-17</b>	<b>SY 17-18</b>
<b>6th Grade</b>	38%	29%	26%	34%
<b>7th Grade</b>	31%	23%	16%	20%
<b>8th Grade</b>	32%	23%	27%	18%

The above tables show scores from the SBA in Social Studies and Science. Grade 7 Social Studies scores were markedly higher than those for Grades 6 and 8 in each of the past four school years. This was not the case in Science, however, with Grade 6 tending to score higher than the other two grades.

Teachers at BMS are aligning curriculum standards with instruction and assessment practices. They are also implementing CITW strategies and using Achieve 3000. The administrative team is conducting walkthroughs in order to monitor implementation of research-based strategies. In order to improve scores in Math, accelerated classes are being provided for students who are proficient and AAP and XL periods are being used to provide remediation.

Questions that staff have raised regarding this District-wide achievement data include the following:

- How effective are the Math interventions?
- What measures should the school use to know that students are achieving?
- Are we sufficiently preparing and teaching our students for DWA?
- What are 7th-grade Social Studies teachers doing? How can their success be replicated?
- Is there curriculum alignment with what is being assessed during DWA? How can we monitor this and ensure that it is happening in all classes for all students?
- How can we better support students with special needs without over-identifying?
- How can we better support students from FAS?

Given that at best, 50% of all students at Benavente Middle are not proficient in standards as measured by DWA tests, it would be beneficial for the school instructional staff to articulate clear learning needs and goals that can be measured by these tests. The questions above might lead the way.

## **Chapter II: Progress Report**

### Major Changes since 2013

- Administrative Turnover: In August 2016, Dexter Fullo was Principal. Maria Milan became Acting Principal at the beginning of SY 16-17 and was replaced with the current Principal, Patrick Flores Egrubay.
- Faculty turnover since 2016 has led to one-third of the faculty having less than three years' experience.
- Change in student demographics: There has been an increase of students from Kosrae, Pohnpei, Chuuk, Yap, Palau, and the Marshall Islands. Many of these students speak English as their second language and some have not previously attended school.

### Progress on Critical Areas

During the last full-study visit in 2013, the Visiting Committee left the school with the following six critical areas to address:

1. The school administration ensures that the faculty has adequate time and guidance to digest, understand, and master the initiatives already in effect in order to maximize the effectiveness of these programs and ensure their sustainability.
2. The administrative staff provides ongoing professional development to instruct teachers in more effectively utilizing the block period scheduling, and provide increased professional development to ensure that the current initiatives and ESLRs are fully understood and implemented.

3. The faculty and staff revisit and fully implement the philosophy and concepts of the Middle School. The teachers may need additional support in understanding and utilizing differentiated instruction in meeting these students' unique needs.
4. The school administration and faculty set attainable goals to improve SAT10 results, and explore more options and strategies to achieve realistic improvement. Consider exploring topics such as: test-taking strategies, the culture of testing, and the unique needs of the students.
5. The administrative team should assess the location of their offices and relocate to ensure visibility and accessibility to their stakeholders. All of the administrators have an office space within the Main Office, which allows for more accessibility and visibility for all stakeholders.
6. GDOE and the school need to purchase and install a fire alarm system, a bell system, and an intercom system to ensure the safety of the students and adults on campus.

In 2016, a mid-term Visiting Committee found #5 and #6 to have been adequately addressed and affirmed the need for Benavente Middle to continue to work on critical areas #1, #2, #3, and #4.

**Critical Area 1: The school administration ensures that the faculty has adequate time and guidance to digest, understand, and master the initiatives already in effect in order to maximize the effectiveness of these programs and ensure their sustainability. It is critical that the present principal remain at BMS to provide continued leadership.**

Block scheduling provides time for teachers to hold PLC meetings in content and interdisciplinary preparation periods. They are given 70 minutes per period. During this time, training and collaboration occurs to sustain initiatives such as the development and refinement of consensus (curriculum) maps, proficiency scales, and common formative assessments (CFAs). The incorporation of Classroom Instruction That Works (CITW) and other instructional strategies are also discussed at these PLC meetings.

Other training is provided during Faculty Learning sessions and Professional Development sessions. Since 2011 faculty at the school have received training from outside presenters as well as their own Curriculum Leadership Team in the following curricular and support initiatives: PBIS, CITW, Big 8 Literacy Strategies, Block Schedule Lesson Planning, Pre-AP, Achieve 3000, SIOP, and Kagan Cooperative Learning Structures.

New teachers are provided an Induction Program by the administrative team so that they can be trained in the school's major initiatives.

Although not entirely within the control of the school, administrative turnover remains an issue.

As stated above, In August 2016, Dexter Fullo was Principal. Maria Milan became Acting Principal at the beginning of SY 16-17 and was replaced with the current Principal, Patrick Flores Egrubay. Mr. Egrubay has continued district-wide initiatives and his administrative team uses PLC meetings, walkthroughs, and PLC documents and CFAs to provide feedback to teachers on CIA practices.

The school continues to address this critical area in Goals 1 and 4 of the Roadrunner Action Plan (RAP). Much progress has been made in this area. It is no longer critical.

**Critical Area 2: The administrative staff provides ongoing professional development to instruct teachers in more effectively utilizing the block period scheduling, and provide increased professional development to ensure that the current initiatives and ESLRs are fully understood and implemented.**

In 2013, the administration provided training on how to effectively utilize block schedule periods. A lesson plan template based on Understanding by Design and the SIOP model was created to promote effective instruction within the block. Teachers are currently required to submit unit plans based on this template. Monitoring of the use of planning blocks is done by the administrative team using PLC documents and CFAs. RAP Goals 1 and 3 address this area. During classroom observations, the current VC observed nearly uniform instructional use of this lesson format, resulting in bell-to-bell instruction.

**Critical Area 3: The faculty and staff revisit and fully implement the philosophy and concepts of the Middle School. The teachers may need additional support in understanding and utilizing differentiated instruction in meeting these students' unique needs.**

BMS has embraced fully the Middle School concept of the whole child. The school has implemented interdisciplinary teaming, an advisor-advisee period (AAP) that meets 30-minutes/day, and PBIS. An Intervention Period (XL) is also built into the school master schedule. During this time, students either receive extra help based on CFA results or Character Education. In order to provide differentiated instruction, BMS has focused on research-based instructional strategies that are designed to meet the needs of individual students as they move toward competency in the core standards.

A next step might be the assessment and monitoring of the use of AAP and XL by the faculty and administration. Also, in order to encourage schoolwide implementation of PBIS strategies, more of the staff need to receive training.

However, Middle School concepts have, in general, been implemented at BMS. RAP Goal 2 on whole child supports and Goals 1 and 3 relate to such implementation.

**Critical Area 4: The school administration and faculty set attainable goals to improve SAT10 results, and explore more options and strategies to achieve realistic improvement. Consider exploring topics such as: test-taking strategies, the culture of testing, and the unique needs of the students.**

Since 2014, the ACT/Aspire and SBA have replaced SAT10 as the GDOE adopted methods of assessment required of all schools. These tests align with the Common Core State Standards in English, Reading, and Math adopted that same year; and the GDOE Content Standards in Social Studies and Science.

BMS faculty have been aligning and refining grade-level content consensus maps to the standards. RAP Objective 1.3 states that by the end of SY 2018-2019, 85% of students will perform at Level 3.0 or higher in common assessments that are aligned to grade-level standards. The belief is that by aligning CFAs to standards, ACT/Aspire and SBA results will improve. Teachers have also explored tutoring and re-teaching during XL periods and lunchtime. Test-taking strategies are also taught during the month of District-wide assessments (DWA). However, specific goals for improvement on the ACT/Aspire and SBA have not been articulated and added to the school's



improvement plan. Creating reachable targets on these assessments will provide opportunities to celebrate success along the way to the longer range goals. This critical area still needs much work.

### **Chapter III: Self-Study Process**

#### **BMS VISION**

*Students will have excellent character, lifelong desire for learning, ingenuity and perseverance to solve personal and global problems, and passion to serve their community.*

#### **BMS MISSION**

*Our mission is to provide a safe, supportive, and progressive learning environment that enables our students to achieve at the highest levels and empowers them to be innovative and productive as they face the challenges of the future.*

#### **SCHOOLWIDE LEARNER OUTCOMES**

*Value their Community  
Succeed Academically  
Adapt to Changing Times  
Behave Appropriately  
Make Positive Choices  
Strive for a Better Tomorrow*

**Inclusiveness: The involvement and collaboration of all school/community stakeholders to support student achievement.**

The entire school community was involved in reexamination and refinement of the SLOs and Vision and Mission statements. The faculty and staff were organized into five Focus Groups: Organization, Curriculum, Instruction, Assessment and Accountability, and School Culture and Support for Student Personal and Academic Growth. However, there were no students, parents, or community members involved in these focus groups. The parent group was informed of the accreditation process through its formal organization, the PTO and they met with the Visiting Committee during the visit, as did community members.

**Purposefulness: The clarification of the school's vision/mission and the schoolwide learner outcomes.**

When Patrick Flores Egrubay was appointed Principal in January 2017, he began a process of re-examination of the beliefs at BMS. Numerous group meetings of various sizes led to a new vision and mission to guide the work of the educational professionals. Then, in SY 2017-2018, the SLOs were refined.

**Student-focused: The analysis of data about students and student achievement.**

Faculty analyzed data on students and student achievement during faculty meetings and as part of their focus group self-study process. Questions raised through this process led to strategies that were included in the school's action plan.

**Evaluation: The evaluation of the entire school program and its impact on student learning based on schoolwide learner outcomes, academic standards, and the GDOE/ACS WASC criteria.**

The focus groups, with the help of home groups, evaluated the current school program as part of the self study. They identified strengths and areas of improvement that were shared with all faculty and staff.

**Accountability: The implementation and monitoring of the schoolwide action plan that supports high-quality learning.**

In 2017, when Mr. Egrubay was appointed Principal, the Leadership Team worked on simplifying the school action plan in order to reduce the number of strategies, identifying those that were likely to be most impactful. The plan will be refined based on self-study findings and visiting committee recommendations. Monitoring implementation and assessing results in a clear and organized fashion would ensure accountability.

**Leadership: The facilitation by school leadership of the GDOE/ACS WASC accreditation/school improvement process that advocates, nurtures, and sustains the vision and the culture of learning.**

The Principal and his Leadership Team have led the accreditation process and secured commitment on the part of the staff. Further training is needed, along with sustained activity and monitoring, to ensure a continuous cycle of improvement.

## **Chapter IV: Quality of the School's Program**

### **Part A: What Currently Exists**

#### **CATEGORY A. ORGANIZATION: VISION, MISSION, SCHOOLWIDE LEARNER OUTCOMES, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES**

##### **A1. Vision, Mission, and Schoolwide Learner Outcomes Criterion**

To what extent has the school established a clearly stated vision and mission (purpose) based on student needs, current education research, and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose defined further by academic standards, schoolwide learner outcomes, and the schoolwide plan?

### **Vision, Mission, Schoolwide Learner Outcomes, Profile, Schoolwide Action Plan**

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

As a newly assigned principal in SY 2016-17, the principal, engaged the faculty and staff to develop the current school purpose, vision and mission. The schoolwide action plan was also changed with staff and faculty input. The result was a shorter and concise two year plan that addresses student achievement, student behavior and adult learning.

### **Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes, and Schoolwide Action Plan**

The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision are effective.

In SY2017-18, faculty and staff reviewed and updated the SLO in several break-out sessions. Consideration was focused on district wide expectations on career and college readiness, and current assessment data. Parents, through the PTO were invited to participate in the sessions.

### **Understanding of Vision, Mission, Schoolwide Learner Outcomes, and Schoolwide Action Plan**

Students, parents, and other members of the school community demonstrate understanding of and commitment to the school's vision, mission, schoolwide learner outcomes, and Action Plan.

In 2017 BMS revisited their school's mission and vision. The product resulted in a more simplified plan still focused on the three goals, curriculum, instruction and assessment. The school redefined the SLO indicators and developed a proficiency scale for each SLO. The students recite the vision and mission during advisory periods and in monthly assemblies. SLOs are imbedded in lessons.

Community events and guests speakers are selected based on the alignment of their message with the school's vision and mission and SLOs. According to the Student Perception Survey, over 90% of the students understand the policies and programs.

### **Regular Review and Revision**

In SY 2016-2017 revised the actions plans with collaboration of focus groups. The following year and faculty and staff reviewed the SLOs and added the proficiency indicators. Through the WASC process, the inclusion of immigrant and ELL students need additional support transitioning to a western educational system. It was also made aware that teachers be conscious of the relationships built among students in non-classroom settings.

### **Schoolwide Learner Outcomes and Vision and Mission**

Advanced math classes were added in SY2018-2019. Students indicate that math classes are the most difficult. Although advanced math classes are needed, the school still needs address curriculum and instruction to achieve the Common Core Standards to include prerequisites math skills. Remedial reading was added in SY2017-2018. There is an intervention period to assist student on a more personal basis. University of Guam TRIO program has been identifying 8<sup>th</sup> grade

students who are college-bound and assisting them through high school graduation and into college.

## **A2. Governance Criterion**

To what extent are the school's program and operations in alignment with the a) the Guam Board of Education's policies and b) the Guam Department of Education rules, regulations, and procedures?

To what extent does the Guam Education Board delegate the implementation and monitoring of these policies to the Guam Department of Education and approve the GDOE State Strategic Plan?

### **Understanding the Role of the Governing Authority**

The school governance includes the Guam Education Board (6 elected members, 3 appointed members, 1 non-voting student member, 1 bargaining unit representing teachers and other employees of the GDOE).

### **Relationship Between Governing Authority and School**

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

The school make a concerted effort to share GDOE information with the stakeholders through school's website and email. Stakeholders are aware as part of the GDOE compliance is necessary with policies, decisions, initiatives and expectations. There is also an understanding the GDOE is the bigger organization that guides the school. Students are informed at the monthly assemblies of any changes major decisions that affect them directly.

### **Faculty, Staff, and Governing Authority**

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

BMS has a Faculty and Staff handbook that details the roles and responsibilities. Policies and procedures are written in the Collective Bargaining Agreement. Teachers have accessibility to the handbook.

## **A3. Leadership and Staff Criterion – Data-Informed Decision-Making**

To what extent does the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan based on action plan alignment with the Guam State Strategic Plan and the analysis of data to ensure alignment with student needs?

### **Broad-Based and Collaborative Planning Process**

There are numerous platforms at BMS for stakeholders to have input, through PTO meetings and school-sponsored functions. The PTO executive board meets with the school administration once a monthly, and general membership meetings are held monthly. Input is solicited at this meeting.

### **Correlation between Student Learning and the Schoolwide Action Plan**

There has been a decline in discipline data. Administration, Leadership team and the SCC continue to utilize the SWIS to make decisions. There has been an decrease in ACT/Aspire and Standards-Based Assessment scores. There has been no analysis of data to indicate the cause. The student perception data indicated that most teachers provide academic interventions.

### **Alignment of All Resources and the Schoolwide Action Plan**

BMS states that all resources support the school-wide action plan that is inclusive of an improvement process. The PLCs is scheduled within the bell schedule to assure time is provided to address school issues such as reviewing curriculum, instruction and assessment and to discuss student behavior data. Through this PLC dialogue numerous trainings were provided for the staff such as CITW, SIOP, Kagan strategies. The Induction Program is a major effort the school has sustained without district support. The school facilities, BMS submit work orders through MUNIS system. The Parent-Teacher Organization is a key stakeholder to assist the school with maintenance needs. Student survey indicate they felt there was at least on adult they could turn to if they needed assistance. In discussion with students confirmed that they could seek an adult if they needed assistance.

### **Progress Monitoring of the Schoolwide Action Plan**

There is a structure in place from teachers assigned to teams, with an appointed leader, that meets with the administrative team, leaders report to their respective groups. The other major groups are the School Climate Cadre, The Curriculum Leadership Team, and Instructional Coaches. Most teachers felt the school had a system to monitor the progress of the implementation of the academic success and action plan (86%). However, it was suggested the leadership team be more inclusive and the meetings be conducted as a separate PLC, which will provide focused time to reflect and evaluate their decisions. The leadership team felt that although transparent process was in place there is a need to remind team leaders to share leadership meeting content in a timely manner.

### **A4. Leadership and Staff Criterion – Schoolwide Organization for Student Achievement**

To what extent does a qualified staff facilitate the achievement of the schoolwide learner outcomes, academic standards, and the successful implementation of the schoolwide action plan through a system of preparation, induction, and ongoing professional development?

#### **Qualifications of Staff**

The school implements state personnel policies and procedures to ensure that staff are qualified based on background, training, and preparation.

All applicants are hired through a process with GDOE and an interview with the school administrator. Procedures include to go through the Guam Commission for Educator Certification at

the University of Guam, GDOE Personnel Office . A background check court clearances and drug and tuberculosis test are also required.

### **Maximum Use of Expertise**

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

Teachers are hired through the GDOE process. New hires are in a Induction program for at least two years. Teachers attend meetings with the interdisciplinary teams and content areas. Standard-based grading is supported the CLT team that provides training. The team provide feedback on common formative assessments and proficiency scales.

Regular walk-throughs by administration with immediate feedback through the Power Walkthrough app. Other evaluation tools include the Professional Teacher Evaluation Program (PTEP) based on the content standards.

The school has inferred 80% of the teachers agree there are programs in place to transition students to higher level education.

### **Defining and Understanding Policies and Procedures**

There is a faculty and staff handbook with policies, procedures, and expectations defined by GDOE.

### **Internal Communication and Planning**

There is structure for dissemination of information in place. There is no intercom system to address or share information at real-time. School utilizes an application (WhatsApp) and email and with the application it is not 100% because some of the staff do not have the application. Two bulletins are provided by the principal. Teacher meet with their interdisciplinary teams four times a month, content twice a month and information regarding the leadership meetings and the SCC are through the PLCs. Google Drive houses all the documents which is accessible to the staff.

### **Staff Actions/Accountability to Support Learning**

There are defined roles and responsibilities at BMS. There has been extensive training for the staff, which includes non-instructional staff and the opportunities to support student learning which focus on the vision, mission and the SLOs.

## **A5. Leadership and Staff Criterion – Research and Professional Development**

To what extent are leadership and staff involved in ongoing research and professional development that focuses on identified student and teacher learning needs?

### **Support of Professional Development**

BMS supported teachers with various training sessions, which includes teacher sharing classroom strategies with the staff. Training sessions are built within the school calendar. Sessions are

conducted by the Instructional Coach. Strategy sharing is done on a personal basis during the lunch period among their peers. There are monthly faculty meetings, where specific strategies are targeted for discussion. Teachers also attend GDOE/district training sessions. In the process of gathering evidence for the WASC report, majority students agreed that instruction maximized the class period, which include instructional strategies, assessments and a rigorous curriculum. Teachers (100%) perceived they utilized a variety of teaching strategies, and 98.5% agree they provide students the opportunities to higher level of thinking. Students interviewed during lunch talk agree that teachers did utilize various teaching strategies.

### **Supervision and Evaluation**

The school has supervision and evaluation process in place to assist teachers the opportunity to find the areas of strength and areas of improvement. There are required multiple meetings with administration to evaluate teachers alignment of the RAP goals. Teachers need to keep accurate records and student evidence demonstrating student progress. The overall governance of process is the GDOE which guides the evaluation process which keeps it consistent and constant to monitor professional improvement. Counselor following the guidelines, which also includes performance standards by the American School Counselors Association (ASCA).

### **Measurable Effect of Professional Development**

The definitive evidence of the effectiveness of the professional development, coaching and mentoring is the rise in student achievement. There is sharing in PLCs and amongst themselves to improve teaching in the classroom. The Induction program help new teacher adjust to the school, but also provide their teaching skills.

### **A6. Resources Criterion**

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the schoolwide learner outcomes and academic standards?

#### **Allocation Decisions**

Decisions about resource allocations are aligned with the school's vision, mission, schoolwide learner outcomes, the academic standards, and the schoolwide action plan.

Resources such mobile laptop carts were purchased to provide physical accessibility for students. Internet support with updated computer programs are integrated with the hardware. The block scheduling give students the opportunity to have personalization, academic intervention, and character development lessons. Safety is also part of the school's' mission. An Emergency Response Plan is in place. Faculty and staff are visible during the periods are interacting (lunch, break, passing time). There is an onsite social worker, Community Program Aide and Student Attendance Officer. These 3 agencies, work with the students and their families. Most of the concerns is regarding medical issues and support. They concurred that most students do not have internet access and if they have a cell phone, it's a prepaid cell. This group recognizes that when student need one to one, they can go to them for assistance.

### **Allocation Involvement**

The school leadership and staff are involved in the resource allocation decisions.

There is a perceived process for allocation of funds. There is always a shortage of funds, so although there is an open door policy from administration. Teachers still need to submit a “wish list” There is a need to improve the input process from faculty and staff. Many teachers were unaware of a “wish” request that can be made and did not fully understand the process to procure funds for their classroom.

### **Practices**

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

School administrators are responsible for the policies established by the Manager’s internal Control Program and also guided by the Internal Audit Office. The school is also accountable to the GDOE business office to adhere to the established policies and process. The school administrators also follow the budget process timeline. The timeline requires stakeholders input in a scheduled public meeting at a PTO meetings. Budget surveys are also sent home with students. Attendance to this meeting is generally very low.

School administrators prepare a budget to submit to the Superintendent, which is submitted to the Guam Education Board. GEB submits the budget request to the Legislature.

Through this whole process, stakeholders are allowed to provide input.

### **Facilities Conducive to Learning**

The school’s facilities are adequate to support high-quality learning.

BMS physical plant was built in 1966. The school needs major repair work, which includes repair of louvre windows and painting of buildings. Faculty adjust and assure a safe environment for the students. There is a concern of a structure on campus that for health and safety reasons should be condemned and removed from the campus. It is an attractive nuisance for student safety. The school and community leaders have reached out to the GDOE board, sought business partnerships to reduce the cost, they have communicated with the legislature, and researched the procurement process for removal. Unfortunately, the structure still exists. The school and community is still committed to complete this task.

### **Instructional Materials and Equipment**

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

BMS textbooks are outdated (2003). According to GDOE policy textbook purchase rotation is every 7 years. There are textbook recommendations which is not fulfilled because of lack of appropriation from the legislature. Equipment especially in the science department is limited. Teachers update their sources by usage of the internet.



There appears to be an adequate access to technological equipment such as whiteboards, smartboards, mobile laptop carts, internet access. The library is fully equipped and able to provide services to the staff and students.

Many teachers, purchase materials for their classroom with personal funds.

### **Qualified Personnel**

The Guam Department of Education has policies and procedures as part of the hiring process of its employees. The teacher applicants follow the guideline through the Educator Certification at the University of Guam, GDOE Personnel office and interviews at the school sites. Praxis test must also be passed.

Retaining teachers is still a key issue. Faculty expressed that it was difficult to sustain or to progress with student achievement with the transiency of students. Previously a mentoring program was provided through the District. The SY2018-2019, mentoring became the responsibility of the school's administration. BMS has a mentoring program since 2011 and coaching of new teachers has been part of the school's services. The new teachers felt supported although official mentoring from district was discontinued. The teachers have guided the new teachers by providing support with operational, strategies and emotional support. Teachers needing extra support is counsel by administration and instructional coaches. They also support themselves as a new teacher group.

Teachers and staff have a PTEP to foster professional growth. Non-instructional staff's GDOE Performance Appraisal Form has not been determined.

## **GDOE/ACS WASC Category A. Organization: Vision, Mission, Schoolwide Learner Outcomes, Governance, Leadership and Staff, and Resources Summary, Strengths, and Growth Areas**

### **Summary**

A new principal was assigned to V.SA. Benavente Middle School is SY 2016-17. The principal's immediate task was to revisit the purpose, vision and mission by involving stakeholders. The vision, mission, and school action plan is based on high quality of standards that is aligned with the school profile and for all students to have equal access to education.

Faculty and staff knows the GDOE policies, rules and regulations and the role of the GDOE and the alignment of the school improvement. Information can be found online or in the teacher handbook.

BMS has multiple sources of data (to include school profile, student achievement and perceptual) which is used in the decision making process which focuses on student achievement. There is a need to monitor and evaluate the RAP.

### **Category A. Organization: Vision, Mission, Schoolwide Learner Outcomes, Governance, Leadership and Staff, and Resources: Areas of Strength**

- Master schedule allows built-in time during the school day for teachers to collaborate as a professional learning community.
- BMS follows the board policies, standard operating procedures, handbooks, bulletins, action plans, and other guiding documents; which provides consistent and effective operations of the school.
- New teachers are supported by faculty in a two-year long induction program.
- Students are included in the School Climate Cadre; they assist with finding solutions for student behavior.
- Resources are provided by existing community partners.

**Category A. Organization: Vision, Mission, Schoolwide Learner Outcomes, Governance, Leadership and Staff, and Resources: Areas of Growth**

- School Leadership continue to monitor and evaluate the RAP with focus on student achievement.
- The Principal will establish and implement a clear cycle for school improvement which incorporates the WASC process.
- Create new partnerships with parent and community organizations and sustain existing partnerships to enhance student learning.

**CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

**B1. Curriculum Criterion – Student Participation in a Standards-based Curriculum**

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and priorities identified in the schoolwide action plan and Guam State Strategic Plan?

**Current Educational Research and Thinking**

Teachers use Consensus Maps, Common Assessments, Common Formative Assessments and ACT/Aspire results and standard-based data.

Content Teams have monthly meetings to discuss data, curriculum/consensus maps, Common Core State Standards (CCSS), common assessments (CAs) and common formative assessments (CFAs).

Professional learning community (PLC) meetings are organized to foster further discussion of student learning objectives and achievement.

Teachers discuss ways to assist students who do not meet proficiency levels and provide interventions.

Teachers met with feeder schools to discuss vertical, horizontal, and curriculum alignment during District-wide Professional Development sessions.

Regular walkthroughs with the use of Power Walkthrough App monitors feedback and conveys expectations.

The Curriculum Leadership Team (CLT) provides training and guidance for the district initiative, Standards-Based Grading (SBG), especially to new teachers. New teachers meet as a group bi-weekly to discuss issues in the classroom, planning, and general classroom management. Seasoned teachers support new teachers and offer assistance and support as they develop as educators.

### **Academic Standards for Each Area**

The school consistently implements, within and across grade levels or departments, schoolwide learner outcomes and academic standards for each subject area, course, and/or program that ensure the same high expectations for all students.

The students gave positive feedback regarding the support from teachers.

Discipline issues are dealt with by School Climate Cadre and Team-Initiated Problem Solving. Discipline data is presented during assemblies and posted in the hallways to keep the student populace informed.

Consensus Maps are created and used across all grade levels. These maps are then used to create assessments district-wide. Data is collected from these assessments to inform discussions on the teaching and learning. Classes now post learning objectives and proficiency scales and visit them during lessons. Schoolwide Learner Outcomes are recited daily during homeroom and during assemblies.

Most teachers post learning objectives and proficiency scales to guide student learning and to provide feedback.

### **Congruence**

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

Teachers follow district-aligned consensus maps and SLOs.

Teachers create proficiency scales for objectives in grade-level teams.

Teachers administer monthly common formative assessments (CFAs).

Teachers analyze data in grade level team meetings and subject meetings then reteach the standards if necessary.

### **Student Work - Classroom Learning Targets**

The examination of student work samples and the observation of student engagement demonstrates the implementation of a standards-based curriculum and the schoolwide learner outcomes.

The evidence is in unit plans, lesson plans, and student portfolios. A walkthrough evaluation program is used to evaluate teachers. Monthly assessment data is analyzed and used to guide future

teaching and learning.

### **Accessibility of All Students to Curriculum**

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

CCSS are used for ELA and Math. GDOE Content Standards for Science, Social Studies and other content areas. The relevance and coherence in the curriculum is delivered. Some students experience a rigorous curriculum through advanced subject classes.

### **Integration Among Disciplines**

There is curriculum integration among disciplines at the school.

Students read, write, demonstrate verbal skills and critical thinking skills in every subject area.

### **Curricular Development, Evaluation, and Revisions**

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

Monthly, quarterly, pre/post tests, ACT/Aspire, and Standards Based Assessment are used to assess and reflect the teaching and learning at the school.

The data collected from the assessments is collated and presented to teachers and staff.

Teachers meet in teams to extend learning throughout the subject areas and support each other's disciplines. Subject teachers meet once a month. Grade Level Content teachers meet a minimum of two times a week to plan and develop teaching strategies assessments and interventions. Teachers across the district meet twice a year to collaborate and discuss the desired education standards that must be taught in the classroom.

### **Articulation and Follow-up Studies**

The school articulates regularly with feeder schools and local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Teachers participated in district-wide to develop horizontal and vertical alignment, Consensus Maps were created, within the same content area for elementary and high schools.

## **B2. Curriculum Criterion – Planning and Monitoring Student Learning**

To what extent do all students have equal access to the school's entire program and assistance with a personal learning plan to prepare for the pursuit of their academic, personal, and school-to-career goals?

### **Variety of Programs — Full Range of Choices**

Eighth graders can take Career Education class, Keyboarding/Computer Science, Home Economics, and grades 6/7/8 can take Robotics class. Guest speakers share experiences and Guam Contractor's Association Career Exploratory Event provided students opportunity to work with construction tools. (16 students participated)

University of Guam ETS/TRIO program to support student to pursue college goals - is available for 38 students annually.

### **Student-Parent-Staff Collaboration**

Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, college/career, and/or other educational options.

Students set SMART goals and monitor personal learning plans with faculty and staff. Grade-level counselors work closely with certain students in creating individualized plans. Most of these plans include behavioral goals and strategies.

Students with IEPs work closely with the transition representative to create a plan. SWIS/ACT results used to monitor students' behaviors and academics.

Teachers at BMS work closely with students during XL/Intervention class period to develop and monitor students' personal learning plan, college/career, and/or other educational options.

Grade-level counselors also work closely with certain students in creating individualized plans (mainly to address student behavior), which requires the input and collaboration of teachers and parents.

Students with Individualized Education Plans (IEP) work closely with the transition representative to create a plan identifying courses students are able to take in high school to prepare them for their career choice. Teachers discuss and collaborate with parents in attaining their children's IEP goals.

Access to disciplinary data (SWIS) and ACT/Aspire and Standards-Based Assessment (SBA) results are used for monitoring students' behavior and academics.

Teachers refer to common formative assessment (CFA) results to monitor students' mastery of skills or to provide other forms of supports such reteaching or tutoring.

### **Monitoring/Changing Student Plans**

IEP meetings are scheduled annually to check goals and objectives.

Behavior Intervention Plans used with students. Advisor-Advisee period, block scheduling and XL period allows for personalization of these plans.

Vertical alignment meetings and Reading/LA department meetings meet to discuss priority standards and essential skills.

PD is in place to ensure that students have the skills needed to move onto the next grade level.

Quarterly Monitoring for SPED students: one teacher to a group of students to collaborate with teachers. IEPs follow students to HS.

## **Transitions**

Continuous monitoring is in place to ensure that students have the skills needed to move onto the next grade level

Quarterly Monitoring for SPED students: one teacher to a group of students to collaborate with teachers. IEPs follow students to HS

93% of students feel prepared for HS.

In SY2018-2019, students took math placement tests for advanced math classes.

Differentiated instruction is used to ensure different learner needs are met.

Various trainings, such as Classroom Instruction That Works with English Language Learners (CITW with ELLs) and Kagan Strategies, are provided for ELL.

Teachers use common formative assessment (CFA) results to monitor students' mastery of skills or to provide other forms of supports such reteaching or tutoring.

Modifications and accommodations are given for students in the general education classes supported by the Special Education and English Language Learners programs through consultation.

Individualized Educational Plan (IEP) meetings are scheduled annually to ensure students in Special Education Program have met their goals and objectives and are being monitored by teachers, admin, CRT and parents.

Grade level counselors help create Behavior Intervention Plans (BIPs) to address behavioral needs for Tier 2 and 3 students.

Esgaihon I Famagu'onTa (EIF) is an intervention for Tier 2 and Tier 3 students to learn about character development and goal-setting.

Monitoring of students is embedded in the school's operational structure with the Advisor-Advisee Period, Block Scheduling, and XL Period

80.6% of the 619 students surveyed feel that they have at least one adult on campus they can approach when they have problems or concerns.

Extracurricular activities, such as Danceversity, NJHS, Robotics, Math Counts, Glee Club, and various sports, have supported students to develop positive interests and hobbies.

**B3. Curriculum Criterion – Meeting All Curricular Requirements**

To what extent have students met the standards with proficiency for that grade span or all the requirements of graduation upon completion of the elementary, middle, or high school program?

**Real World Applications — Curriculum**

Lessons are aligned to the current grade-level standards that have readiness, endurance, leverage, and are assessed by the District's standardized assessments. Students have not met proficiency for all grades in all areas.

Objectives are posted in all classrooms which address the importance of real-world application of the skill or lesson.

Career Education, offered to 8th graders, help students identify their career options and create goals for themselves.

Goal-setting is taught in Character Education classes. Students are introduced to different types of careers and create plans on how they can achieve them.

Other classes that provide students the opportunities for other career choices and/or apply their educational include Choir, Computer Science and Keyboarding, Journalism, Robotics, Art, Home Economics, and Japanese Language and Culture class.

Advanced math classes are offered to students who are performing in the Level 4 proficiency.

**Meeting Graduation Requirements (or end of grade span requirements)**

The school implements academic support programs to ensure students are meeting all requirements.

The Block Scheduling allots teachers time to utilize the XL period for their team's academic intervention.

Tutoring available upon team or teacher discretion during AAP/Homebase, XL period and lunchtimes.

Teacher Assistants (TAs) also provide extra academic support for students under the sheltered English as a Second Language (ESL) program, which is funded by a federal grant.

BMS is currently exploring other options to partner with more community partners.

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

**Summary**

BMS's curriculum is guided by the Consensus Maps created at District level with teachers using Common Core State Standards. Alignment of curriculum to the Common Core State Standards has been conducted in a collaborative way both within and across learning areas.

Course curricula are created through collaborative processes between teachers in teaching teams and common subject areas. Teaching teams meet regularly to share ideas, discuss and modify content, and build activities and assessments, which ensures that all students have access to rigorous, relevant curriculum.

The School Learning Outcomes provide a framework for the skills and learning approaches to benefit students. Curriculum has been revised to support student progress toward assessments that measure progress with standards.

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

- The school has a variety of committees, groups and teams that work with the students across the areas of curriculum and personal growth. Plans are developed for curriculum and subject areas as well as, for students.
- Consensus Maps were developed district-wide across grade levels both vertically and horizontally with elementary and high schools.
- Home Base Advisor-Advisee period involves students in their own growth through goal setting, portfolio work, and meetings with teachers.
- There are many avenues for added support for students. Additional tutoring opportunities(including University of Guam), time set aside for goal setting, meetings with counselors, work with TAs.
- XL Period allow students the opportunity to examine their own growth and attainment.
- There are a variety of assessments used to continually assess student progress.
- Communication and collaboration between teachers of the same subjects and grade level teams to ensure continuity and congruent curricula for all students.

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

- A tighter vertical alignment is needed in order to avoid redundancies in the curriculum.
- Add pacing to curriculum maps to facilitate discussion about instructional strategies among content teachers.
- More time needs to be given to core subject teachers to analyze data.



## **CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

### **C1. Instruction Criterion – Student Access to Learning**

To what extent does differentiated, high-quality instruction provide access, challenge, and support to all students to achieve the academic standards and the schoolwide learner outcomes?

#### **Differentiation of Instruction**

In 2013, the District adopted CITW as the district's framework for instruction which means that all lessons and guidance would be based on this model. In order to achieve this goal, teachers have attended multiple trainings on a variety of instructional practices, including McRel, CITW, CITW with ELL, Unisg Technology with CITW, and many more. Teachers also meet in PLCs and discuss effective strategies with each other. This training has provided some skills and techniques for teachers to use to improve and to differentiate instruction. However the faculty are admittedly still learning to implement these strategies. Teachers use a variety of methods in classes to assist those in need, including cooperative learning, worksheets targeted for specific skills, graphic organizers, varying instruction for kinesthetic and visual learners, and more.

Students use self-reported proficiency scales to indicate their comfort levels with different topics in class. This, in conjunction with formative assessments used by teachers help the faculty to gauge the progress of the students. In addition, there are both remedial and advanced classes in Math to provide appropriate challenges for all students.

#### **Student Understanding of Performance Levels**

Students are provided syllabi for their classes, which describe the grading criteria for each class, learning objectives for each day are written on the board which give the students a better understanding of the daily objectives and proficiency levels. In order to help the teachers gauge progress, students are provided proficiency scales, where they are asked to rate their understanding of the material. During walkthroughs students are asked by administration what they are learning and why, which is evidence of the students being aware of the expectations. In students surveys, a majority of students say they feel they are aware of the performance levels expected of them.

#### **Students' Feedback**

Teachers at BMS seek student feedback in a variety of ways. This includes many types of formative assessments, including some which can provide instant feedback for how well students are mastering the curriculum. Using this information teachers can adjust the classroom lessons, and can meet as a department in their PLCs to discuss the overall direction of the curriculum. This data is used to determine the need for reteaching or perhaps a recommendation for students to attend the XL period's tutorial for classes.

Additionally, students perception surveys are recorded annually which ask about the ratings of teachers and the strategies used. However faculty can feel overwhelmed by the volume of data and have expressed a desire for greater access to training on data interpretation.

## **C2. Instruction Criterion – Rigorous and Relevant Instruction**

To what extent do all teachers provide students with a variety of activities and assignments that are engaging (e.g., technology-enhanced and experiences beyond the textbook) and call for higher order thinking?

### **Current Knowledge**

Teachers are current in instructional content taught and research-based instructional methodology, including the integrated use of multimedia technology. The GDOE and the school have invested much time and effort into modern instructional training, both with and without technology. SIOP, Kagan Instructional Cooperative Learning Strategies, STEM, CITW, CITW for ELL, CITW with technology. Technology opportunities are abundant, both with the improved internet connectivity and the use of laptop carts, tablets, and more. Teachers do indicate that more training in the areas of using technology in the classroom and the use of multimedia instruction would be helpful.

### **Student Engagement**

Teachers prioritize standards for learning to ensure all students are at grade level, which are recorded in consensus maps. Instructional strategies are utilized based in the trainings that teachers have attended, administration ensures strategies trained for are being utilized. Extra-curricular activities Spelling Bee, Science Fair, Robotics, Glee Club, and many others.

According to surveys conducted of students, the majority of students agree that teachers are using a variety of strategies. Although some suggest that a greater incorporation of Cooperative learning techniques could be helpful.

### **Teachers as Facilitators of Learning**

Use of prompts to promote class discussion, training in cooperative learning strategies, presentations, peer tutoring, Proficiency scales allow faculty to focus on the students command of the material and to tailor lessons to address the needs Teachers feel they are doing this (97% according to the survey) , but at the same time want more training in student-led learning.

### **Variety of Strategies: Access and Application of Knowledge**

CITW is the overall framework for instruction, teachers use many different strategies, Marzano's research lab, SIOP, BIG 8 and others. This combined with more online activities, assisted by a more robust online network, and time spent in PLCs has ensured that all faculty have access to ideas and strategies discussed in training and other platforms. During walkthroughs, administrators have looked for the use of these new techniques to ensure they were being employed, although they have focused on Level 1 strategies.

### **Variety of Strategies: Tools and Resources**

Students have access to more and more technology through the use of federal grants and overall improvements in online access and more technology. Students use more and more online resources in their classrooms. The faculty have expressed a desire for more training in the utilization of these tools.

### **Variety of Strategies: Thinking, Reasoning, and Problem Solving**

Using a range of resources from curriculum maps, to district-wide assessments, PLCs and training in CITW, teachers have access to more innovative ways to engage students in higher order thinking lessons, however, the faculty has expressed a desire for more training in this area and a concern that classroom management issues may prevent them from adequately implement new and different strategies.

### **Real World Experiences**

Real world experience for students takes place in the form of field trips, school exchange programs, and community service events. The island of Guam is rich in historical and cultural treasures, and its location invites schools from Japan to visit. The University of Guam provides numerous opportunities for students to see real life applications of academic research. Local trade groups and other organizations are quick to assist the schools in having students visit and see what they do, and to assist in the acquisition of skills. The school also takes advantage of community based programs which expose students to real world opportunities including welcoming visiting students from Japan, working with cultural and educational organizations in the community.

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

### **Summary**

Over the past few years VCABMS faculty has undergone a great deal of training to improve learning and the experience of the students on campus, additionally they have acquired a great amount of technology to help to deliver lessons in a more engaging manner to their student population. The faculty use this information and technology to try and reach all students and improve their achievement. The school also has access to a great amount of data from the CFAs, ACT Aspire, DWA, and other assessments. Teachers have made a great effort to begin the standards-based grading pilot program and in each class students learning objectives, proficiency scales and classroom expectations are posted. Teachers have made numerous opportunities available for students who are not achieving, from individualized lessons, to cooperative learning and others.

### **Category C: Standards Based Learning: Instruction: Areas of Strength**

- Teachers utilize the PLC system to actively discuss curriculum, teaching and student performance.
- Teachers use a variety of instructional methods to reach all students
- Teachers have embraced the standards-based learning process and communicate to students daily their proficiency scales.
- Teachers have a great amount of concern for their students and have taken responsibility for the students' learning.
- GDOE has made great strides in the procurement and distribution of technology and training.

**Category C: Standards Based Learning: Instruction Areas of Growth**

- Faculty have expressed a desire for more training, particularly with respect to the new district-wide standards-based learning initiative.
- Faculty should have more time and training devoted to disaggregation of data and general data analysis that could help with increasing student achievement.
- Administration should make a greater effort to provide immediate feedback on walkthroughs that focus on evaluating the effectiveness of the multiple trainings.
- Ensure that new teachers have access to trainings, particularly in respect to standards-based grading.

**CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

**D1. Assessment and Accountability Criterion Criterion – Reporting and Accountability Processes**

To what extent does the school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan?

**Professionally Acceptable Assessment Process**

The District and BMS collect student performance data through, but not limited, to Powerschool, School-Wide Information System (SWIS), ACT/Aspire Portal, Linkit! Standards Based Assessment (SBA), and common formative assessments (CFAs). Data collection is effective and accessible to the teachers. Teachers meet regularly with their content grade-level teams, as well as their interdisciplinary team to analyze the data collected.

At the school level, results from previous year's District-wide Assessments (DWA) are initially shared during Leadership meeting with the teacher leaders (Content and Interdisciplinary teams), and then discussed at the faculty learning session, and then discussed further and extensively at each content and grade level cadre.

Finally, there is still a need for additional training opportunities for teachers on standards-based assessment grading system, the use of proficiency scales, and the creation of high level common formative assessments. Despite these challenges, there are many opportunities for effective assessments to occur in the classroom that ensures an accurate gauge of student learning.

### **Basis for Determination of Performance Levels**

Teachers work with district grade-level and content counterparts to identify priority standards to create a consensus curriculum map, ensuring vertically and horizontally alignment. At the school level, teachers engage with their grade-level content team to analyze data from ACT/Aspire results, monthly common formative assessment (CFA) results. Teachers also meet monthly with their content grade-level counterparts to create proficiency scales, unit lesson plans, and explore evidence-based best practices to modify their instructional strategies to meet the needs of their learners. Students are then able to track their level of skill based on proficiency scales and feedback from data analysis. In some classrooms, students are able to articulate their level of proficiency for a given skill, when asked; ensuring student ownership of learning.

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

Interdisciplinary teams meet regularly to discuss data derived from common formative assessments (CFAs). Interventions are then provided to address the needs of the students based on these data. The school has ensured that structures are also in place to provide additional intervention period for students in need of supplemental academic and behavioral support.

Data from District-Wide Assessments (DWA) highlighted the areas of need in Reading and Language Arts. A remedial reading course was implemented for seventh and eighth-grade students during SY2015-2016 to SY2017-2018.

Since SY 2014-2015, V.S.A.B.M.S. has increased its use of technological equipment within the classrooms, which has helped with instruction and assessment. Since SY 2014-2015, V.S.A.B.M.S. has increased its use of technological equipment within the classrooms, which has helped with instruction and assessment. Teachers utilize the equipment to supplement and assist with their instruction and assessment process to improve student learning within their classroom.

### **Monitoring of Student Growth**

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

Teachers monitor student progress in their classroom through various types of assessments, informal and formal, formative, and summative. Students below the proficiency target or level three, are provided academic intervention to reteach the skills and reassess to check for understanding. The student survey (N=619) administered in November indicated that teachers "always" use CFAs in all subject areas to provide academic interventions so that they can learn or re-learn new topics. Some interdisciplinary teams provide that support through parent contacts/conferences, one-to-one conferences with student, team behavior monitor sheets, positive peer modeling, and detentions

Despite a system in place, with some content/interdisciplinary teams more extensive in their practices than others, there is still room for adjustment to fine tune the monitoring system to meet academic standards and schoolwide learning outcomes.

## **D2. Assessment and Accountability Criterion– Classroom Assessment Strategies**

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching process and support the educational progress of every student?

### **Appropriate Assessment Strategies**

Teachers use appropriate assessment strategies to measure student progress toward acquiring academic standards and the schoolwide learner outcomes.

Teachers employ a variety of formative assessments to measure student progress. Examples of formative assessment strategies include strategic questioning, exit tickets, quick writes, thumb up/thumb down, KWL charts, amongst many others.

Teachers use the data to identify deficits and areas of growth for each skill in order to modify instruction accordingly. Student performance on post-tests and CFAs allow teachers to assess the effectiveness of modifications. Each interdisciplinary PLC meets at least four times per month, and content groupings meet at least twice per month thus allowing teachers the opportunity to collaborate and analyze student data.

Results from teacher and student surveys reveal the overwhelming perception that formative assessment strategies employed by teachers at Benavente Middle School are appropriately used to measure student progress and modify instructional practices.

### **Using Assessment Data**

Assessment data are used to make decisions and modify instructional practices. During regular PLC meetings, teachers discuss student progress toward proficiency of the identified skill(s). Using the Error Analysis from the CFAs, teachers identify target skills that require additional instruction. The Error Analysis also serves to identify students who require intervention or enrichment. Post-test and additional CFAs provide data for teachers to evaluate the impact of modified instructional practices on student progress.

During SY2015-2016 through SY2017-2018, reading and math teachers administered benchmark assessments during three designated timeframes. Reading and math teachers developed and implemented academic interventions for students identified as in need of support. During SY2015-2016 and SY2016-2017, ACT/Aspire data revealed a growth among cohort in the areas of reading and language arts:

#### **Reading**

SY14-15: 13% of sixth graders scored at the level of ready

SY15-16: 20% of seventh graders scored at the level of ready

SY16-17: 29% of eighth graders scored at the level of ready English

SY14-15: 52% of sixth graders scored at the level of ready

SY15-16: 63% of seventh graders scored at the level of ready

SY 16-17: 66% of eighth graders scored at the level of ready

### **Demonstration of Student Achievement**

Teachers at BMS use a variety of standards-based curriculum-embedded assessments to measure student achievement. The adoption of District curriculum/consensus maps and proficiency scales afforded teachers the opportunity to develop common formative assessments (CFAs) that explicitly measure performance on academic standards.

### **Teacher Feedback to Students**

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

Teachers were encouraged to post the proficiency scales in the classroom. Teachers were also encouraged to set clear objectives and refer to the objectives in the beginning, middle, and end of instruction. The practice of referencing objectives during the lesson and explicitly reviewing the proficiency scale empowers students to monitor progress on reaching proficiency of the target skill.

## **GDOE/ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability Summary, Strengths, and Growth Needs**

### **Category D: Assessment and Accountability: Areas of Strength**

- Teachers use a variety of assessments including standardized tests, common formative assessments, summative assessments, and other tests to evaluate student performance.
- Teachers in most subject areas have consistently implemented proficiency scales in their classroom routines.
- Teachers meet in their content area PLCs to analyze student performance data.
- Parents are able to view their child's grades online through Power School.

### **Category D: Assessment and Accountability: Areas of Growth**

- Teachers must be provided with district-wide assessment results in a timely manner so that they can determine students' weaknesses and strengths sooner, identify target skills, and adjust their instruction accordingly.
- Funding must be provided for new diagnostic tools, online assessments, and other tests for certain subject areas.
- Teachers need additional training on developing assessments that are aligned to priority standards, how to analyze assessment data, and how to customize students' intervention plans.

- Provide training for parents on how to access Power School information, how to read assessment reports, and how to help their child improve their scores.
- Consider implementing a more structured student intervention system, such as Response to Intervention (RtI) or Multi-Tier Support System (MTSS), to provide specialized interventions to students.
- As the district is currently reviewing its existing policies related to grading and reporting, teacher leaders and administrators should actively participate in the conversations.
- Prioritize improvement of student academic achievement as indicated by ACT/Aspire and SBA assessment results.
- Systematically analyze and use student data to inform instructional strategies and decisions.

## **CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

### **E1. Parent and Community Engagement Criterion**

To what extent does school leadership employ a wide range of strategies to encourage parental and community engagement, especially with the teaching/learning process?

#### **Parent Engagement**

The Parent-Teacher Organization (PTO) is the primary vehicle used by BMS to involve parents and community members in teaching and learning at the school. Attendance at general meetings and Open House is a concern and the school is seeking more creative ways to encourage parents to come to these meetings. This school year, students were recognized as Students of the Month at these meetings and that seemed to increase parent attendance.

On the other hand, parents do feel welcome at the school. They report on the Parent Perception Survey, that the school encourages them to be an active participant in the teaching/learning process (82% Positive). Parents are encouraged to meet with teachers as concerns arise regarding the progress of their students. Parent volunteers have helped with building repairs and touch-ups and created chess boards. These projects have enhanced the learning environment for students.

Since 2017-2018, there has been a Student Parent Engagement Program (SPCE) on campus. This program has actually been serving BMS for many years. It was previously called the Outreach Program. During the last school year, it received and responded to more than 700 referrals. Requests included help with registration, attendance and behavioral concerns, connections to support services.

BMS regularly communicates with parents through class syllabi, progress reports and report cards. There is also a school website that informs parents of school events and policies. However, there is uncertainty about the number of parents that actually access it.



## Community Resources

BMS is highly effective in garnering and using various resources in the community. Longstanding partnerships with island businesses and nonprofits have enhanced the educational experiences for students. Here is a partial list:

- Military, community, and parent volunteers beautify the campus each August.
- Student Outreach, National Guard, Tri Star Terminal, Lagu Center, The Mayor's Office, Jamaican Grill, Pizza Hut, McDonald's and KFC have helped the school raise funds for enrichment activities such as field trips and award ceremonies.
- The Lions Club has donated eyeglasses to students in need.
- Island Girl Power, a non profit organization, sponsors after school and weekend programs, suicide prevention workshops, an Environmental House and Family Enrichment Center, and a Capoeira group. Female students have become involved in some of their programs.
- Sodexo has assisted with campus beautification and repair projects.
- Guam AmeriCorps is currently being approached to help provide tutoring services next school year.

Perhaps the best example of strong community networking is the annual Peace March. Held each February, this march promotes community and world peace and involves every student at Benavente. The march from BMS to Maria Ulloa and Wettengel Elementary schools and back. Parents give written permission for students participation, the Mayor's Office closes roads to traffic, the Guam Fire Department and Guam Police Department are informed. On the day of the march, the Police Department and Mayor's Office help with traffic control, Island Girl Power and elementary students stand outside and wave. It becomes a school-community event.

## Parent/Community and Student Achievement.

BMS is striving for student achievement of standards and SLOs and working on informing parents and community members about what it is doing to promote academic success. The BMS website and Powerschool are the electronic media used to keep all informed. Also, class syllabi and memos are sent out. Various co-curricular clubs and activities such as Robotics, Math Counts, Spelling Bee, Science Fair, Academic Challenge Bowl and sports also serve to connect home and community with school.

The school would like to improve understanding of the standards and learner outcomes and hopes that Standards-based Grading and proficiency scales will make these clearer. Guam DOE has held town hall meetings to help explain this initiative.

## E2. School Culture Criterion

To what extent is the school a) a safe, clean, and orderly place that nurtures learning; b) has a culture that is characterized by trust, professionalism, high expectations for all students; and c) maintains focus on continuous school improvement?

### **Safe, Clean, Orderly Environment**

Classrooms, bathrooms, and offices are cleaned daily by service workers contracted by the GDOE. However, this is an older facility and student leaders interviewed unanimously requested that windows and bathrooms be repaired, buildings be painted, and condemned and dangerous structures be removed.

Campus supervision is provided by eight school aides, administrators, counselors, and some faculty. Since there are 1200 students on campus, some faculty feel that this level of supervision is inadequate. Because these school aides are on foot, they say there are always pockets of the school where students can hide and not be caught. For the most part, however, the campus is kept in an orderly fashion. The school aides who provide supervision are often called upon to provide substitute services in offices or classrooms; and, although they are willing to do this, campus supervision suffers.

According to the Parent Perception Survey, there seems to be mixed feelings about the prompt, “the school ensures a safe, clean, and orderly environment that nurtures learning.” There were 73 “neutral” responses to this item, the highest of all “neutrals”. The majority of the respondents, however, agreed with the statement.

### **Discipline and Behavior Management System**

The District of Guam requires schools to have a Student Conduct Procedure Manual (SCPM) and a Student Procedural Assistance Manual (SPAM). These are available at BMS and are used by administrators, teachers and staff when they need guidance from the standard operating procedures (SOPs) contained in the manuals.

The School Climate Cadre (SCC) reviews behavioral data regularly and recommends initiatives to address needs. No Fly Zone, Official Hallway Passes, and Character Education classes have been designed to curb undesirable behaviors. A staff member inputs discipline data daily into the School-Wide Information System (SWIS). It is part of the PBIS framework that guides the work of the School Climate Cadre. This cadre is made up of administrators, teachers and students. They have not yet successfully included parents, but intend to. Discipline data is shared with the entire student body in monthly grade-level assemblies and integrated into XL period lessons.

SWIS data allows team teachers, administrators, and counselors to address student problems with Tier 2 and Tier 3 interventions. Child Study Team meetings are conducted using the PBIS framework which links behavior to SLOs. Team-Initiated Problem-Solving (TIPS) meetings also allow interdisciplinary teams of teachers to intervene on behalf of students with specific needs.

### **High Expectations for Students**

Faculty and staff have recently discussed the degree to which individual differences such as religion, socio-economics, gender, and ethnicity are respected and honored on campus. They recognize the need for increased cultural awareness and sensitivity at BMS.

Systems are in place to accommodate individual needs: transgender students are allowed to use the restroom in the Main Office, health accommodations are made for those with specific health needs, and behavior and safety plans are created for students with specific behavior/academic needs.

School staff also work with agencies such as Guam Behavioral Health and Wellness, the Latte Treatment Center, and The Department of Youth Affairs (DYA) to assist students with special behavioral needs to remain focused on learning. On-site counseling services are also offered by Esgaihon I Famagu'on-Ta.

### **Culture of Trust, Respect, and Professionalism**

In order to examine this aspect of the culture of the school community, BMS community members have looked at policies and regulations, communication and privacy, campus safety, student dress, parent perceptions, and the training of students.

Faculty and staff conduct is governed by a set of standard operating procedures (SOPs) and policies. These can be found in the Faculty and Staff Handbook and the Student Procedurals Assistance Manual (SPAM). The Administration provides orientations for staff each year to review these procedures. The Admin Team also enforces requirements such as signing out when leaving campus for the day.

Student confidentiality at BMS is protected by FERPA (Family Educational Rights and Privacy Act). Staff at the school -- especially staff like the School Health Counselor and clerk, as well as other counselors -- are respectful of this law, so that students can feel safe reporting anything they need to share and any services they need to request.

Communication, in general, is an important aspect of school culture. At BMS, the administrators have an "open door" policy. Staff and students are free to voice their concerns and questions. Additionally, there are many staff members who use WhatsApp on their phones. This provides instant communication and additional safety on campus.

Student safety and dress add to the culture of trust and respect at BMS. The school has recently added a gate sentry to their safety plan. Students dress respectfully and proudly in uniforms of BMS shirts and blue bottoms.

In order to promote positive relationships on campus, teachers use the Advisor-Advisee Period. BMS has also established Learner Outcomes as goals for students to attain such as "Value their Community", "Behave Appropriately", and "Strive for a Better Tomorrow".

Parents seem to feel that "the school has a culture of trust, respect, and professionalism among all members of the school community", for 81% stated their agreement with this statement on a survey.

During the visit, Visiting Team members were able to observe the quality of interactions on campus and found students to be open and friendly, instructional and support staff caring, and administrators professional. It is clear that the students want and like to be in school. Teachers and staff interviewed often cited the collegiality and mutual support to be the greatest strength of the school. BMS operates like a family.

### **E3. Student Support Criterion – Personalization**

To what extent do all students receive appropriate support along with a personal learning plan (as appropriate to the needs of the child) to help ensure academic success?

#### **Adequate Personalized Support**

The Advisor-Advisee Period, which meets every morning for thirty minutes, supports academic success for students by providing an opportunity for teachers to build personal relationships with students. Each class has 16 students. During this time, teachers personalize instruction with academic interventions and character education. On certain days, this period is reconfigured to a 28:1 student:teacher ratio and it is used for interventions and remediation.

Grade-level Counselors are also an important support for student success. They are available for individual counseling with students. They also provide classroom lessons, assist with monthly assemblies, and collect behavioral data to report to the school community. At BMS, the grade-level counselor and the administrator follow their students through their three years at the school, so they get to know their students and can provide consistent support. There are three counselors at the school. There is some concern that the load that each counselor carries exceeds the 1:250 ratio recommended by the American School Counselor Association (ASCS). On the other hand, added support is provided by social worker and attendance officer that are shared by several schools through the Student Parent Community Engagement (SPCE) program. This team assists with parent communication and provides financial assistance and contact assistance for families.

Another important support at BMS is the School Health Counselor (SHC). This is a nurse who addresses health needs of students and staff. He/she tends to student illnesses, injuries, medication needs, immunization verifications. The School Health Counselor is also called upon to assist with CPS referrals and SPCE referrals, as well as attend IEP and 504 meetings as needed. Because there is only one SHC at Benavente, the workload is great. The ratio recommended by the Guam Federation of Teachers is 1:750 students.

A program that supports at-risk students is Esgaihon I Famagu'on-Ta (EIF). It is an in-school suspension program that provides behavioral and academic support to students who cannot attend their regular classes. Students are also seen by grade-level counselors while they are in the program. The EIF teacher is also one of the staff members who sponsors the STARS Club open to all students. It encourages students to focus on and share their talents. It also encourages them to make positive choices. EIF students participate in this club. The positive, nurturing approach of this program and the manner in which it counters isolation with public performances has caused it to be recognized as an important part of the school community and a major contributor to campus discipline and safety.

On the latest Student Survey, 81% responded positively to the prompt, “Is there at least one adult on campus you can go to if you have a problem or concern?” Students at BMS have many places to go when they need help.

#### **Direct Connections**

The PBIS framework is designed to start with academics and move out from there through levels of support.

The Child Study Team (CST) is where an academic or behavioral issue is first discussed. This Interdisciplinary Team designs and tries interventions and makes requests for additional supports as needed. Students might be referred to ESL or SPED testing. Behavior Management Plans are created as needed.

At BMS, teachers and staff are intent on addressing social, behavioral, health, and other needs that might interfere with the success of a student in school. An academic and character-building focus is maintained in providing these needs.

### **Strategies Used for Student Growth/Development**

In order to maximize access to and progress in a rigorous standards-based curriculum, the instructional staff at Benavente Middle are learning and using a variety of research-based instructional strategies in their classrooms. Teachers share best practices and interventions that work in their PLC meetings. Teachers also modify instruction based on data from assessments given.

For those ELL and SPED Students who require smaller classrooms and more individualized instruction, classes are available. As much as possible, these students are mainstreamed and teachers have been provided instruction in instructional strategies that are effective for these students, as well as for all. *Classroom Instruction That Works* is the current GDOE focus, as it offers a compendium of high-impact strategies. Teachers also share effective strategies within their grade-level and interdisciplinary teams -- especially when they have identified a student with special needs.

Those students who meet standards at a high level are offered advanced math classes and Robotics.

Opportunities for students to engage in self-directed learning and research are enhanced with the use of technology. The librarian provides much assistance in this area. The librarian assists students with research, book reports, and accessing educational websites such as EBSCO.

### **E4. Student Support Criterion – Accessibility**

To what extent do students have access to a system of personalized supports, activities, and opportunities at the school and within in the community?

### **Equal Access to Curriculum and Support**

BMS ensures that the best and most rigorous curriculum is available to students by assuring that it is standards-based and coherent. All subjects use consensus maps to guide instruction. In English Language Arts and Math, Common Core standards drive the curriculum and all other subjects use the Guam DOE Standards.

Students are grouped heterogeneously in teams, with the exception of Advanced Math classes. They are currently assigned to electives.

Teachers assess students each month using CFAs. Based on results, teachers plan additional supports by pulling students out of XL period and providing interventions or tutoring. Teachers are also required to plan for modifications and interventions using the BMS Lesson Plan template.

Some students are placed in Sheltered ESL or SPED classes after a process of observations and assessments. Those who remain in regular education classes are monitored and provided needed modifications .

### **Meeting Student Needs Through Curricular/Co-Curricular Activities**

Many co-curricular activities are offered at Benavente Middle through clubs, organizations, and sports. These activities extend learning beyond the classroom and provide leadership opportunities for students. These activities promote the development of the School Learner Outcomes: Value Their Community, Make Positive Choices, and Strive for a Better Tomorrow.

In order for students to participate in activities, they must have passing grades and demonstrate good behavior. Students with special needs are welcome to participate.

The BMS Field Day is an example of the integration of standards and learner outcomes with a schoolwide activity. All students are allowed to sign up for this grade-level competitive event.

### **Student Perceptions**

There is a Student Body Association at BMS that meets regularly and is a part of the School Climate Cadre. Students must be elected by the entire student body to be on the council. They help with clubs, assemblies, fundraising, awards, and other activities. They are familiar with SWIS behavioral data and help to share it with students in order to promote the SLOs and good behavior, in general.

December 2018 interviews uncovered the following student perceptions:

- The School Health Counselor (Nurse) is appreciated as helpful when ill or injured. Students recommended another nurse because they often wait long to be served. They also suggested more chairs, a first aid kit in each room, and free physicals as ways to improve the service.
- The majority of students interviewed have found the school's counseling services to be helpful and offered no suggestions for improvement.

During the WASC visit, student leaders interviewed expressed an overwhelming concern with the condition of the buildings on campus. They also expressed appreciation for the school, the teachers, and sports activities.

## **GDOE/ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs**

### **Summary**

The school leadership encourages parent and community engagement and is working on increasing their level of understanding and participation in the teaching and learning process. There is a strong connection with various organizations in the community, including the Mayor and her government resources and several nonprofit agencies. The school is a safe and orderly place. All staff have created a culture of trust, professionalism, caring and high expectations for students. The school's behavior management system is effective and supports learning and growth. Because of the ethnic makeup of the student population, an emphasis is placed on respecting and honoring individual differences. BMS is a multi-cultural environment that warmly embraces all students. Students know that they will receive support from teachers, teams, advisors, the nurse, school aides, coaches, and counselors.

**Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength**

- Strong community partnerships enhance student learning
- The entire staff cares for students and each other.
- The school climate is safe, supportive, respectful, and professional.
- All students feel welcomed and cared for and are provided many opportunities to participate in clubs, organizations, sports, and extra-curricular activities.
- A strong program, Esgaihon I Famagu'on-Ta (EIF) exists that provides positive support for students at-risk of failure due to disciplinary infractions.
- Faculty and Staff extend themselves to provide a wide range of co-curricular and extra-curricular activities for students.
- The administration and faculty have established a Homebase Advisor-Advisee Program (AAP) that provides time for teachers to get to know their students on a more personal level.
- Character Education is provided through XL classes.
- Teacher Teams and the School Climate Cadre monitor the system of care through the PBIS framework.
- Students have access to a variety of support services that include the nurse, librarian, counselors, and district student support staff.
- The school is considered a second home by many staff and students.

**Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth**

- Administration, teaching, and support staff prioritize, ensure, and maintain a direct connection between student learning needs and support services.
- School Leadership Team and teachers re-examine model of servicing ELL and SPED to ensure maximum achievement of standards for these special populations and for ALL students.
- Administration and teachers, along with other stakeholders and partners, create a tutoring program that provides students with assistance before school, during lunch, and afterschool.
- Administration and teachers provide incentives for parents and other stakeholders to become more involved with PTO, other school events, and school decision-making processes.

## **Part B: Schoolwide Strengths and Critical Areas for Follow-up**

### **General Comments:**

Previous visiting committees have commended BMS for the block schedule, for implementation of Advisor-Advisee and a general commitment to the whole child, for collaboration in PLCs and for support of students. The current VC confirms these strengths. The last full visit also raised concerns about professional development and student learning results. The current VC's concerns are detailed in the list of areas of growth below.

### **Schoolwide Areas of Strength**

- Administration has provided a schedule that allows for effective collaboration among faculty, with PLCs and team meetings.
- Administration has a system of “walkthroughs” that teachers value and look forward to in an effort to improve their teaching.
- Teachers provide bell-to-bell instruction using the Effective Block Schedule Lesson Plan.
- Teachers collaborate across grade levels, through subject areas, and by specialty area to plan, share strategies and support students.
- The faculty have embraced the PLCs, where the teachers share ideas, training, and have substantial conversations about the success of students.
- Teachers show tremendous concern and nurturing for their students, creating a warm and welcoming place for learning.
- An induction program supports new teachers.
- Structures and processes for collection of data on student achievement are in place.
- School improvement is focused on Curriculum, Instruction, and Assessment.
- Teachers use a variety of assessments including standardized tests, common formative assessments, summative assessments, and other tests to evaluate student performance.
- BMS has a strong system of support for student behavior that is monitored by the School Climate Cadre and bolstered by the PBIS School-wide Information System (SWIS).
- Students take a great amount of pride in their school and appreciate the efforts of the Administration and the faculty to make them feel safe and supported.
- BMS is implementing Standards-Based Grading along with proficiency scales.

### **Schoolwide Critical Areas for Follow-Up**

**The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:**

In order to address the four major goals in their action plan, the school plans to focus on actions that aim at the following: Students will acquire the necessary knowledge and priority skills as indicated by our curriculum maps, in order to become prepared for college or career; students will benefit from evidence-based, high-yield instructional strategies designed to promote mastery; By the end of SY 2021-2022 at least 80% of students will perform level 3.0 or higher in common assessments that are aligned to grade level standards. In addition, at least 80% will score at the proficient level in district-wide assessments.



**In addition, the Visiting Committee has identified areas that need to be strengthened:**

1. Administration and teachers prioritize improvement of student academic achievement, as measured by ACT/Aspire and SBA assessments.
2. Administration establish, implement, and communicate a clear cycle of school improvement planning that incorporates WASC recommendations and self-study process.
3. Administration and teachers systematically analyze and use data to inform instructional strategies and school level decisions.
4. Administration provide more time and training to content teachers to analyze formative and summative data on student achievement and plan necessary curricular and instructional adjustments.
5. Administration continue to monitor instruction and provide immediate feedback through frequent and regular walkthroughs.
6. Administration and faculty provide incentives for parents and other stakeholders to become more involved with PTO, other school events, and school decision-making processes.
7. GDOE provide teachers with district-wide assessment, ACT Aspire, and other data results in a timely manner.
8. The GDOE identify funds to refurbish the campus and demolish abandoned or condemned structures.

## **Chapter V: Ongoing School Improvement**

The Action Plan is a well conceived document that focuses on the following four primary goals: 1)By the end of SY2021-22 teachers will have aligned the school's curricular, instructional, and assessment practices to become a high-performing learning organization; 2)Throughout the school year, faculty and staff will provide whole-child supports in order to minimize the number of discipline infractions to 5% or below; 3)Parents and community members, and other stakeholders will support the vision, mission, and SLOs by actively engaging in school wide events that promote the development of the whole child; 4)All faculty and staff will enhance the school culture by actively engaging in professional learning communities with their interdisciplinary teams, and/or functional teams. These main goals are broken down into well-defined step by step processes. The corresponding strategies and practices are attainable and actionable, with responsible parties, and specific details clearly delineated. There is a clear timeline for the actions needed to attain the expressed goals. In addition, the action plan lists the resources needed to accomplish the goals. The document further outlines a timely and effective follow-up procedure to monitor the effectiveness of the plan.

A possible impediment to the completion of the Action Plan would be a sudden change in leadership. The arrival of a new campus leader would bring about the possibility of a change in the direction and focus of the school. Additionally, unanticipated changes in economics of the island could dry up resources that would be dedicated to the Action Plan. However, The VC judges the Action Plan to be a good path for the future success of the students.